

EVELYN SCOTT SCHOOL - YEAR 10 CERTIFICATE POLICY

PURPOSE

At Evelyn Scott School, we are proud to offer a contemporary and connected learning environment where learners are supported to grow as self-directed, curious, and capable individuals. The Year 10 Certificate recognises a learner's sustained engagement, achievement, and contribution across Years 9 and 10 within our personalised learning model. This policy outlines the criteria for certification, ensuring all learners are given equitable opportunities to succeed.

Learners who do not yet meet the criteria will receive a High School Record of Achievement, with clear next steps and continued support.

Year 10 Certificate Criteria

The Year 10 Certificate reflects a learner's journey in three key areas: learning progress, engagement, and contribution to our school community. These indicators are not standalone—they are viewed together, considering the whole learner and their growth over time.

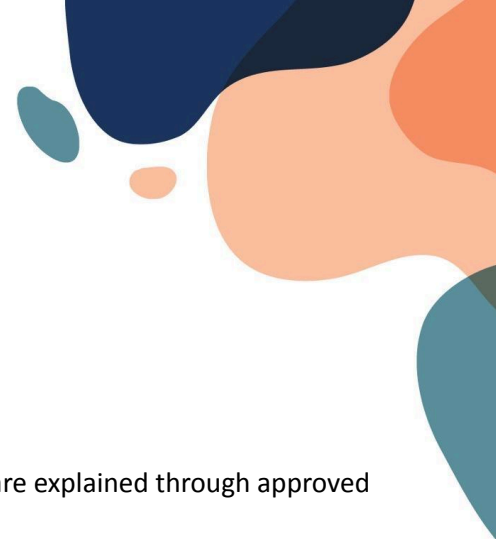
1. Learning Progress

To be eligible for a Year 10 Certificate, learners are expected to:

- Achieve a minimum of **75% of final grades at a D or above** across Year 9 and 10.
- Mura Gadi teachers receive a summary of grades for their classes each semester. With our Wellbeing and Leadership teams, they will counsel learners who receive E grades and monitor their performance more closely the following semester.
- Parents will be contacted if learners' academic achievement is unsatisfactory. Guidance on choice of subjects, completion of assessment tasks and management of time will be provided or sought.

Learners working towards this benchmark will be supported through:

- Individual goal setting developed in partnership with their Mura Gadi teacher.
- Ongoing feedback and tracking within project planners and portfolios.
- Opportunities for reflection and iteration to improve outcomes.



2. Engagement & Attendance

As active participants in their learning, learners must:

- Attend at least **85% of scheduled classes** each semester, unless absences are explained through approved circumstances (e.g., medical, family, cultural obligations).
- Lateness and fractional truancy will be considered as non-attendance.
- Learners will be warned if their class attendance, fractional truancy and or lateness is unsatisfactory.

Where attendance challenges arise, our team will:

- Work alongside families to identify barriers and provide tailored support.
- Offer flexible adjustments or alternate pathways where needed to uphold engagement and connection.

Attendance at college

As learners prepare to transition into college or vocational pathways, we aim to ensure they are well equipped for the next stage of their journey. To support this, we have aligned our expectations with the **ACT Board of Senior Secondary Studies (BSSS) Policy and Procedures Manual**, which outlines attendance and participation requirements for Years 11 and 12. These expectations are summarised below to provide clarity and continuity as learners move forward.

4.3.8 Attendance/Participation It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied. Colleges are responsible for implementing procedures to monitor participation in structured learning activities

3. Contribution & Behaviour

At Evelyn Scott School, we value safety, respect, and learning as the foundation of positive school culture. To meet this, learners must:

- Have received **fewer than 10 days of suspension** over Years 9 and 10.
- Engage in restorative conversations and behaviour supports as needed.
- Contribute positively to the school community and uphold our shared values.

Support will be offered for any learner returning from suspension. Where a learner's eligibility is in question, the Principal (or delegate) will review the case with consideration for individual context and growth.

Support and Intervention

We recognise that learners travel different paths to success. Mura Gadi teachers and the Wellbeing team will proactively work with learners and families to provide:

- Personalised support and academic coaching
- Attendance tracking and flexible re-engagement plans
- Behaviour support plans grounded in Positive Behaviour for Learning
- Regular learning conversations and check-ins

Appeals Process

Learners and/or parents/carers can appeal Year 10 Certification decisions by submitting a written request to the Principal within **10 school days** of receiving the outcome. Appeals will be reviewed by the school leadership team, and a written response provided within a reasonable timeframe.

Special Consideration

We are committed to equity and inclusion. **The Principal reserves the right to apply discretion in circumstances involving:**

- Health challenges
- Disability or neurodiversity
- Family or cultural considerations
- Other significant barriers to learning

In these cases, adjustments may be made to ensure fair and reasonable access to certification.

Review & Implementation

This policy will be reviewed every three years to ensure alignment with ACT Education Directorate expectations, our school values, and best practice in personalised learning.

Next review date: 2028