

Quality assurance in the SACE – roles and responsibilities

Planning

Teachers:

- prepare a teaching and learning program
- develop a learning and assessment plan (LAP) or select or adapt a pre-approved plan.

To develop a quality LAP, teachers need to be familiar with the subject outline, have assessment design skills, and understand the relationship between learning and assessment.

Principals:

- consider school context and resources
- develop processes to support teachers in preparing teaching and learning programs and LAPs that meet the needs of students and are appropriate for the school context
- approve school-developed LAPs and pre-approved LAPs that have been adapted
- retain LAPs in a central location in the school.

The [Stage 1 and Stage 2 learning and assessment plan checklist](#) can support principals in approving LAPs.

The SACE Board:

- prepares, updates, and publishes online, a subject outline for each subject
- provides information, guidelines, and assessment task exemplars online
- provides general and subject-specific assessment advice
- provides pre-approved LAPs for all subjects, except Stage 2 Community Studies and Stage 2 Research Project/Activating Identities and Futures.
- provides forms to assist schools in developing their own LAPs.

Clarifying

Teachers:

- develop and maintain an understanding of the performance standards and how to apply them consistently to student work. Teachers develop this understanding by:
 - working collaboratively in their school
 - by participating in online professional development through [PLATO](#)
- apply this understanding to task design and the assessment of student work.

Principals:

- establish processes that enable teachers to improve consistency in assessment decisions
- encourage teachers of Stage 2 subjects, Stage 1 English and mathematics subjects, and Exploring Identities and Futures (EIF) to access online professional development through [PLATO](#)
- develop supervision and verification processes to ensure the authenticity of student work and communicate these processes to students.

The SACE Board:

- promotes an understanding of the performance standards so that teachers can apply them consistently to student work in all schools
- provides teachers with exemplars and annotated work samples on the subject sections of the website
- provides online clarifying support (Stage 2 subjects, Stage 1 English and mathematics subjects, and EIF) via [PLATO](#)
- provides [Supervision and Verification of Students' Work Policy and Procedures](#), from which schools can develop their own guidelines.

Confirming

As part of the confirming phase, schools participate in moderation for those Stage 2 subjects and Stage 1 English and mathematics subjects offered by the school, and Stage 1 EIF.

See [Moderation](#) for roles and responsibilities of teachers, principals, and the SACE Board in moderation at Stage 1 and Stage 2.

Other roles and responsibilities of teachers, principals, and the SACE Board in the confirming phase of the quality assurance cycle are outlined below.

Teachers:

- assess student evidence and provide a result at the end of the teaching and learning program, based on the performance standards for each subject
- apply the performance standards consistently in all classes for each subject throughout the school
- ensure that their interpretation and application of the performance standards in a subject are consistent with those of teachers from other schools
- identify and prepare samples of student work for moderation
- follow the school's supervision and verification processes to ensure the authenticity of student materials submitted for assessment
- use Schools Online to complete results sheets for each assessment group in each subject and submit these to their principal or the principal's delegate for verification and submission to the SACE Board by the due dates in the [online calendar](#).

Principals:

- establish and manage processes to ensure that the results that teachers submit reflect consistent interpretation and application of the performance standards in each subject within the school
- verify results sheets and submit them to the SACE Board by the due dates in the [online calendar](#).
- request that their school participates in moderation for an additional Stage 1 English or mathematics subject or the PLP where applicable
- ensure that teachers of subjects with results due at the end of Semester are prepared for moderation
- ensure that results for Stage 1 subjects reflect the outcomes of moderation.

The SACE Board:

- provides a range of annotated assessments and other exemplars to support confirming activities within and across schools
- provides advice on appropriate processes that principals can use to confirm the consistency of grades used within the school
- leads online benchmarking activities and face-to-face training for moderators prior to moderation.

Improving

Teachers:

- receive feedback from the SACE Board as part of the quality assurance cycle
- analyse and use the results of their students' learning to guide and strengthen their understanding and application of performance standards, and improve their assessment design and teaching.

Principals:

- receive data and feedback from the SACE Board about student achievement
- provide opportunities for teachers to discuss and analyse data and feedback
- analyse students' results to identify where assistance and support may be provided in the school's teaching and learning program and quality assurance processes.

The SACE Board:

- prepares, analyses, and distributes to schools, statistical data about student achievement
- provides qualitative feedback that supports quality assurance processes in schools
- analyses and improves its own quality assurance processes.