



Last update: 18 June 2025

Responsibility of: Darwin High School Principal
Target Audience: DHS students, parents, staff

Effective Date: 20 June 2025
Next Review Date: June 2026

1. Policy statement

This policy outlines Darwin High School's policy and procedures for assessment and provides a clear framework for students and staff to successfully satisfy course assessment and South Australia Certificate of Education (SACE) Board requirements.

At Darwin High School (DHS), assessment is used to:

- provide information about whether the learning intentions of the teaching program have been achieved
- assist with making decisions about subsequent teaching and learning programs
- provide feedback about the learning process to students, teachers and parents.

Teachers will use a range of strategies so that students have opportunities to demonstrate their skills and knowledge in varying contexts. This includes, but is not limited to, assignments, tests, essays, portfolios of work, projects, artwork, practical performances and reports, self-assessment, presentations and teacher observations.

This policy is underpinned by the DHS School Wide Instructional Model (SWIM) and the following DHS values:

- *Achievement*: Students follow instructions and engage in every learning opportunity.
- *Diversity*: In delivering learning, staff must recognise and understand the diverse circumstances of students and provide safe and supportive learning environments.
- *Respect*: We demonstrate behaviour, language and actions that demonstrate high regard for self, others and cooperate with all members of the school community to ensure a positive learning environment for all.

Students who are found to be in breach of the assessment policy will be assessed by the DHS NTCET Coordinator, based on advice from SACE to determine the penalty to be applied. More information regarding breach of rules can be found under **6. Breach of rules**.

Please note: Students are **not** permitted to resubmit final tasks.

2. Scope

This policy applies to all courses offered at DHS.

3. Roles and responsibilities

Teachers will:

- follow the DHS Assessment policy and procedures
- set reasonable and appropriate deadlines for submission of assessment
- incorporate check points into summative assessment tasks
- follow the 'At Risk' process for students by using Compass Chronicle entries
- provide feedback to students on both formative and summative work in a timely manner, noting that students may receive informal feedback before receiving their final grade



- mark and cross-mark student work in a timely manner
- be aware of the subject assessment requirements by consulting the relevant curriculum document
- have classroom activities, procedures and practices that provide an adequate level of supervision of student developed work to ensure that the final piece submitted is a student's own (including active monitoring for use of artificial intelligence or AI)
- maintain due dates for assessment unless extensions have been negotiated
- record grades for school assessment into Compass in a timely a manner
- maintain appropriate document records e.g. addendums to SACE approved Learning and Assessment Plans.

Students will:

- submit work that is their own
- be able to verify ownership of the work they submit
- not permit any other student to copy their work
- not permit any other student to use their work (unless an assessment task requires collaboration)
- not use work of any other student (unless an assessment task requires collaboration)
- not use work or any others in circumstances that can be defined as undue assistance (e.g. tutors, family, friends, internet or AI)
- not collude with another student or others to undertake an assessment (e.g. an investigative report, survey or examination)
- not be guilty of any breach of good order of propriety.

4. Assessment rules

Assessments may be directly supervised (e.g. tests) or indirectly supervised (e.g. research investigations).

4.1 Indirectly supervised tasks

For indirectly supervised tasks, students have a responsibility to:

- follow procedures outlined by their teacher for submitting assessment tasks by the due date or the renegotiated due date if an extension has been granted
- conform to the requirements at each stage of development of work as required by the teacher and present the work during the developmental stages according to these requirements
- not circulate or publish online any written work that is being submitted for assessment
- not fabricate, falsify or misrepresent authorship, evidence, data, findings or conclusions
- clearly identify and reference the ideas or words used in their assessment that are from another person's work, including information from the internet, books, pamphlets etc., noting that quoted work should be kept to a minimum to avoid plagiarism and consequently SACE Breach of Rules.

4.2 Directly supervised tasks

For directly supervised tasks, students have a responsibility to follow SACE rules which are published when examination timetables are released. For more information please review the [DHS Examination Rules for Students](#).

5. Assessment process – DHS requirements for all teaching staff

All staff teaching Secondary Intensive English Unit (SIEU), Year 10, Stage 1 and Stage 2 classes must ensure that:

- documentation regarding assessment of a course is kept centrally in Compass.
- a Teaching and Learning Program is developed for each SIEU, Year 10, Stage 1 and Stage 2 class taught. These are submitted to the Faculty Senior in accordance with the timeline published at the beginning of each semester.
- a Learning and Assessment Plan (LAP) is developed for each Australian Curriculum and SACE Stage 1 and 2 course that is consistent with curriculum documents. These are submitted via the Faculty Senior to the Principal's Delegate in accordance with the timeline published at the beginning of each semester.
- an Assessment Schedule is developed from the Teaching and Learning Program and/or LAP. A Learning Task is created for each summative assessment task on Compass. Each Learning Task will be named according to the Style Convention for Compass guidelines, include a weighting, due date and any submission requirements.
- formative and summative assessment tasks consistent with the Teaching and Learning Program and LAP are developed.
- task sheets are supplied to students for all summative assessment tasks via Compass. These contain the following: the school logo or SACE logo, subject name, year level, year taught, assessment task title, date issued, date due, weighting, criteria for assessment/performance standards, checkpoint/draft date, mode of submission, conditions of assessment and any other information designed to help the student for the task.
- summative assessment tasks are graded using the criteria specified in the relevant curriculum document and given on the task sheet as per SACE or Australian Curriculum documents.
- quality assurance processes are undertaken between multiple classes of the same course and between classes that form part of the same assessment group at the school level. Time is allocated each term for quality assurance processes to occur.
- grades for summative assessment are recorded in Compass.
- folios of student work are maintained on Compass for verification processes. These are kept until results are confirmed.
- students at risk of not achieving a C grade or better in the following compulsory elements of the NTCET – the Personal Learning Plan, Stage 1 Literacy and Numeracy courses - will be provided with opportunities to achieve to the C standard or better.

Please note: At Darwin High School, staff are not permitted to enter identifiable data (e.g. student name, SACE number) or any data that may compromise an individual's data privacy into generative AI systems (e.g. chatbots). Activities associated with student assessment are considered part of a teacher's [professional duties](#) and should be completed without the use of generative AI. This includes, but is not limited to, providing feedback on student work and assessing their progress (recognising that generative AI has the potential to undermine this process).



6. Assessment deadlines and failure to submit

6.1 Due dates

The due date is the date on which the assessment item must be submitted. Due dates help teachers and students manage workloads. They also ensure the integrity of assessment by providing equal opportunity to all students to complete the task. Late work will not be accepted unless an extension has been granted.

6.2 Extensions

Extensions to due dates may be granted with consideration of student attendance, approaches to learning and circumstances beyond a student's control. Extensions to due dates must be negotiated as soon as is practicable prior to the due date and must be supported by evidence. Evidence can be a completed extension negotiation form (see appendix), a medical certificate or equivalent from a health care professional, a note or communication from a parent or guardian.

6.3 Dates for final Year 12 (Stage 2) examinations

It is an expectation that students attend examinations. The date of an examination is set by SACE and cannot change.

The school should be contacted on the day of the examination or earlier if a student cannot sit an examination. DHS will support students in this situation and SACE will determine the outcome.

6.4 Assessment weightings

Summative assessment tasks are weighted in accordance with recommendations in the relevant curriculum document.

Summative assessment tasks will have intermediate checkpoints built into the timeline to allow the teacher to determine progress towards completion of the final task and be able to verify ownership of the work submitted.

Trial examinations at Stage 2 are internal examinations. They are formative preparation for external SACE examinations.

6.5 Failure to submit

If a student fails to submit a summative assessment task by the due date, or the renegotiated due date, a grade zero is recorded. The Darwin High School At Risk Processes are followed advising parents and guardians via Compass.

7. Modifications to assessment

It is the student's responsibility to:

- apply for special provisions and provide evidence to support the application (families can support students with their application for special provisions).
- negotiate arrangements, wherever possible, in advance for assessment and class work for planned absences such as sporting trips or cultural excursions. Stage 2 examination dates cannot be changed however it may be possible to be flexible with other due dates.



7.1 Special provisions

Some students have circumstances which make it difficult for them to complete the assessment and learning requirements of their subjects. Such circumstances are illness, disability, misadventure, impairment or personal circumstances. Special Provisions are arrangements put in place to support students completing their assessments in these circumstances. Possible arrangements include the provision of an extension, a reduction in assessment tasks or a modification to the way the assessment is conducted. Any arrangements made must be fair to all students, including those who do not have special provisions. Special Provisions cannot be used to compensate for learning that has not occurred. The following are not grounds for special provisions: unfamiliarity with English, matters that the student could have avoided (e.g. misreading of exam timetable, sleeping in) or going on family holidays.

The student in collaboration with the school can apply for special provisions and all applications must be supported with evidence. The evidence required will depend on the nature of the circumstance but will often be evidence from a health care professional. Special provisions may not be applied for or applied retrospectively.

Special Provisions are administered by the NTCET Coordinator.

7.2 Sporting and cultural excursions

Darwin High School recognises the value of extended sporting and cultural trips. These are however not grounds for special provisions. Alternative arrangements for obtaining classwork and submission of assessment need to be negotiated well in advance of the absence.

7.3 Late commencement

Students who commence a course late due to circumstances beyond their control, and after some assessment has already been completed, **may** have their assessment modified in line with SACE minimum requirements. Any modifications will ensure that the student still has opportunity to address all learning requirements, demonstrate learning against all performance standards and in every assessment type. Modifications can include provision of an extension, a reduction in assessment tasks or a modification to the way the assessment is conducted. Any arrangements made must be fair to all students and modifications may not be possible in all subjects. This decision will be made by the NTCET Coordinator in consultation with the year level Assistant Principal noting that:

- formative and summative work from courses completed in other schools may be used as evidence in addressing the learning requirements in courses offered at Darwin High School. The onus is on the student to provide this evidence.
- there is still an expectation that students will engage with the full content of the course despite a late commencement.

Students who have completed full semester courses interstate or overseas that are the equivalent of Stage 1 and 2 need to supply evidence of completion to the NTCET Coordinator so that credit towards the NTCET can be applied for. Final school reports or a transcript of results are documents which are assessed by SACE and the outcome will appear as credits on the student's SACE Students Online profile. Credit is only granted for those subjects where the student has received a C grade or better.

8. Supervision, verification and breach of rules

8.1 Supervision and verification of student work



Some features of assessment tasks make it difficult to verify that students produce work that is their own. This may potentially lead to a breach of rules. Examples of these features include student work completed outside the direct supervision of a teacher, work that requires planning, research, and drafting, allowing teachers and others to give advice and/or feedback during the development process and allowing the use of ICT programs in design or music arrangements.

Prevention of breaches of rules is the best measure. Classroom activities that assist in ensuring adequate supervision and verification of student work include:

- Closely monitoring what students are doing, talking to them, and giving advice. Primarily, this helps students to learn, but it also shows up discrepancies in performances.
- When long assignments are given, requiring parts of the assessment task to be done in the classroom, studio, or laboratory, and expecting oral and/or written progress reports to be made, or submitted via Compass.
- Regularly developing new tests, assignments, and projects, and discarding ones from former years. If parallel classes are taught, varying the tests from one class to another.
- Maintaining deadlines for assignments and keeping submitted work secure.
- Using a wide variety of assessment items: formal and informal, short tests, examinations, essays under supervision, fieldwork, practical or laboratory activities, research and other assignments, oral presentations. Such a program enables a thoughtful balance of assessment activities to be used, which can provide a base for detecting anomalies.
- Advising students of potential breach of rules or poor referencing during the drafting stages of their work.
- Encouraging students to use a variety of source materials (including primary data), minimise direct quoting of material and reference all ideas and sources appropriately.
- Setting tasks that encourage student reflection and analysis of information rather than fact or information gathering.
- Requiring students to sign a statement verifying that the work is their own by using the SACE [Verification of student work](#) form.
- Please refer to the [SACE Board Supervision and Verification of Students Work Policy and Procedures](#) for more information.

8.2 Breach of rules

A breach of rules occurs when a student does not conform to the rules of assessment. The NTCET Coordinator, based on advice from SACE, will determine the penalty to be applied if a breach of rules occurs in school assessment tasks for any year level.

If there is a breach of rules in a Stage 2 external assessment, the breach must be referred to the SACE Board. A student may have their grades (and the associated numerical value) or marks or scores for the assessment cancelled or amended, and be liable to such further penalty, whether by exclusion from future external assessments or otherwise, as the SACE Board determines.

9. Appeals process

An appeals process is available when a student believes that a decision in relation to assessment and the assessment policy has not been carried out in accordance with the values and processes detailed in this policy or a curriculum document.



Students should raise the matter with the teacher or person concerned as soon as is practicable or within three working days of the issue arising. If the issue is not resolved within three working days, the student should then refer the matter to the Faculty Senior. The matter may then be referred to an Assistant Principal. The Principal retains the final right of arbitration and this decision will be binding on all parties.

10. Exceptional circumstances

SACE acknowledges that exceptional circumstances do occur for students and in this instance, it is at the Principal's discretion (or the delegate of the Principal) to make decisions that give students the best opportunity to successfully complete their NTCET.

11. Definitions

Assessment group	At Stage 2, school and external assessment results are organised by assessment group. Students belonging to the same assessment group are considered to belong to the same class for assessment purposes. It is essential that assessment judgments are applied in the same way to all members of the same assessment group. Different classes of the same subject both within Darwin High School, and outside of Darwin High School may be part of the same assessment group.
Compass	This is the student data management tool used by Darwin High School.
External assessment	Summative assessment that is graded by the SACE Board. External assessments are only in SACE Board Stage 2 subjects and are weighted at 30 per cent.
Formative assessment	This is the on-going assessment of student learning. It is diagnostic and gives feedback to students on their strengths and weaknesses. Formative assessment informs both teachers and students about student understanding and skills. Formative assessment is an essential tool for allowing teachers to form and/or adjust the teaching/ learning process within their courses.
Learning and Assessment Plan (LAP)	A LAP documents the intended program of learning and assessment for a SACE Board or Australian Curriculum course. It is developed by the course teacher/s using the appropriate curriculum document to be suitable for their student cohort and the learning context. LAPs are submitted to the NTCET Coordinator within a timeline provided each semester for approval.
Northern Territory Certificate of Education (NTCET)	The NTCET is based on the South Australian Certificate of Education and is administered by the SACE Board of South Australia.
Plagiarism	The submission of work that is not the student's own. Plagiarism is a Breach of Rules.
Quality Assurance processes	These ensure that judgements against assessment criteria are made consistently and at the appropriate standard within a class, between classes of the same subject and classes that belong to the same assessment group. Quality assurance processes occur at the school level and the system level.
Redrafting	The practice of rewording, restructuring or redesigning a piece of work for the purposes of improving it. Redrafting is undertaken before assessment. Students are encouraged to submit a single draft to receive feedback from the teacher. The DHS expectations are that the teacher will provide written feedback on a



single draft submitted by the due date. Thereafter conferencing is permitted. Non-submission of a draft by the due date does not preclude a student from asking for help.

Redeemability	Refers to the resubmission of an item of summative assessment for the same subject after it has already been graded. This is not permitted. Therefore, teachers cannot provide grades for drafts as this would be deemed as carrying out summative assessment. They can however provide feedback with suggestions for improvement.
Reuse of assessed work	This refers to submitting for assessment work in one subject that has already been assessed in another subject. This is not permitted.
SACE Board of South Australia	The statutory authority that oversees all legislative requirements of the South Australian Certificate of Education (SACE). The NTCET is overseen by the SACE Board.
School assessment	Summative assessment that is graded by the class teacher.
Summative assessment	Summative assessment measures the extent to which students have achieved learning outcomes at a particular point in time. Grades for summative assessment are recorded in Compass and contribute to a student's overall course grade.
Teaching Program	Teaching programs document the way that a curriculum will be implemented at the school level. The program documents the teaching and learning experiences that will be used to support students in developing the skills, knowledge and understandings required.

12. Relevant legislation/policy

- Darwin High School At Risk Procedures
- NT Board of Studies [policies and guidelines](#)
- NT Department of Education [Curriculum, assessment, reporting and certification policy suite](#)
- [SACE Assessment and Quality Assurance of Board Accredited Subjects](#)*
- SACE [Assessment Deadlines Policy](#)*
- [SACE Assessment Responsibilities: SACE Board and Schools Code of Practice](#)*
- [SACE Guidelines for the Recognition of Courses](#)*
- [SACE Redrafting of Assessed Work Policy](#)*
- SACE [Reuse of Assessed Work Policy](#)*
- SACE [Supervision and Verification of Students Work Policy and Procedures](#)*
- SACE [Special Provisions in Curriculum and Assessment](#)*

*All SACE Board documents and policies are available on the [SACE Board website](#)