Year 11 & 12 Assessment and Reporting Policy

1.0 Rationale

This policy is provided to all students, parents/carers and staff. It has been developed so that students, parents/carers and staff are aware of their responsibilities in the assessment and reporting process.

All Senior School students are enrolled in a combination of ATAR, General and VET 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.

This policy applies to the assessment of all WACE courses.

1.1 Principles of Teaching and Learning

- Opportunity to learn
- Connection and challenge
- Action and reflection
- Motivation and purpose
- Inclusivity and difference
- Independence and collaboration
- Supportive environment

1.2 Principles of Assessment

- Assessment should be an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessments should be designed to meet their specific purposes
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes

1.3 Role of assessment at Alkimos College

- Monitor the progress of students, identify learning issues and assist in the development of teaching strategies
- Provide formative feedback to improve student performance
- Monitor the progress of students through fair and valid judgements
- Measure the achievement of students and inform reporting on progress and achievement

1.4 Student Responsibilities

It is the responsibility of the student to:

- complete all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.
- 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. Negotiation must take place before the due date and includes absence due to authorised or unauthorised vacations.

- 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).
- In conjunction with the teacher, maintain an assessment file for each pair of units studied which contains all completed written assessment tasks.

1.5 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 that meets the Authority requirements at the start of each term/semester, via Compass or hard copy. If course and assessment outlines change during the year, a new set of outlines must be re-issued to the students.
- ensure copies are placed on the class Compass page and in the S Drive.
- ensure that all assessment tasks are fair, valid, reliable, and based on current curriculum/syllabus content.
- provide students with assessment feedback as soon as possible within a timely period. (1-2 weeks). The feedback should include detailed marking keys or assessment rubrics and comments/guidance about how best to make improvements in the future.
- maintain an assessment file for student/s in the subject which contains all completed written assessment tasks and to make this file available whenever required by the college or student. Files can be stored on the S drive in an electronic format or kept as a folder securely stored.
- maintain accurate records of student achievement in Reporting to Parents. There must be a mark recorded on RTP by the end of Week 5, Term 1 for year-long units.
- use information, including Compass Chronicle entries and ABE data in Reporting to Parents, to monitor whole-school plans for positive student behaviour.
- meet college and external timelines for assessment and reporting.
- inform students and parents/carers of academic and other progress, as appropriate, eg. Academic Commendation or Concern, phone calls, emails and face to face communication. Correspondence should be recorded on Compass.
- make provisions for students who miss assessments for valid reasons.
- allow students to re-submit tasks if at risk of not achieving WACE (Refer to 11.1).

1.6 Parent/Carer responsibilities

It is the responsibility of the parent/carer to:

- contact the teacher in the first instance (then the appropriate Head of Learning Area if necessary) if there are any concerns about performance in a specific subject.
- contact Student Services if there is a general academic, social, or emotional problem/s that could affect assessment or achievement.
- inform the Associate Principal of any disability, learning difficulty, injury or cultural belief that may affect their child's learning and/or assessment performance.
- gain permission from the Principal or delegate for any unauthorised absences including family holidays. **(Please note approval is only granted in extenuating circumstances).**
- provide evidence for absence when their child is absent from an assessment or test, such as a medical certificate.
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1.7 Information provided to students

Before commencement of a course, the teacher will place the following documents in the appropriate Learning Area folder in the School Resources folder in Compass.

- the Authority syllabus for the pair of units which includes the grade descriptors.

- a course outline for the pair of units that shows:
  - the sequence in which all the syllabus content will be taught.
  - the approximate time allocated to each section of content from the syllabus.

- an assessment outline for the pair of units that includes:
  - the number of tasks to be assessed.
  - a general description of each assessment task.
  - the assessment type, as prescribed in the syllabus.
  - an indication of the syllabus content on which each task is based.
  - the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task).
  - the weighting of each assessment task.
  - the weighting of each assessment type, as prescribed in the assessment table of the syllabus.
  - an assessment outline for the VET Qualification/Certificate.
  - the total number of Units of Competence (OUC) requirement to achieve the qualification.

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

1.8 Assessing student achievement

At Alkimos 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.

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 descriptors.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). 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).

- The teacher will generate a ranked list for all students based on the task marks. As a general guide the following notional cut-offs will apply:

A	80 - 100
B	65 - 79
C	50 - 64
D	30 - 49
E	0 - 29

When assessing student achievement, staff will use the notional cut-offs, as well as the grade descriptors for their learning areas.

1.9 Grade Cut-Offs

The grade descriptors are used when assigning grades at the completion of a pair of units (or, where a single unit of a Year 11 or 12 course is being studied, for that single unit). To establish grade cut-offs at the completion of the pair of units (or unit, where a single Year 11 or 12 unit is studied), the teacher, in consultation with the Head of Learning Area and Associate Principal:

• generates a ranked list of all students based on the weighted mark out of 100 using the school's assessment outline

• compares the work for selected students with the grade descriptions

• identifies from the ranked list a 'gap' in the marks

• examines the work of the students either side of this point; and

• determines the cut-offs.

Pre-established cut-offs will not be used as the standard of the assessment tasks and the standard of marking may vary from year to year, and course to course. Pre-established cut-offs can, however, be a notional point at which to start reviewing student work against the grade descriptors.

If more than one teacher at Alkimos College is delivering the same pair of units, or unit, the teaching staff and Head of Learning Area will establish procedures to ensure that school marks and grades awarded are comparable across all classes. This internal comparability ensures that students are neither advantaged nor disadvantaged by the assessment procedures of different teaching staff within the college. To achieve a common scale across multiple classes, teaching staff will use:

• a common course outline;

• a common assessment outline (i.e. common assessment tasks with the same weightings), where all classes receive the out-of-class task with equal time and resources to complete the task;

• a common marking key for each assessment task, and

• marking strategies to ensure comparability, e.g. one teacher marking a particular section of the assessment task from all classes; one teacher marking a complete assessment task from another teacher's class; double marking the assessment task or part of the task for all students or for a selection of students, then discussing comparability, reviewing marks and making adjustments where required.

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

1.10 Proposed grade distribution approval

To maintain state-wide comparability of grading, all schools are required to submit to the Authority proposed grade distributions for Year 12 students in each pair of units for an ATAR, General or Foundation course. Typically, the Authority accepts students' grades on the Principal's declaration that the school has met the assessment requirements for WACE courses.

The Authority reserves the right not to accept a school's grades for a pair of units, or unit, or to adjust the grades that are submitted if there is evidence to justify this action. When informing students of grades achieved at the completion of a pair of units, or unit, the school will advise students that the grades are subject to approval by the Authority. If the student is to be assigned a grade for a pair of ATAR or General units (or unit) they must have completed the education program and the assessment program for the units. From the assessment outline for a pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type will be included at least once.

2.0 Assessing student achievement

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 between 2 - 3 hours in duration. In Year 12, written examinations are between 2.5 - 3 hours in length.

The examination timetable is issued to students prior to the start of the examination period. The examination rules 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).
- markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).
- unauthorised removal of examination materials from the examination room will lead to cancellation of part or all the student's practical and/or written mark(s).
- blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

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

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

Where health issues or personal circumstances prevent a student from completing one or more school examinations and/or assessment tasks, the student must submit an Alkimos College sickness/misadventure form to the Associate Principal. The college will determine whether the reason is acceptable (see Section 8.0 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.

2.1 Special Examination Requirements

Application for Special Examination Arrangements for Year 12 students who have a permanent or temporary disability, illness and/or specific learning disability that could disadvantage them in demonstrating their knowledge, skills and understandings in standard assessments may have the school apply to the School Curriculum and Standards Authority to sit ATAR course examinations under special arrangements. Applications can be made for the written and/or practical examinations. The Authority's opening and closing date for receipt of Special Examination Arrangement applications will be advertised by the school. Application forms are completed by the school, with supporting information supplied by external consultants where relevant. The Authority will notify the school of the decision and the school will convey this information to the student, parent/carer.

3.0 Year 12 General Course Externally Set Task

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 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 allocated a mark of zero.

4.0 Certificate Courses

Assessment Outlines will clearly indicate when Units of Competency are due or tested. Students may resubmit in a timeframe specified by the delivery teacher. VET courses are competency based; therefore students may attempt assessment tasks to demonstrate a competency more than once. Teachers follow the assessment processes of both the Australian Qualifications Framework and the Registered Training Organisation validating the qualification. If the student does not complete an assessment item aligned to a Unit of Competency without providing an acceptable reason, the teacher will contact the parent/carer to discuss the possible impact on the student's ability to meet the qualification requirements. Practical assessments cannot always be rescheduled due to specialist facility and provider availability, resourcing and timing. It is essential that students are available to complete these assessments on the dates provided. Students must provide evidence to demonstrate the competency standard of every unit of competency in their qualification. If the student is unsuccessful, they will be deemed not competent in that unit and will be awarded a partial qualification. A Statement of Attainment will be issued by the Registered Training Organisation.

5.0 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 permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person.
- is copied or downloaded from the internet, including Artificial Intelligence applications. generated responses from the internet, without acknowledging the source.
- paraphrases or summarises, 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 Head of Learning Area responsible for the subject. As part of this process, the student and the parent/carer 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 may 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/carer will be informed in writing of the decision made, the penalty and any further disciplinary action.

6.0 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.

7.0 Retention and disposal of student work

The college will establish an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. The college will retain 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 retain their files until the college's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

Students will have access to the assessment file for revision purposes during class time and for home study in the week prior to the Semester 1 and Semester 2 examination periods. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year will be held in a secure place, for a year after the student has left the college.

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

8.0 Modification of the assessment outline

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be informed and provided with a copy of the amended assessment outline.

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

9.0 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 Learning Area/teacher-in-charge 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 additional time to complete the task.

10.0 Completion of assessment tasks

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 Learning Area/teacher-in-charge

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/carer 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 11.0 for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the college, 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/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 the college (see Section 11.0 for details), the following penalties may apply:

- 10% reduction in the mark (if submitted one school day late), **or**
- 50% reduction in the mark (if submitted two school days late), **or**
- a mark of zero (if submitted more than two school days late or not submitted).

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the college, the student may receive a mark of zero.

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

In such cases the parent/carer must:

- contact the school before 9.00 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 or a letter of explanation immediately after the student returns to school.

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 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).

Events that can be rescheduled, such as an unauthorised vacation, are not a valid reason for non-completion or non-submission of an assessment task. Where a catastrophic event affects delivery of the teaching program, the completion, submission or marking of one or more assessment tasks, 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.

11.1 Additional opportunity to compete or resubmit a task

In accordance with SCSA guidelines, students enrolled in a SCSA subject may be provided with an additional opportunity to complete or resubmit a task if:

• The teacher and the Head of Learning Area agrees that it is feasible.

• The student has attempted other assessment tasks but requires an additional opportunity to demonstrate achievement of an outcome.

• The school agrees that it is feasible and desirable to provide an additional opportunity, so that a student may convert a U (unfinished) to a grade in Year 11 & 12.

• Students who are given an additional opportunity to complete or resubmit a task/s can only be awarded a passing grade. Ie If a student completes the task and receives 90%, the most they can achieve for the resubmission is 50%.

11.2 Provisions for sickness/misadventure

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. Where sickness or misadventure prevents the student from completing one or more school examinations, the

school will require the completion of the Sickness/Misadventure Application Form to determine whether the reason is acceptable, and if not acceptable the student will be given a mark of zero. The school will notify the parent/carer of the decision, if the application is accepted, then an examination mark is calculated using the school assessment as a basis. Before completing the Sickness/Misadventure Application Form the student must read the following information carefully:

• Has your performance in an ATAR course examination or an EST been affected by a temporary sickness, non-permanent disability or unforeseen misadventure suffered immediately before or during the examination period?

• Were you prevented from attending an examination due to sickness and/or misadventure? The circumstances must have been beyond your usual control.

If the student answered YES to either, or both, of these questions then the student should complete the School's Appendix B - Sickness and/or Misadventure Application Form. If the student answered YES to either, or both, during the Authority administered examination period then the student will use the Sickness and Misadventure Application Form available from the Authority website https://scsa.wa.edu.au/forms/forms .

12.0 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. A meeting will be held with the student and the parent/carer 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 Alkimos College, the deadline for student transfers in Years 11 is Friday of Week 5 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 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.

13.0 Transfer from another school

It is the responsibility of any Year 11 or 12 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 and 12 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 or Year 12 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.

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/carer 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.

14.0 Reporting student achievement

Alkimos 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 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 an Alkimos College 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. 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.

15.0 Reviewing marks and grades

If a student considers that there is an issue about the delivery of the subject, the marking of one or more assessment tasks or the grade assigned for a subject 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/carer) should approach the relevant Head of Learning Area responsible for the subject.
The student, or their parent/carer can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the college Assessment Policy
- procedural errors have occurred in the determination of the subject mark and/or grade
- computational errors have occurred in the determination of the subject 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/carer.

16.0 History of Changes

Effective	Last Updated	Policy Version	Notes
30/03/23		1	
06/11/23		2	Removed footers 1.5– Removed Letters of Concern 1.9- Removed College student diary
21/11/23			1.5– Course and assessment changes and re-issuing of outlines 1.5 – Semesterised units removed as AC doing 'concurrent units'

			1.6 – Gaining permission from Principal for unauthorised vacations/absences 1.8 – Grade descriptors when determining grades 1.9 – Assessment tasks added 4.0 – Retention of documentation for a year after the student has left the college
03/09/24		3	Changed title to include Year 12 Added page numbers 1.7 Information provided to students added 1.9 Grade Cut-offs added 2.1 Special examination requirements added 3.0 EST Info added 4.0 Certificate Course info added 11.1 Resubmission of tasks 11.2 Sickness & Misadventure
29/10.24		4	11.1 Added information about grading resubmissions
20/11/25		5	1.4 Removed staff to provide an assessment file. Now reads 'in conjunction with'. 7.0 Changed wording so that The College 'Teacher' keep and create the assessment file. 10.0 Removal of Assessment slip Changed File Name to include 2026