Welcome back to the new school year. I trust you’ve enjoyed the break and are ready for a successful 2009.

This circular provides you with information about developments in the national curriculum and the South Australian Curriculum, Standards and Accountability (SACSA) Framework for 2009.

This year the Curriculum Framework Team will be managing the following projects to support schools in the areas of assessment, reporting student achievement and the development of the national curriculum:

- Peer Review Moderation Project
- Assessment for Learning Project
- Informed Learning Project
- Student Work Sample Development Project
- National Curriculum Regional Workshops.

Information about school involvement in these projects and workshops will be provided in InfoConnect early in Term 1, 2009.

Helen Wildash
EXECUTIVE DIRECTOR, CURRICULUM

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

Schools have the ability to:
- continuously record and monitor student achievement
- analyse data to identify trends, gaps and patterns of learner achievement to improve learning for all learners
- compare school data with state-wide backdrop data, for use in local decision making and priority setting
- compare SACSA Framework Standards data with NAPLAN data to provide a more detailed understanding of student achievement.

Central Office has the ability to:
- use the state-wide information to review the achievement of the SACSA Framework Outcomes and Standards
- evaluate the effectiveness of its school projects and programs
- use the state-wide information to inform the development of achievement standards at the national level.

Data protocols


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Other information

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 Achievement System Standards and Outcomes as documented and agreed in their Negotiated Education Plans.

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 the SACSA Framework and the 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 the SACSA Framework to:
- monitor, plan and report on children’s learning to children and families
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For further information or support please refer to:
- The SACSA Framework website (www.sacsa.sa.edu.au) under Moving Forward with SACSA
- OR
- The Curriculum Consultant in your Region
- OR
- The Curriculum Framework Team in Central Office

Karen Cornelius 8226 0082  cornelius.karen@saugov.sa.gov.au
Kerry Hugo 8226 5397  hugo.kerry@saugov.sa.gov.au
Jane Leaker 8226 4328  leaker.jane@saugov.sa.gov.au
Kym Linke 8226 4142  linke.kym@saugov.sa.gov.au
Peggy McNeil 8226 1098  mcneil.peggy@saugov.sa.gov.au

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National curriculum

Many of you will be aware that the development of a national curriculum, for implementation from 2011, in English, mathematics, the sciences and history began in 2008 with the announcement of an interim National Curriculum Board, chaired by Professor Barry McGaw, Director Melbourne Educational Research Institute. Ms Helen Wildash, Executive Director Curriculum, is the South Australian government’s nominee on the Board and Ms Julie Roberts, formerly Manager of the SACSA Curriculum Framework, has been seconded to work with the interim Board secretariat.

The Board’s website at <www.ncb.org.au> provides detailed information about all the activities being undertaken in the development of the national curriculum. Everyone with an interest in the national curriculum is encouraged to register on the website to receive e-mail notifications regarding new and revised material as it becomes available. All of the papers that have been developed are available on the website, as well as reports and presentations from the national consultation forum.

The development process began with a national consultation forum in Melbourne in June 2008 attended by over 200 stakeholders. There have been consultation forums in each of the states and territories; the South Australian forum was held on 5 November 2008. A broad cross-section of representatives from South Australia’s three schooling sectors and stakeholder groups attended the Adelaide forum.

The interim Board prepared a series of papers for consultation. The Shape of the National Curriculum: A Proposal for Discussion is the overarching paper that provides the guidelines for the development of the national curriculum. Feedback on this paper was accepted until December 2008.

‘Framing papers’ have been developed for each of the four learning areas that are being developed—English, mathematics, the sciences and history—and are available on the Board’s website for consultation until 28 February 2009.

From 1 April 2009 an independent statutory authority under the Commonwealth Authorities and Companies Act 1997, the Australian Curriculum, Assessment and Reporting Authority (ACARA) will be responsible for the continued development of the national curriculum.

During the first half of 2009, officers from the DECS Curriculum Framework Team will be available to provide professional development on the national curriculum in regions. Information will be circulated in InfoConnect early in Term 1, 2009.

Implementation of the national curriculum is scheduled to occur in 2011. Plans for the transition to a national curriculum in English, mathematics, the sciences and history will be developed during 2009 and 2010. At the same time, a review of the other Learning Areas will occur to ensure the local curriculum and national curriculum are aligned.

While the national curriculum is being developed, the SACSA Framework Key Ideas, Developmental Learning Outcomes, Outcomes and Standards remain as the required curriculum for all DECS preschools and schools in South Australia.

Using Curriculum Standards and recording Curriculum Standards in 2009

In 2008, a large number of schools recorded Curriculum Standards data using the SACSA Achievement System (SAS) software. Many schools also received quality assurance feedback through their involvement in the Peer Review Moderation Project and random sampling. These schools can have confidence in the integrity of their Standards data, and can use the data for strategic planning and improvement purposes.

Recent national curriculum developments signal the importance of developing schools’ capacity to use Curriculum Standards to inform teaching and learning, to develop assessments and to enable, record and report student achievement. During the lead-up to the 2011 national curriculum implementation, DECS Curriculum Services will continue to work with schools to develop the capacity of the system and schools to use and record Curriculum Standards (ie SACSA Framework Standards at this stage).

Curriculum Services invites schools to record Curriculum Standards in SAS in 2009

Schools with students in Years 1 to 7 can:

- use the SACSA Framework Standards for teaching and assessment
- select two of the four Learning Areas from English, mathematics, science, and society and environment, and one which is a school priority
- record all students’ ongoing Outcome achievement in selected Learning Areas
- record Years 2, 4 and 6 students’ on balance ‘at Standard’ achievement by the first week of November in selected Learning Areas
- ensure key evidence showing Years 2, 4 and 6 students’ achievement in selected Learning Areas is available for random sampling
- participate in local consistency of teacher judgment activities in selected Learning Areas.

Schools with students in Years 8 to 10 can:

- use the SACSA Framework Standards for teaching and assessment
- involve all teachers in selecting a Learning Area that each of them will record student achievement in, giving preference to English, mathematics, science, and society and environment
- record all students’ ongoing Outcome achievement in Learning Areas selected by individual teachers
- record Years 8 and 10 students’ on balance ‘at Standard’ achievement by the first week of November in Learning Areas selected by individual teachers¹
- ensure key evidence showing Years 8 and 10 students’ achievement in selected Learning Areas is available for random sampling²
- participate in local consistency of teacher judgment activities in selected Learning Areas³.

1 Guidelines for using SAS to record student achievement are available on the SACSA website under ‘moving forward with SACSA’.
2 Guidelines for ensuring key evidence is available for random sampling are available on the SACSA website under ‘moving forward with SACSA’.
3 Information and resources for schools on developing consistency of teacher judgment are available and have been provided to all schools previously.

Quality assuring student achievement data

So that DECS and schools can have confidence in the quality of student achievement data recorded in SAS, Curriculum Services will select randomly from the entered data a number of schools and students to provide moderation panels with key evidence as a part of the Peer Review Moderation Project. Further information on quality assurance will be made available in future InfoConnect distributions.

Important dates for recording student achievement data

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 23 February Week 5, Term 1</td>
<td>Schools that do not have access to the SACSA Achievement System (SAS) software contact Peggy McNeil to organise access, passwords and technical support.</td>
</tr>
<tr>
<td>By 6 April Week 11, Term 1</td>
<td>Schools recording Standards data in SAS have access and passwords.</td>
</tr>
<tr>
<td>Throughout Terms 1 to 3</td>
<td>Teachers continue to record students’ achievement of Outcomes.</td>
</tr>
<tr>
<td>By 18 September Week 9, Term 3</td>
<td>Teachers record students’ on balance ‘at Standard’ achievement by Week 9 of Term 3 in selected Learning Areas.</td>
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