

# SACE Leaders Forum

August 2012

# SACE First Year Evaluation



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# SACE First Year Evaluation: summary of key issues

- it is too soon to identify empirical data to analyse the effect of the new SACE after only the first year of its full operation
- the two biggest areas of change in the current SACE compared with the former SACE are the impact of the new approach to assessment of student learning and the impact of the compulsory Stage 2 Research Project

# SACE First Year Evaluation: summary of key issues

- despite the intensive efforts of the SACE Board and schools, individual teachers varied considerably in their readiness for the changes that the SACE required
- while the SACE Board had a number of clear responsibilities in leading the change, there was also a significant requirement on schools, school leaders and teachers to be ready for the change
- the need for high levels of leadership in schools will continue as further changes are progressed.

# Continuous Improvement in SACE Assessment and Quality Assurance



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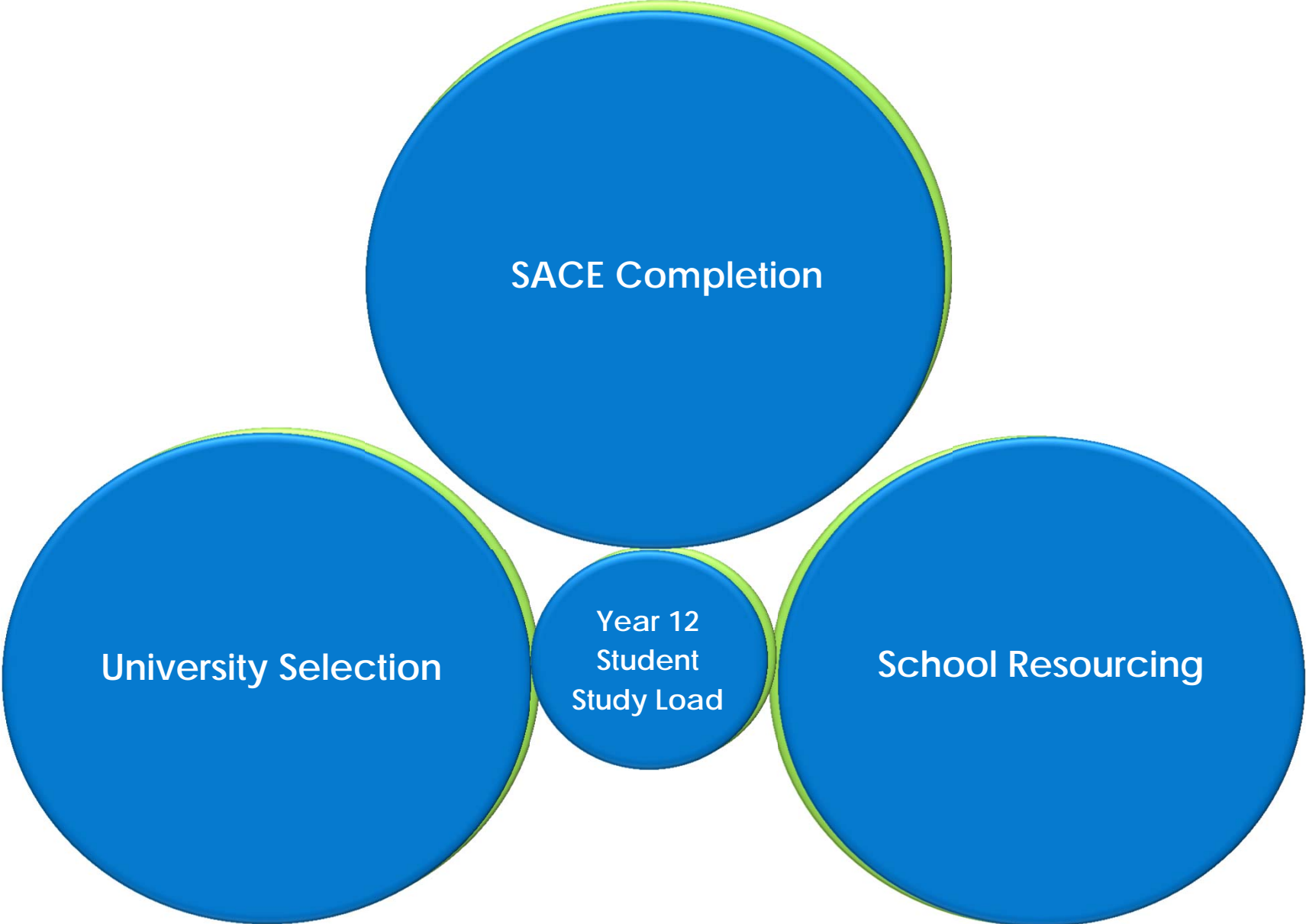
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# SACE First Year Evaluation: the recommendations

- General directions
- Research Project
- Assessment model
- Future initiatives

# Research Project recommendations

- Capacity building activities: such as more assessment exemplars, and more clarifying forums
- Introduce additional options to enable students to complete the Research Project at Stage 1 or Stage 2
- Linking changes to the Research Project requirement to students' opportunity to study additional Stage 2 subjects.





# Questions and feedback



# Some questions

- **Assuming that the Research Project remains a mandatory requirement for SACE completion, please indicate your preference in having the Research Project subject available at both Stage 1 and Stage 2.**
- **What impact would having the Research Project subject available at both Stage 1 and Stage 2 have on other Stage 1 subjects?**
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# Freedom of Information



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# Context of proposed changes

- **FOI legislation reflects government policies of openness and accountability**
- **The SACE Board has been exempt in respect of FOI laws since 1992**
- **All other states and territories now provide comprehensive school specific information**

- **Review and development conducted over past 18 months**
- **If approved the changed arrangements are likely to take effect in the first half of 2013**

# SACE Data and Information Policy

- The Policy relates to the SACE Board's use of data and information and to the arrangements it has with others who use its data and information
- Policy Principles:
  - Data assists in improving student educational outcomes
  - Data enhances educational practice and pedagogy
  - Data is used ethically and appropriately

# Category 1:

Data and information provided in the public domain:

- \* SACE website
- \* Annual Report
- \* Freely available from the SACE Board through forums, workshops, etc.

# Category 2:

Data and information declared Exempt in the Regulations to FOI Act and not accessible to or by the public:



# Category 3:

Data and information that is subject to the FOI Act and which may or may not be provided in the public domain, in accordance with the requirements and provisions of the FOI Act



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# Additional SACE enrolment and achievement reports to be provided following proposed changes to FOI arrangements

- Sample reports with individual school information

# Questions and feedback



# Some questions

- **What impact do you believe the proposed FOI changes will have on your school?**
- **How positive do you believe your school community will be about the proposed FOI changes?**
- **Suggestions for improvements to the draft SACE Data and Information Policy?**

# Thank You



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