# Government of South Australia LogoSACE Board LogoPlanning

Quality assurance within schools – audit tool for teachers

Are you using the current subject outline?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Go to ‘Key documents’ on the relevant subject site |

Have you accessed the subject operational information?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Go to ‘Planning to teach’ on the relevant subject site |

Have you accessed the school-developed learning and assessment plan (LAP), or a pre-approved LAP for your subject?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Go to Stage 1 or Stage 2 ‘Support materials > Learning and assessment plans’ on the relevant subject site.  - Refer to: [Learning and assessment plans](https://www.sace.sa.edu.au/teaching/assessment/laps) on the website for general information and FAQS.  - Refer to Stage 1 or Stage 2 ‘Planning to teach > Learning and assessment plans’ for school-developed forms or pre-approved LAPs. |

Does your LAP meet the specifications of the subject outline?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Refer to:   * [Annotated school-developed LAP exemplar](https://www.sace.sa.edu.au/documents/652891/aad424ec-4815-4c2c-a2e3-a65b3311392a) * [Stage 1 and Stage 2 LAP checklist for teachers](https://www.sace.sa.edu.au/documents/652891/cc7cf1e5-ec8d-41fb-9d8e-751cb3bdc983) |

Do you use the addendum to document any changes to LAPs when students’ learning needs change?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Ensure that changes to approved LAPs are described in the addendum section and that any changes meet the subject outline specifications.  Changes to approved school-developed LAPs or LAPs derived from pre-approved LAPs should be authorised by the principal or delegate and kept at the school. |

Do you have a ‘critical friend/buddy’ at the school to review your LAP and tasks?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Consider using the  [Assessment task review activity](https://www.sace.sa.edu.au/documents/652891/3381371/Assessment+Task+Review+Activity.pdf/0728ee59-661e-469c-892b-4febca7d45c8) |

Are you aware of the SACE Board’s Special Provisions in Curriculum and Assessment policy and the options available to support students access the learning and assessment requirements of the SACE?

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| --- | --- | --- |
|  | Yes | No action required |
|  | No | Refer to [Special Provisions](https://www.sace.sa.edu.au/web/special-provisions) on the SACE website  (in particular, the [forms and information sheets](https://www.sace.sa.edu.au/web/special-provisions/teachers-schools/forms-information-sheets), and [support materials](https://www.sace.sa.edu.au/web/special-provisions/teachers-schools/support-materials)) |

Do your planned assessment tasks provide students with the opportunity to show evidence of their learning at the highest level?

|  |  |  |
| --- | --- | --- |
|  | Yes | No action required |
|  | No | * Consider using the [Task design evaluation template](https://www.sace.sa.edu.au/documents/652891/3381371/Task+Design+Evaluation+Template+-+Exemplar.docx/4d14ae03-89ed-42f2-89a9-15925d34b135). * Use the [Assessment program audit tool](https://www.sace.sa.edu.au/documents/652891/3381371/SRT+-+Assessment+Program+Audit+Tool.docx/77463262-2908-4fd2-8c99-23e0c054bc5b) to gauge the effectiveness of Stage 2 assessment programs. |