

# 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<sup>1</sup> and teachers at each phase of the quality assurance cycle<sup>2</sup>.

### 1. Planning (prior to and in the first few weeks of teaching)

Task	Details	Helpful reference(s)
<b>Principal</b>		
Completes the following task:		
1. Appoint and/or update Principal's Delegate	<p>The Principal's Delegate role is essential in the management of all Schools Online processes.</p> <p>Should the role change at any time a new Principal's Delegate form will need to be submitted to askSACE.</p>	<p>Information on Principal's delegate access and their role can be found at: <a href="#">Schools Online for school leaders</a></p> <p><a href="#">Principal's Delegates information booklet</a></p> <p>Use the following form to ensure appropriate access for Principal's Delegates:</p> <p><a href="#">Schools Online Principal's Delegate access form</a></p>
<b>Principal's Delegate</b>		
Completes the following tasks in Schools Online:		
<p>1. Ensure all teachers of Stage 1 and Stage 2 subjects have a User account and a Teacher account in Schools Online</p> <p>2. Check that the Teacher accounts and User accounts are linked</p>	<p>Principal's delegate manages Teacher accounts and User accounts in Schools Online.</p> <p>It is critical that the Teacher account and User account information is accurate.</p> <p>A User account enables teachers to log in to Schools Online, check classes, submit results and upload student materials.</p> <p>Access to professional development activities in PLATO requires a User account.</p> <p>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.</p>	<p>Information and support materials for the management and use of Schools Online can be found at: <a href="#">Schools Online for school leaders</a></p> <p>Materials are organised under the following key headings:</p> <ul style="list-style-type: none"> <li>• Schools Online cycle for 2021</li> <li>• Schools Online guides</li> <li>• Schools Online instruction sheets</li> <li>• Instructional videos for Principal's delegates</li> </ul> <p>Further support is available at:</p> <p><a href="#">Schools Online FAQ</a></p> <p><a href="#">Managing user accounts instruction sheet</a></p>
3. Remove teachers no longer at school	It is good practice to remove teachers and other users who are no longer at the school.	<a href="#">Schools Online for school leaders</a>
<p>4. Create classes</p> <p>5. Register students</p> <p>6. Enrol students in classes</p>	<p>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.</p> <p>Access to professional development activities in PLATO requires a User account.</p>	

<sup>1</sup> The tasks for Principal's Delegates and SACE Coordinators are often undertaken by the same person.

<sup>2</sup> 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.	<p>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.</p> <p>SACE coordinators can access extensive information on the administration of the SACE within their schools on the SACE Board website.</p> <p>SACE management conferences are programmed twice a year. Dates are advertised through the SACE calendar, on the website in upcoming events and through 'the standard' publication.</p>	<p><a href="#">SACE PLATO</a></p> <p><a href="#">New SACE coordinators Sem1/2</a></p>
2. Support teachers to access subject outlines and materials to plan teaching and learning for the assessment cycle (see Teachers section below)	<p>It is important that teachers use the subject outline for the current teaching year. The year of teaching is identified in the web content (for digital versions) or on the front cover (for Word versions). See examples below.</p> <p><b>Digital version</b></p> <div data-bbox="454 689 920 873" data-label="Image"> </div> <p><b>Word version</b></p> <p><a href="#">Stage 2 Biology Subject Outline (for teaching in 2020).docx</a></p> <div data-bbox="454 965 1056 1126" data-label="Text"> <p>For teaching</p> <ul style="list-style-type: none"> <li>• In Australia and SACE International schools from January 2020 to December 2020</li> <li>• In SACE International schools online from May/June 2020 to March 2021</li> </ul> </div> <p>A subject outline identified for teaching in a given year can only be taught in that year (e.g. a subject identified as 'for teaching in 2020' cannot be taught in 2019 or 2021).</p> <p>*Some subject outlines are provided as web content only. These can be accessed under Support materials in the left-hand navigation.</p>	<p><a href="#">Subjects</a></p> <p>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:</p> <p><a href="#">Key dates</a></p> <p><a href="#">Information sheets</a></p> <p><a href="#">Forms</a></p> <p><a href="#">Schools Online</a></p> <p><a href="#">SACEi SH Schools Online cycle</a></p> <p><a href="#">SH exam timetable</a></p> <p><a href="#">NH exam timetable</a></p> <p><a href="#">Quality assurance</a></p> <p><a href="#">SACE policies</a></p>
3. Establish processes for managing learning and assessment plan (LAP) approvals	<p>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.</p>	<p><a href="#">Learning and Assessment plans – Information sheet 57</a></p>
4. Establish quality management systems that support student achievement and effective management of the SACE	<p>A SACE Self-review Tool (SRT) is available to support school leaders to continuously monitor and improve their quality management systems and SACE assessments to facilitate student success in the SACE.</p> <p>There are support materials including workshop materials, activities, exemplars, templates and audit tools to support school leaders to work with the SRT. These materials enable schools to use brief, timely, and easily administered snapshots of student performance to make informed decisions about teaching practice, learning support, and student pathways during and after SACE</p>	<p><a href="#">SACE Self-Review Tool</a></p> <p><a href="#">SRT support materials</a></p>
5. Familiarise themselves with key dates for all subjects offered in the school	<p>SACEi Coordinators need to ensure that teachers are planning teaching and assessment to meet SACE Board key dates.</p> <p>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.</p> <p>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.</p>	<p><a href="#">Southern Hemisphere cycle calendar</a></p> <p><a href="#">Northern Hemisphere cycle calendar</a></p>

6. Ensure teachers and students are aware of the file naming conventions and accepted electronic file formats for SACE assessment tasks	Using the correct naming conventional and file formats throughout the year will make it easy to upload student materials at the end of the assessment cycle.	<a href="#">Accepted file names and formats for online submission</a>
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## 2. Clarifying

Task	Details	Helpful reference(s)
<b>Principal/Principal's Delegate</b>		
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: <ul style="list-style-type: none"> <li>• PLATO courses</li> <li>• face-to-face and online workshops and meetings</li> <li>• engagement with colleagues through PLATO Social</li> <li>• proactively seeking advice from SACE Board staff as required.</li> </ul>	<a href="#">Professional learning</a> (general) <a href="#">Professional learning</a> (for SACEi schools) <a href="#">SACE PLATO</a>
2. Monitor teachers' completion of PLATO clarifying and calibration courses	Follow up with teachers who have not completed Plato courses.	<a href="#">SACE PLATO</a>
<b>SACEi Coordinator/Principal's Delegate</b>		
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: <ul style="list-style-type: none"> <li>• PLATO courses for SACEi Coordinators</li> <li>• SACE Board face-to-face or online workshops and meetings for SACEi Coordinators and school leaders</li> <li>• engagement with SACEi Coordinator colleagues through PLATO Social</li> <li>• proactively seeking advice from SACE Board staff as required</li> </ul>	<a href="#">Professional learning</a> (general) <a href="#">Professional learning</a> (for SACEi schools) <a href="#">SACE PLATO</a>
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.	<a href="#">SACE PLATO</a>
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.	<a href="#">Online submission - FAQ's</a>
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.	<a href="#">Schools Online</a> > Reports >SACE Class Reports > Enrolment Confirmation Class Lists

### 3. Confirming

Task	Details	Helpful reference(s)
<b>Principal/Principal's Delegate</b>		
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.	<a href="#">Managing user accounts instruction sheet</a>
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'.	<a href="#">Resulting and Schools Online</a>  <a href="#">Online Results Information Booklet for teachers</a>  <a href="#">Schools Online FAQs</a>  Schools Online <a href="#">Functionality – Principal's Delegates</a>  Schools Online <a href="#">Functionality – General</a>  <a href="#">Online submission schedule</a>
<b>SACEi Coordinator</b>		
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 many weeks 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.	<a href="#">Information sheet 50</a> Results sheets and online submission – Stage 2 final moderation  <a href="#">Information sheet 51</a> 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.	<a href="#">Online submission</a>  <a href="#">Online Results Information Booklet for teachers</a>

\*Materials from SACEi schools for moderation of Stage 1 English and mathematics subjects are submitted via an alternative online platform. Schools are advised of these arrangements separately.

## 4. Improving

Task	Details	Helpful reference(s)
<b>Principal/Principal's Delegate</b>		
Completes the following tasks:		
1. Review the following reports in Schools Online: <ul style="list-style-type: none"> <li>• Results reports</li> <li>• SACE Schools data</li> </ul>	<p>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.</p> <p>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.</p> <p>The following reports are particularly useful for SACEi schools:</p> <ul style="list-style-type: none"> <li>• Results reports               <ul style="list-style-type: none"> <li>• A grade report</li> <li>• Final moderation effects report</li> <li>• Final subject grade report</li> <li>• Register of results</li> <li>• School subject assessment report</li> <li>• School summary information report</li> <li>• Stage 2 moderation summary report</li> </ul> </li> <li>• SACE Schools data               <ul style="list-style-type: none"> <li>• The set of Stage 1 and Stage 2 reports</li> <li>• SACE completion reports</li> </ul> </li> </ul>	<a href="#">Improving – results reports for schools</a> <a href="#">SACE Results Reports for Schools information booklet</a>
2. Identify the professional learning that would be most beneficial at the school, subject or teacher level		<a href="#">Quality assurance within schools</a> <a href="#">Using data overview</a>
<b>SACEi Coordinator</b>		
Completes the following tasks:		
1. Reviews the assessment cycle to identify operational or policy improvements for the next assessment cycle. 1. Reviews the assessment cycle to identify operational or policy improvements for the next assessment cycle.	<p>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.</p>	<a href="#">SACE Self-Review Tool</a>
2. Initiate strategies for improvement as necessary	<p>SACE Coordinators should put in place strategies to address areas of operational improvement and work with school leaders to address matters of policy.</p> <p>The self-review tool and associated support materials enable SACE Coordinators to check on the effectiveness of their SACE management processes and provide activities and exemplars to support improvement.</p>	<a href="#">SRT support materials</a>