

BSSS Student Newsletter

Semester Two, 2025



Inside:

Appeals

Changing subjects: what to consider

Student Profiles App





Acknowledgements

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Hawker College

Hourglass, acrylic painting

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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.

Focus on appeals

The right to a query or appeal is one applicable to all students; however, there is a process that must be followed. Please note that what follows applies to the kinds of appeals that the BSSS oversees.

As the year comes to a close, please also be mindful that Year 12 appeals have some very strict deadlines – while we can be a little more flexible with Year 11 students in November, Year 12 appeals are constrained by certification. The timelines for processing ATARs and/or certificates for everyone must be strictly adhered to.

What kinds of things can be appealed?

BSSS and Academic Appeals are for when you think a policy or procedure related to your assessment work has not worked as it should. This might be:

- A marking guide was not applied correctly.
- A retroactive change was made to your result for a task
- A penalty was applied incorrectly
- Moderation or meshing procedures were incorrect (as per the school's meshing plan)

Documents you will need

Documents you're expected to know about:

If information in these documents is key to your appeal and you just didn't read them or didn't pay attention, your appeal is unlikely to be successful. Make sure you have read these documents!

- Unit Outlines
- Task Coversheets including the conditions and the rubric
- School policies (e.g., academic integrity policies, AI use policies)

- Information published to Student Profiles Online
- Information from your learning management system (e.g., guidebooks, class work, assessment sheets)
- Any information delivered at a session where you were present (e.g., an academic integrity session held for your whole year group)

Depending on your appeal, documents that might support your claim:

- Records showing that the mark has changed (e.g., downloads from Student Profiles Online)
- The assignment coversheet, showing conditions that you may be appealing the application of (e.g., word limit, drafts)
- Rubrics and/or marking guides

Any documentation related to the appeal or query

- Emails or letters sent to the school or teacher, or emails sent to you
- Drafts, feedback and notes
- Notes from meetings with the teacher or school

The Conversation

The appeals process begins with a conversation between you and your teacher. At this stage it's technically a query. This conversation may flow more easily if you pay attention to the following:

Keep it time-bound: It's best to organise a set time for the conversation to happen, with a clear end time. This might be during a study period or break, or you might be able to have the conversation in class. Do not make it a "corridor conversation" – your teacher has a lot going on, and it's easy to forget or lose track of something mentioned in passing.

Step One

MY ESSAY RUBRIC SAYS I LOST MARKS FOR NOT PROVIDING A REFERENCE LIST. I'VE REALISED I DOUBLED-SIDED IT ON THE BACK PAGE, SO IT MIGHT HAVE GOT MISSED.



I DID SEE YOUR REFERENCE LIST, BUT YOU DIDN'T USE ANY IN-TEXT REFERENCES IN THE BODY OF THE ESSAY AND THERE WERE SOME OBVIOUS PARAPHRASES. THAT'S WHY YOU LOST THE MARKS FOR REFERENCING.

Keep it specific: focus on specific elements of the task that help to explain why you think you should have received a different result. For example, if the marks on one page of a test were added up incorrectly, show the teacher that.

Keep it to the task: You are discussing YOUR work, not anyone else's work. If you discuss other people's work, the teacher is within their rights to ask you to stop.

Keep it polite: It's cool to be kind, and you're more likely to get the outcome you want if you keep things civil. Think about it – if someone came up to you at work and was rude, you'd be upset. It's the same for your teacher. Keep it polite and save the venting for a different forum.

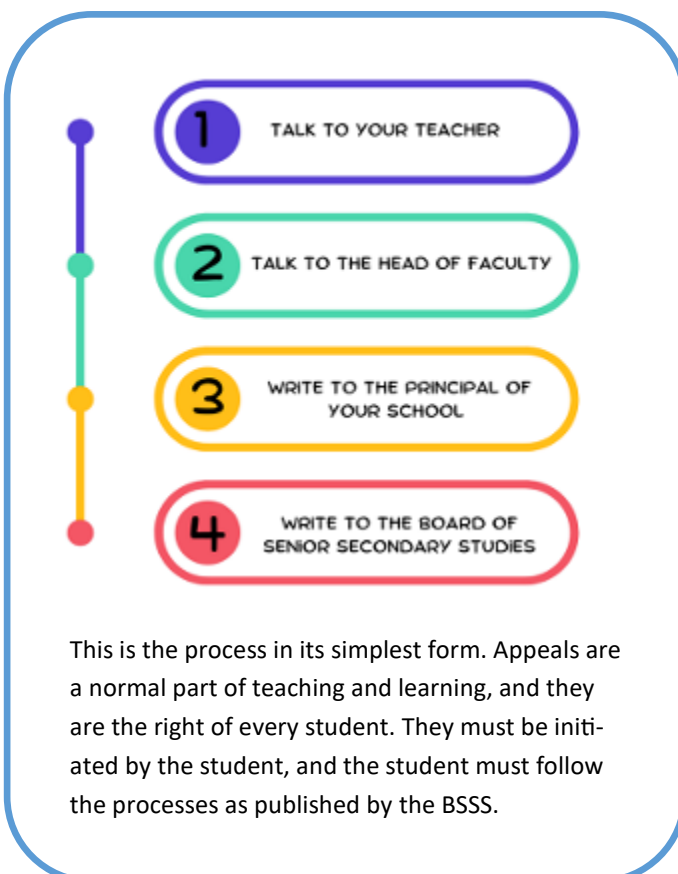
Keep a record: Make a record for yourself of when the conversation occurred, and the main points including the decision.

Keep it certain: It is a good idea to send a polite email to the teacher to confirm the discussion and decision, particularly if the teacher does not send you one. Use proper spelling, grammar and punctuation – don't just go "hey miss you said I could get 5 more marks".

The Faculty Appeal

If still dissatisfied, the next step is to see the faculty head. If the teacher is also the faculty head, you can go to someone from a different faculty. Have a chat with a teacher you trust about who might be a good person to speak to, in that case.

The head of faculty might ask you some questions about what you are appealing, and why. Answer these questions. If the head of faculty comes to a different decision, they will explain why and let you know in writing what their decision was. Follow the same kind of guidance as for when you speak to the teacher – keep it polite, time-bound, focussed on your work, and keep a record of what was said.



Step Two



The School Appeal

If you are dissatisfied with the faculty head's response, you will need to go to the principal or delegate (usually a deputy – ask at your school) and present a written formal appeal. You need to explain clearly why you think the item should have been marked differently, penalty applied differently, or other change.

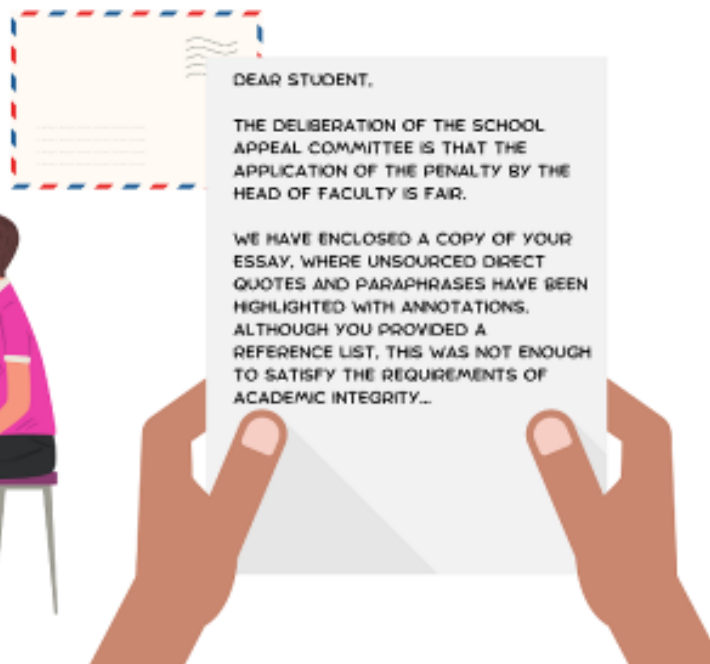
The principal or delegate would then contact the Office of the BSSS and the Office will nominate a teacher from another school, who will work with two others from your school to listen to everyone involved in the case and decide what the outcome will be. You will need to supply documentation that supports your request.

Everyone involved in the panel will be people who haven't been closely involved in the process thus far – i.e., the teacher, and the head of faculty, will not be on the panel. The panel will communicate a decision to you.

Step Three

TWO STAFF MEMBERS
FROM YOUR SCHOOL

ONE EXTERNAL
PERSON APPOINTED
BY THE BSSS



The Board appeal

A board appeal happens when a student writes to the board asking for an appeal on a specific application of policy and procedure. A board appeal cannot happen until the previous stages have taken place – i.e., the student needs to have gone through the process within the school before taking the appeal to the board. Any application for a board appeal must be judged by the appeals committee chair and the executive director to have merit before proceeding. Request for an appeal will not necessarily make it to the board appeal stage.

If a board appeal happens, then the student, their support person (often a parent or carer), the teacher/s involved and the principal will attend the appeal committee hearing. Often the classroom teacher isn't involved by this stage, as board appeals are usually about a bigger issue than that of a single class mark (e.g., they might be about the application of a penalty in a school, a meshing process, or the appeal process itself).

What will happen

- You will come to the Office at a set date and time. There will be an appeal committee made up of a member of the Board, plus two experienced school leaders from different sectors

– usually a different sector to your school.

- You will need to provide documentation supporting your case
- The proceedings will be audio recorded, and a member of the office will be there to write a report for the Board
- The Board appeal committee will be fair and impartial. The Chair will be experienced in assessment and assessment discipline.
- The Chair will not allow parties involved to insult or threaten each other.
- The Chair will deal kindly and fairly with all those involved.

What won't happen

- The school won't be allowed to directly question you, nor you the school.
- There will be no official announcement to the community that the appeal took place. No one will know unless you tell them.
- You and your teacher will not be in trouble from the Board, even if the appeal is not upheld.



Board Appeals focus on the application of policy and procedures, and you need to have undergone the school appeal process first, except in extraordinary circumstances.

Learner Profile - Consultation

Senior secondary students – you are invited to share your thoughts on a proposal to develop an ACT Board of Senior Secondary Studies (BSSS) Learner Profile.

So, what is a Learner Profile?

A learner profile is a way to showcase your achievements at school beyond just grades, an ATAR and VET competencies. Think of it as a visual representation of your learning journey, highlighting your skills, strengths, and successes.

Why does a Learner Profile matter?

In the ACT, the learner profile could be used alongside your academic results to provide a more complete picture of who you are as a learner.

Employers, tertiary education providers, and universities could use a learner profile to better understand the skills and competencies gained by a student during their senior studies.

Do you want to know more about the consultation process?

Read of the consultation paper, *An Investigation into the Development of an ACT Senior Secondary Studies Learner Profile*, available on the BSSS website at www.bsss.act.gov.au.

How can you get involved?

There are a few ways to have your say:

- Fill out the Microsoft Teams survey – the link is on the BSSS website
- Send in a written submission
- Join a focus group (online or in person)

Validation Tasks: What's changed?

A change to policy and procedures means that you need to now be aware that the rules about validation tasks have changed from the start of Semester 2, 2025. The main rule changes are that:

- If used, validation measures need to be clearly stated on your assignment sheet or in your school's general assessment guidance (e.g., student handbook, academic handbook)
- Refusal to take part in a validation task will be treated as a breach of academic integrity, and academic integrity penalties applied.

In public consultation for the BSSS Strategic Plan 2026-2030, a common thread of interest around assessment validity for take-home assessments was reflected in stakeholder comments, particularly in response to the most significant challenges that participants perceived as the Board faces the next five years.

Why do teachers want students to do validation tasks?

Assessments are used to ascertain what learning you have acquired, and how you can use the skills and knowledge you have studied in your courses. When a teacher gives you a score and grade, they are certifying that you have those skills, and that knowledge. This means that the teacher needs to be certain that this is, indeed, the case. This is why a teacher may seek to validate your work; a big part of their job is being able to certify your results with confidence.

What might a validation task be like?

Validation takes many forms. Some sample tasks or practices include, but are not limited to:

- The use of a controlled digital document with a 'playback' or tracking function (note that we do not specify specific software, as this can change depending on school or system).
- Requirement to submit notes or other documentation supporting an assessment submission.
- The use of intermediate tasks or submitted drafts.

- Validation testing/interview/viva voce.
- Submission of supporting evidence (e.g., photographs, videos) that shows your process.
- A test or other task under exam conditions that tests your ability to replicate the kinds of skills and knowledge shown in your unsupervised task.

Information that your school will give you in their assessment policies, or that your teacher will give you on the assignment sheet:

- Information that explains that a validation procedure may (or will) be used with this assessment task.
- If a validation procedure "may be used", this information will include what would trigger the use of a validation task – e.g., similarities to the work of others; dissimilarities to your previous work, flagging on a detection program.
- A description of what that validation procedure is, and what you need to do to fulfil this requirement.
- A description of what will happen if the validation result and the original result do not align.

Can I say no to a validation task?

Not without penalty. Teachers must have a way to assure that student work submitted is actually the student's work.

We know that Large Language Model (AI) detection software has high rates of both false positives and negatives, so cannot currently be relied upon as a sole source of information about whether work is a students' own.

The penalty for refusing to undertake a validation task will be a penalty in line with usual academic integrity penalties, because refusing a validation task is refusing to comply with the academic integrity processes that your school has put into place.

If you think that the validation task is unfair, then you are able to appeal, just as you can with other tasks. You would need to explain why the task did not follow policy – e.g. there was no information on the task sheet to say that there would be a validation task if a student's work showed similarities to an AI-generated response.

New Courses for the ACT Senior Secondary Certificate

Pacific Studies A/T/M

The ACT system is developing a course in Pacific Studies which will allow students to explore the places, cultures, histories, and experiences of the peoples of the Pacific Islands. You may explore your own heritage and language or encounter the many varied peoples and islands of the Pacific for the first time.

This course is being developed by Pasifika and non-Pasifika teachers, including from our schools in PNG, and under the guidance of leading Pacific Studies scholar Professor Katerina Teaiwa of the ANU. This course is new to the ACT and a similar course is not offered anywhere else in Australia, so it is an excellent opportunity for students in the ACT.



Tuvalu cultural performance at Pasifika 2025 in Western Springs, Auckland, New Zealand

By Heidi Meudt - Own work, CC BY 4.0, <https://commons.wikimedia.org/w/index.php?curid=161989432>

Education Studies T

Education Studies provides an opportunity for students to be introduced to the subjects that people study at university to become teachers. This course is new to the ACT and a similar course is not offered anywhere else in Australia. This includes topics like curriculum studies, learning and assessment, classroom teaching methods, and educational theories and philosophies. Students will investigate different ways to go about teaching and learning and different types of schools.

They may have opportunities to test out their own ideas practically and experience teaching in their classroom. It is hoped this will be a valuable course for students interested in studying teaching, education and similar fields at university. *Education Studies* will focus on Primary and Secondary education to compliment the existing courses in *Early Childhood Studies A/T/M* and *Social and Community Work A/T/M/V*.

Education: Why do I have to do this again?

There are different models of education; some folk see education as a means to increase productivity (both as an individual and as a society or nation), whereas others see education as focussed on self-fulfilment and growth. Sometimes social media can make it seem like we need to have our one true path decided in our teens; or sometimes it can feel like there's a disconnect between what we are learning and the detailed specifics we want to know about. For example, learning about compound interest in Maths and learning about credit cards might feel a long way apart from each other, but really they're very close. All you need to do is make the connection.

This connecting is something that you – and the adults in your life – have been doing for years. For example, a teacher who was born in the 1980s would have had no idea when they were at school, or at uni, that in 2020 they'd suddenly have to deal with working remotely in a pandemic. When they were in high school, the internet was still on dial-up! It is through applying the skills as well as the knowledge that they have that helps people to thrive in these kinds of situations.

So if you're wondering "when am I going to use this?", the answer might well be "we're not sure yet, but it'll be helpful when you do." [In an article for the ABC](#), engineer Rosemary Barnes reflects on the experience of having two degrees – one in engineering, and one in philosophy. She said, *"Fifteen years after graduation, the job-ready material that I learnt in my degree is no longer relevant. [...] But because I learnt how to learn, and I have a good theoretical basis in physics and maths, for example, I am able to keep up to date with my fast-moving field."*

We have put together a few examples of queries that students have, and some explanation that goes beyond the immediate usefulness of a skill, and into the future you want to create for yourself.



Why am I being made to read fiction books in English?

Most people who read do so because they enjoy it – consider BookTok or other online communities devoted to reading. At the same time, everyone has likely met a classmate who bemoans having to read a book for their English class. These people usually aren't big readers, so may not have the skills to read fluently and easily. Reading a book, if you don't usually read much, can be a bit like running a marathon untrained. It's going to be possible, but you are going to have to chunk it into bits, build your stamina, and eventually get through the distance.

Why do we do it, then?

The written word is a key way in which modern humans pass knowledge between people, cultures, and time periods. When you study a novel in your English class, you have a chance to talk about and think about the different ways big ideas are dealt with in that novel and compare them to your own life. One theory posits that reading well-written fiction can help people to "rehearse" major life events by seeing how a character reacts to these events, and empathising with how their decisions play out.

Humans also learn vicariously – through seeing other people do things. We can learn vicariously through the experiences of characters in books, whether those experiences are in their relationships with themselves, other people, or the world at large.

We learn vocabulary through seeing characters and authors use words in particular contexts; we see good writers using grammar and sentence structures throughout their novels, and we see characters puzzle through seemingly intractable problems.

Reading is also a way to experience the world through someone else's eyes and emotions, and it has been [demonstrated](#) to increase empathy, with literary fiction showing the most improvement in their ability to understand others' emotions, thoughts and ideas. This can help us [make more prosocial decisions](#), no matter what life path we end up on.

Why should I keep studying maths?

Maths is really important in living a good life, and many people find maths really fun. Maths underlies all the big financial decisions you'll ever make, sure, but we all use a surprising amount of mathematical skill even when we aren't considering maths – for example, cooking is highly mathematical, and so is music. Continuing to study maths will help you to automate some mathematical knowledge, and to understand other more complex mathematical knowledge that you might use in your further study, hobbies, or lifestyle.

Many complex fields have their foundation in mathematics, particularly in STEM; the mathematics underlying the fields stays the same, and you can then learn field-specific knowledge and combine that with your existing maths knowledge. Automating the maths knowledge means you have more processing power to deal with the new discipline-specific knowledge. Maths also helps you to organise your thinking, build resilience, and come to logical conclusions. Problem solving, and the use of multiple valid solutions to solve the same problem, are also learned through maths.

When consulting for *Bridging Numeracy A/M*, the team met with experts at places like CIT as well as industry, and one common thread was that of jobseekers who are entering the workforce from school needing to be numerate enough to tell when their calculator was giving them a dud answer – particularly in the trades.

If you don't know that you've added a zero, you might end up out pocket when you buy too much, or if you haven't added that zero, you might significantly under-quote.

Mathematics describes our world just as much as words do. Consider continuing your maths study, not only for the discrete skills, but for the broad understandings that maths brings – the ability to think logically, find solutions, and apply knowledge to new situations is always going to be useful.



Why shouldn't I just get AI to do my work for me?

The Office of the BSSS gets a lot of reports about students using AI instead of thinking and learning for themselves.

Start separating the concept of productivity and learning. Sure, AI can help you be productive. It can generate thousands of words so quickly that a new term is being bandied about for AI – “AI slop”.

Research into AI and learning is still emergent, but a trend appears to be emerging to show if you use AI to **replace** your thinking, you will damage your learning. [In one experiment](#), students who used an AI chatbot that just does the work did worse when unable to use it, whereas students who used a carefully trained AI that did not replace thinking tended to improve on their grades.

So you might end up with a superficially “good” result, but the benefits to you will be restricted by using AI to replace your thinking.

The marks aren’t meant to be the benefit you get from a task; they’re meant to reflect the knowledge you’ve attained. Your teachers use these results to help them know what needs more explanation, and what students have mastered. Further tasks and courses will assume that you have that knowledge, right up until you get a qualification that states you have that knowledge.

At some point, the ability to do the things you say you can do will become important in your life, and being unable to do things that you should be able to do may end up being a source of frustration. Good ideas need to come from somewhere; putting the work in might mean effort, but the payoff can be worth it.

Where to from here?

Next time you’re at a family or community gathering, take some time to talk with the adults in the room about things like their pathway to their current career, the skills they didn’t expect to use from school but ended up relying on, or ask them about what skills they use now that they didn’t learn in school, and how they got those skills. You might find it comforting to know that you don’t have to know everything now, and that unlikely skills can end up being very marketable – as long as you know how to learn.

A poster titled "End of year dates" with a light blue background decorated with white stars. The title is in large, bold, black font. Below the title is an illustration of a desk with an open book, a pencil, and a cup of pens. The poster lists several key dates for the end of the year, each with a brief description. At the bottom, there is an illustration of a group of students on a stage during a ceremony, and a final date for a Recognition of Excellence Ceremony with a description.

End of year dates



November 21 Final day for student assessment

November 26 Final day for return of student assessment

November 28 Final day for students to be notified of unit and course scores

December 2 Final day for college-based appeals

December 5 Final day for Board appeals

These timelines are important because they let the end of year processes like printing certificates and scaling scores for ATARs happen.



December 15 Recognition of Excellence Ceremony

This is for people who are nominated by their school as excelling in subjects, VET, and community service.

Before you shorten or change a course of study...

Second semester is when people may start to think about shortening courses, or moving across to a different accreditation. Here are some considerations that you might want to reflect on before making the decision to change or shorten a course.

Logistics

Will shortening this course impact your academic package?

The first thing to check is your academic package. Rules that might come into play include:

- How many majors and minors you need to get your academic package or TES
- How many course areas you need
- How many R and W units can be counted towards your certificate
- How much E credit can be counted towards your certificate
- How many units you need to complete at the school that you are graduating from
- Are you intending to do the certificate over more than 2 years (e.g. to reduce workload and support mental wellbeing)?

These are complex questions and need to be dealt with on an individual basis. We suggest booking in with an academic or student support advisor at your school to go through all the possibilities before you drop a course.

Will having some more time in this course help you to improve your 80% course score in it?

Did you have a semester where things could have gone better? Has something clicked for you as you've kept going in the course? If you think there's a good chance you could do better this semester, you might consider keeping the subject.

Is this course a pre-requisite for something you want to do in the future?

Check in with your careers advisor, teacher librarian, or have a look at university, vocational, and job guides online. For example, you might need a particular level of maths to do an apprenticeship, internship, or university course. Perhaps a job you want to go for needs you to have finished your Certificate III in addition to having a Senior Secondary Certificate. As a note, courses incorporating VET competencies can be much cheaper, or even free, to do at school, rather than later on.

Is this course mandated by your school?

Depending on your school, you may have agreed to take some particular courses as a condition of your enrolment. Many faith-based schools in Canberra, for example, require students to undertake Religious Studies or a similar subject as a condition of enrolment. This is an agreement between you (or your parents/carers) and the school, and the BSSS is not involved.

Skills

Does this course teach skills that complement your other courses?

This could be in two different ways:

1. *Totally different skills, helping you to have a more rounded education and perspective.*

Courses that focus on different skills can help to give you a rounded experience at school, and may help you to make connections between ideas that aren't immediately obvious to people who do not have this knowledge.

Equally, it can be possible that a rounded perspective might contribute to you *not* making decisions – for example, a grounding in the Humanities might help you to know when a decision in a program you’re making is unethical. The AST tests focus on a rounded understanding of the world, with verbal and quantitative reasoning both given equal weight in the short response and multiple choice questions.

2. Similar skills that help you to build your achievement in one or both courses.

Sometimes a course will teach skills that fit together well, leading to a synergy between your subjects. We’re not just talking about the obvious ones like English and Literature, but courses that use the same skill/s in different contexts. For example, if you are doing Psychology and Mathematics, the mathematics is likely to be a boon in your Psychology course because of the need to be able to understand statistics and data representation, particularly when researching studies and scholarly articles. In turn, the tips and tricks picked up in Psychology, along with the benefits of applying your skills to a different context, will help to improve your Mathematical skills.

Does this course teach skills that you are likely to need or want to use in the future?

When skills are tough to learn or do, they can feel like they are a big effort. This isn’t just you – most people perceive mental effort to be a challenge, particularly if it’s an activity they don’t enjoy. But as Jake from *Adventure Time* once said, “Dude, sucking at something is the first step to being sort of good at something.” And there’s a bunch of skills in your courses that you need to be more than sort of good at for your continued studies, or your life in general.

How do you do this? Through working on developing that skill, even if it is hard. Geometry? You’ll need it if you want to paint a room, pick out a TV that will fit the space you have, build a deck, or work out how many containers to split that massive batch of soup into.



Reading and writing complex arguments?

Very important in the publish-or-perish world of academia, *including* in mathematics, computing, and the hard sciences. (Also good for arguments on the internet. You know who you are.)

Speaking to an audience? Surprisingly good for job interviews, first dates, client consultations, and that speech at your best mate’s 21st. Sure, something might be an effort to start with, but as you start to build mental models called “schemas” and automate some parts of the process, it will get easier.

Where to get more information?

Your school has people who can help you out with these questions.

If you’re planning to study at CIT, check out the course pages for prerequisites here: <https://cit.edu.au/courses>.

If you’re planning to go to uni, you should have a look at the UAC webpage for the courses that you’re interested in, and check the assumed requirements, special requirements, and inherent requirements for your chosen course: <https://uac.edu.au/course-search/search/find-a-course-undergraduate>.

If you’re planning on a different pathway, you could start with the “School Leavers Information Kit” <https://www.yourcareer.gov.au/school-leavers-support/school-leavers-information-kit> or other pages on the Australian Government’s <https://www.yourcareer.gov.au/> website.



The Student Profiles Online webapp

Release Date - 8 September 2025

The developers of the database that stores all of your, unit outlines, assessment sheets, and unit results, have been working hard to bring a new progressive webapp to replace the old Student Profiles Online portal. This app will look better on your devices, particularly your phones or tablets, and should be easier to navigate than the old version.

If you are logging in on a phone, play around with the orientation; we have found some pages are more intuitive to navigate using landscape orientation.

If there's anything wrong with your details or login, have a chat to your school. They can fix things like your name and email address, missing classes, or help you to log in if you're having trouble.

There is a comprehensive guide to the app here, or a few FAQs below.

I want notifications

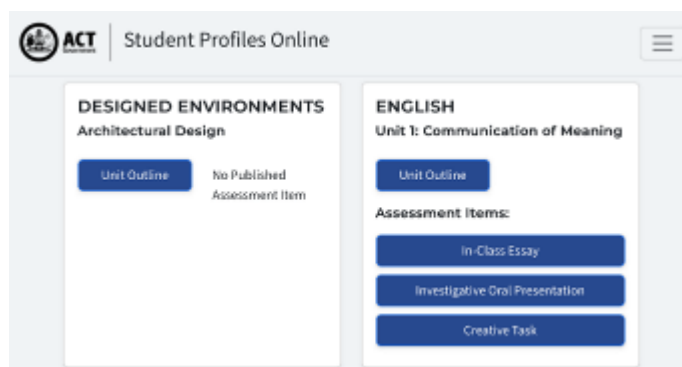
There is a "notifications" place on the front page, and you have a notifications inbox. If you would like push notifications, you can opt-in as part of sign-in or opt in/out anytime in settings. Push notifications will send you an alert for unit outlines, new assessment items, and announcements from the Office of the BSSS.

I want to find my unit outlines

There is a tab for unit outlines. Once a Unit Outline or Assessment Item has been published by your teacher, a link button will appear on this page. Clicking the **blue** unit outline or assessment item title buttons will generate a pdf of the document for you to view and/or save to your device.

You can access outlines and Assessment Item coversheets from previous assessment periods using the drop down at the top left of the page. There is also a search function at the top right.

If a unit you are enrolled in is not displayed in the list or a unit you aren't enrolled in, contact student administration at your school.



I want to find out what's due soon


When you open the app, there is an assessment calendar on the main landing page. If you want to see a full calendar, you can click on the "calendar" tab, or you can click on the "unit outline" tab to see the published assessments for your course. The developers are currently working on the ability to export the calendar onto your device; watch this space!

Assessments will only appear in SPO once published by your teacher. If they aren't there, they aren't published.

I want to see my results

There are two places to do this: you can go to the "results" tab (amazing how that works!) or you can go to the "Academic Record" tab. The Academic Record tab will show you something that looks like your regular academic record, just digital.

"Results" will give you a choice of accessing the records for individual assessment items, the unit, and the course. This screenshot shows the course results for a hypothetical student. We have made a reference table for the meaning of the acronyms that you can find on the previous page.


Student Profiles Online
Home
Unit Outline
Academic Record
Results
Calendar
VET Progress
TES
Settings

Academic Record
Academic Record [PDF]

Academic Overview

Total Course areas:	10	TQA/M/H/C/E/W Std Units:	22.0
Repeat:	No	TQA/M/H/C/E/W Completed Std Units:	22.0
Total Eligible Units:	22.4	Total Completed:	22.4
Total Units:	22.4	Start Date:	29-Jan-2024
Total Completed Units:	22.4	End Date:	04-Jul-2025
ATAR:	70.00		

BUSINESS

Raw Score = 70.41 | Course Score = 70.41

Code	Accred	AP	Unit	Wt	Sc	Gr
HL09RR	T	2024 S2	Business Marketing	1.0	71.86	C
HL09RX	T	2025 S1	Business Finance and Planning	1.0	68.00	C

Total Unit Value: 2.0

COLLEGE-BASED (ALLC)

Raw Score = 0.00 | Course Score = 0.00

Code	Accred	AP	Unit	Wt	Sc	Gr
95118	R	2024 Y1	Pastoral Care	0.2	0.00	P
95118	R	2025 S1	Pastoral Care	0.2	0.00	P

Total Unit Value: 0.4

DESIGN AND TEXTILES

Raw Score = 70.43 | Course Score = 70.43

Code	Accred	AP	Unit	Wt	Sc	Gr
86390	T	2024 S1	Design Aesthetics	1.0	63.82	C

This button will download a PDF of your current academic record to your device.

Abbreviation	What it stands for	Explanation
Yr	Year	The year in which the study took place. This will usually have a semester or term marker beside it, like S1, Q1, or M1.
Accred	Accreditation	What accreditation the course had: e.g., T, A, M, H or E.
Sc	Score	The raw score for the item or course. This number is not final until after scaling at the end of Year 12.
Z	Z-Score	A number that shows where you are above or below the mean result in your scaling group . This number will not change in the scaling process. Remember: there will always be positive and negative z-scores. It's like there's always people above and below the mean. A z-score gives you an idea of where you sit in the group, but it doesn't tell you on its own how good the group is; you might be a genius in a class of geniuses and still get a negative z-score.
Gr	Grade	A letter that shows how you have performed against the achievement standards.
Class	Class	The class line or number that your school used to identify the class.
UV	Unit Value	How many "points" the unit was worth. Usual unit values are 0.5 (27.5 hours) and 1.0 (55 hours).
SG Ave	Scaling Group Average	The average in your scaling group . A scaling group is a group of courses that will be scaled together at the end of Year 12. This is decided by the school. Some very large subjects might have their own scaling group.
SG SD	Scaling Group Standard Deviation	<p>This is the standard deviation of the scaling group. It shows how far away from the mean the scores are. If you have a low standard deviation, everyone is clumped around the mean. A high standard deviation means everyone is spread out more broadly. You might like to try the following to see how the z-score is used to assign a number to your work, and how the mean and SD changing in the scaling process might change that number:</p> <p>Scaling group average + (z-score x scaling group standard deviation) = your reported score</p> <p>Try putting in some different averages and standard deviations to see what impact this can have to the reported number.</p>
Rnk	Rank	Your rank in the group.

The screenshot below shows the “item” page. On this tab you will see your results of any ‘published’ assessment items for the current assessment period. Once assessment item results for a given assessment period have been published by your teacher, they will show up on the “item” page.

You can also access Assessment Item results from a previous assessment period in the same year or from the previous year by clicking on the Assessment period drop down at the top left of the page. For the current assessment period, the app or your teachers will notify you when your results have been published.

At the beginning of the semester, you may see a message that no results were found. Unpublished assessment item results will appear as blank. In the example below, for English, the first two assessment item results have been published, while the third has not.

For completed T/H units you will see a Unit Score and Grade at the top left of each unit box.

For completed A/M units you will see a Unit grade at the top left at the top left of each unit box.

For each published assessment item result, you will see the following headings on the web view (app view):

- The assessment item weighting.
- Your original raw mark (this may be blank if there are no adjustments like late penalties).
- Your final mark (after any adjustments such as late penalties).
- The ‘Out of’ column shows the maximum attainable marks on the assessment item.
- Your raw mark for the item after any adjustments, expressed as a percentage.
- Your original grade for the assessment task (this may be blank if there are no adjustment types applied).
- Your final grade (after any adjustments have been applied).
- The Assessment Item top mark show the highest score received by a person in your cohort (this might be more than just your class) who completed the assessment item.

Any adjustment types which were applied (e.g. Late) to your score and grade.

Student Profiles Online													
Results													
Assessment Period: S1,Q1,Q2													
School: GNGC													
0208 - ENGLISH													
02046 Unit 3: Comparative Texts													
Assessment Period: S1													
Unit Grade: B; Unit Score: 77.00													
Assessment Item	Weight	Original Mark	Final Mark	Out Of	Percentage	Original Grade	Final Grade	Mean	SD	Z Score	Standardised Score	At TopMark	Adjustment Type
Exam	40		65.0	100	65.0		C	57.4	11.8	0.64	63.4	90.0	
Creative	30		66.0	100	66.0		C	61.8	12.9	0.32	65.2	90.0	
Oral Presentation	30			100									
1137 - MATHEMATICAL APPLICATIONS													
11306 Unit 3: Mathematical Applications													
Assessment Period: S1													
Unit Grade: B; Unit Score: 72.00													
Assessment Item	Weight	Original Mark	Final Mark	Out Of	Percentage	Original Grade	Final Grade	Mean	SD	Z Score	Standardised Score	At TopMark	Adjustment Type
Test 1	35		66.5	95	76.0		C	57.8	18.9	0.46	58.9	92.0	
In class task	30		47.0	56	83.9		B	34.9	10.8	1.11	63.6	94.0	
Test 2	35			1									
2579 - PSYCHOLOGY													
27970 Cognition and Emotions													
Assessment Period: S1													
Unit Grade: B; Unit Score: 73.00													
Assessment Item	Weight	Original Mark	Final Mark	Out Of	Percentage	Original Grade	Final Grade	Mean	SD	Z Score	Standardised Score	At TopMark	Adjustment Type
Annotated Bibliography	30		94.0	100	94.0		A	65.9	14.3	1.96	74.2	94.0	
Research Essay	30			1									
Test	40			1									

Where there are more than five students that have completed this assessment item, you will also see results in the following columns:

- The mean final mark for the assessment item.
- The standard deviation for the assessment item final marks.
- Your Z-score -- which shows how many standard deviations your final score is away from the mean.
- For T and H course units you will see a Standardised score. The standardised score is a number that is comparable across assessment items and subjects. This will be blank for A and M course units.
- The top mark achieved on this assessment item within your course unit cohort.

If you believe any information is incorrect or missing, please contact your teacher/s at your school.

I need a PDF of my results

If you're going to apply for somewhere that needs a copy of your current results, you are able to get a PDF from the webapp in the Academic Record tab. If you need a formal printed certified copy, that will need to come from your school, because they have the right paper to print a formal academic record, and can provide the principal's signature.

I want to see my school-based VET competencies

The VET Progress tab will only be available to you if you are studying a course including VET competencies. This screen displays progress against VET Qualifications you have enrolled in. Choose a Qualification from the drop-down menu. You will see a summary bar at the top showing the proportion of competencies that have been achieved towards that Qualification certificate.

The **green** "Competent" section shown on the left shows the number of competencies currently completed.

The remaining **red** section shows the minimum number of competencies "not yet competent" which are required to be completed obtain the qualification. Below the status bar you will see boxes listing core competencies required for the qualification and then and elective competency lists which contribute towards the qualification.

Further information will be shown about the minimum number of competency required for the qualification. The status of each individual competency which could contribute towards the qualification is displayed with a status icon beside each competency or qualification section.

Icon definitions

Green tick: Competency has been marked as competent.

Blue question mark: Competency has been marked as to be completed as part of your study package however has not yet been marked as competent.

White bar: Competency has not been marked to be completed as part of your study package however is a competency which could contribute towards the qualification.

Why does SPO say I'm doing a particular VET package when I don't think I enrolled in one?

You might see an unexpected VET certificate showing up here is because one of your subjects has associated VET competencies that are being taught as part of a T/V, A/V or M/V course. These competencies are organised under certificates, although may apply to more than one VET certificate. Speak with your teacher if you have queries.

Further Questions

If you have any questions about the content or the information provided on the website, please contact the Assessment Co-ordinator at your college, or check out the help documentation. We hope that the system is relatively intuitive to use, and that you get the information you need to help you in your studies.