

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.

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.

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 • <u>Some students receiving incorrect results due to administrative errors.</u>
	<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 • <u>Individual students' VET enrolments and results are not monitored for SACE completion purposes.</u>
	<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.

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.