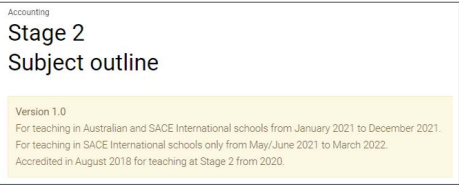# Quick reference guide for teachers
SACEi timelines, key tasks and references

Purpose

This document summarises the key tasks to be undertaken by teachers at each phase of the quality assurance cycle[1].

1. Planning (prior to and in the first few weeks of teaching)		
Task	**Details**	**Helpful reference(s)**
Complete the following tasks:		
1. Access subject outlines for the subjects they are teaching on the SACE website	It is important that teachers use the subject outline for the current teaching year. The year of teaching is identified in the web content (for digital versions) or on the front cover (for Word versions). See examples below. **Digital version** Accounting Stage 2 Subject outline Version 1.0 For teaching in Australian and SACE International schools from January 2021 to December 2021. For teaching in SACE International schools only from May/June 2021 to March 2022. Accredited in August 2018 for teaching at Stage 2 from 2020. **Word version** Stage 2 Biology Subject Outline (for teaching in 2020).docx For teaching • In Australia and SACE International schools form January 2020 to December 2020 • In SACE International schools online from May/June 2020 to March 2021 A subject outline identified for teaching in a given year can only be taught in that year (e.g. a subject identified as 'for teaching in 2020' cannot be taught in 2019 or 2021).	Teachers can find their subjects using the alpha or search functions on the Subjects page of the website. **Each subject page** contains a range of materials that support planning for the teaching and assessing of each subject. Materials include: • Learning and assessment plans • Assessment task exemplars • Teaching and learning programs • Subject assessment advice • Past examination papers • Subject advice and strategies • Resources and forms • Research advice • Electronic exam familiarisation activities • Workshops and meeting opportunities
2. Plan teaching and assessments for the subjects they are teaching	Resources to support teachers with their planning are available on the subject-specific pages of the SACE website under the following tabs on the left under Support Materials or Stage 1, Stage 2 and Resources and forms.	Subject Implementation Understanding assessment Stage 2 Exam Preparation
3. Familiarise themselves with the SACE assessment model and procedures and the responsibilities of teachers for assessment in the SACE	For subjects that have been renewed recently implementation courses are available in PLATO to support teachers of these subjects. Teachers can contact the SACE Officer for their subject with subject-specific queries to support their planning. SACE Officer contact details are on the subject-specific website pages.	SACE PLATO Subjects
4. Undertake professional learning activities to support planning and design of assessments	An Introduction to PLATO course, and an orientation course for new SACEi teachers is available in PLATO.	New Users – Welcome to PLATO

1 Note that new resources may become available at any time and it is therefore important to monitor the information available on the website and in PLATO.

5.	Select, adapt or develop Learning and assessment plans (LAPs)	LAPs document the summative assessment tasks students will complete for a SACE subject. Teachers can use or adapt pre-approved LAPs for their subject or create their own LAP. A LAP must meet the learning and assessment requirements of the subject outline. It is good practice to share LAPs with students so that they are aware of the summative tasks for each subject.	Learning and Assessment plans – Information sheet 57 Subjects
6.	Familiarise themselves with key dates and plan teaching and assessment to meet these dates	Key dates are dates when student work and results must be submitted to the SACE Board. Key dates for each subject are available on the subject-specific pages of the SACE website the left under Key dates OR Stage 1 or Stage 2. The dates and times for Stage 2 subjects with examinations are listed in the examination timetable which is available early in the assessment cycle.	SH exam timetable NH exam timetable
7.	Familiarise themselves with the file naming conventions and accepted electronic file formats for SACE assessment tasks	Student work for marking and moderation can only be uploaded into Schools Online if it has the correct naming conventions and is in an accepted file format. Using the correct naming conventional and file formats throughout the year will make it easy to upload student materials at the end of the assessment cycle	Accepted file names and formats for online submission

2. Clarifying

Task	Details	Helpful reference(s)
Complete the following tasks:		
1. Throughout the year teachers proactively participate in professional learning activities that support the teaching and assessment of SACE subjects	SACE professional learning activities for teachers includes: • clarifying and calibration courses* in PLATO • face-to-face and online workshops and meetings • engagement with subject colleagues through PLATO Social • proactively seeking advice from SACE Officers as required. *Clarifying and calibration courses support teachers to interpret and apply the performance standards consistent with the SACE standards. Courses are available for Stage 1 English and Mathematics subjects and all Stage 2 subjects Teachers can use what they learn in these courses when marking student work.	SACE PLATO Stage 1 Clarifying activities (for compulsory Stage 1 subjects) Calibration activities (for Stage 2 subjects)
2. Ensure summative SACE assessment tasks are securely stored in electronic or hardcopy format during the year	Teachers are required to submit summative assessment tasks to the SACE Board for external marking and moderation at the end of the assessment cycle. Secure storage of summative assessment tasks during the year will make it easy to access and upload these materials at the end of the assessment cycle.	FAQs – Online submission of materials
3. Ensure student work received or recorded during the year is stored using the SACE file naming conventions and is in an accepted file format	Making sure that all summative tasks submitted by students or recorded by teachers during the year has the correct naming conventional and file formats means less work for teachers at the end of the assessment cycle.	Accepted file names and formats for online submission
4. Familiarise themselves with the process for uploading student materials in Schools Online	A 'sandpit' (a testing or practice area on the SACE website) is available so that teachers can practice uploading student materials throughout the year. Practicing during the year will make it easy to upload student materials at the end of the assessment cycle	Five Steps to practice submitting materials in the 'sandpit'.

3. Confirming

Task	Details	Helpful reference(s)
Complete the following tasks:		
1. Determine final student results and select the moderation sample	For Stage 1 English and mathematics subjects and all Stage 2 subjects, teachers select moderation samples according to SACE Board sample selection parameters. Teachers use the performance standards to determine: • final Stage 1 grades (A to E) for each student at the **overall subject level** • final Stage 2 grades (A+ to E-) for each student **at the assessment type level** Stage 2 external assessment component (other than examinations) are categorised as 'investigations'. Teachers determine a mark /30, aligned to the performance standards, for each student's externally assessed investigation. The investigation is then marked for a second time by a SACE Board-trained marker.	External assessment Assessment and reporting guidelines Stage 1 moderation sample Stage 2 moderation sample
2. Enter student results and upload materials for marking and moderation in Schools Online	Student results for all Stage 1 and Stage 2 subjects are submitted through Schools Online. Teachers must have a User Account to be able to log into Schools Online and access results sheets. Teachers can contact their SACE Coordinator if they do not have a User account. Student materials for Stage 2 Investigations (External Assessment) and Stage 2 Moderation (School Assessment) are also uploaded on the results sheets in Schools Online.	Schools Online Online Results Information Booklet for teachers Schools Online FAQs Schools Online Functionality - Teachers Instructional videos for teachers Online submission schedule Online submission Accepted file names and formats Tutorial videos
4. Use Schools Online to submit assessment materials for QA processes	Materials from SACEi schools for moderation of Stage 1 English and mathematics subjects are submitted via an alternative online platform. Schools are advised of these arrangements separately.	Information and support materials informing the online submission of materials is available in a variety of forms at the following link: Online submission of materials FAQs 2021 Online submission schedule Results sheets and online submission – Stage 2 Investigations

4. Improving

Task	Details	Helpful reference(s)
Complete the following tasks:		
1. Review student outcomes from the previous assessment cycle	On the day of results release, reports about student achievement, final moderation and marking outcomes for their classes are available in Schools Online. Principal/principal's delegate can provide teachers with a copy of these reports in Schools Online. Teachers should use these reports to identify areas of strength and improvement in the teaching and assessment in the SACEi program.	Improving – results reports for schools Subjects
2. Read subject assessment advice (Stage 2 subjects) and subject assessment reports (Stage 1 English and mathematics)	Early in the next assessment cycle reports/advice about the previous assessment cycle are available. The reports are designed to help teachers to interpret the assessment requirements of each subject. They also contain advice on the quality of student performance in the previous year. These reports are available on the subject-specific pages of the website.	Subjects