# Government of South Australia LogoSACE Board LogoImproving

Quality assurance within schools – audit tool for teachers

Are SACE data reports made available to teachers?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Consider developing a strategy to disseminate results reports to teachers |

Are teachers supported to analyse their subject results data?

|  |  |  |
| --- | --- | --- |
|  | Yes | No action required |
|  | No | Refer to the [Using data overview](https://www.sace.sa.edu.au/documents/652891/3381371/Using+Data+Overview.docx/c91ca1e6-09ea-40a2-bd3e-e0a7d57cc3a9) to support the analysis of SACE data. |

Is the Stage 1 subject grade distribution similar to the Stage 2 subject grade distribution?

|  |  |  |
| --- | --- | --- |
|  | Yes | No action required |
|  | No | Refer to the SACE Schools Data reports available through [Schools Online](https://apps.sace.sa.edu.au/schools-online/menuAction.do?path=hmeVew) > Home > Reports > SACE Schools Data |

Is best practice identified and shared between teachers?

|  |  |  |
| --- | --- | --- |
|  | Yes | No action required |
|  | No | Consider developing a process for teachers to showcase/share effective teaching and assessment strategies used in their classes |

Do teachers share the learning gained from their involvement in marking and moderating

|  |  |  |
| --- | --- | --- |
|  | Yes | No action required |
|  | No | Consider dedicating some meeting time for teachers involved in marking and moderating to share their learning: focus on improvement strategies |

Do teachers and learning area leaders meet to discuss SACE data?

|  |  |  |
| --- | --- | --- |
|  | Yes | No action required |
|  | No | Refer to the [Using data overview](https://www.sace.sa.edu.au/documents/652891/3381371/Using+Data+Overview.docx/c91ca1e6-09ea-40a2-bd3e-e0a7d57cc3a9) to support the analysis of SACE data |

Are moderation shifts monitored from one year to the next?

|  |  |  |
| --- | --- | --- |
|  | Yes | No action required |
|  | No | Consider developing a monitoring strategy for moderation outcomes that lead to actionable outcomes, e.g. participation in online clarifying activities (PLATO). |