

BSSS Student Newsletter

Semester One 2024



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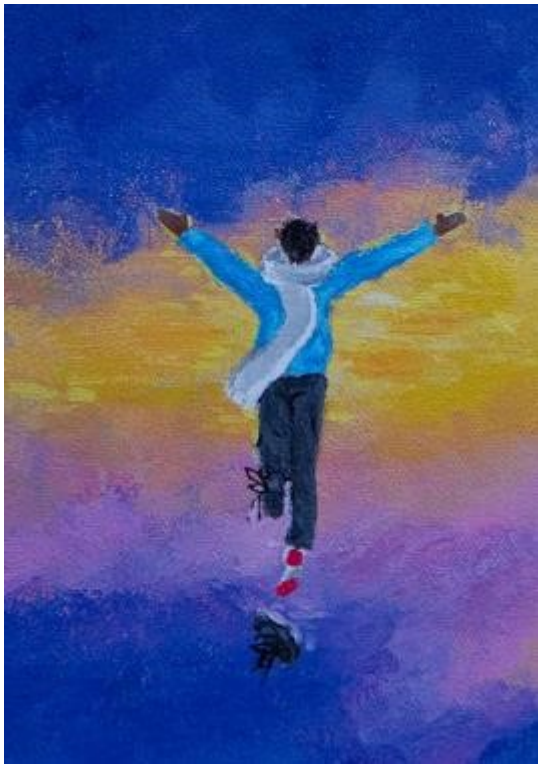
Meet the new Board Chair

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Acknowledgements

Cover image by Hannah Sharman

St Clare's College

From a Certain View, acrylic painting

Images on pp. 4, 7, 9, 10 from Canva for Education

Images on p. 14 generated by Dall-E 4

Other photographs where not otherwise credited from the OBSSS.

Would you like to see your work in this publication? Talk with your teachers, or email bsssenquiries@act.gov.au



The ACT Board of Senior Secondary studies acknowledges Country and the traditional owners and custodians of the lands on which we live, learn and work; the Ngunnawal and Ngambri people, and other families and groups who have an ongoing connection to the land.

Welcome to Board Chair Cathy Hudson



Welcome to the 2024 academic year!

I am delighted to be a part of the ACT senior secondary system and extend my sincere thanks to the former Board Chair, Roberta Mc Rae OAM, for her significant contributions. I was fortunate to attend the Recognition of Excellence ceremony in late 2023 and was impressed by the students, their teachers, and the BSSS staff. It felt like I found some of my people – everyone celebrating all different types of success in their endeavours. I

acknowledge and appreciate the professionalism, the student-centred approach, and the commitment to working across all sectors for the benefit of all students evidenced at the ceremony.

You might be wondering who I am, and what my role is in your Senior Secondary education. I am Cathy Hudson, and I am the new chair of the ACT Board of Senior Secondary Studies. In this role, I lead the Board in their mission of continuous improvement and innovation in our Senior Secondary system. It is a unique system, and from my experiences in it as my children studied in Canberra, provides an approach that lets students follow their interests while providing structure to ensure that everyone learns the skills and knowledge that they will need for their future aspirations.

My background is in educational, economic, and social policy areas and I specialise in public policy where economic and social policy intersect. I have often worked in the transition into school and the transition out – my career has focussed on supporting education and young people. I am excited to work again in education and in the ACT; I care about children and young people, and the quality of the services that we can provide to them. I

wish that all students are provided with the best as an investment in the future of our society.

I have experience in managing change in line with the evidence of ‘what works’ to make things better for people; for example, working in Queensland to give families and children access to an extra year of schooling through a prep year to align with the rest of the nation; working as Deputy Chair of the Australian Children’s Education and Care Quality Authority; and working in Canberra on the development and implementation of the Canberra Social Plan which included establishing the Child and Family Centres.

As ACT Commissioner for Public Administration, I led the development and introduction of the Respect, Equity and Diversity Framework for the ACT public service. This Framework has been active for many years; this longevity is something I celebrate, knowing that my work made a difference.

I believe that we should not be shy about saying when things are not working, and changing so that they do; that said, improvements need to be well considered and well planned. Continuous improvement is a process of collaboration and innovation, an awareness of the related evidence and listening to expertise. I look forward to hearing the views of senior secondary students expressed through the BSSS’ Student Forums.

We have a wealth of expertise here in the ACT - in your teachers, principals, school leaders and policymakers. I have huge admiration for the role that teachers play in our society, and have worked to advocate for, and support their work. Canberra is important as

our national capital and as our community, and we should be proud and feel proud of what we have here, what we’ve achieved, and what we can continue to achieve. We can lead the nation.

As for myself, I bring to the Board of Senior Secondary Studies extensive strategy, governance, and regulatory experience. In my various roles including Deputy Director-General, ACT Commissioner for Public Administration and Board member positions, I have been, and continue to be, motivated by a commitment to equity and providing opportunities for individuals to reach their potential.

Remember that your teachers and school leaders are here to support you, as is the BSSS. It has been a challenging time for children, young people, schools, and teachers; the pandemic was a challenge, and we need to focus on our wellbeing and what is good for us. I have found it so important to strive for balance in my life – work to achieve my goals as well as finding time to unwind and relax. I practice yoga, spend time with family and friends, go to the beach, and watch sport to unwind. I encourage you to find what you love and make time for it in what are busy, fun-filled, sometimes stressful, and ultimately fulfilling years.

I hope that you have a successful 2024 – however you choose to measure success.

Cathy Hudson

What are the ethical guidelines for assessment and why should I care?

The ACT BSSS Ethical Research Principles and Guidelines sets the standard for ethical research, particularly research involving people, undertaken for assessment in the ACT Senior Secondary Certificate. These guidelines encompass tasks such as observational studies of human behaviour, creative inquiry, biographical research, and the collection of qualitative and quantitative data from people. They are a set of general principles accompanied by guidelines on their implementation.

Okay, so why should you care? You should care because research involving humans, and representations of humans, can cause harm to others. This might be harm involved with:

- Feeling pressured to disclose something a person doesn't want to disclose, such as their mental health information, sexuality, or opinions about a controversial topic
- Asking a person to discuss something that causes them distress, pain or trauma
- Undertaking an action that may harm someone or expose them to danger (physical or psychological)
- Losing control of a portrayal of themselves that has adverse impacts on their life or career – e.g., an unflattering interview that is published in a school magazine with their name attached

Other types of research can also cause harm, or can be inaccurate, such as:

- Misrepresenting an issue, group or idea that leads to harmful consequences
- Continuing a stereotype or discriminatory representation
- Adding credence to an invalid idea



Summary of Guidelines for Students

- Be guided by your teachers and disciplinary methodology.
- Be honest and sincere in setting and answering questions.
- Be transparent with participants.
- Be respectful of the privacy of participants.
- Be respectful of the culture, traditions and beliefs of participants and cultures studied.
- Be aware of the capacity of research to hurt, offend and humiliate participants.

There are extensive guidelines in Appendix 9 of the Policy and Procedures manual, including guidelines for students. We recommend that you look at them before embarking on research and ask questions if you aren't sure.

The Principles

For full elaborations, read the principles in their entirety in the Policy and Procedure Manual.

The principles (P1–P8) that are the hallmarks of responsible human research conduct are:

P1 Honesty in the development, undertaking and reporting of research

- Present information truthfully and accurately in proposing, conducting, and reporting research.

P2 Rigour in the development, undertaking and reporting of research

- Conduct research using attention to detail and a well-researched and well-justified methodology, avoiding, or acknowledging biases.

P3 Transparency in declaring interests and reporting research methodology, data, and findings

- Communicate research methodology, data, and findings openly, responsibly, and accurately to the reader.

P4 Fairness in the treatment of others

- Treat fellow student researchers, sources of information, and others involved in the research fairly and with respect.
- Appropriately reference and cite the work of others.

P5 Respect for research participants, the wider community, animals, and the environment

- Treat all human participants with care and respect and consider the needs of participants.
- Follow school policies in the use of animals in research and ensure that respect underpins all research with animals.
- Minimise adverse effects of the research on the environment.

P6 Recognition of the right of First Nations Australians to be engaged in research that affects or is of particular significance to them

- Recognise, value, and respect the diversity, heritage, knowledge, cultural property, and connection to country of First Nations Australians, and on Ngunnawal Country that of Ngunnawal people, as well as the diversity of all First Nations people residing here.
- Students are encouraged to engage with First Nations Australians who are experts in their field and community leaders to inform themselves about and understand topics.
- Any research that involves engagement with First Nations Australians as participants requires consultation with First Nations Australian community leaders and members, informed consent by participants, and final outcomes shared with participants, with the opportunity for participants to re-view and reflect.
- Recognise and interrogate own cultural assumptions, and the biases of source material and data, to frame questions and to ensure a consideration of issues using First Nations Australians epistemologies and perspectives.

P7 Accountability for the development, undertaking and reporting of research

- Comply with relevant legislation, policies, and guidelines.

P8 Promotion of responsible research practices

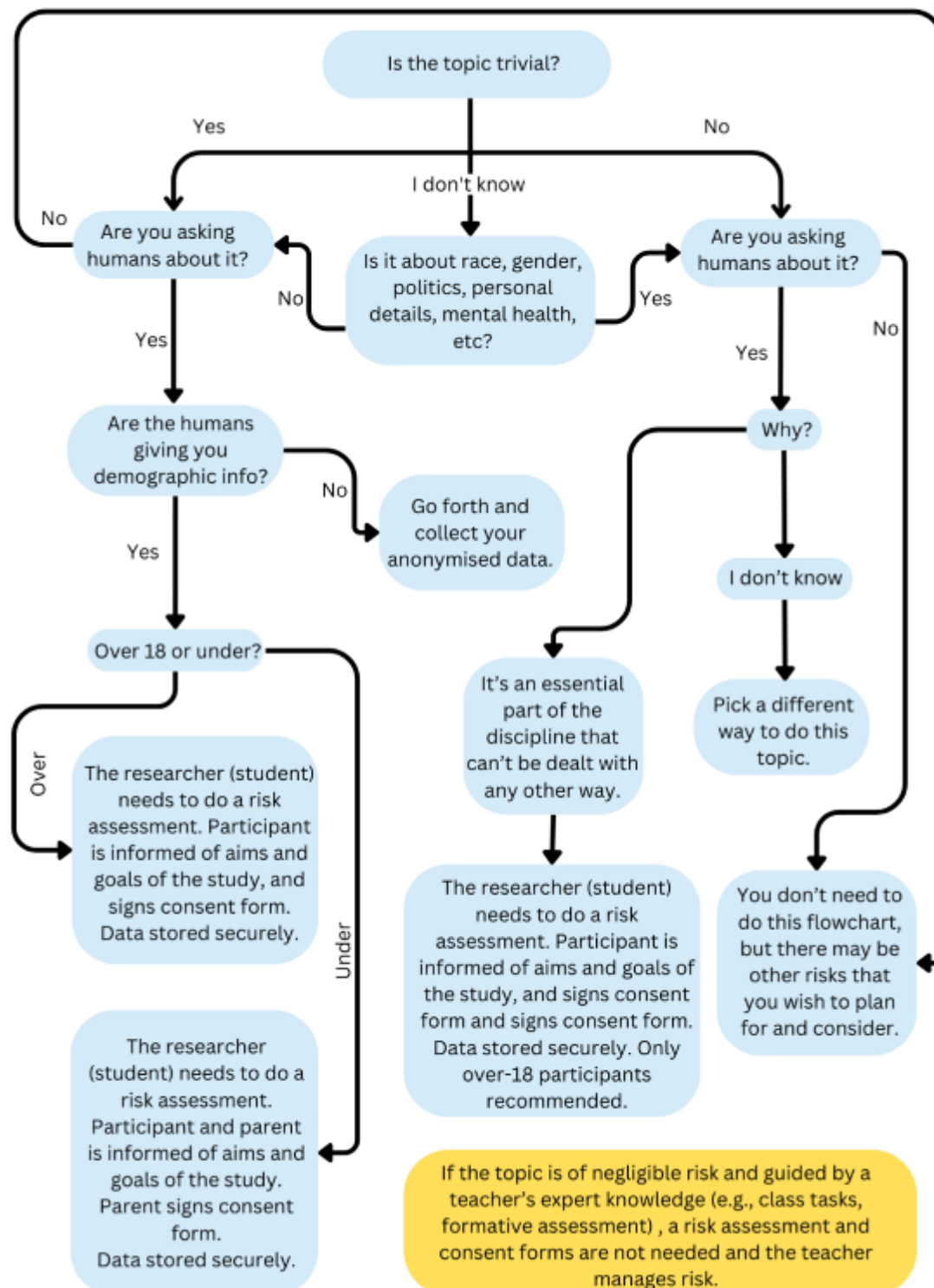
- Promote a research culture and environment that supports the responsible conduct of research.

The accompanying flowcharts are intended to aid in the decision-making process when considering whether students will need to seek consent before undertaking human research.

Where the risk is negligible, or the work a teacher-guided class activity, it is not necessary to undertake the consent form processes. Note, however, that self-protective behaviours never go astray, and if you are planning to do a task with an element of risk, it may be worth talking it over with your teacher or a trusted adult before making the final decision.

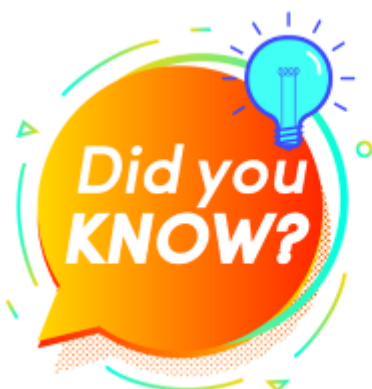
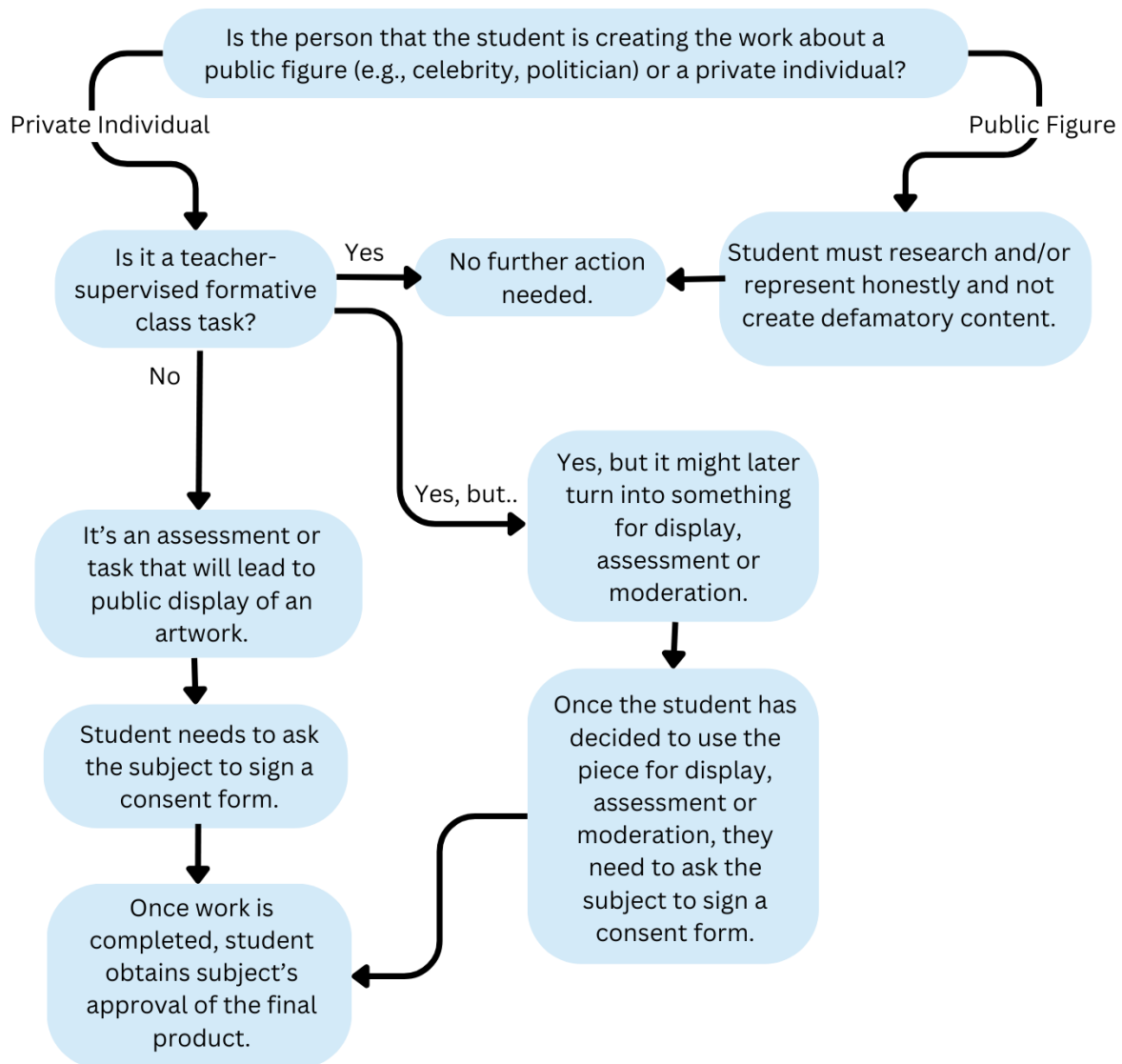
Flowchart One

This flowchart outlines when the researcher – the student – should be completing a risk assessment and consent form for human research.



Flowchart Two

This flowchart is outlines when the researcher – the student – should be completing a risk assessment and consent form for portraying a human (such as in an artwork, film or biography). In instances where a person portrayed is a private individual who is dead (e.g., family history research), treat them as if a public figure, and consider if there are any sensitivities involving descendants.

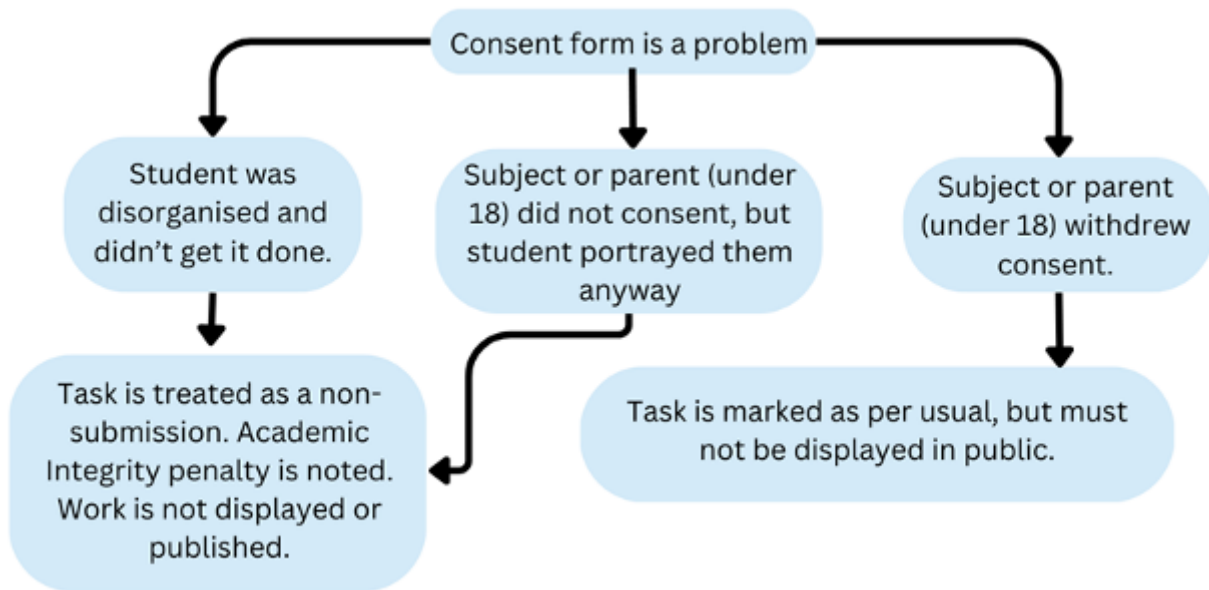


“The expression ‘**negligible risk research**’ describes research in which there is no foreseeable risk of harm or discomfort; and any foreseeable risk is no more than inconvenience.” National Statement on Ethical Conduct in Human Research 2007 (updated 2018), p. 13.

Informed consent involves the participant understanding the purpose and goal of the work in which they appear.

Flowchart Three

This flowchart is intended to make clear your responsibility in seeking consent, and the actions of the teacher if consent is not sought or if consent is not given. You need to hand in the consent forms as part of your assignment, so that your teacher knows that you've done them.



Quiz Yourself: Ethical Guidelines

1. Your friend gives an oral presentation in class, and you realise that they have a feature quote that forms a major part of their argument that's drawn from *The Betoota Advocate*. What aspect of their research did not follow the guidelines?

- a. Honesty in the development of research
- b. Transparency in declaring interests
- c. Respect for research participants
- d. Rigour in the development, undertaking and reporting of research

2. Your "friend" was taking photos of you crying on the day your dog died. You told them to delete the photos, and they didn't. Now you find out that they want to put the photos in the school's annual art exhibition, titled "The Ugliness of Grief". Which of the ethical guidelines are they non-compliant with? (Also they are a BAD FRIEND).

- a. P2, P4, P5, P7
- b. P1, P4, P5, P6
- c. P1, P4, P5, P7
- d. P4, P5, P6, P8

3. You are planning an experiment to classically condition your younger sibling. Every time they talk, you're going to shoot them with a nerf gun. When they're quiet for 20 minutes, you plan to give them a chocolate. Why is this an issue?

- a. Unfair treatment of a human participant with potentially adverse impacts on them
- b. Classical conditioning is well-researched and your research isn't going to add anything to the body of knowledge about it
- c. The research is biased against your younger sibling
- d. Your parents will be upset

4. Your friend wants to do an experiment to see how much caffeine they can consume before they start to feel seriously ill. This is irresponsible research because:

- a. Caffeine is well studied and they are unlikely to add anything to the world's knowledge about it – a sample size of one, not published anywhere and with limited controls
- b. Excessive amounts of caffeine has been a factor in multiple deaths worldwide
- c. They are just being lazy and justifying their energy drink habit
- d. They won't be objective and should get someone else to consume the caffeine

5. You want to research a controversial topic, but there's a significant amount of information that contradicts your point of view. An ethical researcher would:

- a. Ignore the information because they're all clearly wrong
- b. Address the information and provide counter arguments
- c. Insult the people who believe the opposing side
- d. Do their own practical research to prove the other side wrong

6. You are researching the Stolen Generation. You do not have any relatives who were part of this generation. Which of the following **shouldn't** you do under these guidelines?

- a. Read widely from a range of Indigenous perspectives
- b. Watch videos on Youtube where people describe their experiences
- c. Interview an Indigenous person
- d. Look at scholarly sources that analyse and explore the policy of the time

7. You want to gather information and practise drawing graphs for your social sciences class. What would be an ethical topic to ask people about?

- a. their gender and sexuality
- b. Their favourite animal
- c. Whether their parents are together or divorced
- d. Incidences of bullying in their past

8. You want to practice drawing your classmates. When do you need a consent form?

- A. Before you do any drawings
- B. When you decide to use the drawings as part of your visual art diary or assessment task
- C. When you decide to display the drawings
- D. You don't need a consent form

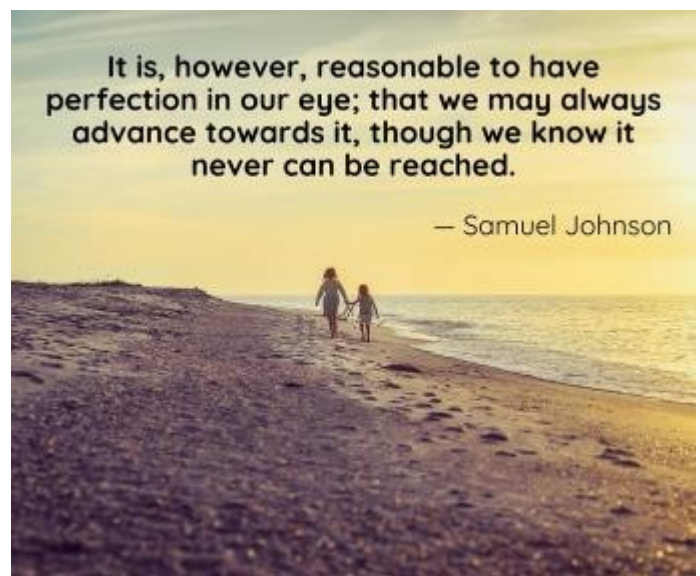
9. You've realised you need to do a consent form. Where can you find one that has been checked by the ACT legal team and just needs you to put your data in?

- a. The Policy and Procedure Manual, in Appendix 9
- b. Your teacher will give it to you
- c. Canvas, Moodle, or Google Classroom
- d. Just google and use the first result

10. Whose responsibility is it to get the consent forms filled in for any assignment that needs consent?

- a. The teacher
- b. The participants
- c. The researcher
- d. The BSSS

For more information, speak to your teachers, your teacher librarian, or consult the BSSS Website.



Answers: 1 D; 2 A; 3 A and B; 4 A and B; 5 B; 6 C; 7 B; 8 B and C; 9 A; 10 C (that's you!)

Have you considered VET as part of your senior secondary study?

Did you know that all ACT senior secondary students can undertake Vocational Education and Training or VET, as it is more commonly referred as, and have this contribute to getting an ACT Senior Secondary Certificate (SSC)?

VET leads towards gaining a nationally recognised qualification in a specific area of work such as carpentry or hospitality. Generally, for a senior secondary student these would be at the Australian Qualifications Framework (AQF) level 2 or 3. For example a Certificate III in Plumbing or Certificate II in Workplace Skills.

There are a number of ways you can go about completing VET, some can be done in your regular classes at school whilst other courses might require you to go to a Registered Training Organisation (RTO) like the Canberra Institute of Technology (CIT) or the Academy of Interactive Entertainment (AIE). Another option might also be through undertaking and Australian School-based Apprenticeship (ASbA) whereby you complete classes at school, go to work (and get paid!) and attend an RTO for training.

Regardless of the way VET is completed, in all situations you will be working towards gaining skills and knowledge which can definitely help your future work and study plans.

You may have already heard but 2024 will see a change in how VET is credited and recognised on the ACT SSC and will depend on what grade you are in. Your school will know all the details about this but in short:

- **For Year 12 students nothing will change,** you will attain credit for your VET studies by giving your school evidence of your attendance in the program.
- **For Year 11 students, you will attain credit for the competencies you complete** in the program and may need to provide evidence of this to your school. Information about how credit is calculated for Year 11 students can be found on the BSSS website.

If you have already begun your VET journey you should notify the school about this and speak to the appropriate staff member to ensure that you can get credit for your studies and so your school can provide the necessary support.

All up, if you have a passion and interest in a specific area of study or work, undertaking a VET qualification can be an extremely valuable pathway and one

which can contribute to achieving an ACT Senior Secondary Certificate, give you valuable industry knowledge, skills and experience and in some instances money in your pocket.

If you are interested in undertaking VET while in Years 11 and 12 you should speak to your schools' VET or Careers and Transitions Coordinator to find out what you might need to do.



AST: A recap

Every year people contact us with worries about AST preparation.

AST is important because it helps the mathematicians at the BSSS to know how people in your school have performed compared to people in other schools. It is part of the scaling process, which lets your scores from your classes be directly compared to scores in other classes in your school, and across the ACT.

Preparation hints:

- We ask that schools do at least one trial so that you get used to what the paper looks like, and the conditions of the paper. Schools have copies of the papers that have been released, and there are some other samples on our website.
- You do not need to do lots and lots of practice papers. The AST is a test of your skills in thinking and reasoning; it's not about studying questions and rote-learning. The same texts and topics will not appear between papers. We do not release papers to students or families so that schools can use them for trial AST tests.
- To prepare for the AST short response and multiple choice, read and analyse complex texts and make sure you keep your mathematics skills alive (especially if you are not taking a mathematics course).
- To prepare for the AST writing task, read widely about current events and ideas. Practice writing pieces that put forward a clear, well-reasoned opinion about big ideas, wicked problems, and issues of the day.
- When your school returns your trial AST paper, work through the questions that you got wrong to figure out how the answer was derived; was the error one of reading the question too fast or misinterpreting the question?

Special Provisions forms

If you require special provisions for the AST, there are specific forms you'll need to fill out. These forms are different to any ILP or SCAN processes you might have gone through because they are being done for a different organisation; remember that the Office of the BSSS is separate to your school and their processes.

The main things you need **on the correct forms**:

- Your request for special provisions, with your reasons for needing provisions explained.
- A medical professional's confirmation that you have a particular condition, and the functional impact of that condition. This isn't asking about school work – it's asking about what impact the condition has in everyday life: e.g., slower reading time, difficulty sitting for long periods of time, blue colour-blindness.
- Your school's description of what assessment conditions you use at school, and if needed, supporting evidence of where you have tried a standard provision and it has not worked.

What you don't need to include:

- Specific exam adjustment advice for the AST. This will be decided centrally so that similar conditions are given similar adjustments.

Want more information? Check out last years' newsletters.

Eminent Graduates of the ACT Senior Secondary System

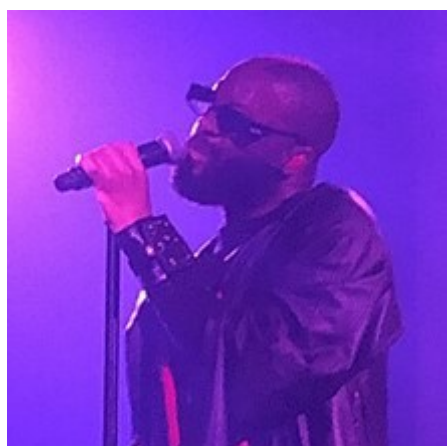
ACT students go on to do amazing things. This is the start of a new section in the newsletter where we celebrate people who have graduated from the ACT Senior Secondary System; hopefully, you will one day join these people! Know someone everyone should know about? Send us a short profile and photo.



Professor Tonja Jacobi graduated from Dickson College in 1990. She studied Politics and Law at ANU and then went on to complete a Masters at the University of California, Berkley and a PhD at Stanford University. Her work on the Supreme Court of the USA has been extremely influential. Here is what [Justice Sotomayor](#) and [Justice Ginsburg](#) each have to say about how Tonja's work has influenced how the justices conduct oral argument. She is currently Professor of Law and the Sam Nunn Chair in Ethics and Professionalism at [Emory Law School](#) in Atlanta, Georgia in the USA, where she lives. She is author of many [journal articles](#), on the Supreme Court, oral argument and evidence

in courts, [discipline in schools](#), and the intersection of politics and law. Image by Tonja Jacobi and Emory Law School.

Arriving in Australia from Scotland in 1986, Dr Sam Prince graduated from Lake Ginninderra College in 2001. He trained as a doctor, and while a university student founded the Zambrero chain of restaurants with his first location in Braddon. He subsequently founded the Shine+ beverage company and a number of restaurants. His businesses and foundations support philanthropic causes such as "Plate for Plate", Rise Against Hunger, and other health NGOs. Sam developed the Eimage Foundation in 2007. It founded IT learning centres in rural Sri Lanka to enable rural students to learn. In 2012 he was ACT Australian of the Year. Worth over one billion dollars, he has houses in Miami and Bondi. Image CC BY 4.0, <https://commons.wikimedia.org/w/index.php?curid=109247907>



Kofi "Genisis" Owusu graduated from St Mary MacKillop College in Tuggeranong. He studied Journalism at the University of Canberra. He started his music career in school and is now an international touring and award winning musician. At the ARIA Music Awards in 2021 he was recognised for best Album of the Year, Best Hip Hop Release, Best Independent Release. He has an album, "Struggler", out now.

Image- [CC-BY-4.0](#) by [Neuroxic](#), Genesis Owusu performing his song "See Ya There" at Elsewhere, Brooklyn in October 2023.



Singer Anna Ryan, guitarist Scarlett McKahey, drummer Neve van Boxsel, keyboard player Pip Gazard, and bass player Jaida Stephenson formed the band in 2015 while at Orana Steiner School in Weston. They graduated from Dickson College, Lake Tuggeranong College and Canberra College. Their debut album, *I Love You*, was released in 2023, and they are currently touring in the Europe, with their song “I Used to be Fun” coming in at #52 in last year’s JJJ Hottest 100.

Image- Teen Jesus and the Jean Teasers, performing at The Cube, Wodonga, October 2023.jpg
 Teen Jesus and the Jean Teasers, performing at The Cube, Wodonga, Victoria, October 2023; opening for the DMA's during their How Many Dreams tour. B 897 Creative Commons Attribution-Share Alike 4.0

Past Newsletters

Looking for information you think we might have missed? It could be in a past newsletter.

Semester 1 2023

- Studying in the ACT
- Transition to College: things to know
- Study myths
- Requesting a review or appeal
- What are special provisions?
- Late penalties
- Scaling
- A glossary of BSSS terms

Semester 2 2023

- What is VET?
- What is studying VET like? (Interviews with students)
- What should I do if I’m accused of AI plagiarism?
- Reminders for students aiming for university
- Questions from students: why is the ACT system different to other states? What should I do if my school is pressuring me to pick up or drop a subject?

AI Update for Students

AI continues to be a hot topic in education and society at large; here at the Office of the BSSS, we have been working with a principles-based approach to advise teachers and students about the use of AI.

You can find lots of advice and information on our website: bsss.act.edu.au



Guide to AI in the ACT
Senior Secondary System

Guide to the Australian AI Framework

This is a general guide to the newly-released Australian Framework for Generative AI in Education. It explains some of the things that AI can do, some of the risks, and how the Framework is supposed to work.

Student feedback from the ACT went into this Framework; our student forum had a lot to say about the early version, and we reported it all, which then went into the process for making changes.



Student Guide: AI and
Academic Integrity



Parent Guide: AI and
Academic Integrity

Student Guide to AI and Academic Integrity

Got questions? Been accused of inappropriate use of AI and you want to know what to do next? There's information here that can help you.

Parent and Carer Guide to AI and Academic Integrity

Parents got questions? Parents keep asking you questions about AI and plagiarism that you don't know the answers to? Give them this.

AST REMINDER

The AST is on September 3 and 4, 2024. If you intend to get an ATAR, you must sit the AST. Speak with your school for more information.

Do not organise family holidays, scheduled travel to see family, or avoidable travel for the third and fourth of September 2024.



Could you put the trip off for work, sport, cost, or convenience? If the answer is yes, it's a scheduled trip and thus not eligible for AST special provisions or second sitting.

Questions from Students

These questions came from students. If you have a question you'd like us to answer, please email bsssenquiries@act.gov.au.

What is the BSSS student forum?

Each year, the BSSS invites students from all schools to apply for the student forum, a quarterly gathering of students from all ACT-based senior secondary schools. At these meetings, we ask the forum to give us feedback on what's happening in schools, specific policy or initiatives, and the communications we have with students. We genuinely want to hear from you, and we want to take your feedback on; if you're interested, talk with your school.

What's the deal with Languages eligibility?

There's been a few minor changes to Languages eligibility this year. The basics are that if you've studied a language or lived in a country where that language is a primary language of communication, it's likely that you will need to study a Continuing or Advanced Languages course.

Languages courses do not combine between the levels. The course you start in is the course you will finish in; i.e., you won't start in Beginning and move to Continuing. Instead, the work in Beginning will become more challenging as you go on, recognising the skills you have built up as a language learner.

What are some of the rights I have as a student in this system?

You have both rights and responsibilities as a member of the ACT Senior Secondary System. Your responsibilities include the honest, timely completion of your studies, including your assignments; the consideration and respect with which you treat others; and intellectually engaging with the content and ideas under consideration in your courses.

Some of the things we get asked about as a curriculum organisation include:

Do I have a right to appeal?

Yes, you do, but you need to have grounds to appeal – you can't just appeal because you don't like your marks.

Do I have a right to know everyone else's marks and grades?

No, you don't.

Do I have a right to complain if an assignment is offensive, unethical, or otherwise problematic?

Yes, but you should first enquire with your school and explain clearly why you have a problem with the assignment, and why it would be a problematic assignment in the eyes of a regular member of society. Usually, your school will allow you to do a different task, or the same task with a different topic or text. If you know you have serious triggers around a subject, talk with your school counsellor about how you might communicate this to teachers.

Does the way my school assesses need to be the same as the school down the road?

ACT schools have significant autonomy. Senior Secondary courses in the ACT outline the skills and essential learnings and give the Achievement Standards so that it is clear what teachers are marking with. These remain the same between schools. Schools then select how to teach the course, what texts or topics to use, and the way those Achievement Standards will be assessed.

The system is kept fair through moderation, where teachers check the work and grading of other teachers/schools in their subject; this means that grades mean the same thing at all schools. The numerical marks given, where used in the ATAR calculation, are statistically adjusted based on the AST and the course scores so that the scaled scores are directly comparable between schools. If one school is a bit higher or lower than another in their numbers, that's okay; this will be dealt with by scaling.

Can my teacher tell me one mark, then rescind it and tell me a different mark because of moderation?

No. This would be grounds for an appeal. Moderation happens before tasks are returned to students. Note that this only applies to raw marks – the marks you get on individual items that have not gone through end of semester processing.

Why does my T unit score look different to the individual item scores I got on Profiles Online?

Your unit score has been back scaled and historical parameters applied to it. These historical parameters are a mean and standard deviation that reflect how people from your school usually perform once the scaling process has happened. The reason this is done is so that you have unit scores that you can compare across subjects in your school, and you have an idea of how your scores might contribute to your ATAR.

We usually hear concerns about this when people have been given high marks for in-class tasks and the semester-end processes seem to drop them. Don't worry! The end of semester scores are temporary until the full scaling process has happened at the end of Year 12. If the scaling group you are in performs significantly better than previous years, and you have a positive z-score, your final score will "scale up" – meaning that your final scaled scores were higher than expected. Unfortunately, this works the other way, too – if the group performs significantly worse, and you have a negative z-score, your final result will be lower than you expected.

I haven't had any assessment results back from one of my classes for months. Is this okay?

No. We recommend that work is returned within 3 weeks, unless there are problems outside of the school's control (e.g., teacher illness). Assessment results, with feedback, must be returned prior to the next assessment being due. If your assessment work is not returned in a timely way, speak with your teacher. If you need to go further, speak to the relevant faculty head and then to the Principal or Director of Studies. Your next port of call is to use the sector or school's complaints process.

This said, be mindful of the pressures on some of your teachers, and how long you'd like them to spend marking your work. For a teacher with two classes of 25 students who hand in 1500 word essays on the same day, that person has 37,500 words to read, assess, and offer feedback on. If they spend only 10 minutes per paper, that works out to a bit over 8 hours just of marking – not of any of their other duties as a teacher. Most teachers don't only spend 10 minutes per paper.

This can make the return timelines a bit longer, and trust us, your teachers appreciate your understanding.



Recognition of Excellence 2023



Outgoing Board Chair, Roberta McRae OAM



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