

Key Evidence

- The school community has a limited understanding of the SACE
- students have a general understanding of the SACE, some students are not familiar with SACE assessment policies and procedures. e.g. deadlines, word count.
- students don't recognise how their results from the school and the external assessments are combined
- Parents don't understand the difference between SACE results and an ATAR
- some teachers do not access subject operational information
- Changes to policies on 'as needs' basis

Communication

The school's assessment information, policies, and procedures are:

- assisting teachers to carry out the school's assessment policy and procedures
- communicated to students and their families effectively
- regularly reviewed for accuracy and are comprehensive and up to date.

Key Evidence

- Data management practices are not documented or understood
- Doubt that most students are being enrolled in appropriate subjects/courses
- Pattern checking is adhoc
- Requests to change results are submitted to the SACE Board
- Some students receive incorrect results due to administrative errors.

Assessment Practices

The school's assessment practices are:

- guiding teachers and students to manage effective SACE assessments
- giving students adequate opportunities to demonstrate their best achievements.

Key Evidence

- Assessment practices in the school generally ensure students are engaged
- Tasks provide students with an opportunity to demonstrate achievement to the highest level.
- Tasks are clear and have options
- students and teachers generally (not all but most) to assessment policies for deadlines, drafting, editing and verification)
- Students are provided feedback (mostly scores and grades). However, the feedback is not always timely or useful.

Within-school Quality Assurance

The school's quality assurance practices ensure the integrity of students' results.

Key Evidence

- Teaching teams critically analyse their moderation data, student achievement data and their own teaching and learning practices to develop an improvement plan
- Learning and assessment plan feedback is carefully considered and applied to the teaching and learning programs
- Teachers employ a number of strategies to clarify standards (e.g. attend clarifying forums, cross-mark with others within and outside the school)
- Teachers benchmark their interpretation of performance standards prior to submitting results
- Data shows school assessment decisions are accurate

Data Management

The school's data management processes ensure that student details, enrolments, and results are accurate and timely.

