



SENIOR SECONDARY ASSESSMENT POLICY

This information contained in this Policy is discussed with all Senior Secondary students at Halls Head College through the English Learning Area (this document can be located on the College Website and is uploaded to the Senior School Students' Connect Page) and is based on the School Curriculum and Standards Authority (SCSA – the Authority) requirements as outlined in the Western Australian Certificate of Education (WACE) Manual 2022.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, Foundation (when applicable), General and Australian Qualification Framework (AQF) courses including VET courses delivered both on the College site and externally. The VET qualifications are delivered and assessed in partnership with a variety of College Endorsed Registered Training Organisations (RTO).

Halls Head College encourages all our students to take responsibility for their learning and to have high expectations for their own success. It is our aim for staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program, embracing our College Motto, **'Learning for Life'**.

All WACE assessments of Foundation, General and ATAR Courses, as well as Endorsed Courses and Units of Competency are covered by this Policy.

1. Student Responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit any out-of-class assessment tasks by the due date.
- ensure that in-class assessments are not discussed with other students until the teacher reviews the assessment with the class. Discussion of tasks will be considered a breach and students will be penalised (see Section 7 for details).
- Maintain an assessment file for each pair of units studied which contains all completed written assessment tasks. This work must be made available to teachers (or the Authority) when requested. (HHC Teachers will retain the written tasks for students which are then made available for students to collect once the Authority has accepted the student's marks and grades. The College will retain all non-written assessment tasks - see Section 9 for details.).
- maintain a good record of attendance (90% or above), conduct and progress (a student who is absent from a course for five lessons or more per Term is deemed to be 'at risk' and may not achieve the result of which they are capable and may put in jeopardy their WACE).
- initiate contact (within a reasonable timeframe) and negotiate with teachers and the HoLA (Head of Learning Area)/TiC/Program Coordinator and the Years 11 & 12 Student Services Coordinator 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.
- notify your teacher, the HoLA/TiC/Program Coordinator, the Years 11 & 12 Student Services Coordinator and Years 11 & 12 School Officer of any special needs (e.g., Medical Conditions) that may impact on your ability to achieve in any of the courses of which you have enrolled. This includes ATAR Examinations, EST and OLN (if you did not achieve Band 8 or higher in your Year 9 NAPLAN results for Reading, Writing and Numeracy).
- provide the College with a Unique Student Identifier (USI) for enrolment in VET certificate courses.



2. Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that delivers the current Authority West Australian Syllabus for the pair of units for each course. This document must be saved to the College Intranet:

S:\AdminShared\E4166S01-Halls Head College\Teaching Staff\Academic Year 2022\Senior School Assessment and Course Outlines

...and placed as an e-document on the course CONNECT page for student access.

- provide and discuss with students, and give access to, the Course Syllabus, Course and Assessment Outlines (see Section 3 for details) and Assessment Policy at the commencement of each course (these documents can be provided as a hard copy or saved to each Course's CONNECT Page for student access).
- ensure any changes to Course Outlines or Assessment Outlines throughout the year are edited and made accessible to all students and are actioned with equity to all. [e.g., If there is more than one class then no class should be disadvantaged by any changes made].
- ensure that all assessment tasks are educative, fair, valid, and reliable, designed to meet specific purpose/s, lead to informative reporting, lead to school-wide evaluation processes, and provide significant data for improvement of teaching practices.
- ensure that where there is more than one class for a Course, all in-class assessments are collected at the end of the lesson so that no student is unfairly advantaged. Where schools use the same assessment task or examination as other schools, or use externally prepared tasks, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.
- ensure Assessment Tasks will have the following characteristics: authentic; challenging; valid, reliable; and clearly differentiate among students across the full range of ability levels.
- provide students with timely assessment feedback which guides students to improve their application of the content and how best to undertake future tasks. Teachers will provide students with their individual Task Mark Report (where applicable) at the end of each assessment.
- inform students and parents of academic progress as appropriate, including failing a course, failing an assessment task, or scoring below 60% in an ATAR assessment, failure to submit or complete a task on time. Initial contact is to be made by email (using the 'Letter of Concern' Template provided on SEQTA) ensuring all correspondence is recorded on SEQTA.
- maintain accurate records of student achievement and meet College and external time frames for assessment and reporting (this information can be found - for teachers - on the College Intranet Calendar). A range of copies of student work samples with each grade must be produced when instructed by the Authority for consensus and moderation purposes.
- meet College and external timelines for assessment and reporting. All WACE Assessments are to be placed in Reporting to Parents (RTP) – marks book - to record assessment performance and update this each time an assessment is completed and marked to ensure the College has the most up-to-date information on each student's achievement and progress at any given time.
- provide a WACE course mark and grade at the end of each semester (and examination mark if an ATAR course or Year 12 EST assessment). Students and their parents/guardians/carers should be aware that marks and grades given by teachers and the College, including those on CONNECT,



are provisional, subject to change and must be accepted by the Authority before being considered finalised. If final grades and results are changed by the Authority, updated reports will be re-issued.

- in consultation with their HoLAs/TiC/Program Coordinators, teachers will be flexible in assessment requirements with students on alternative/flexible programs and provide modified programs and assessment outlines for students who transfer into courses, exempting students from tasks if appropriate (this must be discussed with the HoLA/TiC/Program Coordinator with reasons for the exemption cited in the comment section).
- inform parents, students, HoLA/TiC/Program Coordinator, and Years 11 & 12 Student Services Coordinator at point of concern, any student who has not submitted work, has performed below a satisfactory standard and/or is deemed unlikely to achieve a 'C grade' or better (and record this contact on SEQTA).
- report student achievement of UoC's to the partnering Registered Training Organisation to obtain statements of attainment and /or qualifications.
- use the same assessment outline and marking methods to ensure student marks are on the same scale if in a small group moderation partnership (Year 12 ATAR courses only) or there is more than one class of the same course and context operating in the college.
- Provide students who have special education needs, opportunities to demonstrate their achievements within the assessment requirements in the syllabus. Students with special educational needs will be assessed on what they know and can do, and not on what they might do if they did not have their disability and/or specific learning disability. A student with special educational needs, who has a modified assessment program, must be assessed against the specific standards for the course. If it is considered likely that a student with special educational needs may not be able to complete all of the content or assessment tasks for a unit, the student and the student's parents/guardians/carers will be advised of this, and its implications.
- Implement special arrangements where a student with disability cannot complete an assessment task (written or practical) under the standard conditions.

3. Information Provided to Students

The teacher will make available (either hardcopy or access to e-copies – students without internet or an e-device at home can request hard copies to be made available to them) to all students at the beginning of the first lesson of teaching the following documents:

- the Authority Syllabus for the pair of units which includes the grade descriptions.
- a Course Outline for the pair of units that:
 - uses the College Template.
 - Shows the content from the syllabus in the sequence in which it will be taught.
 - Shows the approximate time allocated to teach each section of content from the syllabus.
- an Assessment Outline for the pair of units that:
 - uses the College Template.
 - Includes the number of tasks to be assessed.
 - includes the approximate timing of each assessment task (both the week, Term and Semester must be listed as per the example in the Template).



- includes the weighting for each assessment task.
- Includes the weighting for each assessment type, as specified in the assessment table of the syllabus.
- Includes a description of each assessment task.
- Includes the syllabus content to be assessed by each assessment task.

4. Assessing Student Achievement

At Halls Head College all students are enrolled in Year-Long pairs of units. In each pair of units, a number of assessment tasks occur during the year including end of Semester Examinations in all ATAR courses and an EST for Year 12 General and Foundation courses (see Sections 5 and 6 below for details).

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the pair of units.

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, 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. The marking key criteria must be clear and explicit.

Nearly all tasks are completed as in-class assessments. Some courses may include tasks – of which parts of the task - are completed out-of-class (*in which case, student achievement will be validated to ensure authenticity*). In most cases – a timed assessment will occur to finalise the task (for example - this may mean the 'essay' part of a research task is conducted under timed conditions).

There may be a need for some courses to include assessment tasks which are to be completed by a group of students. The purpose of the assessment task is to assess each individual's knowledge, understandings, and skills while in the group situation (*rather than to assess the student's capacity to work in a group*). In each assessment, 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. Teachers may require students to complete questions on the research process undertaken for Group Assessments (these questions need not contribute to the mark on a task – its purpose is to authenticate that the student carried out the research required for 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 HoLA/Tic/Program Coordinator responsible for the Course (see section 11 for further information on students with a disability).

5. School Examinations - ATAR

College 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 can be determined from the Assessment Outline.

The College's internal practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.

In Years 11 and 12 all written examinations are of 3 hours duration except for the ATAR Mathematic Examinations which are of two parts (please refer to [Years 11 and 12 | Mathematics](#))



(scsa.wa.edu.au) for additional information in regards to the timing of these examinations. Additional reading time is provided for each written examination.

Each Semester an examination timetable will be issued to students prior to the start of each examination period. However, it is the responsibility of each student to check the day before (and morning of) each examination in case a change has occurred (i.e., in the event of a catastrophic event). The examination protocols (rules to be followed for examinations) are made available to all ATAR students at the beginning of the year. These are located on the College Website and are placed on the Senior School Students' CONNECT page. The examination protocols detail what to expect during each examination, what to take to each examination, and outline the rules as to lateness, absenteeism, collusion, and cheating; students must ensure that they read these protocols each Semester prior to their examinations.

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 the question 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 will be given).

Where health issues or personal circumstances prevent a student from completing one or more College Examinations, as for all other assessment tasks, student must submit to the HoLA/TiC/Program Coordinator of the Learning Area from which they failed to sit the examination a medical certificate or valid documentation. The HoLA/TiC/Program Coordinator will determine if the reason is acceptable (see Section 13 below for details) and if not acceptable, the student will be given a mark of zero. If the reason is acceptable, an alternate date will be set to sit the examination or where this is not possible, the student will not sit the examination and their marks for other tasks will be re-weighted.

In situations where a student has an accepted absence from an Examination, the College reserves the right to determine a student's predicted mark based on their position in the class rankings and therefore their expected exam result according to the results of the students in close proximity to their ranking (maintaining the student's ranking) or to exempt the student from the exam.

If a student is absent for an examination due to proven illness that results in the class student ranking altering and this absence disadvantages other students and advantages the absent student, it is at the discretion of, and the right of, the HoLA/TiC/Program Coordinator to ask that student to sit that assessment at a scheduled time to ensure equity to all. If this is actioned, the student must sit that assessment or will be awarded a zero.

Students and families are reminded that external WACE examinations do not allow for 're-sitting' an examination and in the case of sickness and misadventure, students must apply to the Authority for Sickness and Misadventure Consideration. It is the parents' and student's responsibility to submit this form to the Authority.

Please note for any non-valid reason for absence including a family holiday, students will be awarded a zero for the examination and the attainment of their WACE may be in jeopardy.

6. Externally Set Task (EST)

All students enrolled in a Year 12 General or Foundation course are required to complete an EST for that course in Term 2 each year. 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 by the students in class under standard test conditions during:

- Year 12 EST – Term 2, Weeks 2-4, 02-20 May

Students should ensure they read the EST Protocols which are listed on the Senior School Students' CONNECT page and the College Website. These Protocols detail what is expected from students when sitting the EST.

Where a student does not complete the EST during their scheduled time, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to the College). If this is not until after the date that the Authority requires the College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable (see Section 13 below for details) and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the College, the teacher - after discussion with their HoLA/TiC/Program Coordinator will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- not require the task to be completed and either 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 or exempt the student from this task – this will be at the HoLA/TiC/Program Coordinator's discretion.

Please note for any non-valid reason for absence including a family holiday, students will be awarded a zero for the EST.

7. Cheating, Collusion and Plagiarism

Students must not engage in a dishonest act in order to gain an unfair advantage when completing assessments.

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 summarised from 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 HoLA/TiC/Program Coordinator 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 parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.



8. Security of Assessment Tasks

Where there is more than one class studying the same pair of units at the College, 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, 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 uses the same assessment task or examination as other schools, 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

Retention of student written work for Authority validation/moderation processes and student appeals.

The College will establish an assessment file for each student which:

- contains all marked written assessment tasks, and can be accessed by the student for revision purposes
- is retained by the school until the results are accepted by the Authority.
- can be returned to the student within a specified period after the results are accepted by the Authority or is securely disposed of by the school.

(Usually, Year 12 files will be available to students for collection at the beginning of the next school year or Year 11 files available at the end of Term 1 the following year once the student's final grade and results have been approved by the Authority. However, due to an Education Policy Review all schools have been asked to keep student work until the review has been completed. Therefore, all materials will now be retained until otherwise instructed.)

Retention of students' recorded A/V work

The College is responsible for recording and retaining all non-written formal assessment tasks (for example, audio recordings of oral performances for Language courses, video recordings of performances for Arts courses, such as Dance and Drama, and Physical Education Studies). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

The College will not use any stored student materials 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 adjust scheduled assessment tasks for the entire class, then students must be notified immediately, and the modified assessment outline resubmitted to students with the revised copy placed on the College shared drive: **S:\AdminShared\E4166S01-Halls Head College\Teaching Staff\Academic Year 2022\Senior School Course and Assessment Outlines** and re-posted onto the appropriate CONNECT page.

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



11. Students with Special Educational Needs

Students with a severe diagnosed disability, where their disability, impairment or medical condition may significantly affect their access to a particular assessment task, can apply to have their written and/or practical assessment tasks (including school examinations and EST) adjusted by the teacher **after** consultation with the HoLA/TiC/Program Coordinator responsible for the course, the Learning Support Coordinator, and the Years 11 & 12 Student Services Coordinator. Evidence of the diagnosis is required for approval of adjustments for students with a disability and/or medical condition.

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. Please note – the College will apply to the Authority for consideration of special examination arrangements on the parents/guardians/carer's behalf – the Authority makes the final decision as to whether the adjustment required and submitted for their approval is accepted. In regard to the EST, teachers will make the required adjustments for each student in their class and record this information on SEQTA. The adjustments made are to be the same for each assessment the student completes for the course.

12. Completion of a Pair of Units

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

Students are required to:

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

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant HoLA/TiC/Program Coordinator. If student submits the assessment to the HoLA/TiC/Program Coordinator, then the student must email the teacher immediately that this has occurred.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian if the student is unable) must discuss the matter with the teacher at the earliest opportunity who will then consult with the HoLA/TiC/Program Coordinator as to any actions required. The College will determine whether the reason is acceptable (see Section 13 below for details).

When the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the College (see Section 13 below for details) the student's results where possible, will be adjusted with a notation made in RTP as to the reason why.

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 (or is not submitted), and the student does not provide a valid reason, which is acceptable to the College or has failed to negotiate with the teacher (see Section 13 below for details), the following penalties apply:

- 10% per 'school day' for 5 days late will be applied for non-valid reasons for late submission.
- the sixth 'school day' late will result in a zero being awarded for the assessment.
- in regard to an extension being granted, the above penalties will come into play if a student fails to submit and/or complete an assessment after the negotiated due date.



The HoLA/TiC/Program Coordinator and teacher will consider the Authority's deadlines, reporting deadlines and other matters when considering marking late work.

A student who does not sit the Term 4 WACE ATAR Written Examination and does not have an approved sickness / misadventure application for that course (submitted through the Authority) will not have the grade for the pair of units completed in that year contribute to the calculation of their WACE Certificate. They will not receive an ATAR report for that course and as a consequence the student may not meet the requirements to receive a WACE.

13. 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 College. For example:

- where sickness, injury factors beyond the control of the student or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including in-school College Examinations and the EST) 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 student (or parent/guardian if the student is unable) must:

- contact the College as soon as is practical.
- provide either a medical certificate or a letter of explanation immediately the student returns to the College. The HoLA/TiC/Program Coordinator will then consider whether the reason is acceptable.

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 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 re-weight the student's marks for other tasks (if, 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).

If any student provides no reason or a reason which is not acceptable to the school for non-completion or non-submission of an assessment task then the teacher, in consultation with the HoLA/TiC/Program Coordinator will record a mark of zero for an in-class assessment task not undertaken on the set date or an out-of-class assessment task not submitted by the due date (see page 24 of the WACE Manual 2022).

If a student does not complete or submit an assessment task and is at risk of receiving a grade lower than expected, the student and the parent/guardian/carer are to be advised.

Personal events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g., sitting a driver's licence test, preparation for the College Ball, family holidays). In exceptional circumstances, the parent/guardian may negotiate with the Years 11 & 12 Student Services Co-ordinator (who will coordinate with the relevant HoLA/TiC/Program Coordinator and Teacher) the development of an individual education plan (IEP). This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.



If an assessment is affected by a catastrophic event (for example: severe weather, fire, school closure due to a pandemic) which means students and/or staff are unable to attend the school worksite, or planned assessments are disrupted, scheduled assessment tasks will be postponed to a later date or amended. If the event leads to disruption over a period of time, schedules of assessment will be adjusted.

14. 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 Years 11 & 12 Student Services Coordinator and in consultation with the Deputy Principal – Curriculum and the HoLA/TiC/Program Coordinator. 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.

Students will be able to transfer between WACE courses in limited circumstances. At Halls Head College, the deadline for student course transfers in Year 12 is Friday Week 4 in Term 1. The deadline for Year 11 student course transfers is Monday of Week 4 to Friday of Week 5 Term 1. The following information will be considered in determining whether or not a student is permitted to transfer:

- Sufficient room in other courses
- Circumstances of the student, for example medical requirements
- Capacity of the student to cover the content of the education program they have missed
- Capacity of the College to provide support for the student to cover the education program they have missed
- Impact on other students, for example creating the need for small group moderation groups in external WACE exam courses.

If a student is given permission to transfer between courses early in Term One, the student will be withdrawn from the original pair of units; no grade will be allocated, and then enrolled into a pair of units. The College will do as appropriate:

- Provide extra work to cover the program they have missed; or,
- Provide missed assessment tasks for the student to complete; or,
- Have student complete similar tasks; or,
- Remove missed task/s and issue an amended course outline and weightings; or,
- Consider whether tasks from the original pair of units may be included in the new pair of units, and then adjusted to the same scale of the new course (i.e., ATAR English to General English, ATAR Human Biology to General Human Biology).

Late Transfer between courses will only be made in exceptional circumstances, such as serious illness or personal situations and if it meets the Authority's deadline. The College will then consider possible modified assessment outlines in these circumstances.

In Year 11, in consultation with the parents/guardian, students may apply to or be counselled (due to poor performance in a current course for Semester One) to transfer at the end of Semester 1, where class numbers enable this to occur, and it is in the best interest of the student. In such cases, the student will receive a mark and a grade for the unit completed in Semester 1.

When applicable, students studying a Foundation course will transfer to a General course after the OLN results are received from the Authority and it has shown the student has achieved their OLN. If applicable, applications to the Principal can occur for the student to remain in the Year 11



Foundation Course (if they achieve their OLN) if it is deemed to be in the student's best educational interest.

15. Transfer from another School

It is the responsibility of any Year 11 student who transfers into the same course from another school, to provide the College with evidence of all completed assessment tasks. The Senior School Officer in consultation with the Years 11 & 12 Senior School Coordinator will contact the student's 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 HoLA/TiC/Program Coordinator 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 Halls Head College.]
- determine additional work, if any, to be completed
- determine additional assessment tasks, if any, to be completed to enable a grade to be assigned and let the student and their parents/guardians/carer know.

When a student has not completed one or more assessment tasks in a pair of units (or unit, where a single Year 11 unit is studied) due to transferring from another school, the school must determine whether the student completes:

- the full assessment program (including missed assessment tasks), or
- a modified assessment program (which may not require the student to complete all the assessment tasks that have been missed but may include alternative tasks).

If additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan (IEP) 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.

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. After that date, Year 12 students will not be permitted to enrol in Year 12 courses.

16. Reporting Student Achievement

All students will be kept informed of their progress throughout enrolment in each of their courses and Certificates. Parents/Guardian will be notified when a task is not submitted, submitted late or when the student performs below a satisfactory level on a task or is not meeting the requirements for the Certificate they are studying. This contact may be via email (using the College's 'Letter of Concern' Template located in SEQA), or phone call (with record of this discussion recorded in SEQTA). There should be no surprises when a report is sent home.

Teachers of WACE courses are to use the Reporting to Parents (RTP) generated Task Course Reports to keep students and parents up to date with progress at the end of each task.



The College formally reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a comment by the teacher
- a grade¹
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark¹ (calculated from the weighted total mark).

1 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. As well, the grades reported by the College are not finalised until approved by the Authority.

The College also produces a Progress (Interim) Report for parents and students at the end of Term 1. Parents and students are invited to attend a Parent Evening early in Term 2 to discuss this Progress Report and early in Term 3 to discuss the Semester 1 Reports.

At the end of the year, Year 12 students will be provided with a Halls Head College Statement of Achievement, which lists the school mark, grade, and examination mark if applicable for each pair of units. These are the results which will be submitted to the Authority for their approval. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

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 College.

17. 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 the parent/guardian) should approach the relevant HoLA/TiC/Program Coordinator 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 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.

The Principal or 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 the Authority using an appeal form which is available from the Authority website. An Authority representative will then independently investigate the claim and report to the Authority's student appeal committee.

If the Authority 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.