

# Senior Secondary School Assessment Policy

*This policy is provided to all senior secondary students at Kinross College and is based on the School Curriculum and Standards Authority (the Authority) requirements as outlined in the WACE Manual 2024.*

All Year 11 and Year 12 students are enrolled in a combination of ATAR (Australian Tertiary Admission Rank), General, Foundation, Preliminary and VET (Vocational Education and Training) (Vocational Education and Training) industry specific 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 one or more of the endorsed programs which are available at the College. The VET qualifications are delivered and assessed in partnership with a registered training organisation (RTO).

This policy applies to the assessment of all WACE courses.

## 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 '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 about 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.
- maintain an assessment file for each pair of units studied which holds all completed written assessment tasks. To aid students, the College will establish an assessment file for each student for each course/program (See Section 9 for details).
- Discuss ongoing results with parent/guardian.
- Familiarise themselves with the Kinross College Senior School assessment and reporting policy as published on Compass and the school website.
- Familiarise themselves with the KC Examination rules as published on Compass.
- Familiarise themselves with the Authority's Student Information handbooks I and 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, including marking keys, are fair, valid and reliable.

- provide students with prompt assessment feedback (and with guidance about how best to undertake future tasks). **All assessment must be marked, moderated, entered into RTP/Compass, scanned and feedback released to students within 2 weeks.**
- maintain accurate records of student achievement on Compass that inform students and parents of academic progress, as appropriate.
- meet College and external timelines for assessment and reporting.
- inform students and parents of academic progress, as via email or phone call. A mandatory phone contact home is required for any student who does not achieve a passing grade on a task.

### 3. Information provided to students

Before teaching starts, the teacher will provide access to 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 shows:
  - the timing allocated to teach each section of the syllabus.
  - the sequence in which all the syllabus content will be taught.

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

### 4. Assessing student achievement

At Kinross College, 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 examinations in all ATAR courses, and for students enrolled in English as an Additional Language or Dialect (EAL/D) the common oral assessment task (COAT), and an externally set task (EST) for Year 12 General and Foundation 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.

#### 4.1 Out of class tasks

In all cases, where possible, tasks are completed in class and hand-written. Some courses may include tasks that are completed out of class (in which case, student achievement may be validated in class to ensure authenticity). The latest acceptable time for any electronic submission is 11:59pm on the day a task is due. It is the student's responsibility to ensure the task submitted is the correct version, as this is the version that will be marked.

## 4.2 Group Tasks

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.

## 4.3 Students with a disability

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 Head of Department responsible for the course. (See Section 11 for further information on students with a disability).

## 4.4 Late submission of tasks

Students who submit late work without an extension being granted will have 10% off the mark achieved per day up to 5 days. For example -

Number days late	Score calculation	Example for initial raw score of 17/20 (85%)
1	raw score x 0.9	$17 \times 0.9 = 15.5$ (76.5%)
2	raw score x 0.8	$17 \times 0.8 = 13.6$ (68%)
3	raw score x 0.7	$17 \times 0.7 = 11.9$ (59.5%)
4	raw score x 0.6	$17 \times 0.6 = 10.2$ (51%)
5	raw score x 0.5	$17 \times 0.5 = 8.5$ (42.5%)

Failure to submit after 5 days will result in a mark of zero.

Absence for an unacceptable reason will result in a zero mark being awarded (see Section 13 for acceptable reasons). For long term absences, exceptional arrangements will be arranged.

The expectation is that students must complete all work given and submit the work regardless of any late submission penalty.

## 4.5 Resubmission of tasks

General and Foundation courses allow students the opportunity to resubmit selected assessment tasks in each course, that they have not achieved a passing grade for, and be awarded a mark no higher than 50%. These tasks will be identified on the assessment outline.

## 4.6 Significant injury or illness

Candidates with a significant, long-term injury or illness that will impact their preparation or ability to complete either an in class scheduled assessment or a practical performance task / examination must inform the Associate Principal – Senior School as soon as possible so an alternative assessment program can be developed.

Where the nature and duration of the candidate's condition is definite and known early (e.g. an elective knee reconstruction) the school should be contacted prior to the end of Term 1.

The following list of reasons are not considered acceptable:

- difficulties in preparation or loss of preparation time – for example, because of sickness, unless in the two weeks prior to a scheduled task.
- long-term physical or psychological illness – unless you have suffered an acute episode of your illness during the examination period. (including up to two weeks before your first written examination)
- misreading the examination timetable.
- misreading examination instructions.
- attendance at a sporting or cultural event during a written examination.

## 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 typically 2 or 2.5 hours in duration.

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

### 5.1 Examination rules

The examination timetable is issued to students prior to the start of the examination period. The examination rules listed below are available on the College website. These rules are based on those that are used by the Authority for ATAR course examinations.

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination.
- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s). All electronic devices (including laptops, phones and watches) are to be turned off, and placed in student bags, which will be placed at the front of the examination room.
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s). This will result in a mark of 0 being awarded for the relevant section of the examination.
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room. Students will have any work completed

up to their removal from the room marked, however will not be able to complete any remaining sections.

### 5.2 Examination error

If an examination has 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 having 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).

### 5.3 Sickness / Illness during Exams

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit a Kinross College Sickness and Misadventure Application (Appendix A) to the Associate Principal - Senior School. The College will determine whether the reason is acceptable (see Section 13 for details).

If the reason is acceptable to the College, 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 acceptable to the College, the student will be given a mark of zero.

## **6. 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 have to complete the task under test conditions 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 College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable (see Section 13 for details).

If the reason is acceptable to the College, the teacher will decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential).

If the reason is not acceptable to the College, the student will be given 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). All work in each individual assessment task must be the work of the student. Students are not allowed to submit for marking, i.e., as original, any work which:

- is prepared or substantively contributed to by another person. (e.g. student, teacher, tutor or expert)
- is copied or downloaded from the internet, including Artificial Intelligence Applications generated responses from the internet, without acknowledging the source.
- paraphrases or summarises the work of others.

### 7.1 Process for investigation of alleged event

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of Department responsible for the course (or to the Associate Principal - Senior School if the Head of Department is the class teacher), who will then refer to the Associate Principal - Senior School who will investigate the incident. Teachers and Head of Department's are expressly not to discuss the suspicion of unfair advantage and must **only** refer the matter on. A student is **never** to be directly accused of cheating by a teacher or Head of Department.

As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour by the **Associate Principal only**. The student will be provided with the right of reply.

If it is proven that a student has gained an unfair advantage, one of the following penalties may be applied:

- provided with an opportunity to resubmit part of or the whole assessment, with a 50% penalty.
- or awarded a zero.

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

### 7.2 Referencing work

Referencing is an essential part of academic writing. Citing all sources used in your work will:

- acknowledge the work of other writers.
- enable other researchers to trace your sources.
- demonstrate the depth and breadth of your research; and
- support the arguments and opinions you have put forward.

Referencing can help you avoid plagiarism, a form of academic misconduct. If you fail to acknowledge other writers' words, ideas, or concepts, and/or claim them as your own—whether you mean to or not—that is plagiarism. Using common knowledge (e.g. the chemical formula for water is H<sub>2</sub>O) without citation is not considered plagiarism.

An example of a referencing format that is acceptable is APA Referencing. It consists of two parts:

1. **In-text citation:** a short reference (author, date) contained within the text of your assignment; and
2. **End-text reference:** the full citation details of each reference used in the text of your assignment.



For most sources, an in-text citation should have a corresponding end-text reference, and every work in the end-text reference list should have at least one in-text citation. The exception to this is when you cite personal communications.

### In-Text Citations

In-text citations must be included each time you use the words or ideas of another writer. Direct quotations must also include a page number, e.g. (Wheelen & Hunger, 2008, p. 23). Use the paragraph number or section heading for electronic sources with no page number, e.g. (Basu & Jones, 2007, para. 4). If you are not quoting directly, follow your lecturer's preference about page numbers.

An in-text citation must always contain the author and date, but the format will depend on how you structure your sentence.

### End-Text References

The end-text reference list provides full citation details of a work based on the following four elements:

1. who produced the work (i.e. author, which might be an organisation or a person)
2. when was the work produced.(i.e. date of publication)
3. what is the work you are referring to (i.e. title of the work)
4. where did this work come from (i.e. publisher or online source)

All end-text reference list citations have the following format as their underlying structure:  
Author, A. A. (year). Title. Source.

## **8. Security of assessment tasks**

Where there is more than one class studying the same pair of units at the College, 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 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 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**

Students are responsible for keeping all their marked written assessment tasks. To assist students, staff will keep a scanned copy of student work in an assessment folder established on the shared drive, and students should set up an assessment file for each course/program at home. The file holds all the student's marked written assessment tasks. The College will keep all non-written assessment tasks (typically as audio or video recordings or digital products).

All assessment material is required by the teacher when assigning grades at the completion of the pair of units. The Authority may request access to these assessment files for moderation purposes so students must keep their files until the College's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

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

## **10. Modification of the course and assessment outlines**

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 informed and provided with a copy of the amended assessment outline, at least 1 week prior to the original date.

Teachers will be required to submit updates of any changes to the Associate Principal -Senior School.

## **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 relevant Head of Department responsible for the course. These adjustments will be consistent with those described in the Authority's *Disability Adjustment Guidelines*, which can be accessed from the Authority website (<https://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or added time to complete the task.

*Note: for Year 12 students with a diagnosed disability which has functional impact on their performance, the College 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 the College has used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations will be held at alternative venues.*

## **12. 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 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 Head of Department who will provide a 'Submission of assessment task' slip.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/guardian must discuss the matter with the



teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable (see Section 13 for details).

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

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

### **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 provides a reason which is acceptable to the College. For example:

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

#### 13.1 Process for notifying school

In such cases, the parent/guardian must:

- contact the College before 8:40 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide either a medical certificate (for sickness or injury) or a letter of explanation (for a significant personal circumstance) immediately following the student's return to school. Medical certificate should be provided to the Student Services Reception desk, where it will be noted on Compass and communicated to all relevant teachers, as well as the Associate Principal – Senior School.

Where the student provides a reason, which is deemed **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 in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority's requirements for the course and to enable a grade to be assigned), **or**
- 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 pairs of units. This can only be done via discussion with the Head of Department.

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

In exceptional circumstances, the parent/guardian may negotiate the development of an individual education plan with the Associate Principal – Senior School. This plan will show how the missed lesson time will be compensated for and 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 College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline. The College may rely on the Authority for assessment advice in such circumstances.

### 13.2 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 class teacher who will liaise with the Head of Department and Associate Principal – Senior School to determine if the absence will be approved by the College. The Head of Department will then inform the class teacher and parents of the catch-up assessment arrangements for that student.

If the absence is due to attendance at a school scheduled absence (i.e., one-day per week TAFE, excursion or event), students will need to liaise with their class teacher as to when they will be able to sit a catch-up assessment on another day. It is the student's responsibility to notify their teacher they are going to be absent for a scheduled assessment for this reason prior to the scheduled assessment date.

### 13.3 Provision of Medical Notes

Any absences impacting a student's ability to complete a scheduled assessment 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, then approval can be provided by the Associate Principal - Senior School.

Students may only use a medical certificate to cover 1 assessment task a semester, across all courses. Any subsequent absences from a scheduled assessment will result in a mark of 0 being awarded unless prior approval has been given by the Associate Principal – Senior School.

*Please Note: medical certificates must be provided upon the students return following 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 staff, relevant Heads of Department, their email addresses, and the Learning Area and courses they oversee can be located via the College Website.

### 13.4 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 provide support for the student's learning program via Compass.

It is the parent's responsibility to contact the Associate Principal – Senior School or Student Services Manager to discuss any situation that will involve their student having a prolonged absence from school as soon as possible.

### 13.5 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 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.
- the student may receive a score of 0.

If the assessment is a practical task that can be completed upon the students return to school, then an alternative time will be made available. If the task cannot be rescheduled, an application from the student to the Principal will be required to seek permission to access the school grounds for a period of time (See Appendix D – Application to complete an assessment while on suspensions).

### 13.6 In the event of a family holiday impacting on a student's attendance at school:

The College does not approve Senior School students to be absent for the purpose of holidays. If a student is required to go on a holiday (loss immediate family member, cultural / religious ceremony), will be allowed on one occasion only, over the course of Year 11 & 12, to apply for assessment consideration.

An application will need to be made in writing by the parent/guardian prior to the start of the holiday period. The application should be addressed to the Principal who will then inform Learning Areas (see Appendix C – Holiday or other plans leave application). Please note that this does not cover exam periods. Students are required to attend all scheduled exams/externally set tasks.

- 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 due to family holidays.
- Subsequent applications (due to family holiday) will not be considered and missed assessments will be awarded a mark of zero.

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

Students who are ill in the two weeks leading up to, or who cannot attend on the day of an exam due to misadventure/ emergency must complete a Sickness or Misadventure Application (Appendix A). 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 Department and class teachers for processing. For internal exams where possible the school will try and reschedule the exam within the current examination period.

Consideration may be given to students suffering from a temporary sickness or misadventure close to (within two weeks of the examination date) or during the examinations if they believe it may have affected their performance in the examination. Long-term illness/injury and language difficulty will not be considered under these provisions. Sickness can include acute emotional upsets such as bereavements or serious illness in the family. It does **not** include emotional traumas such as panic attacks or stress due to the examinations.

### 13.8 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 and 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 courses is made through the Associate Principal – Senior School (see appendix B – Change of class request). A meeting will be held with the student and the 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.

At Kinross College, the deadline for student transfers in Year 11 is Friday 23 February (Week 4) in Term 1.

A student transferring by the due 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 the College will develop an assessment program to ensure the student meets the syllabus requirements for the new course.

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.

In Year 11, students can also transfer at the end of Semester 1, 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.

Year 11 students studying a Foundation course will be required to transfer to a General and/or ATAR course for Semester 2, if they meet the literacy and/or numeracy standards in the Term 1 round of the Online Literacy and Numeracy Assessment (OLNA), as per instructions in the Authority's *WACE Manual*.

## 15. Transfer from another school

### 15.1 Year 11

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 the College with evidence of all completed assessment tasks from the previous school.

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

If a Year 11 student transfers from another school into the same course, and it is mid-year, the previous school should provide a grade and mark for the unit to the Authority. The student would then be enrolled in a single unit for Semester 2, allowing them to receive a pair of grades for the course, as they would if they studied the course at one school.

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.

## 15.2 Year 12

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**

The College reports student achievement at the end of Semester 1 and at the end of Semester 2 to the Authority. 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).

At the end of the year, students will be provided with a statement of achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority.

Senior School Students will be provided with a progress report during 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.

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. Students will be notified of any changes from the Authority's review of the students' results submitted by the College.

## **17. Reviewing marks and grades**

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.

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

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

### 17.1 Requesting a formal grade review

The student or their parent/guardian can request, in writing via the Principal, 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 conform to 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 Associate Principal or the Authority website. The 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 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.

## **18. Promotion to Year 12**

The recommended minimum achievement standard requirement for a Kinross College student at Year 11 level to gain entry to Year 12 is:

- 4 full year "C" grades (the equivalent of 8 unit C grades),
- be on track to complete their VET certificate courses, and
- 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. An interview with the student, parents and Associate Principal - Senior School will be required.

## **19. Monitoring and Tracking of Achievement and Progress**

Students will be consistently monitored to ensure they are on track to:

- meet the minimum requirements to pass their chosen courses
- achieve their WACE
- achieve to their full potential

Information will be regularly shared with students, parents and guardians regarding achievement, goal setting, predicted future achievement (based on current achievement) and overall progress. Staff will seek to provide intervention and support to assist students in achieving their personal best. Students should also seek out and take up all opportunities of additional assistance, whether it relates to academic achievement, organisational, time management or well-being techniques. Parents /guardians are strongly encouraged to work in partnership with the College on all levels.



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