

SACE SELF-REVIEW TOOL FOR SCHOOLS

WORKING DRAFT

INTRODUCTION

Students' SACE assessments are dependent on a strong partnership between schools and the SACE Board. SACE Board policies and procedures specify the responsibilities that schools, through their school principal, fulfil for the assessment of student learning in the SACE and for assuring the integrity of those assessments.

The SACE Self-review Tool (SRT) supports schools in continuously improving two factors that facilitate student success in the SACE: quality management systems and SACE assessments. The SRT is based on the following principles:

Student Success

Quality management systems¹ (QMS) support student success in the SACE.

Leader Driven

School leaders (e.g. principals, curriculum leaders, SACE coordinators, year level coordinators, faculty leaders, or improvement coordinators) are responsible for leading QMS in schools. Leaders are the most important element of an effective school, as they identify and articulate the types of improvements required by the school in order to meet goals and expectations.²

Partnerships

Improvements to QMS for assuring the integrity of students' results are reliant upon partnerships between schools, sectors, and the SACE Board

High Expectations

School leaders expect, without exception, effective and efficient quality management practices that deliver quality student outcomes.

Inclusivity

All schools, regardless of their starting point, can benefit from reviewing, monitoring, and continually improving their QMS.

Collegiality

QMS that encourage a culture of shared responsibility for the integrity of students' results support improved student learning.

¹ The processes, policies, and procedures that schools implement to assure the integrity of students' results.

²Leadership and Teacher Development Branch, Office of School Education, Victoria Department of Education and Training 2005, *Professional learning in effective schools: the seven principles of highly effective professional learning*, Leadership and Teacher Development Branch, Office of School Education, Victoria Department of Education and Training, Melbourne, viewed 28 January 2014, <http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/teacher/ProfLearningInEffectiveSchools.pdf>

Ownership

Schools reflect upon and inquire into their QMS and take responsibility for implementing and monitoring identified improvements. This self-review may be supported by the SACE Board and school sectors.

Strategy

School leaders analyse their QMS and synthesise their observations to instigate improvements. Schools should focus on the QMS practices that have the most impact on the integrity of students' results.

THE TOOL

The SRT is designed to support school leadership teams to evaluate the effectiveness of their school assessment practices. The tool evaluates four criteria:

- **Assessment Practices**

Do school assessment practices provide students with the best opportunity to demonstrate their learning?

- **Within-School Quality Assurance**

How effective are the school's quality assurance processes?

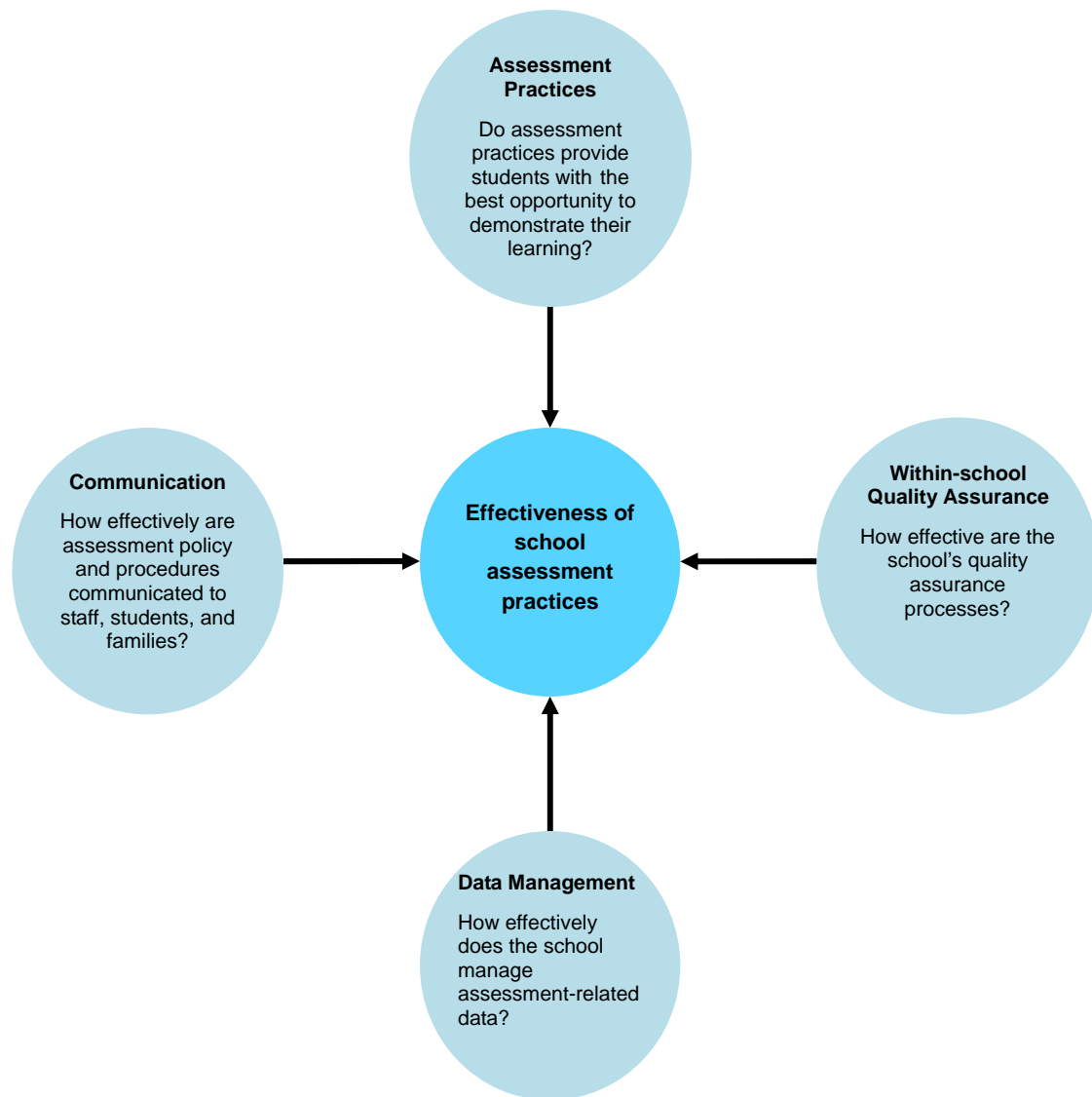
- **Data Management**

How effectively does the school manage assessment-related data?

- **Communication**

How effectively are the school's assessment policies and procedures communicated to staff, students, and families?

The tool provides performance indicators for each of the four criteria. Schools assess their performance against these indicators to identify their strengths and inform their future planning for improvement. The indicators are measured at four levels of performance ranging from 'high' to 'low'. The tool provides examples of evidence that may be indicative of each of the four performance levels. These examples are not prescriptive; schools are encouraged to use all relevant evidence when making decisions about their performance.



Suggested Ways of Working

It is important for each school leadership team to plan how to proceed with evaluating its school's assessment practices. One way is outlined below, but schools are encouraged to modify this to suit their needs.

1. Establish a small group to lead the evaluation. The group could include school leaders, teacher representatives, and external advisers including school sector representatives or SACE officers. External advisers can be invited to support, encourage, and provide an external perspective to the evaluation.
2. Select a facilitator to guide the discussion. The small group and the facilitator discuss the evidence available for each of the criteria and decide on the school's level of performance. Sufficient time should be allocated for critically examining the evidence available.

3. Share the results with the broader school leadership team and staff to promote reflection on, and conversation about, the results.
4. Determine key areas for improvement based on the largest gaps between actual and desired levels of performance. Establish a working group(s) to consider the situation, identify and implement improvements. External advisers including school sector representatives or SACE officers can support the school's development of strategies and provide materials that the school may consider using.
5. Regularly monitor and review progress and effectiveness of improvements. Adjust the improvement strategy or approach if and when necessary.

Assessment Practices

Do school assessment practices provide students with the best opportunity to demonstrate their learning?

The school's assessment practices are:

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

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| High | <p>Indicators:</p> <p>School leadership team has high expectations and actively promotes a culture of innovative assessment program design that caters to student interests, pathways, and contexts.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> • Assessment practices are strategically reviewed and monitored to ensure that: <ul style="list-style-type: none"> ➤ tasks complement effective teaching and learning through differentiation, negotiation, and choice ➤ tasks provide students with clear and unambiguous instructions ➤ tasks give all students the opportunity to demonstrate higher order thinking to enable them to meet the A level performance standards ➤ students are clear about assessment requirements and criteria ➤ all students complete all tasks. |
| | <p>School leadership team has a documented plan to ensure teachers have a deep understanding of SACE Board assessment policies and are consistently implementing these policies across the school.</p> | <ul style="list-style-type: none"> • Students and teachers adhere to SACE Board assessment policies working ethically with regards to drafting, editing and verifying student work and meeting deadlines. |
| | <p>School leadership team expects students to be provided with effective feedback that promotes further learning and has procedures in place to enable students to provide teachers with feedback.</p> | <ul style="list-style-type: none"> • Teachers provide feedback to students that is timely and is explicit about what actions students can take to improve • Students are provided with opportunities to give feedback to teachers regarding assessment practices and strategies that may further develop student learning. |
| | <p>School leadership team makes certain that procedures and practices are in place to ensure teachers' assessment tasks are fair and accessible.</p> | <ul style="list-style-type: none"> • Teachers facilitate students' access to assessments by ensuring that: <ul style="list-style-type: none"> ➤ eligible students use special provisions ➤ task language is clear to all students ➤ task options provide students with an equal opportunity to demonstrate their learning ➤ students are provided with the resources required to complete tasks. |
| | <p>School leadership team makes certain that procedures are in place to ensure assessment evidence reflects student achievement.</p> | <ul style="list-style-type: none"> • Assessment evidence reflects assigned grades and is readily available for confirmation through the marking and moderation processes. |

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| High Medium | <p>Indicators:</p> <p>School leadership team encourages the development of innovative programs to cater for student diversity; innovative programs are evident across a number of learning areas or classes.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> Assessment practices across the school generally ensure students are engaged and can demonstrate their learning to the highest level through differentiation and clarity of requirements Most students complete all assessment tasks. |
| | <p>School leadership team devolves to middle managers the responsibility for teachers' understanding of SACE Board assessment policies. Assessment policies are consistently implemented by most teachers.</p> | <ul style="list-style-type: none"> Students and teachers generally adhere to SACE Board assessment policies Assessment deadlines are applied by teachers Teachers consistently initiate Breaches of Rules action. |
| | <p>School leadership team promotes effective feedback as a critical tool to further student learning, which is understood and actioned to varying degrees by teachers. Student feedback to teachers is encouraged but not strategically managed.</p> | <ul style="list-style-type: none"> The quality of feedback that students receive from teachers across the school is variable Feedback may not be timely and/or may not provide students with clear steps for improvement on strategies to further develop their learning Feedback from students to teachers on assessment practices and strategies to further develop student learning is provided by some students on an informal basis. |
| | <p>School leadership team devolves the responsibility to middle managers for developing teachers' understanding of fairness and accessibility in assessment. Most teachers' assessment practices are fair and equitable.</p> | <ul style="list-style-type: none"> The use of special provisions, the clarity of assessment tasks, and the provision of resources generally enable students to access assessments. |
| | <p>School leadership team expects procedures are in place to ensure that students' results reflect assessment evidence, with generally effective practices employed by middle managers and teachers across the school.</p> | <ul style="list-style-type: none"> Assessment evidence reflecting students' final results is almost always available for confirmation through moderation and marking processes A request to change final results is made after results are submitted to the SACE Board in some years. |
| Low Medium | <p>Indicators:</p> <p>School leadership team assumes that teachers' assessment tasks and programs are aligned with subject specifications and cater to student interests, pathways, and contexts.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> Teachers use assessment tasks with limited consideration of their suitability Assessment practices vary across the school. Some assessments engage students and provide an opportunity to demonstrate learning at the higher standards. Some tasks may: <ul style="list-style-type: none"> limit student access and/or engagement provide ambiguous instructions provide little opportunity for student negotiation and choice limit the opportunity for students to demonstrate evidence of their learning to the highest standard A number of students do not submit some assessment tasks and receive an 'I' result. |
| | <p>School leadership team assumes that middle managers and teachers implement SACE Board assessment policies consistently. Assessment policies are inconsistently implemented across the school.</p> | <ul style="list-style-type: none"> Assessment deadlines are inconsistently applied Students do not always recognise when they have submitted work that is not their own Teachers inconsistently initiate Breaches of Rules action. |
| | <p>Feedback that promotes student learning is provided by teachers on an ad hoc basis.</p> | <ul style="list-style-type: none"> Feedback that promotes student learning may or may not be provided Feedback that promotes student learning is not always timely Some students do not value and use feedback to support their learning. |
| | <p>School leadership team assumes assessment practices are fair and accessible. Some assessments preclude students from demonstrating their learning.</p> | <ul style="list-style-type: none"> The application of special provisions varies between teachers Task options may require resources that aren't available to students Some tasks may include instructions that are irrelevant. |
| | <p>School leadership team assumes that students' results reflect assessment evidence.</p> | <ul style="list-style-type: none"> Assessment evidence on which students' final results are based is sometimes unavailable for confirmation through moderation and marking processes A number of requests to change final results are made after results are submitted to the SACE Board in most years |

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| LOW | <p>Indicators:</p> <p>School leadership team has limited awareness of SACE Board assessment practices and their relevance to teachers and students.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> • Teachers use assessment tasks without consideration of their suitability • Teachers' assessment practices are inconsistent. Many assessment tasks: <ul style="list-style-type: none"> ➤ limit student access and/or engagement ➤ limit the opportunity for students to demonstrate achievement at the highest standards. ➤ assess irrelevant assessment criteria • Many students' results reflect non-completion of tasks rather than their achievements; multiple 'I' results in classes and/or subjects. |
| | <p>School leadership team does not recognise SACE Board assessment policies. Assessment policies are not applied.</p> | <ul style="list-style-type: none"> • Eligible students are not approached with the opportunity to access special provisions • Students submit work that is not their own without consequence • Students submit — and teachers accept — work without regard to assessment deadlines or due dates. |
| | <p>Feedback provided to students rarely promotes further learning.</p> | <ul style="list-style-type: none"> • Feedback does not promote further learning or student understanding of their strengths and weaknesses • Feedback is provided in relation to irrelevant assessment criteria. |
| | <p>School leadership team has little assurance that students' results reflect assessment evidence.</p> | <ul style="list-style-type: none"> • Assessment evidence that contributes to students' final results is unavailable for multiple students • Assessment evidence is incomplete and does not reflect assigned grades • A number of requests to change final results are made after results are submitted to the SACE Board each year. |

Within-school Quality Assurance

How effective are the school's quality assurance processes?

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

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| High | <p>Indicators:</p> <p>School leadership team strategically plans opportunities to work with teachers to analyse qualitative and quantitative data to identify strategies that improve the comparability of teachers' assessment decisions with statewide standards.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> Teaching teams critically analyse all moderation data, student achievement data, and their own teaching practices to develop improvement strategies. Strategies are documented, shared, and actioned to contribute to whole school improvement Moderation data from the previous year is used to determine the need for additional support to confirm standards. |
| | <p>School leadership team prioritises collaborative planning opportunities for teachers that ensure learning and assessment plans and tasks are valid and continually improved to meet the needs of all students.</p> | <ul style="list-style-type: none"> Teachers are provided with dedicated planning time and use this to revisit and review assessment programs Learning and assessment plans are managed internally and are formally endorsed by the principal or principal's delegate to ensure they meet student cohort needs and the subject outline specifications Teachers share the development of assessment tasks Teachers are provided with targeted planning support (e.g. mentoring program, buddy system, cluster arrangements) according to their needs and expertise Learning and assessment plan feedback is carefully considered and applied to the teaching and learning program; changes are formally documented and endorsed by the principal or principal's delegate. |
| | <p>School leadership team values and orchestrates clarifying activities and expects teachers to understand the performance standards of their subject(s).</p> | <ul style="list-style-type: none"> Teachers are provided with dedicated opportunities to participate in clarifying activities Teachers employ a number of strategies for clarifying standards (e.g. attend clarifying forums, access exemplars on the SACE Board website, cross-mark with colleagues within and outside the school) Teachers collaborate formally and informally with others to ensure the comparability of their assessment decisions Teachers share the responsibility for developing a consistent interpretation of the performance standards. |
| | <p>School leadership team creates and nurtures a collective culture amongst teachers to confirm the integrity of students' results.</p> | <ul style="list-style-type: none"> Teachers benchmark their interpretation of the performance standards prior to submission of results Final grades have been subject to timely within-school (or across school) confirming processes to ensure their comparability with statewide standards. |
| | <p>Principals (and school leadership team) accept responsibility for identifying and implementing practices that ensure valid, reliable, and fair student grades.</p> | <ul style="list-style-type: none"> School leadership team is provided with evidence (e.g. benchmark samples of student work, reports on the outcomes of within-school moderation meetings) that supports the confirmation of final results SACE data shows the school's assessment decisions are valid and reliable Schools monitor moderation shifts and the comparability of their results from one year to the next. |

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| High Medium | <p>Indicators:</p> <p>School leadership team devolves to middle managers the responsibility of using qualitative and quantitative data to compare teachers' assessment decisions with statewide standards. Improvement strategies are identified and may be documented.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> • Middle managers, together with individual teachers, analyse SACE assessment data. Findings are generally shared within learning areas and may inform whole-school improvement • All teachers are provided with the same support to confirm standards rather than differentiated approaches according to need. • Planning opportunities are variable between learning areas and range from: <ul style="list-style-type: none"> ➤ formal to informal ➤ collaborative to individual • Learning and assessment plans are formally endorsed by the Principal or Principal's delegate to ensure they meet subject outline specifications • Task development across learning areas is variable; from individual to collaborative • Learning and assessment plan feedback is mostly applied to teaching and learning programs. • Most teachers collaborate formally and informally to clarify their understanding and interpretation of the performance standards • Clarifying activities are generally teacher-initiated and occur when time permits (e.g. via learning area meetings, district hub groups, videoconferencing) • Most teachers use the SACE Board website to access exemplars to validate/adjust their interpretation of the performance standards. • Most teachers benchmark their interpretation of the performance standards prior to submission of results. • School leadership team assumes that school assessment and reporting procedures deliver accurate final results • Grades generally reflect statewide standards • SACE data shows inconsistencies between some teachers and the statewide standard. • Learning area coordinators use moderation effects data to monitor their quality assurance practices |
| | <p>School leadership team expects that learning and assessment plans and tasks are valid and meet the needs of students.</p> | |
| | <p>School leadership team encourages learning areas to schedule clarifying opportunities to ensure the comparability of assessment decisions with statewide standards.</p> | |
| | <p>Some key teachers create a culture within learning areas to confirm the integrity of students' results.</p> | |
| | <p>School leadership team encourages learning areas to implement practices that assure final grades are accurate and align with the statewide interpretation of performance standards</p> | |
| Low Medium | <p>Indicators:</p> <p>School leadership team delegates the analysis of qualitative and quantitative data to individual teachers. Teachers identify strategies that improve the comparability of their assessment decisions with statewide standards.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> • Teachers consider moderation data, student achievement data, and their own teaching practices. There are no expectations of an improvement plan, nor are accountability practices in place. • Feedback on learning and assessment plans is not always applied to the current teaching and learning program to ensure subject specifications are met • Planning opportunities are not prioritised and may result in: <ul style="list-style-type: none"> ➤ teachers being unaware of the status of learning and assessment plans or the suitability of the plan to meet current student needs ➤ ad hoc and inconsistent amendments/review of learning and assessment plans ➤ minimal collaboration between teachers to design tasks and develop programs. • Teachers have limited opportunities to collaborate to clarify standards • Teachers do not routinely access the exemplars on the SACE website to review their interpretation of the performance standards. • Some teachers use their moderation data as a mechanism to confirm standards in subsequent years. • SACE data shows inconsistencies and misinterpretations of performance standards in some subjects. |
| | <p>School leadership team assumes that individual subject teachers are working with an approved learning and assessment plan and that teachers will make changes to ensure the plan is valid and meets the needs of the current student cohort.</p> | |
| | <p>School leadership team assumes teachers understand the performance standards for their subject(s). Few accountability measures are in place to ensure individual teachers undertake clarifying activities.</p> | |
| | <p>School leadership team assumes final grades are accurate and align with the statewide interpretation of performance standards.</p> | |

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| LOW | Indicators: | Examples of indicators in practice: |
| | School leadership team does not use qualitative and quantitative data to identify strategies for improving the comparability of teachers' assessment decisions with statewide standards. | <ul style="list-style-type: none"> Teachers do not critically analyse their moderation data, student achievement data, and their own teaching practices. |
| | School leadership team has limited understanding of the mechanisms that ensure learning and assessment plans meet subject specifications and current student needs. | <ul style="list-style-type: none"> Learning and assessment plan feedback is rarely reviewed and actioned Planning opportunities for teachers are rare. |
| | School leadership team has limited awareness of the mechanisms by which teachers clarify their understanding of the performance standards. | <ul style="list-style-type: none"> Teachers rarely attend SACE clarifying forums, and within-school clarifying activities are rare Most teachers do not access the exemplars on the SACE Board website to clarify their understanding of performance standards. |
| | School leadership team assumes that grades submitted to the SACE Board are accurate and does not have any quality assurance processes in place. | <ul style="list-style-type: none"> Moderation data is rarely considered as a support mechanism to confirm standards Moderation shifts are common across and within multiple learning areas. |

Data Management

How effectively does the school manage assessment-related data?

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

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| High | <p>Indicators:</p> <p>School leadership team ensures SACE Board operational processes are documented, actioned, and reviewed.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> • Data management practices in the school ensure that: <ul style="list-style-type: none"> ➤ all students are enrolled in appropriate subjects/courses ➤ pattern checks are proactively and systematically conducted to ensure enrolments are accurate and students are on track to SACE completion and their intended post-school pathway ➤ enrolments and results are accurately entered in <i>Schools Online</i>, effectively monitored, and confirmed by published due dates and cut-offs. |
| | <p>School leadership team establishes processes to monitor and review special provisions eligibility and administration.</p> | <ul style="list-style-type: none"> • All students are aware of special provisions and grounds for eligibility • Eligible students are supported to apply for special provisions • Record management systems and personnel are in place to ensure that special provisions granted for school assessment and external assessment are appropriately and consistently implemented • Special provisions for individual students that are granted by schools are consistent with the <u>special provisions granted by the SACE Board</u>. |
| | <p>School leadership team liaises with external providers to ensure that enrolments and results for students' recognised learning — including vocational and educational training (VET) — are accurate and timely.</p> | <ul style="list-style-type: none"> • Students undertaking VET are enrolled in appropriate VET programs and receive accurate results to enable pathway completion • The schools and registered training organisations (RTOs) share and enact documented processes and protocols for working in partnership to ensure students' qualifications are verified on time. |
| | <p>School leadership team engenders a culture of high expectations and support for staff to meet SACE Board assessment related deadlines.</p> | <ul style="list-style-type: none"> • The school's assessment deadlines policy is widely known and consistently implemented • Teachers plan their assessment program to meet the deadlines published in relevant subject operational information documents • Internal assessment deadline dates are published and widely known to staff, students, and parents/carers • Teachers and school staff knows and meet SACE Board cut-offs and submission dates, e.g. enrolment cut-offs, results, and materials submission. |

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| High Medium | <p>Indicators</p> <p>School leadership team assigns responsibility to others to put in place data management processes, and these may not be well-documented and/or reviewed regularly.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> • Data management practices in the school result in: <ul style="list-style-type: none"> ➤ most students being enrolled in appropriate subjects/courses ➤ conduct of an initial pattern check to ensure student enrolments are on track to SACE completion. Additional pattern checks are conducted in response to isolated queries or incidents ➤ entry, monitoring, and confirmation of enrolments and results in <i>Schools Online</i>, with minimal changes after cut-off dates. |
| | <p>School leadership team establishes processes for special provisions eligibility and administration.</p> | <ul style="list-style-type: none"> • Students are aware of special provisions eligibility requirements • Administrative processes for special provisions are in place, but may not always be systematically and consistently applied • Special provisions for individual students that are granted by schools are mostly consistent with the special provisions granted by the SACE Board. |
| | <p>School leadership team devolves the responsibility for VET (and other recognised learning) enrolments and results. Schools and external providers comply to ensure results are provided.</p> | <ul style="list-style-type: none"> • Students are enrolled in VET programs and receive results to enable pathway completion. • The school works with the relevant RTOs to ensure student's qualifications are verified. Some students' qualifications are not verified on time. |
| | <p>Middle managers provide some support and expect staff to meet SACE Board assessment-related deadlines.</p> | <ul style="list-style-type: none"> • School leadership team devolves responsibility for school-based and external assessment requirements to middle managers • Understanding of assessment-related deadlines may vary across the school • Most teachers plan their assessment program to meet the deadlines published in relevant subject operational information documents • Most teachers and school staff know and meet SACE Board cut-offs and submission dates, e.g. enrolment cut-offs, results, and materials submission. |
| Low Medium | <p>Indicators:</p> <p>School leadership team provides resources and some support for the entry of enrolment data and student results.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> • Data management practices in the school are not documented, understood, or implemented consistently. Data management practices result in: <ul style="list-style-type: none"> ➤ doubt that most students are being enrolled in appropriate subjects/courses ➤ an initial pattern check to ensure student enrolments are on track to SACE completion. Subsequent checks are conducted on an ad hoc basis ➤ requests to the SACE Board to change final enrolments and results • Some students receiving incorrect results due to administrative errors. |
| | <p>School leadership team assumes that teachers implement special provisions eligibility and administration.</p> | <ul style="list-style-type: none"> • Most students are aware of special provisions eligibility requirements • Administrative processes for special provisions are in place but are inconsistently applied by teachers • Applications that are submitted are often incomplete, requiring follow-up action to provide further evidence. Applications are not centrally located and readily accessible in the school • Special provisions for individual students that are granted by the school are inconsistent with the special provisions granted by the SACE Board |
| | <p>School leadership team provides some support and limited accountability for VET (and other recognised learning).</p> | <ul style="list-style-type: none"> • Students rely on late verification of results to enable pathway completion • Informal processes are used by the school and the RTO to manage VET-related enrolments and results • Individual students' VET enrolments and results are not monitored for SACE completion purposes. |
| | <p>School leadership team assumes that staff manage SACE Board assessment-related deadlines.</p> | <ul style="list-style-type: none"> • Understanding of assessment-related deadlines varies across the school • Most teachers plan their assessment program to meet the deadlines published in relevant subject operational information documents. Some teachers miss deadlines for a range of reasons including: <ul style="list-style-type: none"> ➤ extenuating circumstances that have not been communicated to the school leadership team or the SACE Board ➤ granting inappropriate extensions to school based assessment deadlines. |

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| LOW | <p>Indicators:</p> <p>School leadership team has limited understanding of the resources and support required to ensure the accuracy, reliability, and timely submission of student enrolments and results.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> • Data management practices in the school are not documented, understood, or implemented consistently. Data management practices may result in: <ul style="list-style-type: none"> ➤ some students not being enrolled in an appropriate course ➤ pattern checks not being regularly conducted to ensure students are on track to SACE completion-intended pathways ➤ requests to the SACE Board to change final enrolments and results ➤ students receiving incorrect results due to administrative errors. |
| | <p>School leadership team has limited understanding of special provisions eligibility, entitlements, and management.</p> | <ul style="list-style-type: none"> • Most students are unaware of special provisions • Eligible students are not supported to apply for special provisions. |
| | <p>School leadership team has limited understanding of VET (and other recognised learning) processes.</p> | <ul style="list-style-type: none"> • Students' VET enrolments and results may be incomplete • Ad hoc processes are used by the school and RTOs to manage VET-related enrolments and results • The SACE Board may contact the school following end-of-year results release to verify students' VET results. |
| | <p>School leadership team has a limited understanding of assessment-related deadlines.</p> | <ul style="list-style-type: none"> • Assumptions are made that teachers and school staff, including newly appointed teachers, understand their subject assessment requirements. Some materials may be packaged incorrectly or may not meet courier pickup schedules, and may require follow-up action • Understanding of assessment-related deadlines varies across the school. Some teachers do not understand the importance of deadlines and potential risks to the integrity of students' results. • Some teachers miss deadlines for a range of reasons including: <ul style="list-style-type: none"> ➤ lack of forward planning ➤ extenuating circumstances that have not been communicated to the school leadership team or the SACE Board ➤ granting inappropriate extensions to school based assessment deadlines. |

Communication

How effectively are assessment policy and procedures communicated to staff, students, and families?

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.

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| High | <p>Indicators:</p> <p>School leadership team effectively manages, shares, and makes accessible SACE information, which is actioned in a timely manner.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> • SACE-related matters are a regular item on school meeting agendas • Teachers are aware of the range of information on the SACE Board website and strategically access policies and resources to inform and improve their assessment practices • SACE coordinators develop and implement a communication strategy with teachers, students, and the wider community to support the SACE activities in the school • Students monitor their enrolments and SACE completion and access their results online. |
| | <p>School leadership team plans strategic communication of SACE Board assessment policies and procedures to students and families.</p> | <ul style="list-style-type: none"> • Schools select and communicate pertinent SACE information to students and families in a timely, consistent, and accurate manner • Students understand and abide by relevant SACE Board assessment policies and procedures • All students are aware of the grounds for eligibility in English as a Second Language (ESL), special provisions, languages, and modified subjects and eligible students are supported to apply for these as appropriate. |
| | <p>Schools report constructive and timely assessment-related information to students and families.</p> | <ul style="list-style-type: none"> • Students and families receive quality assessment information about student learning and achievement • Timing of school reports is strategic to promote further student learning • Students and families understand the purpose of school reports in providing information about interim progress and are aware that final results are subject to SACE Board quality assurance processes. |
| | <p>Schools regularly review and evaluate the effectiveness of their SACE policies and communication strategies.</p> | <ul style="list-style-type: none"> • School policies and procedures are continually evaluated and improved to ensure their effectiveness • Changes to school policies and procedures are informed by evaluation processes • The school community is formally advised of improvements to the school's SACE policies and procedures • Changes to SACE Board policies and procedures are reflected in school-based policies and procedures. |

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| High Medium | School leadership team delegates the communication of SACE information to the appropriate learning area for dissemination and action. | <ul style="list-style-type: none"> SACE-related matters are sometimes included on agendas of learning area meetings Teachers use a range of information on the SACE Board website when time permits. Policies and procedures are discussed at learning area meetings Some students monitor their enrolments and SACE completion, and access their results online. |
| | School leadership team communicates SACE Board assessment policies and procedures to students and families. | <ul style="list-style-type: none"> SACE information is made accessible to students and families in various formats Most students understand and abide by relevant SACE Board assessment policies and procedures Most students are aware of the grounds for eligibility in ESL, special provisions, languages, and modified subjects. Students submit eligibility applications. |
| | Schools report assessment information to students and families in a timely manner. | <ul style="list-style-type: none"> Students and families receive considered and regular information about student achievement Students and families understand the purpose of school reports in providing information about student progress. |
| | School leadership team reviews some of their SACE policies and communication strategies. | <ul style="list-style-type: none"> Changes to school policies and procedures are made Changes to school policies and procedures are documented and made available Changes to SACE Board policies and procedures may be reflected in school-based policies and procedures. |
| Low Medium | Indicators: School leadership team assumes individual teachers access general SACE information. | Examples of indicators in practice: <ul style="list-style-type: none"> Most teachers access subject-related policies and resources from the SACE Board website when time permits. Some teachers may not use subject operational information for planning purposes. |
| | School leadership team provides general information about the SACE to the school community. | <ul style="list-style-type: none"> The school community has a limited understanding of the SACE General information about the SACE is provided without further clarification and support Students have a general understanding of the SACE; some students are not familiar with SACE Board assessment policies and procedures. |
| | Schools report basic assessment information to students. | <ul style="list-style-type: none"> Schools report limited information about student achievement to students Most students and their families understand the purpose of school reports in providing information about student progress Some students do not recognise the interconnected responsibilities of schools and the SACE Board in reporting assessment information to students. |
| | School leadership team encourages the review of their SACE policies and procedures. | <ul style="list-style-type: none"> Changes to school policies and procedures occur on an 'as needs' basis When changes occur, school leadership team informs teachers of amendments. |

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| Low | <p>Indicators:</p> <p>SACE information is inconsistently communicated within the school, with limited regard to priority or importance.</p> | <p>Examples of indicators in practice:</p> <ul style="list-style-type: none"> Teachers have a limited awareness of how to access and communicate SACE information Some teachers access subject-related policies and resources from the SACE Board website when time permits Some teachers may not use subject operational information for planning purposes. |
| | <p>SACE information provided by the school leadership team to the school community is limited and not always consistent with SACE Board policies and procedures.</p> | <ul style="list-style-type: none"> Members of the school community note inconsistencies between school policies and SACE Board policies Many students are not familiar with SACE Board policies and procedures. |
| | <p>School leadership team has limited awareness and understanding of the school's assessment information, policies, and procedures.</p> | <ul style="list-style-type: none"> Limited communication to teachers, students, and families School leadership team has little understanding of the school's assessment information, policies, and procedures relate to the integrity of students' results. Assessment policies and procedures may not be apparent to all staff and students. Policies are rarely reviewed. |