

# Senior School Assessment Policy for 2024

This policy is available throughout the academic year for Senior School students and their parents/guardians via the SEQTA 'Senior School Bulletin Board'. It is based on the School Curriculum and Standards Authority (the Authority) requirements as outlined in the WACE Manual.

All Year 11 and Year 12 students at Duncraig Senior High School (DSHS) are enrolled in a combination of ATAR and/or General Courses. Some students are also gaining unit equivalence for the Western Australian Certificate of Education (WACE) by undertaking one of the Vocational Education and Training (VET) qualifications and/or endorsed programs. The VET qualifications on offer at DSHS are delivered and assessed in partnership with various registered training organisations (RTO). This policy applies to the assessment of all WACE courses.

## 1. Student & Parent 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)
- 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, prior to the assessment task due date
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- when required by a Course or Learning Area, to maintain an assessment file for each pair of units studied which contains all completed written assessment tasks. (See Section 9 for details).
- familiarise themselves with the DSHS Senior School Assessment Policy as published on the SEQTA Senior School Bulletin Board.
- familiarise themselves with the DSHS Examination Rules as published on the SEQTA Senior School Bulletin Board.
- Familiarise themselves with the Authority's Student Information Handbooks I & II as published annually for Year 12 students on the Authority's website ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)).

## 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 3 for details).
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet DSHS and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

### 3. Information provided to students

Before teaching starts, the teacher will provide electronic access to the following documents via the Course Cover Page in SEQTA:

*Please Note: Teachers may elect to provide a hard copy of these documents at the start of the year for all students however, this is not required.*

- 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 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.

*Important Note for students: students without internet access at home can request a hard copy of these documents from their teacher.*

### 4. Assessing student achievement

At DSHS, all Senior School students are enrolled in a pair of units\* (i.e. year-long courses).

In each pair of units, a number of assessment tasks occur during the year, including end of semester examinations in all ATAR courses and the External Set Task (EST) for Year 12 General courses (see Sections 5 and 6 for details).

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions.

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). The criteria against which the task will be marked will be provided with the task, except in cases where the marking key is an answer or solutions key which will be shared with students after the assessment task has been marked. 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). 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 in the group. 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 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 11 for further information on students with a disability).

*\*With the exception of Unit 1 & 2 of Career & Enterprise. Unit 1 is delivered in Year 11 and Unit 2 is delivered in Year 12.*

## 5. 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 course examination.

In Year 11, written examinations are between 2 - 3 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.

The examination timetable is issued to students prior to the start of the examination period. The DSHS Examination Rules will be available to students and parents via the SEQTA Senior School Bulletin Board from the start of the academic year. These rules are based on those that are used by the Authority for ATAR course examinations. It is the student's responsibility to ensure that they have reviewed these rules prior to their first scheduled examination.

If an examination contains an error that is not identified before it can be corrected for students, or questions are based on content that is outside the syllabus or there is a breach of security, DSHS will:

- remove the question containing the error or based on content outside the syllabus, **or**
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero) **or**
- in an extreme scenario where the breach potentially impacts all students, it may be deemed necessary by the Associate Principal (Senior School) to set a new examination.

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit a DSHS Sickness & Misadventure Form (SAM) to the Associate Principal (Senior School). The Associate Principal (Senior School) will determine whether the reason is acceptable (see Section 13 for details). The details regarding deadlines for submission of SAM forms will be available on the SEQTA Senior School Bulletin Board two weeks prior to the exam period and up until the end of the exam period.

If the reason is deemed acceptable to DSHS, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a predicted examination 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 examination.

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

For Year 12 students studying 1 or more ATAR courses;

Year 12s will be required to complete the statewide WACE examination for every ATAR course they study. (External examinations are not held for General courses.) Some ATAR courses (e.g. Physical Education Studies, French as a Second Language & Drama) also have a practical examination. These examinations take place prior to the start date for the written ATAR exams and are also compulsory. There are no provisions for exemptions from any ATAR exams. Failure to attend and complete a genuine attempt at a WACE exam will result in that student receiving no credit for the course at all, i.e. it will not appear on their Western Australian Statement of Student Achievement (WASSA). This will potentially put them at risk of not attaining their WACE because it will impact the number of courses they have technically completed. They will not be able to use the grade they were on track to earn in this course to aid in the meeting of the Achievement Standard requirement for attaining their WACE.

## 6. The Externally Set Task (EST) for Year 12 General courses

All students enrolled in a Year 12 General 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. If this is not after the date that the Authority requires DSHS to submit the EST marks, then DSHS will determine if the reason for non-completion is acceptable (see Section 13 for details). Without written approval from the Associate Principal (Senior School), failure to attend an EST will result in a score of zero. Students studying a General course will only be able to sit their EST at an alternate time to that scheduled by the school at the discretion of the Associate Principal (Senior School) based on exceptional circumstances.

If the reason for missing an EST is deemed acceptable by DSHS, the Associate Principal (Senior School) will instruct the class teacher which of the following actions will be followed:

- mark the EST paper the student completed upon their return to school and allocate the full mark earned, **or**
- allocate a predicted EST score 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 for missing an EST is not deemed acceptable to DSHS, the student will be allocated a mark of zero. *Please note: Students being absent from school due to family holidays during the EST period will not be considered an exceptional circumstance and students absent for this reason will be awarded a mark of zero.*

## 7. Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage for themselves or another student). 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, parent, tutor or expert)
- is copied, downloaded or significantly paraphrased from the internet without acknowledging the source
- paraphrases or summarises the work of others.
- is generated with the use of Artificial Intelligence without disclosure to the teacher.

If a student is believed to have engaged in cheating, collusion or plagiarism and/or the use of AI to generate content (without disclosure), the teacher will refer the matter to the relevant Head of Learning Area 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 determined by the relevant Head of Learning Area that a student has cheated, colluded or plagiarised and/or used AI to generate content (without disclosure), one of the following penalties will be applied:

- 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 by the relevant Head of Learning Area of the decision made, the penalty applied and (if relevant) any further disciplinary action.

*Please note: Students enrolled in VET programs will be required to re-do work that has been identified as being plagiarised or where cheating/collusion has been identified. This is a requirement of the RTO overseeing the course*

*to ensure a student can successfully complete all of the Units of Competency for a Certificate Course. Failure to re-submit satisfactorily will result in the Unit of Competency not being achieved and therefore the Certificate being incomplete.*

## 8. Security of assessment tasks

Where there is more than one class studying the same pair of units at DSHS, all the 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 student is unfairly advantaged, 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. (See Section 7 for details regarding collusion). Discussion of the questions will be treated as collusion and the students will be penalised as outlined in Section 7 of this policy. Where DSHS 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.

## 9. Retention and disposal of student work

Each course will determine at the start of each year whether they will expect students to be responsible for retaining all their marked assessment tasks or if the Learning Area will establish an assessment file for each student for each course/program. This will be clearly outlined in the Course Outline booklet for every course a student studies in Year 11 & 12. The Authority may request access to these assessment files for moderation purposes so students and/or the Learning Area must retain their files until DSHS's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4. DSHS will not use the assessment materials they store for a student for any other purposes without the written permission of the student.

## 10. 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 and parents will be informed in writing (e.g. via email) and a copy of the amended assessment outline will be made available on SEQTA.

Parents of students with cultural beliefs that might prevent them from completing the normal tasks within a course must communicate with the teacher of the course prior to the tasks being undertaken so that time for an alternative task can be arranged. Where too much of the course cannot be completed as per the program, the student and parents should see the Associate Principal (Senior School) to discuss selecting a more appropriate course before the course change deadline in Week 3 of Term 1.

## 11. Students with a disability

Students with a diagnosed disability 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) adjusted by the teacher in consultation with the School's Equitable Assessments Coordinator and the relevant Head of Learning Area responsible for the course. These adjustments must be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

During Term 1 of each academic year, parents of Year 12 students with permanent or temporary disabilities and/or specific learning disabilities are invited in writing, to apply for extra consideration when completing examinations. The Authority has provided some guidelines for schools when providing extra assistance. The granting of Special Examination Arrangements is not necessarily automatic but depends on the provision of medical and/or psychological evidence to justify the decision. The form required to be submitted in any given year is made available to parents via the SEQTA Senior School Bulletin Board from the start of each academic year. This site will also advertise the date by which the form must be returned to the school to ensure applications are received by the Authority prior to the final deadline for acceptance.

Parents of students with a new diagnosis during their time in Senior School are invited to approach the School's Equitable Assessments Coordinator (Ms Amy Barry) straight away, for consideration as soon as possible.

***Please Note:** for Year 12 students with a diagnosed disability which has functional impact on their performance, DSHS will apply to the Authority for consideration of special examination arrangements. The granting of special examination arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations, these arrangements may differ from those DSHS has used for school-based assessment. Once the Authority decision regarding a student's special considerations entitlement is finalised, DSHS will adhere to these arrangements for all future school based examinations. Students who have been granted special examination arrangements should be aware that their ATAR course examinations may be held at alternative venues, however, they may also be able to sit their exams on site at DSHS. This will be confirmed on an annual basis by the Authority.*

## 12. Completion of a pair of units

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

To obtain a grade for a unit/pair of units 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 due date.

*\*With the exception of Unit 1 & 2 of Career & Enterprise. Unit 1 is delivered in Year 11 and Unit 2 is delivered in Year 12. These are graded as individual units.*

***Please note:** If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant Head of Learning Area who will provide a 'Submission of Assessment Task' slip for the student as evidence of submission.*

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task (i.e. a test), the student or the parent/guardian must discuss the matter with the relevant Head of Learning Area at the earliest opportunity before the scheduled date. DSHS will determine whether the reason is acceptable (see Section 13 for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is deemed acceptable to DSHS (see Section 13 for details), the student's assessment outline will, where possible, be adjusted and a grade assigned.

**Where an in-class assessment task is missed and the student does not provide a reason which is deemed acceptable to DSHS (see Section 13 for details), the student will receive a mark of zero.** There is no late submission penalty process available for these task types.

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 advise the student and the parent/guardian/carer of the possible impact of the penalty on the student's grade.

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 DSHS (see Section 13 for details), the following penalties apply:

Penalty for late submission of out-of-class assessments:	
1 school day late	Less 10% of the mark achieved on the task <i>(Please note: Students cannot receive a mark higher than 90% for the task)</i>
2 school days late	Less 20% of the mark achieved on the task <i>(Please note: Students cannot receive a mark higher than 80% for the task)</i>
3 school days late	Less 30% of the mark achieved on the task <i>(Please note: Students cannot receive a mark higher than 70% for the task)</i>
4 school days late	Less 40% of the mark achieved on the task <i>(Please note: Students cannot receive a mark higher than 60% for the task)</i>
5 or more school days late	Less 45% of the mark achieved on the task <i>(Please note: Students cannot receive a mark higher than 55% for the task)</i>

The expectation is that students must complete all work given and submit the work regardless of any late submission penalty. Students will be referred by the class teacher to the provisions of the Senior School Behaviour Management Policy ('Good Standing Policy') if they refuse to complete set tasks. Students who do not submit tasks risk not achieving 'course completion' and therefore putting their potential to attain their WACE at risk.

### 13. Acceptable reasons for non-completion or non-submission of an assessment task

The penalty for non-completion or non-submission of an assessment task will be waived if the student and parent/guardian provides a reason which is acceptable to DSHS. For example:

- where sickness, injury or significant personal circumstances prevent 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.

Where the student and parent/guardian provides a reason, which is **acceptable** to DSHS for the non-completion or non-submission of an assessment task, the class teacher 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 can no longer be considered confidential), **or**
- exempt the student from completing the task (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**
- the teacher can provide an estimated mark for the assessment based on the student's prior performance in similar assessment types over the duration of the pair of units. This can only be done via discussion with the Head of Learning Area.

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays, driving lessons/tests & preparation for the School Ball).

Where DSHS determines that a catastrophic event (e.g. a pandemic) has taken place and will have an impact on the delivery of the teaching program and/or the completion or submission of the following;

- one or more assessment tasks and/or
- completion of the DSHS examination timetable

an amended assessment outline will be published on SEQTA and communication, in writing (e.g. via email), will be provided to students and parents summarising the changes being made.

#### **In the event of an absence on the day/period of a scheduled in-class assessment task:**

- If the absence is due to an exceptional reason such as illness or family emergency, the parent in the first instance must contact the relevant Head of Learning Area who will determine if the absence is approved by DSHS and inform the class teacher of the catch-up assessment arrangements for that student.
- Any subsequent absences impacting on a course that the student has already missed one assessment in will require a medical certificate to be provided or in the case of a family being unable to get an appointment for a medical certificate in time to have a medical certificate issued then approval can be provided by the Associate Principal.
- Any subsequent absences impacting a course for which the student has previously missed one assessment will require the provision of a medical certificate, or, in the case of a family emergency, contact with the Associate Principal (Senior School) who will notify relevant staff if an allowance can be made.
- If the absence is due to attendance at a school scheduled external training program, (i.e. one-day per week TAFE) students will need to liaise with their class teacher as they will be able to sit a catch-up assessment on another day. It is the student's responsibility to notify their teacher if they are going to be absent for a scheduled assessment for this reason prior to the scheduled assessment date.

***Please Note:** Medical certificates must be presented within two weeks of missing the assessment. Students who fail to adhere to these requirements will receive a mark of zero for the assessment. Examinations are covered by the "Sickness and Misadventure" provision described below. A list of relevant Heads of Learning Area, their email addresses and the course they oversee can be located at the SEQTA Senior School Bulletin Board.*

#### **In the event of a prolonged absence from school:**

- Where a student is unable to attend school for a lengthy period due to injury, illness or a family emergency, the school will endeavour to provide support for the student's learning program.
- It is the parents' responsibility to contact the school as soon as possible to discuss any situation that will involve their student having a prolonged absence from school.

#### **In the event of a student being suspended from school:**

It is the student's responsibility to ensure any assessment task is handed in by the due date. Students on suspension are not permitted on school premises, hence the assessment task needs to reach the school by some other means.

When a test or examination occurs during a period of student suspension, the school will determine the appropriate course of action to be followed from the list of options below;

- the student may take the test/examination at an alternative time
- the test may be supervised by a member of the Executive Team in the Main Administration area
- the student may have to complete an alternative assessment item
- an estimated mark/grade may be awarded
- the test/examination may not be included in the student's assessment profile.

**In the event of a family holiday that impacts on a student's attendance at school:**

Parents are actively discouraged from scheduling family holidays during non-school holiday periods. The school does not encourage Senior School students to be absent for the purpose of holidays.

- Students who miss extended periods of time due to family absence will be allowed on one occasion only (over the course of Year 11 & 12) to apply for assessment consideration. This application will need to be made in writing by the parent/guardian prior to the start of the absence period. The application should be addressed to the Associate Principal (Senior School) who will then inform Learning Areas.
- If a parent has not applied for prior approval for the holiday then the student will automatically be awarded a mark of zero for any missed assessments over this period.
- Subsequent applications (due to family holiday) will not be considered and missed assessments will be awarded a mark of zero.

**In the event of 'Sickness or Misadventure' preventing a student from attending an exam:**

Students who are ill or who cannot attend on the day of an exam due to misadventure/emergency must immediately contact the Associate Principal (Senior School) to obtain and complete a 'Sickness or Misadventure Form'. In the case of sickness, a Medical Certificate will be required with the form. On completion and acceptance of the application, the information will be forwarded to the relevant Head of Learning Area and class teachers for processing. For internal exams, where possible, the school will try and re-schedule the exam within the current examination period.

**In the event of 'Sickness or Misadventure' preventing a student attending a WACE exam:**

Students who are ill or who cannot attend on the day of a WACE exam due to a family emergency must follow the instructions the Authority advertise on their website and clarify in the Year 12 Student Information Handbook Part II for submitting a 'Sickness & Misadventure Form'. The school cannot approve these. Parents and students should seek advice from the Associate Principal (Senior School) if they are unsure about this process.

## 14. Transfer between courses and/or units

If a student commences a pair of units late, they may 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 Associate Principal (Senior School). A meeting will be held with the student and a member of the Senior School Course Counselling Team 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. Written parent/guardian consent will be required for any change to be finalised at this meeting.

At DSHS, the deadline for student transfers in Years 11 and 12 is Friday of Week 4 in Term 1, unless the transfer is initiated by the school following an academic progress review, where it is identified a student is at significant risk of not being on track to achieve their WACE.

- A student transferring by the deadline date will be withdrawn from the original pair of units and no grade will be assigned. The student will then be enrolled in the pair of units into which they are transferring and DSHS will develop an assessment program to ensure the student meets the syllabus requirements for the course. Where a transferring student needs 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. (This will not be necessary in many cases as wherever possible students will be given the opportunity to complete assessment tasks missed.)

In Year 11, students can also meet with the Associate Principal (Senior School) following receipt of their Semester 1 report to discuss requests for moving from an ATAR course into a General course, 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 1 along with a mark and grade for the unit completed in Semester 2. (Due to the concurrent nature of the courses taught at DSHS it is not appropriate for a student to pick up a new ATAR subject at the end of Semester 1.)

All course changes are subject to the ability of DSHS to provide for the change and must have parental support. Senior School course changes must be organised through the Associate Principal (Senior School) or their designated representatives on the Senior School Course Counselling Team.

## 15. 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 the Authority's recommended last date for student transfers between pairs of Year 11 units, to provide DSHS with evidence of all completed assessment tasks from the previous school. This information will be used by DSHS 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 the Authority's Year 12 course enrolment deadline (usually the first week of April). After that date, Year 12 students will not be permitted to enrol 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.

## 16. Reporting student achievement

DSHS reports student achievement to parents/guardians at the end of Semester 1 and again at the end of Semester 2. The end of Semester reports provides the following information for each course:

- a comment summarising the nature of the course content covered during the semester being reported on
- a grade
- the percentage mark in the school-based examination (for ATAR courses only)
- the percentage mark earned overall in the course to date by the student (calculated from the weighted total mark).

Senior School Students are also provided with a basic Progress Report at the end of Week 7 in Term 1. This report contains their current overall mark in each of their courses and/or feedback on their progress in Certificate Courses.

At Duncraig SHS, all paired units (e.g. English ATAR Unit 1 and 2) will be taught as concurrent units. This means that the final grade and percentage mark awarded to a student at the end of the year will be submitted to the

SCSA for both semester units. The grade and mark provided on the Semester 1 report will be an interim result only and will be replaced by the end of year result.

At the end of the Year 12, students do not receive a Semester 2 report but instead will be provided with a DSHS Statement of Achievement, which lists the school mark and grade for each pair of units studied in Year 12. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement however, these are not finalised and official until reported upon by the relevant RTO. All final grades are subject to approval by the Authority at the end of the year. Students will be notified of any changes from the Authority's review of their results submitted by DSHS.

Students will be kept informed of their progress throughout their enrolment in a course. Teachers will assess completed tasks and relay assessment information to the student promptly. Parents can monitor a student's progress details via the SEQTA Engage portal. Teachers may also draw parents attention to poor academic performance in a particular assessment by a student via a SEQTA Academic Concern notification, an email or via a phone call.

Both students and parents/guardians will be informed when it is identified that there is a risk of the student:

- not achieving their potential
- being awarded a grade of D or E in any course.

## 17. Reviewing marks and grades

If a student considers that there is an issue regarding 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 responsible for the course.

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

- the assessment outline does not conform to the syllabus requirements
- the assessment procedures used do not conform with the DSHS Senior School 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.

The Principal, or a nominated representative, in conjunction with the Associate Principal (Senior School) will conduct the review. The reviewer will liaise 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 Authority using an appeal form which is available from the Associate Principal (Senior School) or the Authority website. The Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

*\*There is a cost associated with this Authority process that parents/guardians are responsible for paying.*

If the committee upholds a student appeal, DSHS 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.

## 18. Promotion to Year 12

The recommended minimum achievement standard requirement for a Duncraig SHS student at Year 11 level to gain entry to Year 12 is 4 full year "C" grades (the equivalent of 8 unit C grades), as well as having completed a minimum of 5 full year courses (the equivalent of 10 Year 11 units). ***Students who do not meet this academic achievement standard will not be automatically rolled over into Year 12 the following year.***

Parents of any student who fails to meet this requirement will be notified by the Associate Principal (Senior School) once the Year 11 Semester 2 reports have been published on SEQTA. Parents/Guardians will need to schedule an immediate review meeting with the Associate Principal (Senior School) or their delegated representative from the Senior School Team to discuss what the student's options are for the following year.