

SACE DATA AND INFORMATION POLICY

1. PURPOSE OF POLICY

The SACE Data and Information Policy sets out the principles, protocols and responsibilities for the educational, ethical and legal use of SACE data¹ and information that is generated by the SACE Board of South Australia.

The policy applies to the SACE Board's own management of SACE data and information and to the arrangements it puts in place for those who use SACE data and information, including schools, school sectors, principals and school leaders, the higher education sector, the training sector, government agencies, research bodies, Ministers of the Crown and other organisations with an interest in the SACE.

This policy sets out the guiding principles for the use of SACE Board data and information, and the responsibilities of those who produce, use and manage this data and information in the context of its educational and ethical use.

In addition, the policy establishes the basis for the use of SACE-related data and information to understand the factors that contribute to student achievement and learning, to enhance educational practice and pedagogy, to contribute to the social and economic well-being of South Australia and to building the social capital of a prosperous and cohesive society.

2. DEFINITIONS

The term, “data and information”² is used throughout this policy, and refers to any report, document, paper, correspondence, submission, recording (video, digital, graphic) or any other item in which information is produced, managed and maintained by the SACE Board.

The term “data” is used to refer to items in which the information that is conveyed is based on measurement, that is, the information expresses the extent, quantity, amount or degree of something, e.g. the number of students in South Australia who have completed at least one SACE unit.

The term “information” is used to refer to items which convey knowledge or understanding gained through experience, study, research or practice. In the SACE Board context, this is a very broad definition and encompasses such items as Stage 2 benchmarking materials, policy papers, meeting agendas and minutes.

¹ The terms, “SACE data” and “SACE-related data” refer to data that is generated, managed, maintained and used by the SACE Board in carrying out its legislated functions as set out in the *SACE Board of South Australia Act 1983*.

² While the Freedom of Information (FOI) Act uses the term, “document” to describe “anything in which information is stored or from which information may be reproduced”, for the purposes of this policy, the terms “data” and “information” are used to differentiate more explicitly between the types of items covered by each term.



3. POLICY PRINCIPLES

The SACE Board is committed to ensuring that data and information that is generated, stored, transferred, and otherwise used by the SACE Board and its key stakeholders and partners³ meets the following principles.

- *Improvement of student educational outcomes:* the primary purpose of the collection, analysis, evaluation, and reporting of SACE-related data is to improve the educational outcomes of students.
- *Social and economic capacity:* SACE-related data and information contributes to understanding and enhancing the role of education in the larger social and economic context of South Australia.
- *Enhancement of education practices and pedagogies:* SACE-related data and information is provided to enhance educational practices and pedagogies.
- *Assisting school programs to improve student engagement and achievement:* the collection, storage, evaluation and reporting of SACE-related data is to assist schools in their planning, review and delivery of their educational programs to improve student engagement and achievement in the SACE.
- *Minimising risk of misuse of data and information:* the collection, analysis, storage, evaluation, and reporting of SACE-related data and information is conducted in a way to minimise the risk of its misuse.
- *Ethical and appropriate use of SACE-related data and information:* the data and information collected, analysed, stored, evaluated, and reported by the SACE Board is used ethically by individuals and organisations who have access to it and in a manner that ensures its integrity.
- *Efficiency:* the collection, storage, evaluation, and reporting of SACE-related data and information is managed efficiently.
- *Protection of security and privacy:* the collection, storage, evaluation and reporting of SACE-related data and information is managed so as to protect the security of the information and data and the privacy of individuals.
- *Accountability:* the collection, storage, evaluation and reporting of SACE-related data and information fulfils the SACE Board's accountability to its stakeholders and legislative responsibilities.

4. RELEVANT LEGISLATION

SACE Board of South Australia Act 1983

The Board operates under the authority of the *SACE Board of South Australia Act 1983*. Section 15 (1) of the Act sets out the functions of the Board – for the purposes of this policy, the relevant sections of the Act are provided below:

- to establish a qualification (to be called the South Australian Certificate of Education or SACE) to be awarded by the Board;
- to determine the requirements for the achievement of the SACE;

³ The term “key stakeholders and partners” is used to denote any organization or entity with whom the SACE Board has a legislated obligation to consult (ref. section 15(3) (c)) or, who, in the course of carrying out its legislated functions, the SACE Board engages or interacts with.

- to accredit subjects and courses (whether prepared at the direction of the Board or submitted to it by a school, institution or other authority or organisation) that will be recognised by the Board as being suitable for the purposes of the SACE;
- to assess in such manner and to such extent as the Board thinks fit, achievements in or satisfactory completion of subjects or courses;
- to assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE;
- to prepare and maintain records of assessments or achievement made or recognised by the Board and to provide, on request, a copy or extract of those records to a student or former student or such other person as the student or former student may direct;
- to certify the successful completion by a student of any studies or other activities that contribute to qualifying for the SACE and to award the SACE;
- to prepare and publish –
 - information on the requirements determined by the Board for the achievement of the SACE;
 - guidelines relating to the development and review of courses and subjects;
 - criteria to apply in connection with the accreditation of subjects or courses;
 - information on assessment processes for the satisfactory completion of subjects and courses;
 - information on the quality assurance processes used to assess student achievement;
 - information on the method for gaining access to records that certify a student’s completion of the SACE;

Section 15 (3) of the SACE Board of South Australia Act requires the Board to “*take steps to assist schools and education authorities to provide information and professional development opportunities to teachers and other persons who work with students who are seeking to obtain the SACE*”.

Other relevant legislation

The collection, storage, use, and release of SACE-related data and information are in accordance with, and in the context of, relevant legislation and guidelines:

- South Australian Information Privacy Principles;
- Freedom of Information Act 1991;
- Information Sharing Guidelines for Promoting the Safety and Well-being of Children, Young People and their Families (SA);
- Copyright Act 1968; and/or
- Whistleblowers Protection Act 1993.

5. POLICY STATEMENT

The SACE Board is responsible for producing, managing and maintaining SACE-related data and information in accordance with its legislated functions as set out in the *SACE Board of SA Act 1983*.

The SACE Board's Legislative Principles require the SACE Board to work cooperatively and collaboratively with the school education sectors and the Minister in recognition that such cooperation and collaboration is fundamental to achieving the best outcomes for students. These Legislative Principles also require the SACE Board to ensure that the SACE qualification reflects rigorous standards and community expectations. On this basis, the SACE Board works closely with its stakeholders and partners to develop communities of educational practice based on mutual collaboration and cooperation, and with a key objective of ensuring the best educational outcomes for students.

In the spirit of such collaboration and cooperation, and respecting the specific responsibilities and functions of other agencies and entities, the SACE Board acts to ensure as far as possible that SACE-related data and information is used educationally, ethically and legally by those who access and use the data and information, including data and information which is provided to others by the SACE Board.

SACE-related data and information is used to provide students with a record of their achievements in the SACE and to ensure the integrity of SACE assessments and reports.

The SACE Board uses data and information to provide comprehensive data reports to school personnel to enable them to understand the factors that contribute to student achievement, analyse and assess teaching and assessment practices at their school, inform and improve teaching and learning practice, and to inform policy development and decision making.

The SACE Board uses data and information to fulfil reporting requirements set by state and federal governments.

The SACE Board exercises its responsibility for SACE-related data and information through the following protocols:

Data and information is used for its intended purpose: SACE-related data and information is collected for defined purposes, as determined by the SACE Board of South Australia, and, where appropriate, other agencies or entities with whom the SACE Board has contractual, formal or informal agreements in place for data and information sharing.

Use of data should comply with relevant legislation: the collection, storage, use, and transfer of SACE-related data and information takes place in accordance with relevant legislation and guidelines.

Systems and procedures govern the use of data: systems and procedures are used to provide assurance in relation to:

- the informed consent of individuals for the collection, storage and use of their data and information;
- the secure management, maintenance and storage of SACE-related data and information;

- permissions and approvals for access to and use of SACE-related data and information; and
- appropriate, purposeful, transparent and accountable use of SACE-related data and information by the SACE Board of South Australia and its key partners and stakeholders.

The SACE Board is committed to ensuring that it meets its obligations under Freedom of Information legislation and other legislation governing the privacy of individuals and the use of data and information which may be confidential or otherwise protected.

6. RESPONSIBILITIES

In the context of the Freedom of Information (FOI) Act, agencies responsible for managing and using data and information are considered to be the custodians of such data, irrespective of where or by whom the data was originally generated.

In the management of SACE-related data and information, the SACE Board exercises direct management responsibility for the following:

- Staff of the SACE Board of South Australia, including individuals contracted by the SACE Board to undertake work in relation to the development, review, accreditation, recognition and assessment of subjects and courses in the SACE.
- Individuals who have an interest in the SACE, including Board members, members of the Board's three standing committees, and their deputies.
- The release of SACE data and information to the public.

In the management of SACE-related data and information, the SACE Board respects that it does not possess direct management responsibility for the following individuals and organisations:

- Staff of the Department for Education and Child Development who routinely work with and/or have an interest in the SACE.
- Staff of the Association of Independent Schools of South Australia and Catholic Education South Australia who routinely work with and/or have an interest in the SACE.
- Staff and personnel of government agencies and organisations who routinely work with and/or have an interest in the SACE, for example, the Department of Further Education, Employment, Science and Technology, the Training and Skills Commission, the National Centre for Vocational Education Research and the South Australian Tertiary Admissions Centre.
- Staff and personnel of agencies and organisations that have contractual arrangements in place with the SACE Board, for example, the Northern Territory Department of Education and Training, and the colleges delivering the South Australian Matriculation program in Malaysia and China.
- Staff and personnel of organisations and associations that have an interest in the SACE, for example, principals associations, subject associations, parents groups and designated entities.

The SACE Board will take active steps to maximise their educational, ethical and legal use of the data and information through the establishment and monitoring of appropriate agreements and procedures.

Approved: October 2012