



SENIOR SECONDARY SCHOOL ASSESSMENT AND REPORTING POLICY

(YEARS 11 – 12)

POLICY DETAILS AND DOCUMENT MANAGEMENT

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GENEALOGY

This Policy replaces:

This Policy was cancelled and superseded by:
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PREAMBLE

This policy is provided to all senior secondary students at Emmanuel Christian Community School and is based on School Curriculum and Standards Authority (The Authority) requirements. The Authority can be accessed at <https://www.scsa.wa.edu.au>.

The document is also informed by the School Education Act 1999 which can be found at https://www.legislation.wa.gov.au/legislation/statutes.nsf/main_mrtitle_878_homepage.html.

It has been developed so that students, parents, and staff are aware of their responsibilities in the assessment and reporting process. Should a situation arise that is not covered by the provisions of this policy the teacher should consult their Head of Learning Area for assistance and to ensure consistency.

In Years 11 and 12 students are assessed against the requirements for the WACE (Western Australian Certificate of Education). All Year 11 and Year 12 students are enrolled in either ATAR courses, General and/or VET industry specific courses, and/or the ECU UniPrep course. Some students are also gaining unit equivalence for the 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 the relevant registered training organisation (RTO).

SCOPE

This policy applies to the assessment of all WACE courses. VET Industry Specific courses must adhere to the VET aspects contained within this document

All members of Emmanuel Christian Community School staff and volunteers must comply with this policy.

CONTEXT

Emmanuel Christian Community School may, from time to time, review and update this policy to take account of changes to the school's operations and practices and to make sure it remains appropriate to the changing legal and school environment.

POLICY

1. STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result)
- complete all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each course studied which contains completed, returned written assessment tasks and to make this file available whenever required by the school (see Section 10 below for details). To assist students, ECCS will establish an assessment file for each student for each course/program. Students may request supervised access to their assessment file at a time suitable to the teacher and student
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

2. TEACHER RESPONSIBILITIES

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units
- provide students with access to a course outline and an assessment outline (see Section 4 below for details)
- ensure that all assessment tasks are fair, valid, reliable and conform to Authority principles and characteristics
- provide students with timely assessment feedback that include detailed marking keys or assessment rubrics and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement using SEQTA.
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate
- take part in internal comparability processes when more than one teacher is teaching a course
- ensure that all out-of-class assessments are authenticated with supporting evidence
- make provisions for students who miss assessments for valid reasons
- Inform students of the school's involvement in a Small Group Moderation Partnership

Where a school has a projected number of fewer than six ATAR course examination candidates in a particular Year 12 ATAR course, it must become involved in a small group moderation partnership to increase the combined group size to six or more students for that pair of units.

All schools in the small group moderation partnership must be:

- Doing the same pair of units, **and**
- Delivering in the same defined context
- Teaching the course content in the same sequence, **and**
- Reporting student achievement to the Authority in the same manner (i.e. using 'raw' marks or marks that have been statistically adjusted by the schools).

The senior secondary assessment policy of the school needs to be applied.

3. PARENT/GUARDIAN RESPONSIBILITIES

It is the responsibility of the parent/guardian/carer to:

- contact the teacher in the first instance and then the appropriate Head of Learning Area (HOLA) if there are concerns about performance in a specific course
- contact the Deputy Principal or school's administration office if there are general academic, social or emotional problems that could affect assessment or achievement
- inform the Deputy Principal of any disability, learning difficulty, injury or cultural belief that may affect their child's learning and/or assessment performance
- provide evidence for absence when their child is absent from an assessment or test, by providing a Medical Certificate/satisfactory explanation of circumstances or misadventure.

4. INFORMATION PROVIDED TO STUDENTS

Before teaching commences the teacher will provide to students the following documents (via SEQTA and/or hard copy):

- the Authority syllabus for the pair of units which includes the grade descriptions
- a course outline for the pair of units (or unit or semester) that shows:
 - 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
- the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
- the assessment type, as prescribed in the syllabus
- the weighting for each assessment task
- the weighting for each assessment type, as specified in the assessment table of the syllabus
- a general description of each assessment task
- an indication of the content covered by each assessment task.

Note: Students without internet access at home can request from their teacher a hard copy of these documents.

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 Emmanuel Christian Community School all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year including end of semester exams in all ATAR courses and an Externally Set Task for Year 12 General and Foundation courses (see Sections 6 and 7 below for details).

A student must complete the education program and the assessment program for each unit/course.

Where a student is frequently absent due to chronic or frequent illness, it is necessary to involve the parent/guardian/carer and appropriate school services. Through this process a plan will be developed and action taken in a collaborative manner.

Where a student does not take advantage of the opportunity to complete the assessment program for reasons that are not acceptable to the school (e.g. an unsatisfactory reason for absence on the date of an in-class assessment task or late submission of an assessment task), then the school applies the appropriate rules, procedures and penalties from its Senior Secondary Assessment Policy.

Each task provides evidence of student achievement. The teacher generates a ranked list of students in class (or classes) using the weighted mark out of 100 from all assessment tasks 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.

A marking key for each assessment task, other than an Externally Set Task, must be developed by the teacher To make clear and explicit the criteria used to award marks. Marking keys should:

- help to ensure a consistent interpretation of the criteria that guide the awarding of marks
- provide the basis of feedback to students
- result in the effective ranking of student achievement/performance

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/or to produce a 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 each individual student in the group. Typically, the strategies 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 education 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/teacher-in-charge responsible for the course. (See Section 12 for further information on students with a disability).

External WACE Examinations

Students who are enrolled in a Year 12 ATAR course pair of units are required to sit the WACE ATAR course examination. There are both written and practical examinations for some ATAR courses.

Students who do not sit WACE examination, and do not have an approved sickness/misadventure application for that course, will not have the grades for the pair of units completed in that year contribute to the calculation of the Western Australian Certificate of Education (WACE).

Students who do not sit the WACE examination will not have a course mark or grade recorded on their Western Australian Statement of Student Achievement (WASSA), nor will they receive an ATAR course report.

Consequently, a student may not meet the requirements to receive a WACE.

Where a school has a projected number of fewer than six ATAR course examination candidates in a YEAR 12 ATAR course, it must become involved in a small group moderation partnership to increase the combined group size to six or more students for that pair of units. Without correctly implemented small group moderation procedures, students may be exposed to statistical moderation anomalies because of atypical under-performances of a student or a few students in the ATAR course examination and may unfairly affect the degree of statistical adjustment of the school mark of other students in the class.

6. YEAR 11 AND 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 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination. These examinations will be scheduled before the written examinations in both semesters.

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

In **Year 11**, written examinations are **typically 2 to 3 hours** in duration.

In **Year 12**, written examinations are of **3 hours in duration, except for courses with a practical, performance or oral examination.**

The examination timetable is issued in hard copy to students, through form classes, prior to the start of the examination and posted on SEQTA at least two weeks before the start of the examination. The examination rules are printed in the School Diary and redistributed with examination timetables.

Examinations Rules

- Students are to wear school uniform to all examinations and dress in consideration of the weather.
- Personal belongings should not be brought to school and may not be taken into the examination room.

- Students are to assemble in an orderly manner outside the examination room at least 15 minutes before the time specified for commencement of the examination.
- Students must take care in reading the examination timetable. No extra time is allowed for students who come late to an examination.
- 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.
- All examinations begin with reading time of 5 or 10 minutes. Students are to read only in this time and may not highlight, underline, make notes or use a calculator or other items during this period.
- 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 practical and/or written examination marks for each of the students involved.
- Possession of unauthorised material or technologies during an examination will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- Markings on unauthorised materials in the examination room will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- Students must comply with all instructions given by supervisors.
- 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 school 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).

All students are expected to be present for scheduled examination times in Years 11 and 12; no provision will be made for students who are absent for reasons other than sickness/misadventure.

Should a student be absent for an examination, the parent/ guardian/carer should contact the Deputy Principal Curriculum as soon as possible to complete a sickness/misadventure form. This form must be completed and signed by the student, parent and a doctor/witness (as applicable) and returned to the Deputy Principal as soon as possible; the school will determine whether the reason is acceptable (see Section 14 below for details).

If the reason is acceptable to the School, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case a standardised examination mark will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

If the reason is not acceptable to the School, the student will be given a mark of zero.

7. YEAR 12 GENERAL AND FOUNDATION COURSE 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 the Authority 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 the Authority requires the school to submit the EST marks, then the School will determine if the reason for non-completion is acceptable (see Section 14 below for details) and if not acceptable the student will be allocated a mark of zero.

If the reason is acceptable to the school, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), or
- a predicted EST score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.
- If the reason is not acceptable to the School, the student will be given a mark of zero.

8. CHEATING, COLLUSION, AND PLAGIARISM

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). Students are not to collude (submit work that is not their own) with other students, have possession or knowledge of assessment questions before an assessment or have possession of unauthorised materials during the assessment.

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

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

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 Area/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt 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 the parent/guardian/carer will be informed in writing of the decision made, the penalty and any further disciplinary action.

9. SECURITY OF ASSESSMENT TASKS

Where there is more than one class studying the same content all, or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged one or more of the following strategies are to be employed:

- 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.
- all students will undertake the assessment at a common time.

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 school uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

10. RETENTION AND DISPOSAL OF STUDENT WORK

Students are responsible for ensuring that the original copy of their marked written assessment tasks are retained by the school. The school may also retain an electronic copy of written assessment tasks. The school will retain non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units or by the Authority for moderation or appeal purposes.

To assist students, teachers will establish an assessment file for each student for each course/unit. The file will hold all marked, written assessment tasks. Students will have access to this file for revision purposes during class time and/ or for home study prior to the Semester 1 and Semester 2 examination periods or per arrangement for specific courses. If students are permitted to take the file home for revision purposes, they are required to return the file to the teacher at the conclusion of the examination period.

The School will retain files until the marks have been accepted by the Authority. Any material retained by the school solely for grading, moderation or appeal purposes is available to students for collection (with the exceptions noted in Section 2) after that time. All materials not collected are securely disposed of by the school.

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

Students should be aware that the responsibility of the retention of their work is ultimately theirs; should materials be lost and SCSA require them for the purposes of grade confirmation or moderation, there is the possibility that student marks and grades will not be accepted by the Authority.

NB: VET Certificate qualifications are required to comply with RTO requirements for individual qualifications. 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 pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be provided to students via SEQTA and/or hard copy.

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 adjusted where appropriate after consultation with the Head of Learning Area and provided to the student and parent/guardian.

12. STUDENTS WITH A DISABILITY

Students with identified special educational needs will, where their 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 by the teacher in consultation with the relevant Head of Learning Area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the Authority's Guidelines for disability adjustments for timed assessments, which can be accessed from the Authority website. Adjustments, depending on the individual student's education needs, can include special equipment, provision of a scribe, or additional time to complete the task or rest time.

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 that would not cause undue complications for the RTO, 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.

13. COMPLETION OF A PAIR OF UNITS

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

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks during 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 at the beginning of the course 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 school will determine whether the reason is acceptable (see Section 14 below for details).

Some students with special educational needs may require modifications/adjustments to their learning programs and assessments to access the curriculum equitably. If enrolled in ATAR, General or Foundation courses the achievement of these students are reported against the achievement standard of the course.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the school the student's assessment outline will be adjusted, where possible, 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 and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date and the student does not provide a reason which is acceptable to the school, the following penalties will apply:

- 1 day late less 10% of the actual mark awarded the assessment.
- 2 days late less 20% of the actual mark awarded the assessment.
- A mark of zero if submitted more than 2 days late, or not submitted.

Where an in-class assessment task is missed, and the student does not provide a reason which is acceptable to the school the student will receive a mark of zero. Work must still be completed and handed in for students to complete the assessment program for the course/unit. Where work is not handed in, further penalties may apply. Additionally, students in Year 11 and Year 12 who have outstanding work may be required to attend the School during the semester examination time when they are not in examinations, in order to complete work.

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

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school.

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 school as soon as possible and no later than 9.00 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- immediately after the student returns to school they need to show the medical certificate or letter of explanation (original or copy) to the teacher to determine acceptability and then submit it to the administration office for filing.

Where the student provides a reason, which is acceptable to the school for the non-completion or non-submission of an assessment task, the teacher will consult with the HOLA (or in the case of examinations the Deputy Principal) who 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 confidential), or
- not require the task to be completed and, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a standardised mark to be assigned.

If a student misses a large number of tests, examinations, or assessment tasks, even if the absences are covered by medical certificates, further investigation and appropriate action will be taken to ensure that any grades/marks issued by the school are valid.

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. preparation for the school ball, family holidays, etc.).

In exceptional circumstances, the parent/guardian may negotiate with the classroom teacher the development of an individual education plan. This plan will ultimately be developed in consultation with the head of the relevant learning area and shows how the missed lesson time will be compensated for and any adjustments to the assessment outline.

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 school examination timetable, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

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. If the student receives an outcome for a task of not yet competent, they will be given additional opportunities / chances to re-submit or re-do the task to achieve competence. Each RTO (Registered Training Organisation) has a policy regarding the number of resubmissions. The assessor will identify the gaps and guide the student in how to address them to achieve competence when the student repeats the task. If the repeat outcome is still unsatisfactory the assessor may advise the student to re-enrol (if the student is in the first year of the qualification) or assess the student as not competent (if the student is in the final year of delivery) in the unit/qualification.

15. TRANSFER BETWEEN COURSES AND/OR UNITS

Should a student wish to change from one course to another they will need to negotiate the change with the Deputy Principal Curriculum. There are strict cut-off dates and procedures from The Authority that must be followed. All changes depend on the availability of suitable alternative classes. If a student commences a pair of units late, they will be at risk of being disadvantaged compared to others in the class. 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 Emmanuel Christian Community School, the deadline **for student transfers in Years 11 or 12 is Friday of Week 5 in Term 1 for Semester 1**, as all courses are assessed as a pair of units.

In Year 11, students can also transfer at the **end of Semester 1, providing that there is a suitable alternative class**. These changes must be made before the conclusion of Term 2. Students studying a Foundation course can transfer to a General course after the OLN results are received from The Authority.

Students in Year 11 can also transfer courses, in exceptional circumstances, beyond the usual course change deadlines. In such circumstances, valid and compelling reasons must be presented to the School, and the student and their parent/guardian/carer will need to attend an interview with the Deputy Principal and complete a Late Course Transfer contract, which stipulates the conditions under which the course transfer will take place.

If a student in Year 11 wishes to change to a different course in Semester 2 late in Semester 1 and does not want to complete their Semester 1 unit, the student and their parent/guardian/carer will need to attend an interview with the Principal/Deputy Principal and complete a Late Course Transfer-No Credit contract. They will not receive any credit for the Semester 1 unit from which they are transferring and will only receive credit for the Semester 2 unit they are transferring into (this course of action is not advisable).

In all cases, where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student. The following protocols may be applied:

- Students will be required to complete all assessments in the new course or subject.
- Depending on how many assessments have not been completed, the teacher will negotiate with the student regarding a program to catch up with missing assessments.

16. TRANSFER FROM ANOTHER SCHOOL

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the School with evidence of all completed assessment tasks. The Deputy Principal Curriculum will contact the previous school to confirm:

- the part of the syllabus that has been taught
- 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 Emmanuel Christian Community School.]

- 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.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

17. REPORTING STUDENT ACHIEVEMENT

The School formally reports Year 11 and Year 12 student achievement at the end of Semester 1 and the end of Semester 2 for Year 11 students only.

The report provides for each course:

- a comment by the teacher
- 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 as they are not finalised until the pair of units is completed at the end of the year.

At the end of the year, all Year 11 & 12 students will be provided with an Emmanuel Christian Community School Statement of Results, which lists the school mark and grade for each pair of units. These are the results which will be submitted to The Authority. Year 12 students should receive this no later than 20 October. Year 11 students will receive their Statement of Results by 30 November. Successful completion of VET qualifications and endorsed programs are also listed on the Statement of Results.

All final grades are subject to approval by The Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from The Authority's review of the student results submitted by the school.

Reporting of VET qualifications will indicate progress towards the competencies included in that qualification (not started, at risk, on track, in progress, not completed or competent). On completion of the qualification the student's report will also indicate whether the qualification has been successfully achieved.

18. REVIEWING MARKS AND GRADES

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units, 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 their parent/guardian should contact 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 school 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 School's Senior Secondary Assessment 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.

This written request should be submitted to the Principal. Either the Principal, or a nominated representative, will initiate and conduct a formal review. The reviewer(s) 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 the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal Curriculum or The Authority website. Authority representatives will then independently investigate the claim and report to The Authority's student appeal committee.

If the committee upholds a student appeal the school 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.

VET Appeals

Each Registered Training Organisation (RTO) has an appeals policy to manage requests for a review of decisions, including 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 Head of Learning VET 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.



SENIOR SECONDARY SCHOOL

ASSESSMENT AND REPORTING POLICY (YEARS 11 – 12)

ACKNOWLEDGEMENT FORM

Student's Name: _____

(First name and surname)

I have read and understood the conditions of the Senior Secondary School Assessment and Reporting Policy as set out in this document.

Student Signature: _____

Parent's Signature: _____

Parent's Name: _____

Date: _____

To be returned to your Form Teacher by the end of Week 1 Term 1.