

## Quality assurance for Modified Subjects – roles and responsibilities

### Planning

[Eligibility for enrolment](#) in Modified Subjects is determined by the school.

#### Teachers:

- prepare a teaching and learning program
- identify personal learning goals
- use the subject outline, the school context and resources, and knowledge of their students to identify students' personal learning goals and design an effective learning and assessment plan (LAP), either collaboratively or individually.

See Modified subjects learning and assessment plans ([Stage 1](#) and [Stage 2](#)) for information on LAPs and LAP exemplars.

#### Principals:

- consider school context and resources
- encourage teachers to participate in SACE Board planning support as appropriate
- develop processes to support teachers to:
  - identify students who are eligible for enrolment in modified subjects
  - identify personal learning goals
  - prepare teaching and learning programs
  - develop LAPs that meet the needs of individual students and are appropriate for the school context
- approve and manage the amendment of Stage 1 and Stage 2 school-developed LAPs.

Schools are responsible for checking that LAPs meet subject outline specifications. Approved plans should be kept in a central location in the school.

Schools should *not* report results in a Stage 1 or Stage 2 modified subject that does *not* have an approved learning and assessment plan.

#### The SACE Board:

- prepares, updates, and publishes the subject outline
- prepares, publishes online, and updates guidelines, information, and exemplar material
- makes available LAP exemplars
- provides general and subject-specific assessment advice
- provides planning support (opportunities for teachers in the early stages of teaching SACE modified subjects to further their understanding of personal learning goals in relation to the LAP and task design).

## Clarifying

### Teachers:

- develop and maintain an understanding of 'completed' and 'not completed' assessment decisions and how to apply them to student work. Teachers develop this understanding by:
  - working collaboratively to ensure their understanding of 'completed' and 'not completed' assessment decisions is consistent with that of other teachers
  - reflecting on the knowledge, skills, and understanding that are observed in students' evidence of learning
  - reviewing students' personal learning goals
  - participating in online clarifying activities facilitated by the SACE Board
- discuss student work with reference to 'completed' and 'not completed' assessment decisions, and apply the outcomes of the discussion to the assessment of an individual student's achievement.

### Principals:

- identify teachers who require clarifying support and encourage them to participate in SACE Board clarifying activities as appropriate
- provide opportunities for teachers of modified subjects to develop and maintain an understanding of 'completed' and 'not completed' assessment decisions, with reference to personal learning goals and the capabilities, during the teaching and learning program
- establish processes that support teachers to make consistent assessment decisions.

### The SACE Board:

- supports teachers in developing an understanding of 'completed' and 'not completed' assessment decisions, so that teachers in all schools can apply this understanding consistently to student work, by providing:
  - annotated work samples and exemplars
  - online clarifying activities
  - advice on appropriate clarifying activities.

## Confirming

A review process confirms a sample of 'completed' and 'not completed' assessment decisions for modified subjects that support students' planning, literacy, numeracy, and research skills:

- Stage 1 English: Modified
- Stage 1 Mathematics: Modified
- Stage 1 Personal Learning Plan: Modified
- Stage 2 Research Project: Modified.

The roles and responsibilities of teachers, principals, and the SACE Board in the confirming phase of the quality assurance cycle are outlined below.

### Teachers:

- assess student evidence and provide a result of 'completed' or 'not completed' based on evidence of students' learning
- apply assessment decisions consistently in all classes for each modified subject that the school offers
- ensure that, in determining students' results, their interpretation of 'completed', and 'not completed' assessment decisions is consistent with that of other teachers.
- identify and prepare samples of student work for the review process
- use Schools Online to complete students' results for Stage 1 and Stage 2 modified subjects and submit these to their principal or principal's delegate for verification and submission to the SACE Board. See [Modified Subjects key dates](#).

### Principals:

- establish and manage processes to ensure that the results that teachers submit for students reflect a consistent interpretation of 'completed' and 'not completed' across all classes in each modified subject in the school
- ensure that students' results reflect the outcome of the review process
- verify school assessment results sheets and submit them to the SACE Board by the dates outlined in [Modified Subjects key dates](#).

### The SACE Board:

- provides exemplars to support consistent interpretation of 'completed' and 'not completed' assessment decisions
- provides advice on appropriate processes that principals can use to confirm the consistency of teachers' assessment decisions in the school
- manages the review process
- generates results sheets
- checks schools' results.

## **Improving**

### **Teachers:**

- receive feedback from the SACE Board as part of the quality assurance cycle
- analyse and use the review feedback and student achievement data to guide and improve their assessment design and teaching.

### **Principals:**

- analyse feedback and results to identify where help and support may be provided in the school's teaching and learning program and quality assurance processes
- provide opportunities for teachers to discuss and analyse feedback.

### **The SACE Board:**

- prepares, analyses, and distributes to schools, statistical data about student achievement
- provides qualitative feedback that supports quality assurance processes in schools
- analyses and improves its own quality assurance processes.