

## Within-school Quality Assurance

How effective are the school's quality assurance processes?

The school's quality assurance practices ensure the integrity of students' results.

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| High | <p><b>Indicators:</b></p> <p>School leadership team strategically plans opportunities to work with teachers to analyse qualitative and quantitative data to identify strategies that improve the comparability of teachers' assessment decisions with statewide standards.</p> | <p><b>Examples of indicators in practice:</b></p> <ul style="list-style-type: none"> <li>Teaching teams critically analyse all moderation data, student achievement data, and their own teaching practices to develop improvement strategies. Strategies are documented, shared, and actioned to contribute to whole school improvement</li> <li>Moderation data from the previous year is used to determine the need for additional support to confirm standards.</li> </ul>  |
|      | <p>School leadership team prioritises collaborative planning opportunities for teachers that ensure learning and assessment plans and tasks are valid and continually improved to meet the needs of all students.</p>  | <ul style="list-style-type: none"> <li>Teachers are provided with dedicated planning time and use this to revisit and review assessment programs</li> <li>Learning and assessment plans are managed internally and are formally endorsed by the principal or principal's delegate to ensure they meet student cohort needs and the subject outline specifications</li> <li>Teachers share the development of assessment tasks</li> <li>Teachers are provided with targeted planning support (e.g. mentoring program, buddy system, cluster arrangements) according to their needs and expertise</li> <li>Learning and assessment plan feedback is carefully considered and applied to the teaching and learning program; changes are formally documented and endorsed by the principal or principal's delegate.</li> </ul> |
|      | <p>School leadership team values and orchestrates clarifying activities and expects teachers to understand the performance standards of their subject(s).</p>  | <ul style="list-style-type: none"> <li>Teachers are provided with dedicated opportunities to participate in clarifying activities</li> <li>Teachers employ a number of strategies for clarifying standards (e.g. attend clarifying forums, access exemplars on the SACE Board website, cross-mark with colleagues within and outside the school)</li> <li>Teachers collaborate formally and informally with others to ensure the comparability of their assessment decisions</li> <li>Teachers share the responsibility for developing a consistent interpretation of the performance standards.</li> </ul>  |
|      | <p>School leadership team creates and nurtures a collective culture amongst teachers to confirm the integrity of students' results.</p>  | <ul style="list-style-type: none"> <li>Teachers benchmark their interpretation of the performance standards prior to submission of results</li> <li>Final grades have been subject to timely within-school (or across school) confirming processes to ensure their comparability with statewide standards.</li> </ul>  |
|      | <p>Principals (and school leadership team) accept responsibility for identifying and implementing practices that ensure valid, reliable, and fair student grades.</p>  | <ul style="list-style-type: none"> <li>School leadership team is provided with evidence (e.g. benchmark samples of student work, reports on the outcomes of within-school moderation meetings) that supports the confirmation of final results</li> <li>SACE data shows the school's assessment decisions are valid and reliable</li> <li>Schools monitor moderation shifts and the comparability of their results from one year to the next.</li> </ul>   |

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| High Medium | <p><b>Indicators:</b></p> <p>School leadership team devolves to middle managers the responsibility of using qualitative and quantitative data to compare teachers' assessment decisions with statewide standards. Improvement strategies are identified and may be documented.</p> | <p><b>Examples of indicators in practice:</b></p> <ul style="list-style-type: none"> <li>• Middle managers, together with individual teachers, analyse SACE assessment data. Findings are generally shared within learning areas and may inform whole-school improvement</li> <li>• All teachers are provided with the same support to confirm standards rather than differentiated approaches according to need.</li> </ul> |  |
|             | <p>School leadership team expects that learning and assessment plans and tasks are valid and meet the needs of students.</p>   |  | <ul style="list-style-type: none"> <li>• Planning opportunities are variable between learning areas and range from: <ul style="list-style-type: none"> <li>➤ formal to informal</li> <li>➤ collaborative to individual</li> </ul> </li> <li>• Learning and assessment plans are formally endorsed by the Principal or Principal's delegate to ensure they meet subject outline specifications</li> <li>• Task development across learning areas is variable; from individual to collaborative</li> <li>• Learning and assessment plan feedback is mostly applied to teaching and learning programs.</li> </ul>   |
|             | <p>School leadership team encourages learning areas to schedule clarifying opportunities to ensure the comparability of assessment decisions with statewide standards.</p>   |  | <ul style="list-style-type: none"> <li>• Most teachers collaborate formally and informally to clarify their understanding and interpretation of the performance standards</li> <li>• Clarifying activities are generally teacher-initiated and occur when time permits (e.g. via learning area meetings, district hub groups, videoconferencing)</li> <li>• Most teachers use the SACE Board website to access exemplars to validate/adjust their interpretation of the performance standards.</li> </ul>  |
|             | <p>Some key teachers create a culture within learning areas to confirm the integrity of students' results.</p>   |  | <ul style="list-style-type: none"> <li>• Most teachers benchmark their interpretation of the performance standards prior to submission of results.</li> </ul>  |
|             | <p>School leadership team encourages learning areas to implement practices that assure final grades are accurate and align with the statewide interpretation of performance standards</p>  |  | <ul style="list-style-type: none"> <li>• School leadership team assumes that school assessment and reporting procedures deliver accurate final results</li> <li>• Grades generally reflect statewide standards</li> <li>• SACE data shows inconsistencies between some teachers and the statewide standard.</li> <li>• Learning area coordinators use moderation effects data to monitor their quality assurance practices</li> </ul>  |
| Low Medium  | <p><b>Indicators:</b></p> <p>School leadership team delegates the analysis of qualitative and quantitative data to individual teachers. Teachers identify strategies that improve the comparability of their assessment decisions with statewide standards.</p>                    | <p><b>Examples of indicators in practice:</b></p> <ul style="list-style-type: none"> <li>• Teachers consider moderation data, student achievement data, and their own teaching practices. There are no expectations of an improvement plan, nor are accountability practices in place.</li> </ul>  |  |
|             | <p>School leadership team assumes that individual subject teachers are working with an approved learning and assessment plan and that teachers will make changes to ensure the plan is valid and meets the needs of the current student cohort.</p>                                |  | <ul style="list-style-type: none"> <li>• Feedback on learning and assessment plans is not always applied to the current teaching and learning program to ensure subject specifications are met</li> <li>• Planning opportunities are not prioritised and may result in: <ul style="list-style-type: none"> <li>➤ teachers being unaware of the status of learning and assessment plans or the suitability of the plan to meet current student needs</li> <li>➤ ad hoc and inconsistent amendments/review of learning and assessment plans</li> <li>➤ minimal collaboration between teachers to design tasks and develop programs.</li> </ul> </li> </ul> |
|             | <p>School leadership team assumes teachers understand the performance standards for their subject(s). Few accountability measures are in place to ensure individual teachers undertake clarifying activities.</p>  |  | <ul style="list-style-type: none"> <li>• Teachers have limited opportunities to collaborate to clarify standards</li> <li>• Teachers do not routinely access the exemplars on the SACE website to review their interpretation of the performance standards.</li> </ul>   |
|             | <p>School leadership team assumes final grades are accurate and align with the statewide interpretation of performance standards.</p>  |  | <ul style="list-style-type: none"> <li>• Some teachers use their moderation data as a mechanism to confirm standards in subsequent years.</li> <li>• SACE data shows inconsistencies and misinterpretations of performance standards in some subjects.</li> </ul>  |

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| <b>LOW</b> | <p><b>Indicators:</b></p> <p>School leadership team does not use qualitative and quantitative data to identify strategies for improving the comparability of teachers' assessment decisions with statewide standards.</p> | <p><b>Examples of indicators in practice:</b></p> <ul style="list-style-type: none"> <li>Teachers do not critically analyse their moderation data, student achievement data, and their own teaching practices.</li> </ul>   |
|            | <p>School leadership team has limited understanding of the mechanisms that ensure learning and assessment plans meet subject specifications and current student needs.</p>  | <ul style="list-style-type: none"> <li>Learning and assessment plan feedback is rarely reviewed and actioned</li> <li>Planning opportunities for teachers are rare.</li> </ul>  |
|            | <p>School leadership team has limited awareness of the mechanisms by which teachers clarify their understanding of the performance standards.</p>   | <ul style="list-style-type: none"> <li>Teachers rarely attend SACE clarifying forums, and within-school clarifying activities are rare</li> <li>Most teachers do not access the exemplars on the SACE Board website to clarify their understanding of performance standards.</li> </ul> |
|            | <p>School leadership team assumes that grades submitted to the SACE Board are accurate and does not have any quality assurance processes in place.</p>  | <ul style="list-style-type: none"> <li>Moderation data is rarely considered as a support mechanism to confirm standards</li> <li>Moderation shifts are common across and within multiple learning areas.</li> </ul>   |