

BUNBURY CATHOLIC COLLEGE YEAR 11 AND 12 ASSESSMENT AND REPORTING PROCEDURES

SOURCES OF AUTHORITY	
CEWA Policy	Education
Executive Directive	Curriculum Assessment & Reporting
SCSA	WACE Manual 2023
SCSA	School Assessment Policy

RATIONALE

Assessment is an integral part of teaching and learning. Bunbury Catholic College uses a range of fair, valid, educative, explicit, and comprehensive assessment processes clearly linking learning, teaching and assessment to inform and evaluate the progress of student learning.

Bunbury Catholic College, Year 11 and 12 Assessment and Reporting Procedures has been developed so that students, parents, and staff are aware of their responsibilities in the assessment and reporting process.

The Bunbury Catholic College Assessment and Reporting Procedure is provided to all Year 11 and 12 students at Bunbury Catholic College and is based on the School Curriculum and Standards Authority requirements (SCSA).

Should a situation arise that is not covered by the provisions of this document, the student, parent or teacher should consult their Head of Learning Area for assistance to ensure consistency.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General, Foundation and/or VET courses. Some students are also gaining credit for the Western Australian Certificate of Education (WACE) by undertaking one of the Vocational Education and Training (VET) qualifications and/or one or more endorsed programs. The VET qualifications are delivered and assessed in partnership with various registered training organisations (RTO's).

This Assessment and Reporting Procedures document applies to the assessment of all WACE courses. VET Certificate Courses must adhere to the VET sections within this document.

1. THE ROLE OF ASSESSMENT AT BUNBURY CATHOLIC COLLEGE

Assessment is used to;

- monitor the progress of students, identify learning issues and assist in the selection of teaching strategies and resources
- provide formative feedback to improve student performance
- measure student achievement and inform reporting on progress and achievement
- guide the selection of courses and assist vocational counselling

School-based assessment of student achievement in all WACE courses must be based on the following principles detailed by SCSA.

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment must be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes

Assessment should provide significant data for improvement of teaching practices. Assessment programs must ensure that all assessment tasks have the following characteristics.

Validity

Assessment tasks are clearly linked to the syllabus and the assessment specifications of the course. They must assess the construct intended to be assessed.

Reliability

Assessment tasks provide consistent and accurate assessment information for the target population.

Discrimination

Assessment tasks provide assessment information that clearly discriminates among students across the full range of ability levels.

2. STUDENT RESPONSIBILITIES

It is the responsibility of the student to;

- complete all assessment tasks to the best of their ability
- complete all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- Year 12s should keep assessment work until the end of the calendar year. Year 11s until March of the year in which they are enrolled in year 12.
- maintain a good record of attendance, conduct and progress.
- initiate contact with teachers concerning absences from class, missed in-class assessments, requests for extensions and other issues relevant to assessments, **prior** to the assessment task's due date.
- locate and view the Assessment Outline in SEQTA for *each* course.
- complete unit work that is missed due to absences due to excursions, incursions, sporting events or other events.
- avoid discussing the nature of the questions with students from the other classes until after all classes have completed the assessment task. Discussion of the questions will be treated as collusion and the students will be penalised. This is in the student's interest. (See Section 9 relating to security of assessments)
- maintain assessment commitments for school-based courses when participating in off-campus workplace learning and/or external training.

3. TEACHER RESPONSIBILITIES

course, via SEQTA:

- the Authority syllabus for the pair of units which includes the grade descriptions
- a course outline for the pair of units that shows:
 - all the content from the syllabus in the sequence in which it will be taught
 - the approximate time allocated to teach each section of content from the syllabus
- an assessment outline for the pair of units that includes:
 - the number of tasks to be assessed
 - a general description of each assessment task
 - the assessment type, as prescribed in the syllabus
 - an indication of the syllabus content on which each task is based
 - the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as prescribed in the assessment table of the syllabus.

Students can request a hard copy of these documents from their teacher.

It is the responsibility of the teacher to;

- develop a teaching and learning program that appropriately delivers the current SCSA syllabus for the pair of units.
- ensure that all assessment tasks are fair, valid, and reliable.
- maintain accurate records of student achievement available on SEQTA.
- take part in internal comparability processes when more than one teacher is teaching a course
- inform students and parents of academic progress as appropriate, including non-completion of course work and a likely D or E grade (fail).
- provide students with assessment feedback within a timely period, using marking keys or assessment rubrics.
- meet college and external timelines for assessment and reporting.
- ensure all out-of-class assessments are authenticated with supporting evidence.
- ensure prompt communication with parents when issues arise regarding late submission of assessments without a valid reason.
- make provisions for students who miss assessments for valid acceptable reasons. (See Section 14 for valid acceptable reasons)

4. PARENTS/CARERS RESPONSIBILITIES

It is the responsibility of the parent/carer to;

- contact the teacher if they are concerned about an assessment. This contact should be made within one week of the assessment result released in SEQTA.
- inform the relevant school personnel (Teacher, Head of Learning, Head of Year, Deputy Principal) on any changes to circumstances, conditions or arrangements which may impact on the learning of a student and the outcomes of that learning.
- inform the Deputy Principal responsible for Assessment and Reporting of any disability, learning difficulty, injury or cultural belief that may affect their child's learning and/or assessment performance.
- provide written evidence when their child is absent from an assessment as detailed in section 14.
- monitor SEQTA to view their child's progress in a unit and initiate contact with the class teacher if the need arises.
- monitor SEQTA messages and respond to teacher communication.

NB: VET Certificate qualifications are required to comply with RTO requirements for that individual qualification. Students will be informed of the specific requirements and these RTO requirements take the place of the school-based requirements.

5. ASSESSING STUDENT ACHIEVEMENT

At Bunbury Catholic College, all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks are completed during the year. This includes end of semester examinations in all ATAR courses and an externally set task (EST) for Year 12 General and Foundation courses (see Section 7 for details).

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks to rank students in the class and assign grades with reference to the course related grade descriptors.

The requirements for each assessment task will be clearly described in writing (i.e., what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in class. Some courses may include tasks that are completed out of class (in which case, student achievement will be validated to ensure authenticity). It is important that the student is the original author of all work presented for assessment and others should not provide more than a minor degree of support to produce the task.

Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of everyone in the group. This is so that group members are not penalised should any individual fail to complete an assessment. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific educational needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the relevant Head of Learning Area. (See Section 12 for further information on students with a special educational need).

6. YEAR 11 & 12 ATAR COURSE SCHOOL EXAMINATIONS

School examinations are included in the assessment outline for the pair of units. The weighting, i.e., proportion of the final mark, for these school-based examinations varies between courses and is included in the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester One and the end of Semester Two. Year 12 students sit the Semester Two ATAR school examinations (mock WACE) during the second week of the September/October vacation and the first days of Term 4.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR course examination.

In Year 11, written examinations are typically 2 or 2.5 hours in duration.

In Year 12, all written examinations are 3 hours duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

Students and parents are advised to check the College Calendar for exact dates and to ensure students are available at these times.

The examination timetable is issued to students prior to the start of the examination period. The examination expectations are listed below and are electronically messaged to students and are available on SEQTA. These expectations are based on those that are used by SCSA for ATAR course examinations.

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination.
- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s).
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

If an examination contains an error, or questions are based on content that is outside the syllabus or there is a breach of security, the College will;

- remove the question containing the error or based on content outside the syllabus, **or**
- set a new examination if there is a breach of security that affects all students, **or**
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must inform the Deputy Principal. The College will determine whether the reason is acceptable (see Section 14 for details). There will be no opportunity to sit missed examinations.

In this case, student final grades will be determined without an examination score, if the reason is acceptable to the College.

If the reason is not acceptable to the College, the student will receive a mark of zero.

7. EXTERNALLY SET TASK

All students enrolled in a Year 12 General or Foundation Course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50-minute written assessment task developed by SCSA based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that SCSA requires the College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable. (See Section 14 for details)

If the reason is acceptable to the school, the HOLA and Deputy Principal will decide on a suitable adjustment and will communicate this to affected parties.

If the reason is not acceptable to the College, the student will be allocated a mark of zero

8. CHEATING, COLLUSION AND PLAGIARISM

All work, in each individual assessment task, must be the work of the student. Students are not permitted to submit for marking, (i.e., as original) any work which;

- is prepared or substantively contributed to by another person (e.g., student, teacher, tutor, or expert)
- is copied or downloaded from the internet without acknowledging the source, e.g. artificial intelligence applications (AIA)
- paraphrases or summarises the work of others.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of Learning responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated that a student has cheated, colluded, or plagiarised, one of the following penalties will apply.

- a mark of zero for the whole assessment task,
or
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The student and parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

9. SECURITY OF ASSESSMENTS TASKS

Where there is more than one class studying the same pair of units at the College, all assessment tasks will be the same to ensure student marks are on the same scale.

In cases where there is more than one class, to ensure that no students are unfairly advantaged, the following will occur.

- the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes.

In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the College works with other schools and uses the same assessment task or examination, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

10. RETENTION AND DISPOSAL OF STUDENT WORK

Students are responsible for retaining all their marked written assessment tasks. To assist students, the College will establish an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. Students will have access to the assessment file for revision purposes during class time and for home study in the week prior to the Semester 1 and Semester 2 examination periods. Assessment files must be returned to the class teacher at the completion of each exam period.

Assessment material is required by the teacher when assigning grades at the completion of the pair of units, or by SCSA for moderation or appeal purposes. Students should be aware that any discrepancy in their final results can only be resolved if the assessment material is available.

Written assessment materials will be made available to students once the results are accepted by SCSA. For Year 11 students, written assessment material will be available from the commencement of Year 12. For Year 12 students, the release date for written assessment material will be after the final date for grade appeals. This date is set by SCSA.

The College will also retain all non-written formal assessment tasks (for example, audio recordings of oral performances for Language courses, video recordings of performances for Art courses, such as Dance and Drama, and Physical Education Studies) until the final date for grade appeals.

All materials not collected by the beginning of the next school year will be securely disposed of by the College.

The College will not use the materials for any other purposes without written permission of the student.

NB: VET Certificate qualifications are required to comply with RTO requirements for that individual qualification. Students will be informed of the specific requirements and these RTO requirements take the place of the school-based requirements.

11. MODIFICATION OF THE ASSESSMENT OUTLINE

If circumstances change during the teaching of a course unit that requires the teacher to adjust scheduled assessment tasks, then an updated copy of the assessment outline clearly indicating the changes will be provided to students. The modified assessment outline will be updated in SEQTA in a timely manner.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be modified and provided to the student and parent/guardian.

12. STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Students with identified special educational needs will, where their diagnosed disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) reasonably adjusted. This process will be by the teacher, in consultation with the relevant Head of Learning Area/Learning Support Coordinator/teacher-in-charge responsible for the course.

These adjustments will be consistent with those described in SCSA's *Guidelines for disability adjustments for timed assessments*, which can be accessed from SCAS's website (www.scsa.wa.edu.au).

Adjustments, depending on the individual student's educational needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

For VET qualifications, reasonable adjustments will be provided for applicants/students with special educational needs (such as disability or a learning difficulty) according to the nature of the learning need and the requirements of the relevant Training Package. Students will be responsible for completing any relevant requests via the enrolment process for each respective RTO.

Note: for Year 12 students with a diagnosed disability which has a functional impact on their performance, the College will apply to SCSA for consideration of special examination arrangements. The granting of special examination arrangements by SCSA is not automatic.

Where SCSA approves arrangements for the ATAR course examinations, these arrangements may differ from those the College has used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations may be held at alternative venues (to be confirmed with each individual application).

13. COMPLETION OF A PAIR OF UNITS

Student achievement in ATAR, General and Foundation courses are recorded in grades.

A grade (A, B, C, D or E) is assigned for each pair of units completed for a Year 12 Course.

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the scheduled session on the due date.

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant Head of Learning Area or via the process communicated by the course teacher in the course information.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/guardian must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable (see Section 14 for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the College (see Section 14 for details), the student's assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade.

Student achievement in Preliminary course units is recorded as 'completed' or 'not completed'. Assessment in Preliminary course units are based on student completion of the unit rather than specified standards.

PENALTIES FOR NON-SUBMISSION OR LATE SUBMISSION:

Where an out-of-class assessment task is submitted after the due date, or is not submitted, and the student **does not** provide a reason which is acceptable to the College (see Section 14 for details), the following penalties apply.

- 1 day late less 10% of the actual mark awarded
- 2 days late less 20% of the actual mark awarded
- 3 days late less 30% of the actual mark awarded
- 4 days late less 40% of the actual mark awarded
- 5 days late less 50% of the actual mark awarded
- Greater than 5 days late, a mark of zero

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the College (see Section 14 for details), the student will receive a mark of zero.

A result of 'zero' for an assessment can have major ramifications on the final grade awarded for a Course and can affect meeting WACE graduation requirements.

14. ACCEPTABLE REASONS FOR NON-COMPLETION OR NON-SUBMISSION OF ASSESSMENTS

The *penalty* (see section 13) will be waived if the student provides a reason which is *acceptable* to the College. For example.

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled
- where sickness, injury, or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases, the parent/guardian must;

- contact the College as soon as possible and no later than 8:30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- on the day, the student returns to school following their absence, provide a medical certificate or a letter of explanation to determine acceptability.

Where the student provides a reason, which **is acceptable** to the College for the non-completion or non- submission of an assessment task, the teacher in consultation with the HOLA (or in the case of examinations the Deputy Principal in charge of exams) will;

- negotiate an adjusted due date for an out-of-class assessment task
or
- an adjusted date for an in-class assessment task (generally, within two days of the student's return),
or
- decide on an alternate assessment task, if in the opinion of the teacher, the assessment is no longer valid,
or
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority's requirements for the course and to enable a grade to be assigned). **or**
- statistically estimate the students mark for the assessment task on the basis of their marks in similar tasks.

Students who are absent for a considerable time and have a medical certificate, may have their grade/mark estimated or adjusted as appropriate to the situation and to ensure that any grades/marks issued by the school are valid.

Catastrophic Event and Procedures if Grading / Assessment is affected by a Catastrophic Event.

Where a catastrophic event (e.g., a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

The College will adhere to SCSA Curriculum and Assessment Advice in relation to COVID-19 and will notify students and parents of any changes / modifications to the assessment program.

Any student unable to attend school for COVID-19 related reasons, and who meets the College procedure for notification of absence, will not be penalised for late submission of assessments.

Planned Absence in State or National Representative Sports Team or Equivalent

If selected in a State or National representative team, parents must inform the College in writing at least two weeks in advance of the planned absence. It is the student's responsibility to organise students in each of their classes to collect materials and to submit work as negotiated with each teacher. Teachers will endeavour to support the student's ongoing education and minimise the impact of the absence on marks, particularly if the student meets the negotiated work submission requirements.

NON-ACCEPTABLE REASONS FOR NON-COMPLETION OR NON-SUBMISSION OF ASSESSMENTS

Unapproved Absences

Attending events that can be rescheduled are not a valid reason for non-completion, non-submission or non-attendance for an assessment task. Family holidays, preparing for the College ball and sitting a driver's license test are all examples of events that are not considered valid reasons for non-completion, non-submission or non-attendance.

Extended Holidays

Should parents wish to take extended family holidays they must make every effort to do so during official school holidays, not during term time. Parents must recognise that teachers cannot be made responsible for any work missed due to holidays taken during term time.

Extended holidays can prevent a student from completing the course content and from being assessed. Such holidays can create a break in the sequence of learning.

Staff cannot be expected to undertake a significant additional workload or jeopardise the integrity of their tests and assessments to meet the needs of students who are absent under these circumstances. Consequently, there is a possibility that a student's results will be affected, and penalties applied. (See section 13)

15. VET QUALIFICATION ACHIEVEMENT

To achieve certification for a full qualification, students must successfully complete all assessments in every unit of competency and demonstrate competence in each assessment task and the overall unit of competency.

A copy of the qualification outline, units, assessment, length, pathways, rights and responsibilities will be issued to students by each trainer and assessor.

Reporting of VET qualifications will indicate progress towards the competencies included in that qualification. On completion of the qualification the student's report will also indicate whether the qualification has been successfully achieved.

NB: VET Certificate qualifications are required to comply with RTO requirements for that individual qualification. These RTO requirements take the place of school-based requirements.

VET assessment is competency based, i.e., a student's performance is judged against a prescribed standard, not against the performance of other students. Staff at Bunbury Catholic College who deliver VET units/qualifications, will provide to students, details relating to qualifications and units to be completed and the processes for monitoring and recording results.

16. TRANSFER BETWEEN COURSES AND/OR UNITS

Should a student commence a pair of units late, they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal or the VET Co-Ordinator. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At Bunbury Catholic College, the deadline for student transfers is Friday of Week 8 in Term 1 as all courses are assessed as a pair of units.

In Year 11, students can also transfer at the end of Semester One, where class numbers enable this to occur. In such cases, the student will receive a mark and a grade for the unit completed in Semester One. Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher may develop an individual assessment plan showing the work to be completed and/or an adjusted assessment outline to ensure the student meets the syllabus requirements for the course.

Year 11 students studying a Foundation course will be required to transfer to a General and/or ATAR course for Semester 2, if they meet the literacy and/or numeracy standards in the March round of the Online Literacy and Numeracy Assessment (OLNA), as per instructions in the Authority's *WACE Manual*.

17. TRANSFER FROM ANOTHER SCHOOL

It is the responsibility of any Year 11 student who transfers into a class from the same course at another school, prior to SCSA's recommended last date for student transfers between pairs of Year 11 units, to provide the College with evidence of all completed assessment tasks from the previous school.

The Deputy Principal will contact the previous school to confirm:

- the assessment tasks which have been completed
- the marks awarded for these tasks.

The Head of Learning Area/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used
(Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Bunbury Catholic College)
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

This information will be used by the College to determine what additional content and assessment tasks the student needs to complete to be assigned a mark and a grade in the pair of units for the course.

If a Year 11 student transfers from another school into the same course, and it is mid-year, the previous school should provide a grade and mark for the unit to the Authority. The student would then be enrolled in a single unit for Semester 2.

Where a transferring student is being enrolled in a course they did not study at their previous school, the student will be enrolled in a single unit for Semester 2.

If a student transfers from another school in Year 12, they may only be enrolled in Year 12 courses if the transfer occurs prior to SCSA's Year 12 course enrolment deadline (usually the first week of April). After that date, Year 12 students will not be permitted to enroll in Year 12 courses.

Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

A meeting will be held with the student and parent/guardian to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

18. REPORTING STUDENT ACHIEVEMENT

The College reports student achievement at the end of Semester One and at the end of Semester Two to SCSA. The report provides for each ATAR and General course:

- a grade
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark (calculated from the weighted total mark).

(The Semester 1 mark and grade are interim guides as they are not finalised until the pair of units are completed at the end of the year.)

At the end of the year, students will be provided with a Statement of Achievement, which lists the College mark and grade for each pair of units. These are the results which will be submitted to SCSA. All final grades are subject to approval by SCSA. Students will be notified of any changes from SCSA's review of the students' results submitted by the College.

The school marks for ATAR Year 12 pairs of units are statistically adjusted (moderated) by the Authority.

Where the School is in a small group partnership for a Year 12 ATAR course, it will form a combined ranked list which includes teacher marks for all students from all partner schools. The same grade cut-offs will be used by all partner schools. Marks for these students must be on a common scale (i.e., be comparable). If they are not, then the marks need to be adjusted by the partner schools before using the ranked list to establish the grade cut-offs. Students will be informed of any changes to their school marks resulting from this adjustment.

Successful completion of VET qualifications and endorsed programs are also listed on the Statement of Achievement.

19. REVIEWING MARKS AND GRADES

If a student considers that there is an issue about the delivery of a course, the marking of one or more assessment tasks or the grade assigned for a pair of units, then they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student or the parent/guardian should approach the relevant Head of Learning Area / teacher-in-charge responsible for the course.

The student or their parent/guardian can request, in writing, that the College conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the College's Assessment and Reporting Policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark.

A nominated representative will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student or parent/guardian may appeal to SCASA, using an appeal form which is available from the Deputy Principal or the Authority website. A SCASA representatives will then independently investigate the claim and report to SCASA's Student Appeal Committee.


If the committee upholds a student appeal, the College will make any required adjustments to the student's mark and/or grade and, where required, the mark and/or grade of other students and re-issue reports and/or the Statement of Achievement, as necessary.

20. VET APPEALS

Each Registered Training Organisation (RTO) has an appeals policy to manage requests for a review of decisions. This includes assessment decisions, made by the RTO or a third-party providing services on the RTO's behalf.

If a student wishes to appeal a decision they should, in the first instance, raise the issue with their teacher. If the appeal is not resolved during discussions with the teacher, the student should arrange a meeting with the VET Head of Learning to discuss their appeal.

If the student is not satisfied with the outcome of this meeting, they can lodge a formal appeal in writing to the relevant RTO stating the reasons for their appeal. The relevant RTO will follow their guidelines and appeals policy to address the issue in a timely manner and inform the student in writing of the outcome.

SOURCES OF AUTHORITY:			
Authorised by	Michael Pepper	Signature:	
Effective Date:	1 st February 2023	Next Review:	November 2025