In 2008 a quality assurance process will be conducted. This will build on previous work by inviting more teachers to be trained as peer reviewers who will review sets of evidence of student achievement. Randomly selected schools will be asked to submit sets of evidence for the quality assurance process. Further information will be available in future Info Connect distributions.

<table>
<thead>
<tr>
<th>Important dates for recording student achievement data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All schools</strong></td>
</tr>
<tr>
<td>By 29 February Week 5, Term 1</td>
</tr>
<tr>
<td>11 April Week 11, Term 1</td>
</tr>
<tr>
<td>Throughout Terms 1-3</td>
</tr>
<tr>
<td>19 September Week 9, Term 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Important dates for the quality assurance process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Randomly selected schools</strong></td>
</tr>
<tr>
<td>13 October Week 1, Term 4</td>
</tr>
<tr>
<td>31 October Week 3, Term 4</td>
</tr>
<tr>
<td>7 November Week 4, Term 4</td>
</tr>
</tbody>
</table>

**Data Protocols**

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**SACSA CIRCULAR NUMBER: 2**

Using the SACSA Framework and formal recording of Curriculum Standards data

In 2007 a large number of schools successfully recorded curriculum standards data using the SACSA Achievement System (SAS) software. Schools can now access their 2007 data for strategic planning purposes.

**How can schools provide information about recording and using the SACSA Achievement System (SAS) software in 2008?**

**For students in Years 1 to 7**
- Schools use the SACSA Framework to record Outcomes and Standards data in three Learning Areas.
- Schools select two of the three learning areas from English, Maths, and Science and one which is a school priority.
- Student achievement is recorded using the SACSA Achievement System (SAS) software.

**For students in Years 8 to 10**
- Schools involve all teachers in formally recording SACSA Outcomes and Standards data.
- Each teacher records student achievement in at least one Learning Area, with preference given to English, Maths and Science.
- Student achievement is recorded using the SACSA Achievement System (SAS) software.

**For further information or support please refer to:**
- The SACSA website (www.sacsa.sa.edu.au) under Moving Forward with SACSA
- The Curriculum Adviser in your District Office
- The SACSA Team
  - Kaye Johnson johnson.kaye@saugov.sa.gov.au
2008 In More Detail

For students in Years 1 to 7, schools use the SACSA Framework to

- plan, teach and assess learners’ progress
- provide relevant feedback throughout the year to learners and families about learners’ achievements based on assessment evidence
- formally record SACSA Outcomes and Standards achievement data, using the SACSA Achievement System (SAS) software, in three Learning Areas, two of which are English, Maths or Science
- ensure key evidence of achievement is available for a random sampling quality assurance process
- participate in local moderation and consistency activities
- focus on learner engagement to improve learner achievement.

For students in Years 8 to 10, schools use the SACSA Framework to

- plan, teach and assess learners’ progress
- provide relevant feedback throughout the year to learners and families about learners’ achievements based on assessment evidence
- involve all teachers in formally recording SACSA Outcomes and Standards achievement data, using the SACSA Achievement System (SAS) software, so that each teacher records at least one Learning Area, with preference given to English, Maths or Science
- ensure key evidence of achievement is available for a random sampling quality assurance process
- participate in local consistency activities
- focus on learner engagement to improve learner achievement.

Students with Disabilities
Each school (including Special Schools) uses the SAS software to record the achievement of students with disabilities who are working to achieve SACSA Standards and Outcomes as documented and agreed in their Negotiated Education Plan.

Additional Notes

Early Years

Teachers of Reception and Preschool children do not formally record learner achievement using the SACSA Achievement System (SAS) software.

Teachers of Reception children use the Early Years Band of SACSA and School Entry Assessment to

- monitor, plan and report on children’s learning to children and families
- consider children’s engagement and wellbeing in their data collection for each child.

Preschool educators use the Developmental Learning Outcomes of SACSA to

- monitor, plan and report on children’s learning to children and families
- consider children’s engagement and wellbeing in their data collection for each child.

Why focus on English, Maths and Science?

These Learning Areas have been identified as both national and DECS priorities in 2008.

What are the benefits of the SACSA Achievement System (SAS) Software?

For schools:

- continuously record and monitor student achievement
- analyse data to identify trends, gaps and patterns of learner Achievement
- compare school data with state-wide backdrop data, for use in local decision making and priority setting to improve learning for all learners.

For Central office

- use the state-wide information to review the achievement of the SACSA Outcomes and Standards.