Compliance and Review

The King's College is committed to the continuous improvement of its Child Protection Programme and adhering to the WA child protection laws, regulation and standards.

Assessment and Reporting Policy (Secondary)

Legend:
- Reviewed by: The Principal
- Endorsed by: The School Board
- Updated: October 2019
- Next review: October 2020
Assessment and Reporting policy – Secondary

Assessment

Overview
Assessment is the process of identifying, gathering and interpreting information about students’ learning. The central purpose of assessment is to gather information on student achievement and progress both formally and informally. This then needs to be reported on to the student and their parents. This process then helps to set direction for ongoing teaching and learning as well as notify staff of intervention measures that may be required if students are struggling with particular concepts, understandings and skills.

Reporting is the process of communicating information about student achievement and the progress gained through the assessment process. The purpose of reporting is to provide feedback to students, parents and teachers. This supports the teaching and learning process.

Formal and Informal Assessment
Assessment is a vital part of curriculum design and the teaching /learning process. There are two main forms of assessment used by staff at the College.

1. Informal testing which may take place in the classroom is designed to give students feedback on their progress in a particular unit of study as well as to help teachers determine whether learning is taking place as a result of their teaching strategies.

2. Formal assessment is used in reporting to parents via the Student Management System (SMS) and Semester Reports. Formal assessment can take many forms including practical assessments, in-class tests, investigations, research assignments/ reports and formal examinations.

All assessment tasks should comply with the principles of assessment:

Valid
Assessment should provide valid information on the actual ideas, processes and products expected of students.

Educative
Assessment should make a positive contribution to the student learning process.

Explicit
Assessment criteria should be explicit so that students are aware of the expectations of the assessment. These expectations should be clear and public.

Fair
Assessment should be fair to all students and not discriminate on grounds that may be irrelevant to a student’s achievement of the outcome.
Comprehensive Assessment types must be varied so that a judgement on student progress and achievement is based on multiple kinds and sources of evidence.

Examinations

Formal examinations are completed by students throughout their secondary education at the College. Examinations for students in Year 7 to 10 are in the MESH Subjects (Mathematics, English, Science and Humanities) and help to prepare students for their future education where more emphasis is placed on the completion of formal assessment within time constraints, as well as prepare them for the Senior School examinations. Examinations are completed at the end of Semester One and Two.

Senior School examinations will be held in Courses of Study for Years 11 and 12 as required by the Course expectations. Students will receive a syllabus, program and essential assessment criteria from the class teacher during their first week in the course. Students should become familiar with this material quickly in order to maintain a steady work schedule and be able to complete task on time.

The following times generally apply to examinations in the College.

**Year 7**  
1 hour

**Year 8**  
1.5 hours

**Year 9**  
2 hours

**Year 10**  
2 hours

**Year 11**  
2.5 - 3 hours (ATAR) or 1 hour (General)

**Year 12**  
2.5 - 3 hours (ATAR) or 1 hour (General)

The examination timetable and a copy of the examination rules are given to students in ample time for exam preparation. Parents are notified via the Parent Term Planner as well as the College Newsletter.

Normally, students are given revision time at least a week before exams. Exam revision packs are given for each lower school (7-10) subject for which there is an examination. The week before exams is assessment free with the exception of some Elective subjects which may still be finishing assessments during class time.

If a student is absent from an exam, a Medical Certificate is required. Arrangements can be made for absent students to complete exams on their return to school.

All examination papers are stored securely in the compactus with the Deputy of Curriculum organising the space. The relevant examination supervisors on the morning or the afternoon of the examination are required to take these papers to the examination room. Teachers are then responsible for storing these papers securely whilst marking them.
After the examinations teachers will use the marked papers to assist students in their knowledge of the units covered and help students to improve their exam techniques. Examination papers will then be stored for a year after the examination in lower school or until the end of term one after the Year 12’s graduate from senior school.

The purpose of this storage of papers is to assist with any moderation procedures or any appeals regarding the marking and grading of a student.

All examination supervisors are given specific instructions regarding examination invigilation.

**Students with Special needs**

It is recognised that there may be some students who have temporary or permanent special needs that may impact on their ability to perform assessments within the specific guidelines set for a task. For that reason, the class teacher may modify an assessment or give permission for it to be completed in an alternate manner e.g. extra time; using a computer; in a different location, scribe etc. This permission is granted in consultation with the Deputy of Curriculum. Normally this consideration or alternative arrangements are made after a request has been made in writing from a parent/guardian. Documentation is generally required with the written application.

**Frequency of Assessments**

At the beginning of the year, students will receive a program and will be made aware of the week and day of the assessment. Each subject area or course is allocated a different day of the week to give assessments, so they are spread evenly. The programs are posted on the College website.

The frequency of assessments will provide adequate coverage of the course and the required outcomes.

**Viewing Assessments**

Students in senior school will either be given a copy of their assessment pieces back after they have been marked or time will be made available to view their assessments to gain feedback, either during class time or another time during school hours, upon request.

**Missed Assessments**

Students who are absent without a good reason, such as illness, on the day an assessment is to be undertaken may face a penalty.

If there is an unavoidable absence on an assessment day, the student will usually be asked to complete the assessment task on their return to school.

**Extended Holidays**

It is not recommended, however; if parents wish to take family holidays during the school term, they should contact the Principal. Given sufficient warning, teachers may be able to provide suitable work to minimise the educational disruption and protect the student’s grades.
Absences

i. All absences from the College require written parental notification

ii. Medical certificates are required if a student is absent from exams

iii. Parents must obtain permission from the Principal for any days that a student is going to be absent from the College during the normal school term e.g. holidays

It is the student’s responsibility to contact the subject teacher to make arrangements to obtain missed work or missed assessments whether formal or informal.

Extensions

Requests for extensions need to be made to the Deputy of Curriculum.

Extensions are only granted in extreme circumstances. In most cases requests for extensions need to be made at least three days before the assessment is due. A letter from a parent on the day that an assessment is due is not acceptable unless there are extenuating circumstances.

Extension request forms are available from Student Services.

Acceptable reasons for extensions or the submission of late assessments include:

(i) Ongoing hospital treatment.

(ii) Ongoing illness or injury.

(iii) Doctor’s certificate submitted the day a student returns after a long absence.

(iv) Family crisis – note on return or parent contact in advance.

(v) Extended absence such as travel – already granted by the Principal with negotiation on the completion of assessments.

• In these circumstances, students may be granted a reprieve from the assessment task (Years 7 – 10), however, if there is an ongoing problem with the submission of assessments by a student, alternative assessments may need to be agreed upon in order to judge the progress of the student.

Unacceptable reasons for not submitting tasks include:

(i) Computer problems including the breakdown of printers or the absence of toner/ink.

(ii) Saving work in the wrong format.

(iii) Losing work on the computer.

(iv) No access to the internet.

(v) Social reasons.

(vi) Extra-curricular activities such as sport.

• In any of these circumstances:
- Students should be prepared to complete work at school during after school tuition sessions or during specially arranged school session in the event of computer problems at home.
- Students are encouraged to make use of books and not rely solely on the internet for research.
- A USB is listed on the College booklist and should be used to back up all work completed both at home and at school.
- In the event of computer breakdown, a handwritten copy of the assessment or a copy saved on a USB may be acceptable.
- Please note that students will need to print their work from the USB from the printer provided in the computer lab.

Late Assignments

It is a teacher’s responsibility to ensure that all students in their classes are aware of the course requirements including assessments and due dates. It is the student’s responsibility to record the information required for an assessment including the due date. All course details and assessment details must be uploaded to SEQTA Learn and SEQTA Engage for both students and parents/carers to view. Notifications regarding the submission requirements can be placed on SEQTA Learn and SEQTA Engage for all stakeholders in an effort to avoid late or missed assessment tasks.

If a student submits work late without an acceptable reason, there will be a percentage penalty. A stamp is placed in the diary notifying parents of the non-submission of work.

The following penalties apply for the late submission of assessments:

<table>
<thead>
<tr>
<th>Late Submission</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day late</td>
<td>10% deduction</td>
</tr>
<tr>
<td>Two days late</td>
<td>20% deduction</td>
</tr>
<tr>
<td>Three days late</td>
<td>30% deduction</td>
</tr>
<tr>
<td>On fourth Day</td>
<td>zero marks</td>
</tr>
</tbody>
</table>

Late Assignment - Teacher Procedure

- Assignments are to be due on the scheduled assessment day.
- The teacher must call upon students according to the roll list to hand in their assignments.
  - Using a class list, highlight students who failed to complete the assignment.
  - If a student has an assignment on a USB, they may be permitted to submit the work electronically to the teacher or to arrange for the use of a printer during lunch or a study session.
  - Teachers may require students to submit assignments via email if extenuating circumstances exist.
Teachers may require assignments to be submitted via SEQTA.

- Teachers must **email** their HOLA a list of students who have not handed assessments prior to the end of the day.
  - Ensure absent students receive no penalty on that day.
- No penalty if an assignment is handed in by 4.00pm on the due day.

**Days 1-3**

- Teachers must notify parents/carers via SEQTA Engage of missed or late assessments. It is the teacher’s responsibility to ensure that students are aware of the penalty for the non-submission of work.
- If the assessment remains unsubmitted, teachers must follow up students who still have not handed in the assignment the next day:
  - The students who hand assignments in on this day (1 day late) will receive a 10% penalty (i.e.: if receiving 60% it will drop to 50% - not 54%). This needs to be **marked on the top of the assignment along with the date it was submitted**. These details also need to be recorded in any electronic comment on the assignment e.g. SEQTA.
- The above process is repeated for **day two**, but with a 20% penalty if the assessment remains unsubmitted.
- Again, the process is repeated for **day three**, but with a 30% penalty if the assessment remains unsubmitted.

**Day 4**

- Continued failure to submit the required piece of work, will result in the process being repeated on **day four**. This, however, will result in 0% for the assignment.
  - The **teacher must email the relevant HOY & HOLA** a list of students who have reached this point.

**PLEASE NOTE:** If teacher is away, the HOLA will be responsible for ensuring that the due date and assignment collection procedure is clearly articulated to relief staff.

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**Home Learning Policy**

At The King’s College, we believe that home learning/homework is a valuable aspect of the learning process and it contributes to the development of sound study habits.

Learning is enhanced through the provision of opportunities to **review, reinforce** and **relate** what has been learned at school. Home learning also enables parents to become aware of what students are studying at school and monitor student ability in various areas of study.

1. **Students** are expected to complete set homework on a regular basis and there are three main categories of this home learning:
   i. **Study** - This may be initiated by the students as revision of topics covered in class or for a specific assessment. This is an important part of the learning process as it helps
students to reinforce skills, knowledge and understandings from class work. Students may incorporate the continued compilation of their Learning Journals for this task.

ii. **Set Work** - This type of work may be initiated by the teacher and is set/due on a specific day of the week. The aim of this work can be twofold:

- to build skills acquired in class through answering questions and gaining feedback to those questions. This type of work is often set as a challenge for students and helps them to learn through a process of prior knowledge and problem solving.
- Learning Journals – reviewing the day’s new work.

iii. **Reading and/or research** – this may include the reading of a set text for English or research of a new topic for subjects that require additional knowledge or insight on a specific topic.

2. The following is a guide to the quantity of homework to be undertaken at each Year level. There will be times when these suggested timings are exceeded especially prior to examinations and the submission of major assessment work. Students, however, are encouraged to construct a learning plan to enable them to complete large pieces of work for assignments using regular times to complete small segments of the work, thus avoiding the stress and overload caused by leaving work to the deadline.

<table>
<thead>
<tr>
<th>Year</th>
<th>Time</th>
<th>Times per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>45 min</td>
<td>4 to 5 times</td>
</tr>
<tr>
<td>Year 8</td>
<td>1 hour</td>
<td>4 to 5 times</td>
</tr>
<tr>
<td>Year 9</td>
<td>1.5 hours</td>
<td>4 to 5 times</td>
</tr>
<tr>
<td>Year 10</td>
<td>2 hours</td>
<td>4 to 5 times</td>
</tr>
<tr>
<td>Year 11</td>
<td>3 hours (ATAR)</td>
<td>5 to 6 times</td>
</tr>
<tr>
<td></td>
<td>1-2 hours (General)</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>4 hours (ATAR)</td>
<td>5 to 6 times</td>
</tr>
<tr>
<td></td>
<td>1-2 hours (General)</td>
<td></td>
</tr>
</tbody>
</table>

3. All homework should be written in the Student Diary. Set homework that is not completed will be followed up by the teacher and parents/carers will be informed. The relevant HOYs will be informed of a student’s regular and repeated failure to complete homework tasks.

4. Management of study and homework time is a crucial factor in academic achievement. Students are encouraged to create a study/homework timetable. Parents are encouraged to read the
students’ diary pages and become familiar with set homework as well as due dates for assessments. The latter are available on SEQTA Engage. Every effort will be made to communicate positive study habits to students. Parents/carers will also be informed of these practices so that the habits can be supported at home.

5. The positive effects of homework for students with special needs should be the same as for those of other children. The following needs to be considered:

- Homework should be differentiated to suit individual needs.
- Teachers should ensure that students with special needs understand homework tasks well and that these tasks are carefully structured.
- Parental involvement is advisable and should be ongoing rather than intermittent.
- The required amount of work to be completed at home will be less than is expected for other students and will be tailored to the ability of the student.
- Tasks should support areas that have been recorded on the student’s IEP or Profile. The aim of the task is to assist the student’s learning and to increase student self-efficacy.

**Learning Journals**

Each week as part of the home learning in core subjects and senior school courses, students will be instructed to complete a Learning Journal. This part of home learning is best completed over several nights for about 10 minutes at a time. The Learning Journal is a tool to help students remember what has been covered in class and to help with revision for tests and later for exams.

The following are guidelines for completing a Learning Journal:

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Read through the pages completed in class in the last one to two days.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Carefully make notes (summarise) the work covered in those one or two days. This only needs to be a few short points (usually 5-10 points)</td>
</tr>
<tr>
<td>Step 3</td>
<td>Read back through the notes and highlight the most important information.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Compile study cards to enable quick and easy revision.</td>
</tr>
</tbody>
</table>

Steps 1 and 2 can be done in a few minutes on one night. The next night can be spent highlighting and revising these points. If this task is completed on a regular basis, it will only take a few minutes.

The Journal will then contain all the major information needed for revision for tests and exams, however more revision and study may be required before a test or exam, but the Journal will make it less stressful. The completion of the Learning Journal on a regular basis will help students to remember the topics studied in class.
Resubmission of assessments or re-sitting of tests

Once submitted for marking, assessment items will not be able to be re-submitted for marking, unless plagiarism is involved, and students are required to complete their work for a second time. Students will not be permitted to re-do tests or in-class assessment pieces under normal circumstances.

If a student is absent for assessments on the day that assignments/ in-class assessments are due, the student must sit the test or submit the assignment at the first possible opportunity on their return to the College.

Academic Integrity

At The King’s College, it is the responsibility of every student to correctly acknowledge the work of others and to ensure that they do not, at any time, present this work as their own, specifically through plagiarism, collusion and/or cheating. Students are encouraged to correctly acknowledge their work using both in-text referencing and a correct bibliography. The required style of bibliography is set out in the Student Diary as well as in-text referencing.

Teachers are also required to maintain a high level of academic integrity by modelling good referencing practice when explaining an assessment piece, outlining research procedures and in the compilation of notes for class work, PowerPoints, worksheets etc.

College staff are also expected to maintain a high level of security regarding the storage of tests and examinations in order to minimise any possibility of cheating. Vigilant supervision during in-class tests and examinations is also required.

Definitions

**Academic integrity** means that students take responsibility for their use of information and are honest and trustworthy with that information. It involves accurately acknowledging sources that are used in research, whether written or otherwise.

In order to maintain academic integrity, students are expected to check that they always submit assessment work that is their own and that they have done their best to acknowledge the ideas and words of others. Students should never submit work that they claim as their own but is not; nor should students submit work with the specific intention of deceiving their teacher.

Teachers are also expected to maintain a professional level of integrity with regard to the marking of assessments always supporting the necessity of correct referencing as well as checking that a student’s work is entirely their own.

**Plagiarism** is when a student uses the wording or ideas of someone else without acknowledging that they have done so. That is, they have essentially copied the work of someone else, usually from a book or the internet, and claimed that it is their own work.

Plagiarism may come in many forms such as:
(i) Copying verbatim or duplicating a source of information without correct acknowledgement.

(ii) Paraphrasing another person’s work but keeping the meaning, form and progression of ideas of that original piece of text without acknowledgement of the original.

(iii) Making notes from a source but not acknowledging the source of the notes.

Collusion is a form of plagiarism. Collusion occurs when a student submits work that is not their own for assessment. This work may have been taken or copied from someone such as another student, a parent/guardian or tutor.

Cheating is engaging in dishonest activity to gain an unfair advantage. Cheating during assessment tasks and examinations is a very serious offence.

All work in each assessment task must be the work of the student submitting the task.

Consequences

1. If a teacher suspects plagiarism, it will be investigated. Teachers will consider the extent of the plagiarism as well as the intent of the student.

Consequences for plagiarism may include:

   (i) The assessment piece being re-written but at a loss of marks if it is only a small portion of the assessment, or

   (ii) a loss of part marks for the assessment item. A mark of zero for the section that can be identified as copied or plagiarised.

   (iii) A mark of zero for the whole assessment if the majority of the assessment is the result of plagiarism.

   (iv) Parents/carers will be notified, and further disciplinary action may also apply. The relevant HOY will be informed.

2. Teachers who suspect collusion on the part of a student need to investigate the occurrence and may consult with the Dean of Studies and/or the Dean of Students.

The consequences for collusion may include:

   (i) A loss of marks by one or more students if copying has occurred in agreement with another student/s. This would fall into the category of cheating.

   (ii) The assessment piece being re-written by the student or students involved.

   (iii) A loss of part marks for the assessment item if only part of the assessment has been copied or fraudulently submitted.

   (iv) A mark of zero for the whole assessment if most of the assessment is the result of collusion.

   (v) Parents/carers will be notified, and further disciplinary action may also apply.
For both plagiarism and collusion, students should be aware that often copyright is breached, and this is a serious violation of academic integrity.

3. If a student is found cheating, the student may be penalised with a lower mark, including 0% and parents/carers will be notified. The relevant HOY will also be informed.

Procedures for considering evidence of cheating, collusion or plagiarism:

(i) Teacher advises the Dean of Studies and/or the Dean of Students
(ii) Student is interviewed
(iii) Evidence/observations considered, and witnesses interviewed.
(iv) Records are kept.

Penalties for cheating:

(i) Students who deliberately copy or students who allow their work to be copied will receive a mark of zero for each section of the assessment that has been copied.
(ii) Parents/carers will be notified, and further disciplinary action may also apply.

Security of assessments

Where there is more than one class studying the same unit or course, the assessment tasks will be the same. In the interest of fairness to all students, the question or test papers will be collected at the end of the assessment session. In their own interest, students should not discuss the assessment or the questions with other students until all classes have completed the task. Discussion of the assessment or questions may be regarded as cheating and penalties will apply.

Strategies for addressing problems in tests

1) Externally set tests:

(i) A supervising teacher to conduct the assessment that is not the class teacher
(ii) Tests are kept by the Dean of Studies and given to the supervisor to administer

2) Students in different classes sitting the same test at different times:

(i) Tests given on the same day
(ii) Collect all papers
(iii) Set test times as close as possible
(iv) Closed room (no student allowed out)

3) Students who could be advantaged using the same test items from one year to the next:

(i) Assessment tasks are not to be reused for the purpose of assessment.
(ii) Tasks may be reused, but not in the following year.

4) Out of class assessments need to be validated so that unfair advantage is not given to a student. This may be done through one or more of the following:
(i) View the assessment at interim stages.
(ii) Collect notes/drafts to compare with finished assessment.
(iii) Set part or all of the assessment as an in-school completion task.
(iv) Students write research notes and then use these to write an in-class test/essay or a validation/test.

Assessment of students working in groups

(i) The teacher will clearly define to students whether the purpose of the assessment is to assess the students’ capacity to work in groups or to assess other educational outcomes within a group situation.
(ii) The teacher will notify students in advance of the requirements of the assessment. The teacher will monitor students' progress at interim stages to ensure the assessment is fair, valid and reliable.
(iii) The teacher will employ strategies to take account of different achievement of individuals within a group and to apportion results accordingly.

Students unable to complete tasks due to cultural beliefs

In a circumstance where it is believed that a student may struggle with a particular assessment task due to cultural beliefs, it is essential to implement strategies. The aim of these strategies is to counsel students, so they do not select courses which contain assessment elements which do not fit with their cultural beliefs or to implement a plan so that the student is not unduly disadvantaged.

Strategies may include:

(i) Pre-counsel the student about the requirements and assessment of a subject/course that could cause a clash of cultural beliefs.
(ii) Negotiations between the teacher and the student together with the HOLA to establish another assessment as an alternative.

Changing subject choices

Students may change their option subjects in Years 8, 9 and 10, but these changes are subject to availability. For this to occur, the student needs to have had an interview with the existing teacher and new teacher and completed the Request for Change of Subject form. Students will need to complete any missed work as a result of their change over. The final date for transfer between subjects is on Friday at the end of Week 4, Term One.

In Year 11 and 12, students may change their Courses of Study in consultation with the Dean of Studies and the relevant subject teachers. Students will be required to complete a Request for Change of Subject form. Students will need to complete missed work as a result of the changeover and become familiar with the new Course of Study requirements. The final date for transferring of subjects will be Friday at the end of Week 4, Term One.
**Return of assessments and marks on SEQTA**

Under normal circumstances, assessments will be returned to students with a mark and appropriate feedback within ten school days of the assessment being submitted/collected. The return of the assessment will take place at the same time or as close as possible to marks are comments being place don SEQTA Learn and SEQTA Engage.

Students receive a mark after each piece of formal assessment in all their subjects. This is designed to:

(i) give students a written record of their achievement in each piece of assessment.

(ii) inform students of their progress in the subject by allowing comparison with other assessment pieces from the unit of study.

(iii) inform parents of student achievement in each individual assessment for the year.

(iv) allow parents to track the progress of their child throughout the year and determine if the student needs extra help with their understanding of that subject.

**Reporting**

The King’s College is committed to open communication with parents regarding the academic progress of each student.

A formal Semester Report is given after the examination period at the end of each Semester. The reporting process is designed to:

(i) enable students to understand their level of achievement.

(ii) inform parents about the child’s overall achievement in each subject as well as give written feedback on student progress and participation in the subject.

(iii) provide an ongoing record of the student progress and achievement during their time at the College. This can be used as part of a resume for future employers.

Students and parents are informed of the student’s progress regularly through SEQTA. Students will receive a mark after each piece of formal assessment. This is especially important for the student who is not achieving their potential or likely to receive a D or E grade.

**Years 7 to 10**

For all subjects, a Western Australian Curriculum grade will be given. This grade is an indicator of each student’s achievement against the standards and requirements outlined in the Achievement Standards provided by the School Curriculum and Standards Authority (SCSA). These Achievement Standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. As such, the Semester One grades are indicative or progress grades only. The Semester Two report contains the final grade as measured against the Achievement Standards for the Western Australian Curriculum.

Students are provided a grade based on a five-point scale as below:
A: indicates excellent achievement of what is expected for this year level.

B: indicates high achievement of what is expected for this year level.

C: indicates satisfactory achievement of what is expected for this year level.

D: indicates limited achievement of what is expected for this year level.

E: indicates very low achievement of what is expected for this year level.

It is important to note that a C grade indicates that a student is achieving a satisfactory standard for their learning in that course.

**Years 11 to 12**

Each ATAR, General and Foundation course will receive a grade based on the Grade Descriptions as detailed in the Year 11 or Year 12 syllabus for that course, as provided by SCSA. As with years 7-10, the Semester One report will be an indicative grade only, with a professional judgement made by the teacher based on the content and assessments covered, while the Semester Two report will be a final grade based on the Grade Descriptions. At this point, students will receive this same grade for both the units of the year long course that they have completed.

Vocational Education and Training (VET) courses will not be given a grade. Students must demonstrate competencies for each unit of the course and only those units that are completed will be reported, as well as the total number of units required for completion of that certificate. Statements regarding the completion of units are issued by the Registered Training Organisation delivering the VET course.

For VET courses being delivered within the College, semester reports will only indicate:

(i) Yes - on track to complete the qualification or
(ii) No - not on track to complete the qualification.

**Additional Report Information**

All students are given a rating based on a four-point scale covering the areas of attitude, behaviour effort and regular completion of homework.

V Very High
H High
A Acceptable
L Low
U Unsatisfactory

The school is also able to provide written information that clearly indicates each student's achievements in the subjects studied in comparison with that of other students in the relevant peer
group. This information will show the number of students in each of the five achievement levels. The information is available to parents/carers on request.

**Appeals concerning marks or grades**

Parents may appeal a grade given in a subject. Therefore, students should keep all assessment pieces that are returned to them, but under normal circumstances most formal assessment pieces in senior school will be stored securely by teachers or scanned onto the College server/drive until the grades have been ratified by SCSA and no appeals have been made.