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.

	Indicators:	Examples of indicators in practice:
High	School leadership team effectively manages, shares, and makes accessible SACE information, which is actioned in a timely manner.	• 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.
	School leadership team plans strategic communication of SACE Board assessment policies and procedures to students and families.	• 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.
	Schools report constructive and timely assessment-related information to students and families.	• 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.
	Schools regularly review and evaluate the effectiveness of their SACE policies and communication strategies.	• 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.

	Indicators	Examples of indicators in practice
High Medium	School leadership team delegates the communication of SACE information to the appropriate learning area for dissemination and action.	• 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.	• 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.	• 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.	• 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:**	***Examples of indicators in practice:***
	School leadership team assumes individual teachers access general SACE information.	• 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.	• 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.	• 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.	• Changes to school policies and procedures occur on an 'as needs' basis • When changes occur, school leadership team informs teachers of amendments.

	Indicators:	Examples of indicators in practice:
Low	SACE information is inconsistently communicated within the school, with limited regard to priority or importance.	• 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.
	SACE information provided by the school leadership team to the school community is limited and not always consistent with SACE Board policies and procedures.	• 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.
	School leadership team has limited awareness and understanding of the school's assessment information, policies, and procedures.	• 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.