Quick reference guide for leaders

SACEi timelines, key tasks and references

Purpose

This document summarises the key tasks to be undertaken by Principals, Principals' Delegates, SACEi Coordinators[1] and teachers at each phase of the quality assurance cycle[2].

1. Planning (prior to and in the first few weeks of teaching)		
Task	**Details**	**Helpful reference(s)**
Principal		
Completes the following task:		
1. Appoint and/or update Principal's Delegate	The Principal's Delegate role is essential in the management of all Schools Online processes. Should the role change at any time a new Principal's Delegate form will need to be submitted to askSACE.	Information on Principal's delegate access and their role can be found at: Schools Online for school leaders Principal's Delegates information booklet Use the following form to ensure appropriate access for Principal's Delegates: Schools Online Principal's Delegate access form
Principal's Delegate		
Completes the following tasks in Schools Online:		
1. Ensure all teachers of Stage 1 and Stage 2 subjects have a User account and a Teacher account in Schools Online 2. Check that the Teacher accounts and User accounts are linked	Principal's delegate manages Teacher accounts and User accounts in Schools Online. It is critical that the Teacher account and User account information is accurate. A User account enables teachers to log in to Schools Online, check classes, submit results and upload student materials. Access to professional development activities in PLATO requires a User account. Teachers accounts are used to allocate teachers to classes It is important that teachers are allocated to subjects they are teaching as soon as possible to ensure that they receive subject specific communication from the SACE Board.	Information and support materials for the management and use of Schools Online can be found at: Schools Online for school leaders Materials are organised under the following key headings: • Schools Online cycle for 2025 • Schools Online guides • Schools Online instruction sheets • Instructional videos for Principal's delegates Further support is available at: Schools Online FAQ Managing user accounts instruction sheet
3. Remove teachers no longer at school	It is good practice to remove teachers and other users who are no longer at the school.	Schools Online for school leaders
4. Create classes 5. Register students 6. Enrol students in classes	Creating classes, registering and enrolling early in the year allows schools to use reports in Schools Online to check enrolments, potential completion and ATAR status. Access to professional development activities in PLATO requires a User account.	

1 The tasks for Principal's Delegates and SACE Coordinators are often undertaken by the same person.
2 Note that new resources may become available at any time and it is therefore important to monitor the information available on the website and in PLATO.

SACEi Coordinators/Principal's Delegate		
Completes the following tasks:		
1. Access professional learning activities to support their understanding of their role.	SACE Coordinators undertake professional learning activities to ensure that they understand their role and the materials that are available to support them in undertaking their role. SACE coordinators can access extensive information on the administration of the SACE within their schools on the SACE Board website. Online SACE coordinator sessions are programmed twice a year. Dates are advertised through the SACE calendar and on the website in upcoming events and through 'the standard' publication.	SACE PLATO New SACE coordinators Sem1/2
2. Support teachers to access subject outlines and materials to plan teaching and learning for the assessment cycle (see Teachers section below)	It is important that teachers use the subject outline for the current teaching year. Teachers should check they are using the most recent copy of the Subject Outline for Stage 1 and Stage 2.	Subjects The Coordinating the SACE section of the website provides information sheets, forms and resources that SACEi Coordinators use in the administration of the SACE. The Administration, Supporting Teachers and Supporting Students sections are most useful for SACEi schools. The following resources are particularly useful: Key dates Information sheets Forms Schools Online SACEi SH Schools Online cycle SH exam timetable NH exam timetable Quality assurance SACE policies
3. Establish processes for managing learning and assessment plan (LAP) approvals	The process for managing LAP approvals should ensure that LAPs meet subject outline learning and assessment requirements. A record of each LAP being used in the current assessment cycle should be maintained.	Learning and Assessment plans – Information sheet 57
4. Familiarise themselves with key dates for all subjects offered in the school	SACEi Coordinators need to ensure that teachers are planning teaching and assessment to meet SACE Board key dates. SACE online calendars provide details of the submission dates for results and student work (materials) for Stage 1 and Stage 2. It is good practice to create a calendar with all internal due dates and SACE Board submission dates identified. Student work for marking and moderation can only be uploaded into Schools Online if it has the correct naming conventions and is in an accepted file format.	Southern Hemisphere cycle calendar Northern Hemisphere cycle calendar

Task	Details	Helpful reference(s)
5. Ensure teachers and students are aware of the file naming conventions and accepted electronic file formats for SACE assessment tasks	Using the correct naming conventions and file formats throughout the year will make it easy to upload student materials at the end of the assessment cycle.	[Accepted file names and formats for online submission](#)

2. Clarifying

Task	Details	Helpful reference(s)
Principal/Principal's Delegate		
Completes the following tasks:		
1. Ensure school leaders and teachers of the SACEi program participate in SACE professional learning activities on a regular basis	SACE professional learning activities include: • PLATO courses • face-to-face and online workshops and meetings • engagement with colleagues through PLATO Social • proactively seeking advice from SACE Board staff as required.	[Professional learning](#) (general) [Professional learning](#) (for SACEi schools see SACE International website) [SACE PLATO](#)
2. Monitor teachers' completion of PLATO clarifying and calibration courses	Follow up with teachers who have not completed Plato courses.	[SACE PLATO](#)
SACEi Coordinator/Principal's Delegate		
Completes the following tasks:		
1. Throughout the year SACEi Coordinators proactively participate in professional learning activities that support the management and administration of the SACE	Professional learning activities for SACEi Coordinators include: • PLATO courses for SACEi Coordinators • SACE Board face-to-face or online workshops and meetings for SACEi Coordinators and school leaders • proactively seeking advice from SACE Board staff via askSACE as required	[Professional learning](#) (general) [Professional learning (for SACEi schools see SACE International website))](#) [SACE PLATO](#)
2. Support teachers to access clarifying and calibration courses in PLATO	Clarifying and calibration courses support teachers of Stage 1 English and Mathematics subjects and all Stage 2 subjects to develop an interpretation and application the performance standards that is consistent with the SACE standards.	[SACE PLATO](#)
3. Support teachers to securely store summative SACE assessment tasks in electronic or hardcopy format	Teachers are required to submit summative assessment tasks to the SACE Board for external marking and moderation at the end of the assessment cycle. Supporting teachers to securely store summative assessment tasks during the year will make it easy to access and upload these materials at the end of the assessment cycle.	[Online submission - FAQ's](#)
4. Establish processes for regularly checking and confirming that class and student enrolments are correct during the assessment cycle	It is important that class and student enrolment details in Schools Online are accurate and up to date so that SACEi Coordinators can monitor potential completion and ATAR eligibility and the SACE Board can put in place operational arrangements for the assessment cycle. It is good practice to ask teachers to check Enrolment Confirmation Class Lists every 2-3 months and confirm or amend student enrolments for the classes they teach.	[Schools Online](#) > Reports >SACE Class Reports > Enrolment Confirmation Class Lists

3. Confirming		
Task	Details	Helpful reference(s)
Principal/Principal's Delegate		
Completes the following tasks:		
1. Ensures all teachers submitting SACE results have a User account in Schools Online.	A User account enables teachers to log in to Schools Online, check classes, submit results and upload student materials.	Managing user accounts instruction sheet
2. Submits student results and materials for marking and moderation to the SACE Board.	Teachers enter results and upload student materials for marking and moderation on results sheets available in Schools Online. Teachers then send completed results sheets to the Principal's Delegate. Principal's delegates check the. accuracy of enrolments, results and materials and submits them to the SACE Board by selecting 'send to SACE Board'.	Resulting and Schools Online Schools Online FAQs Schools Online Functionality – Principal's Delegates Schools Online Functionality – General
SACEi Coordinator		
Completes the following tasks:		
1. Ensure teachers are aware of external and school assessment submission dates and have planned enough time for tasks to be completed, marked and uploaded prior to these dates	The dates for submission of external and school assessment results and materials for an assessment cycle are available from the beginning of the cycle. For some subjects these dates are before the end of the course. It is good practice to make sure teachers are aware of and working to these dates 2-3 months before results are due to be submitted.	Information sheet 50 Results sheets and online submission – Stage 2 final moderation Information sheet 51 Results sheets and online submission – Stage 2 Investigations
2. Establish processes that support teachers to submit results and materials in Schools Online	Teachers who are submitting results and materials for the first time may need support to complete this task SACE Coordinators can work confidently during the busy time at the end of an assessment cycle when they are sure teachers are on track to receive, mark and upload student work to meet the submission dates, and that they know how to submit results and materials.	Online submission

4. Improving

Task	Details	Helpful reference(s)
Principal/Principal's Delegate		
Completes the following tasks:		

1. Review the following reports in Schools Online:
• Results reports
• SACE Schools data
	On the day of results release, reports about student achievement, SACE completion and ATARs are available to the principal/principal's delegate in Schools Online. These can be used to review the overall performance of the cohort at school, subject and class levels.
	
	Principals/principal's delegates should use these to identify areas of strength and areas for improvement in the teaching and assessment in the SACEi program. The reports can be used as the basis for discussion with subject teachers and can be used by teachers to reflect on their pedagogy and assessment practices.
	
	The following reports are particularly useful for SACEi schools:
	• Results reports
	  • A grade report
	  • Final moderation effects report
	  • Final subject grade report
	  • Register of results
	  • School subject assessment report
	  • School summary information report
	  • Stage 2 moderation summary report
	• SACE Schools data
	  • The set of Stage 1 and Stage 2 reports
	  • SACE completion reports
		Improving – results reports for schools
		
		SACE Results Reports for Schools information booklet

2. Identify the professional learning that would be most beneficial at the school, subject or teacher level	Refer to the SACE International Professional Learning calendar and look for alignments with school needs.	Quality assurance - improving
SACEi Coordinator		
Completes the following tasks:		
1. Reviews the assessment cycle to identify operational or policy improvements for the next assessment cycle.	To support continuous improvement in the management of the SACEi program, it is good practice to identify areas of strength and any issues that arose in school's policies, processes and procedures at the end of each assessment cycle.	
2. Initiate strategies for improvement as necessary	SACE Coordinators should put in place strategies to address areas of operational improvement and work with school leaders to address matters of policy.	Discuss strategies for improvement during an online results feedback session - offered at the end of each NH and SH assessment cycle