Moving forward with SACSA

2007

Information for Site Leaders and Communities
This is to update site leaders and communities about the Moving forward with SACSA strategy for 2007. It builds on earlier information guidelines about the Strategy distributed through Infoconnect in 2005 and 2006.

Requirements for 2007

The table on page three shows the requirements for 2007, the ‘refinement’ year, along with preceding activities and those that will follow beyond 2007.

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

Therefore in 2007 site leaders will work with all of 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 local level
- record and use data about progress and achievements to improve learning for all learners.

Each school will use the SACSA Framework to:

- select one Learning Area and formally record SACSA Outcomes & Standards achievement data—a web-based software system (SACSA Achievement System) will be available to facilitate this (see Infoconnect 23/11/06)
- compare site data with state-wide backdrop data
- identify areas for improvement of learning and report to their communities on progress
- focus on learner engagement to improve learner achievement.

Each preschool will use the SACSA Framework to:

- monitor, record and report on children’s learning in each of the eight Developmental Learning Outcomes
- identify priority areas for improvement and report on progress
- consider children’s engagement and wellbeing in their data collection for each child.
In 2005 and 2006, around 200 sites participated in activities designed to improve professional practice, based on inquiry and underpinned by equity, through one of two options:

**Option 1: SACSA Engagement**

Many sites chose the focus of their ongoing professional learning and support within the Moving forward with SACSA strategy by selecting one of several possible professional learning programs. These were initiated by personnel from district and central office and then continued at the site level.

- how well children and students at our site are actively engaged in their learning
- how each learner at our site is progressing against Developmental Learning Outcomes or performing at each Curriculum Standard in each Learning Area
- whether there are differences in outcomes for different groups of learners
- how SACSA Outcomes and Standards data will be interrogated and plans implemented to improve both the successful engagement of all learners and the resulting data.

(Moving forward with SACSA Leaders Guidelines 2005 p1)

**Option 2: SACSA Innovation**

Many sites who had already done some significant work and had embedded aspects of the SACSA Framework into their professional practice participated in one of 9 possible innovation inquiries. Sites extended their practice through this collaborative inquiry with central office, districts and other sites. Specific funding was provided to support this work as well as to share learning with others.

(refer Moving forward with SACSA Leaders Guidelines 2005 p3)

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)

**Data protocols:**

The collection and use of student achievement data are for the sole purpose of learning improvement, as documented in the agreed DECS / AEU protocols (DECS Data Protocols: Student Information, November 2005).
This chart shows timeframes and processes for addressing expectations across all DECS sites.

Implement 2000 — 2004
General implementation of SACSA Framework, with focus on planning and implementing teaching and learning programs.

Engage 2005
‘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.

Commit 2006
All sites required to engage in professional learning.

Refine 2007
Support for all sites to continue to engage in professional learning.

Respond 2008-2009
Use of Curriculum Standards data embedded across DECS.

Why record data in the SACSA Achievement System software?
To enable schools to:
- analyse data to identify trends, gaps and patterns of learner achievement
- compare own school with mean data, for use in local decision making and priority setting to improve learning.

When will the SACSA Achievement System software be available?
Information about the roll-out has been provided separately (see Infoconnect, 23/11/06). For more information, contact Andrew Wells on 08 8226 1098.

Why select English, Maths or Science for formal data recording?
- these areas will have valid backdrop data developed from a stratified sample representative of the system
- these are key priorities for DECS in 2007.

Resources, tools, processes including moderation, trialled across districts to support valid, consistent judgements about Curriculum Standards data and the use of this data.

All Office of Primary, Middle and Senior Secondary Services funded programs to collect Curriculum Standards data in the relevant Learning Area's.

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Involvement and support 2007

Services

The following services are available to support sites to meet *Moving forward with SACSA* expectations (page 3):

### General SACSA Engagement Professional Learning

All sites are invited to contact their district office for support with professional learning in pedagogy, assessment, the Essential Learnings and the use of SACSA Outcomes and Standard data to improve the progress of all learners. This includes:

- some consistency and data activities across the district
- local professional learning based on the 2007 State-wide Data for Learning Project (see page 5).

The Office of Primary, Middle and Senior Secondary Services (OPMSSS) together with the Office of Early Childhood and Statewide Services (OECSS) will also provide support, materials and processes to underpin the success of sites and districts in their work.

These include:

- Multicultural Education / Studies of Asia
- ESL and Languages Services
- Learning to Learn
- Learning Area officers
- Learning Standards Team
- Child Protection Curriculum Professional Learning Program
- Early Learning and Curriculum Team.


### State-wide Consistency of Professional Judgement

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

- Consistency of professional judgement processes, exemplary assessment and learner work samples (see *Moving forward with SACSA: Consistency of teacher judgement PD Calendar*—updated version available Term 1, 2007)

*Note:* Consistency of professional judgement activities may also be provided by some professional teachers’ associations. Contact the Council of Education Associations of SA (CEASA) on ph: 8463-5875 or email: ceasa@ceasa.asn.au.

- Processes for facilitated analysis of SACSA Outcomes and Standards data designed to improve local learners’ outcomes and inform SACSA renewal

- Backdrop data for all schools after they record SACSA Outcomes and Standards data on the SACSA Achievement System (SAS) Software.

### Learnings from Learning to Learn and SACSA innovation and renewal activities

Learnings from the professional practice of these sites can be shared through districts and during the Learning to Learn Expo in May 2007.

### Continuous Site Improvement (CSI) Project materials

Processes and tools that have helped site leaders to build their capacity to use learner achievement data and other multiple measures of data more effectively for continuous site improvement have been developed. The program promotes an inquiry habit of mind by exploring richer questions based on Victoria Bernhardt’s multiple measures framework and High Performance Outcomes (HpO) Make Data Count Module.
Services available (continued)

Leaders’ ‘Leading Learning and Teaching’ Module
This program is part of the SACLE 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 outcomes 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.

The Office of Early Childhood and Statewide Services personnel, Office of Primary, Middle and Senior Secondary Services personnel and SACLE leaders will work with district teams and Local Leaders’ Executive Groups to plan and implement a program at the district level.

Projects
There are also a range of projects that will support some sites to meet expectations outlined on page 3.

Focussed SACSA Engagement
All schools engaged in funded programs from the Office of Primary, Middle and Senior Secondary Services will be supported to identify and collect Outcomes and Standards data in relevant Learning Area/s. Schools involved will use the SACSA Achievement System (SAS) software to record their data and compare it with state-wide backdrop data to target areas for improvement.

Examples include:

Learning to Learn
SCIMAS 2 Strategy
Languages Programs:
- First Language Maintenance & Development
- Aboriginal Languages

ARTsmart
Accelerated Literacy
ESL Innovative Schools
Maths for Learning Inclusion
Data for Learning

2007 Data for Learning Project
A small sample of schools drawn from all districts will be funded to participate in professional learning, facilitated by central office, with a focus on consistency of teacher judgement through peer review and the use of pedagogies, assessment and data to improve the progress of all learners. Learning from this work will be built on by district staff so that it can be shared with all schools over time.

AGQTP SACSA District project
Four districts are being facilitated to investigate improvements to pedagogy and assessment practices that will make a difference for all learners. This inquiry is based on a seminar by Professor Allan Luke and other related research. The findings of their action research will be shared state-wide.

Learning Inclusion Support
Many districts, clusters and schools can access support from Learning Inclusion programs and projects to target significant achievement gaps and enable more equitable achievement of SACSA Outcomes and Standards. The differential allocation of equity resources, eg Disadvantaged Schools Component Grants, and participation in learning inclusion programs, enables sites to develop and implement improvement plans based on SACSA data and research about what makes a positive difference for which learners.
Projects (continued)

2007 Focussed SACSA Innovation

After discussions with District Directors, a small number of sites will be invited to participate in funded SACSA Innovation activities. Identified areas of innovation include:

- Essential Learnings
- SACSA and the SACE
- Early Years pedagogy and assessment.

These sites, who will be selected for their exemplary professional practice in at least the identified area of innovation, will:

- develop resources, processes and tools to support all educators in their professional practice
- contribute significantly to SACSA policy renewal through the exploration of specific challenges within the SACSA Framework
- record SACSA Outcomes and Standards data on the SAS software and compare it with state-wide backdrop to use for planning and improvement purposes.

Early Years

To enhance progress towards SACSA Developmental Learning Outcomes and Curriculum Standards birth to Age 8, the work of the Office of Early Childhood and Statewide Services’ Early Learning and Curriculum Team will focus on:

- Educators’ pedagogy and relationships
- Children’s wellbeing and involvement
- Literacy and numeracy.

Resources

The following materials are available for leaders and educators as they participate in professional learning within their districts:

- Moving Forward with SACSA CD 2 & 3 (CD3 available early 2007)
- SACSA Framework: the required elements booklet
- Site Improvement Continuum
- Powerful Pedagogies for Learning DVD (available early 2007)
- SACSA Achievement System (SAS) software—will be phased in during 2007 to enable all teachers to record SACSA Outcomes and Standards achievement data through web-based software
- Every student matters CD (Senior Years) (available early 2007)
- Brain/ Mind Resource Pack Workshops
- Communities of Thinking Resource Pack
- Pedagogy Coaching Networks
- Learner Engagement “Measuring what matters” Instruments
- Leadership for Learning Video Paper Resource & workshops
- Consistency of professional judgement processes, work samples and materials
- Child Protection Curriculum materials
- Moderated evidence on SACSA website (www.sacsa.sa.edu.au)
- Teaching and Assessing Guides on SACSA Website (www.sacsa.sa.edu.au)
- Early Years Accountability Matrix
- Early Years Literacy Program resources
- Birth - Age 8 Wellbeing and involvement tools
- Mapping Multiliteracies: a professional learning resource
- School Entry Assessment
- We Can Make a Difference resource

Other resources as they become available as a result of work of SACSA Innovation sites

Allan Luke Video and Notes

Professor Allan Luke’s November 14th seminar entitled ‘Pedagogy and Assessment’ has been video taped for use at staff meetings. Notes from this seminar will also be available to assist leaders to further explore pedagogy and assessment at the local level to achieve targeted improvements in learning. This will be available in early 2007.