Dear Principals and Curriculum Leaders

**Update: Moving forward with SACSA 2007**

Curriculum Services is now finalising **data recording and quality assurance processes** to assist schools to meet their 2007 requirements regarding the **Moving forward with SACSA** strategy.

The **SACSA Achievement System (SAS) software** has been designed with the collaboration of a large number of schools which have been involved in **Moving forward with SACSA** projects. The software aims to support teachers and schools to record SACSA student achievement data, and has the facility to aggregate and disaggregate this data for schools to use for planning and improvement purposes. More information can be obtained from Andrew Wells via email wells.andrew@saugov.sa.gov.au. Advice about the SAS software was provided to schools early this year and a copy of the previous circular and Expression of Interest form has been included with this update.

The **peer review project** is currently underway to train over 120 teachers to act as **peer reviewers**. Peer reviewers will collaboratively moderate student work in English, Mathematics and Science sent in by randomly selected schools and provide feedback and advice to these schools around

- the quality of their decision-making about student achievement, and
- the reliability and comparability of the subject data backdrop.

If schools choose to record student achievement data for Learning Areas other than English, Mathematics or Science, using the SAS software, the software can provide data backdrops for these Learning Areas. However, in 2007, no information will be available about the reliability or comparability of this data because no quality assurance process is in place yet for these Learning Areas.

The **timeline for the process to enhance consistency of teacher judgement around data** has been determined. 

**Early September:** schools will be requested to ensure that recording of their student achievement data is up to date.

**September 21:** Curriculum Services will take a "state snapshot" of this data for English, Mathematics and Science. No individual school will be identified. This snapshot will then become the baseline data for student achievement in English, Mathematics and Science for 2007.

**Late September:** a number of students and schools will be **randomly selected** for one SACSA Standard in English, Mathematics or Science. Selected schools will be supported to
provide some examples of student work that the school believes is indicative of achievement of the respective Standard. 

October 19: peer reviewers will collaboratively moderate these examples of student work. Early November: feedback will be provided to participating schools about the quality of the school’s judgements and hence the reliability and comparability of the school’s student achievement data. Advice will also be provided about how to use this feedback for future planning and in the analysis of school SACSA data.

What does this mean for your school?

Every DECS school that chooses to record student achievement data in English, Mathematics or Science has a chance of being selected for a SACSA Standard for one of English, Mathematics or Science.

To take advantage of this quality assurance service to schools, principals might want to consider the following:

- use school decision-making processes to select at least one of English, Mathematics or Science as the focus for data collection in 2007
- use the SAS software to record student achievement in the relevant Learning Area and Standards, starting any time but finalised by September 21
- if you do not have access to the SAS software, complete the Expression of Interest proforma accompanying this circular to register for installation of the software so that teachers have an easy-to-use facility for record-keeping
- provide opportunities that support teachers to make high-quality decisions about achievement of SACSA Standards, such as teacher co-planning, professional development around the SACSA Framework or collaboratively looking at student work
- with support from district or Curriculum Services personnel if necessary, conduct collaborative moderation activities to improve consistency of teachers’ judgement at the school level
- participate in collaborative moderation activities available through District Offices.

If you have not already received a copy, ask your district Curriculum Adviser for the CD-ROM, Moving forward with SACSA: resources for leaders to support the understanding and practice of consistency of teacher judgement (CD2), for supportive resources and suggested processes.

I thank you for your continued commitment to this important work in enhancing our capacity to use student achievement data to improve outcomes for all learners in our schools.

Yours sincerely

Greg Petherick
A/EXECUTIVE DIRECTOR, CURRICULUM SERVICES

Date: