



ALL SAINTS'
COLLEGE
Maitland

Stage 6
Assessment Policy and Procedures

Last updated May 2024

RATIONALE

Catholic schools in the Diocese of Maitland-Newcastle seek to recognise the individuality and dignity of young people and foster the development of each one's unique potential and spirituality (*A Vision Statement for Catholic Schools, 2002*). Subsequently, the Catholic Schools Office is committed to providing high quality teaching and learning programmes that enable all students to maximize their individual talents and capabilities for lifelong learning.

Within this context, All Saints College acknowledges that assessing student knowledge, skills and understanding and providing high quality feedback are critical in assisting students and parents to participate fully in the learning process. It also fosters responsibility for learning by ensuring that teachers provide students, within the context of everyday classroom activities, as well as planned assessment events, with varied opportunities to demonstrate their learning.

In order to improve student outcomes, it is essential that assessment practices be consistently integrated into the teaching and learning processes from K to 12, and be grounded in the Standards Referenced Framework. This policy assists the development of effective assessment practices based on a set of agreed principles that encapsulate both assessment *for* learning, assessment *of* learning and assessment *as* learning.

This policy acknowledges that assessment practices must be inclusive and consistent with the Catholic ethos and it sets out the requirements that inform school and classroom practice, which should take into account the wide diversity of students enrolled in our schools.

In implementing this policy, all members of the system need to ensure that privacy laws are upheld and that confidentiality of individual students is maintained.

Aim

This assessment policy aims to:

- Set direction for schools in the development of their school-based assessment policy; Provide stimulus for schools to assist them in developing their assessment strategies and implementing an authentic assessment program;
- Ensure a consistent and effective approach to assessment across the Diocese

Implementation

All Diocesan schools are required to ensure that assessment:

- is an essential and integrated part of teaching and learning
- is inclusive of all students and reflects a belief that all students can improve
- is varied and meaningful for students
- is appropriate and manageable in relation to the outcomes being addressed
- provides the opportunity to monitor, evaluate and inform the teaching and learning process.
- provides feedback for students as to their learning
- as a process, assists teachers to identify and monitor students' achievements and the extent of their progress in relation to the outcomes
- allows schools to plan for improvement in learning and set realistic priorities.
- provides the basis for reporting to parents, caregivers, government authorities and others where appropriate.

Teachers will be responsible for:

- ensuring that their assessment practices and processes meet the requirements of this policy,

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- the school implementation plan and NESA Syllabus and Registration requirements
- ensuring that students clearly know the 'what when and why' relating to assessment and assessment tasks
 - ensuring that students develop the necessary skills to participate in self and peer assessment
 - planning tasks and activities which provide evidence that particular learning outcomes have been achieved
 - using assessment information to inform their teaching and learning
 - providing feedback to enable students to improve learning
 - regular review of and reflection on assessment purposes, tasks, strategies and practices
 - engaging in dialogue and collegiality in regard to standards and consistency
 - systematically analysing student work samples to moderate and develop 'on-balance' judgements within the standards framework
 - maintaining accurate and easily understood records in relation to student performance and progress
 - using assessment information to inform teaching and learning
 - using their professional judgement, together with reliable data to build an image of what each student knows and can do
 - engaging in professional development to enhance their understanding of assessment practices and standards.

Principals and/or their delegates will be responsible for:

- responding to system initiatives in relation to assessment
- leading the development, implementation and review of the school policy
- ensuring that staff are kept up to date with NESA requirements
- ensuring that assessment policies and procedures are enacted by all teachers in the school
- committing appropriate resources to the ongoing development of assessment practices
- participating in the analysis and discussion of assessment data both internal and external
- providing ongoing opportunities for collaboration between teachers to ensure consistency of judgement
- managing and maintaining accurate records of assessment practices and student assessments
- providing regular opportunities for parents and carers to be informed about student progress
- informing parents and the wider community of assessment policies and practices
- reporting student achievement as required by government authorities.
- monitoring the implementation of the school's assessment policy, practices and procedures through the Continuum of School Improvement (COSI) process and annual reporting.

Evaluation

This policy will be reviewed annually as required by NSW Education Standards Authority (NESA).

INTRODUCTION

Assessment is a complex and important matter. In a school which strives for excellence for all its students, it is essential that the procedures and rules relating to assessment and awards are clearly stated and accessible to everybody.

The purpose of this Policy is to make clear the procedures, expectations, rules and protocols which relate to assessment matters at All Saints' College. It is intended for the guidance of students, staff and parents.

A NOTE ON TERMINOLOGY

Throughout this document, the word 'Assessment' (capitalised) is distinguished from the more general 'assessment'. The 'Assessment Program', comprising a number of 'Assessment tasks', is a formal set of procedures designed to measure the achievement of all students undertaking a course in a consistent and comparable manner. Students will be asked to undertake many other tasks which do not form part of the Assessment Program, but which nevertheless help the teacher to make an assessment of their learning. Effective learning requires that students undertake *all* tasks set by their teachers; Assessment tasks nevertheless have a particular significance.

PURPOSES OF ASSESSMENT

The NSW Educational Standards Authority (NESA) defines assessment as 'the process of identifying, gathering and interpreting information about students' learning'. Assessment is a vital part of the School's teaching and learning program as it provides parents, teachers and students with valuable information about students' learning. This information is useful, both to monitor and improve teaching and learning strategies, and to measure the outcomes of learning at key stages.

In Years 11 and 12, Assessment takes on the special significance of contributing to the award of important public credentials - the Record of Student Achievement (ROSA), and Higher School Certificate (HSC).

The purpose of the School Assessment is to provide an indication of a student's achievement in a wider range of syllabus objectives than can be measured by the HSC examination alone. The Assessment allows due weight to be given during a course to student achievement which, although evident to the class teacher, may not be adequately assessed in an external examination alone. Therefore, Assessment covers both examination and non-examination objectives.

ASSESSMENT FOR, AS AND OF LEARNING OUTCOMES

All syllabuses published by the NSW Educational Standards Authority (NESA) specify required Learning Outcomes. The purpose of Assessment is to measure the extent to which students have achieved the Learning Outcomes at a given point in time. For this reason, while Assessments will be carried out throughout the year, the Assessments completed towards the end of the Course are of most importance and will be weighted accordingly.

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

ASSESSMENT FOR LEARNING

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

ASSESSMENT AS LEARNING

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

ASSESSMENT OF LEARNING

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

1.0 ASSESSMENT IN STAGE 6 (YEARS 11 AND 12)

NESA requires that, before students can progress to a Higher School Certificate (Year 12) course, they must satisfactorily complete the requirements of the relevant Preliminary (Year 11) course.

Preliminary courses

Throughout Year 11 the School conducts an Assessment Program in each subject. The purpose of the Assessment Program is to enable the School to determine whether or not each student has satisfactorily achieved the outcomes of the Preliminary course. This determination, and the actual ROSA Grade achieved, is reported to NESA, and is reported on a Record of Student Achievement (ROSA) issued by NESA.

Higher School Certificate courses

Over the four terms of Year 12 the School conducts an Assessment Program in each subject. NESA requires that the School report a mark for each student in each subject which they are presenting for the Higher School Certificate. The purpose of the Assessment Program is to determine this mark through the administration of a variety of Assessment Tasks. For Board Developed Courses, the marks which are submitted to NESA are moderated, based on the examination results achieved by the School's candidates in each subject. The moderated Assessment mark then comprises fifty percent (50%) of the student's final HSC mark for each Board Developed Course subject. Should the student suffer some misadventure at the time of the HSC Examination, the moderated Assessment mark can become the basis upon which the Board provides an HSC result. Thus, in every Assessment Task in Year 12 students are working directly towards their HSC result.

Standards-referenced assessment involves:

- assessing against standards
- assessment tasks designed to focus on outcomes
- the type of assessment task being appropriate for the outcomes being assessed
- students being given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- students knowing the assessment criteria before they begin a task
- marking schemes for each task linked to the standards by including the wording of syllabus outcomes and relevant performance descriptors
- students getting meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance
- the ranking and relative difference between students resulting from different levels of

achievement of the specified standards.

Following the HSC, students will receive a result notice informing them of their

- Examination mark
- Moderated Assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Achievement band ranging from 6 to 1, where 6 is the highest band and 1 represents an HSC mark less than 50 and is regarded as unsatisfactory.
- Extension courses are reported over four bands, E1-E4
- 1 Unit courses are marked out of 50, with less than 25 considered unsatisfactory.

2.0 THE ASSESSMENT PROGRAM

2.1 SUBJECT ASSESSMENT PROGRAMS

For each subject the Leader of Learning will publish an Assessment Program early in the academic year. The Assessment Program will indicate:

- the Assessment tasks which will take place throughout the academic year
- in general terms what syllabus outcomes each task is intended measure
- approximately when each task will occur (with specific dates to be supplied later)
- what percentage of the final Assessment mark each task contributes
- all course-specific requirements for Assessment

2.2 NUMBER AND WEIGHTING OF TASKS

For its syllabuses NESAs publishes strict guidelines relating to Assessment Programs, including the number of tasks to be undertaken. The School requires the Leader of Learning to keep the number of Assessment tasks to a minimum so that they do not interfere with the normal processes of teaching and learning more than is necessary. Generally, for a 2 Unit course 3 tasks will be undertaken in the Year 11 course and no more than 4 tasks will be given in each Year 12 HSC course.

Students should note that the nature of Outcome Based Assessment means that the final Assessment mark allocated to each student must be an accurate numeric representation of his/her level of achievement of the specified Outcomes of the course. While particular weightings are allocated to individual Assessment tasks, Leaders of Learning are nevertheless required to ensure that final Assessment marks reflect each student's overall level of achievement at the end of the course. Assessment marks achieved throughout the course will be the most important means of determining this final mark but may be subject to the application of appropriate professional judgment by the Leader of Learning.

2.3 TYPES OF ASSESSMENT TASKS

School-based Assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an HSC examination.

School-based Examinations and tests

Examinations are important components of student assessment. Formal examinations are scheduled for Year 11 students at the end of the Preliminary HSC course. Year 12 students have formal examinations at the beginning of Term 3.

Class or Year based tests may be scheduled at other times throughout the year as part of a course Assessment program.

Other assessment types may include:

- *Oral presentations* – prepared speech or seminar presented to the class – or *Viva Voce*.
- *Fieldwork/Excursion Reports* – including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- *Assignments* – research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- *Design Projects* – projects designed and produced to meet a design problem.
- *Portfolios* – accompanying documentation records design project work.
- *Practical work* – range of practical learning experiences completed in class and/or at home.
- *First Hand Investigations* – original problem solving in Science using scientific method.
- *Body of Work (Visual Arts)* – selection of one or more art works that demonstrate process and practical and theoretical understanding of art making, to include a Visual Arts Process Diary (VAPD).
- *Viewing task*.
- *Film-making*.
- *Diary/Journals* – reflection on learning processes.
- *Logbooks* – reflection on the processes of making and creating drama.
- *Group work activities*.
- *Peer assessment*.
- *Listening task*.
- *Representation* – creation of visual representation or representation through performance.
- *Scripted and improvised performance*.

2.4 TIMING AND NOTIFICATION OF ASSESSMENT TASKS

Leaders of Learning will negotiate a suitable date (or dates) for each Assessment Task with other Leaders of Learning and the Assistant Principal (Learning). Once determined, the date(s) will be placed on the School Calendar on Compass. The Assessment calendar will indicate the precise day each task is due and be available as such:

- Year 11 – available week 3 Term 1
- Year 12 – Term 4 (available week 2 Term 4): Terms 1-3 (available Week 3 Term 1).

A copy of the calendars and all Assessment Schedules will be available via the Student SharePoint.

At least 2 weeks prior to each Assessment task, students will be given written notification of the following:

- Outcomes to be assessed
- The date and timings of the task
- Course components and weightings
- A description of the scope, content and nature of the task
- Details about how the task is to be submitted (see 'Procedures regarding the submission of tasks')

Students will be given clear information about how they obtain high marks in the task. This may include marking rubrics, guidelines or criteria.

It is the student's responsibility to ensure they check Compass Class NewsFeed for assessment notifications if absent.

Task notification is given in writing. Students may be asked to acknowledge receipt of this notification.

Students returning after absence must check with each subject teacher whether any information regarding Assessment dates and tasks has been issued. If uncertainty still exists about the precise details or the nature of a task, that student must immediately submit any concern related to these details to the teacher in writing.

In some subjects Assessment takes place over a period of time. In such cases it will be sufficient for the Leader of Learning to have given students two (2) weeks' notice of the commencement of the period of Assessment. In approving the dates for Assessment tasks, the School Executive will endeavour to act to avoid students having to undertake more than two in-class written tasks on a given day. However, experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a student has more than two tasks on any day, or has several successive days of Assessments, providing that due notice has been given for each.

2.5 VARIATION FROM PUBLISHED ASSESSMENT PROGRAM

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment task once it has been given in writing to students, the Leader of Learning will negotiate a new date with the Assistant Principal and advise the students in writing. Wherever feasible the Leader of Learning will endeavour to consult with the classes affected. The three key principles in this procedure will be that

- the date will not generally be made earlier than that originally advised
- the weighting of the task in the overall Assessment Program will not generally be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

If the results of an Assessment task are invalid or unreliable for any reason, the Assessment Review Committee will convene to decide on action to be taken. The results of assessment tasks that have been completed by the students generally will not be discarded.

2.6 PROCEDURES REGARDING THE SUBMISSION OF ASSESSMENT TASKS

Assessment tasks should be presented on, **or before**, the due date. **ALL** work must ultimately be submitted to satisfy course completion criteria. This is clearly stated in the ACE Manual:

- NESAs expect students to attempt all assessment tasks set. For all Board Developed Courses (except VET courses and Life Skills courses) the NESAs require all students to follow an assessment program and have an assessment task mark submitted.
- The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 percent** of available marks in the course.
- A student who does not comply with the assessment requirements and receives a **non-completion ("N") determination** in a course will have neither an assessment mark nor an examination mark awarded for that course.

The Assessment task notification will clearly describe how the submission of the task will be managed on the due date. Tasks which require a submitted component must be presented as described before 9.00am as per the assessment notification.

Failure to present the task on the due date and time, without a valid reason, may result in zero marks being recorded for the task. Students are advised that it is preferable to submit a task regardless of the state of completion as partially complete tasks will receive some marks rather than hand in work after the due submission date and receive no marks.

All Assessment tasks submitted after the due date will be marked / graded and appropriate comments written as if the work was submitted on time, even though zero marks may be recorded. A penalty will apply to all tasks submitted, without an acceptable reason, after the due date and time. Electronic submission of overdue work may reduce the penalty as it can be registered before the student returns to school.

Please Note: Students are not permitted to leave the assessment room during any in-class assessment task

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Commented [SH1]: His actually said 8.40am - have changed to 9am

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unless special provisions have been granted such as rest breaks. This includes toilet breaks, getting equipment from bags etc. Students should ensure the bathroom has been used prior to the scheduled assessment start time.

2.7 NON COMPLETION OF TASKS

Students who do not attend or submit a task on the date specified will see a percentage reduction in marks culminating in a zero mark awarded after the task is more than 5 days late. When this happens the student may appeal this outcome by collecting an Illness/Misadventure form from Student Services.

A penalty of 20% of the available total mark will be calculated for each day a task is overdue, i.e. Day 1 - 20%, Day 2 - 40%, Day 3 - 60%, Day 4 - 80%, Day 5 - 100% (Please note: Each day of the weekend **will** be included in the calculation of 'days late for submission').

E.g.: If I receive 18/20 for a task that I handed in 1 day late I will only to be eligible to receive 14/20 (loss of 4 marks – 20%)

- 2 days late – 10/20 (loss of 8 marks – 40%)
- 3 days late – 6/20 (loss of 12 marks – 60%)
- 4 days late – 2/20 (loss of 16 marks – 80%)
- 5 days late – 0/20 (loss of all marks – 100%)

At All Saints' College we aim to create a Culture of Learning for all of our students and are committed to working with each student to ensure their best educational outcomes can be achieved.

- An Illness/Misadventure Form accompanied by **independent supportive evidence** that explains that the reason for not completing, attempting or submitting the task on time was **beyond the student's control**. This must be done as soon as possible after the task submission date.
- Illness/Misadventure Forms not submitted within seven calendar days will not be accepted, unless extenuating circumstances are proven.

This is then considered by the relevant Leader of Learning for recommendation and passed to the Assistant Principal – Learning or Delegate for a final decision.

Illness/Misadventure Appeals must relate to illness or misadventure suffered immediately before or during the task(s) that has affected the student's performance. Appeals may be in respect of:

- Illness – that is illness or physical injuries, suffered directly by the student which affects the student's performance in the task(s) (eg. Influenza, an asthma attack, personal injury) which can be supported by a Doctor's Certificate.
- Misadventure – that is, any other event beyond the student's control which affects the student's performance in the task(s) eg death of a friend or family member, accident

In all cases the school requires independent evidence that clearly identifies the disadvantage experienced during the time the student was attempting the task.

The Leader of Learning will recommend one of the following:

- the task is to be submitted and accepted with no penalty
- an alternative task is to be administered by the course teacher on a specified date; this may be an extension of time with no penalty be granted by the Leader of Learning to a specified date
- an estimated mark based on an alternate task be authorised by the Assistant Principal – Learning at the end of the course
- a zero mark be recorded for this task by the relevant KLA Leader of Learning.

2.8 ABSENCE DURING THE FORMAL EXAMINATIONS

If a student is absent during one of the examination periods owing to illness, a Doctor's Certificate must be attached to the "Illness/Misadventure" Form presented to Student Services. Once the absence is validated to conform to the Assessment Policy guidelines, an alternative time for the missed task will be organised and rescheduled on Compass. All formal examinations must be completed.

2.9 PROCEDURES REGARDING THE ADMINISTRATION OF ORAL ASSESSMENT TASKS

On the first day of presentations, it is expected that all students will be ready to present. To ensure this, after first allowing for volunteers, names will be chosen randomly to determine the order of presentation.

Over the duration of the presentations, any student who is absent and is called to present the task will undertake the task immediately on his/her return and is required to complete an Illness/Misadventure Form.

On the first day that presentations commence, students must submit a copy of the speech as for any other hand-in task. This is also insurance against being unprepared when called and receiving zero marks for the task if the presentation cannot be given. On the day of presentation, the student must supply their own copy of the notes and their speech must have no significant differences from that submitted.

Students who have been granted Principal Approved Family Leave must organise with their class teacher to present the task before taking leave.

If a student is absent for the duration of the presentations, that student will still be expected to present the first day back.

If a student is absent during allocated preparation lessons for the oral task the student may apply for an extension of time.

Wherever possible for group presentations, individuals will be allocated a job, so if one student is absent on the day of the presentations the whole group is not disadvantaged and the other students can still present.

2.10 MANAGING LONG TERM ASSESSMENT TASKS

Long Term Assessment Tasks are characterised by one or more of the following:

- extended preparation time (usually at least 4 weeks)
- submission of work in stages over a sequence of deadlines
- substantial weighting and task size

Stages of long-term Assessment tasks must be presented on the due date, even if incomplete due to a student's illness during preparation time. If a student also submits an Illness/Misadventure Form, the KLA Leader of Learning will then decide (linked with medical information/advice) about the consequences for the student and the task. These may include:

- completion of the same task OR an alternative task OR an estimate based upon evidence of progress through the duration of the project.
- extensions of deadlines

For a long-term Assessment task, students should not automatically expect to receive an extension as a result of any period of illness or misadventure during the time of the project.

3.0 REFERENCING AND BIBLIOGRAPHY

3.1 REFERENCING

There are various methods which are acceptable which require the inclusion of the surname of the author, the year, and the page number(s). All the bibliographic information (title, edition, place and publisher) appears in a list of references at the end of the essay or report. Your subject teacher will direct you to the subject specific referencing required.

3.2 PLAGIARISM

Plagiarism is the use of another's ideas, theories or research findings without proper referencing. Teachers will often use internet search techniques to assist with detecting cases of suspected plagiarism. Plagiarism is dishonest and will be penalised (see section on Academic Malpractice, Cheating and Dishonesty).

Plagiarism occurs when:

- There is a total lack of referencing
- There is deliberate deception by inventing references or not acknowledging passages that are either direct quotes from another author or substantially the work of another person
- Ideas and information are paraphrased but are not referenced
- Part or all of another student's work is copied
- A significant portion of a written response is not the student's original work even though it has been well referenced.
- AI has been detected

3.3 REFERENCING METHODS

3.3.1 In – text referencing

This method cites the author as part of the actual sentence (with only the year and page numbers in brackets). 'Smith (2000:54) argues that...

or

'It has been argued that... (Smith 2000:54)

3.3.2 Footnote method

This method inserts a number at the end of a sentence for each reference. The corresponding bibliographic information is inserted in the form of a note at the foot of the page or at the end of the essay or report ('endnotes'). The numbers are marked consecutively with no repetition of numbers, even on a new page. Footnotes should provide the full bibliographic details as you would in a bibliography list.

For example

- 1 Morris, B. (1994) Bradman: What They Said About Him. Sydney: ABC Books, p15

The 'In-text' system is increasingly more widely used but whichever method you choose, it is important that you maintain consistency throughout your essay or report.

3.4 MAKING A REFERENCE LIST

At the end of your essay or report, you must acknowledge the sources consulted to support the content of your work using either a Reference List or Bibliography.

Reference List: All the items mentioned in the body of your essay or report

Bibliography: All the materials read to write your assignment, whether cited within your work or not.

BOOKS

- *All references are listed alphabetically according to author. References without authors are listed last.*
- *The titles of books and journals are underlined or in italics, if typed. All punctuation marks are standard and are expected.*
- Single author
Morris, B. (1994) Bradman: What They Said About Him. Sydney: ABC Books.
- More than one author
Dunkin, MJ & Bibble, BJ. (1974) The Study of Teaching. New York: Holt, Rinehart & Winston
When there are more than three authors, state the author mentioned first followed by 'et al' (meaning 'and others')
- Editor(s) rather than an author
Mitchell, T.R. & Larson, J.R. (1987) (Eds) People in Organisations: An Introduction to Organisational Behaviour (3rd ed.) New York: Macgraw Hill.
- Chapter in a book
Bjork, R.A. (1989) Retrieval inhibition as an adaptive mechanism in human memory. In H.L. Roediger & F Craig (Eds), Varieties of Memory and Consciousness (pp309 – 330) New York: Erlbaum

You do need to indicate if a book is a second edition or later but you do not need to record a reprinted edition as all references will have remained the same in the reprints.

SOURCE WITHOUT AUTHORS OR FULL PUBLICATION DETAILS

Department of Industrial Relations (1999) Best Practice Government, Canberra: Department of Industrial Relations.

____ (n.d.) Getting What You Want from Government [no publication details given]

NEWSPAPER OR MAGAZINE ARTICLE

Knewitt, I. (2000) 'Higher Education Stress'. The Guardian, 1 April, p.1

FILM AND VIDEO

The Famine Within (1990), Ontario: Kandor Productions, VHS, 90 minutes

WEB SOURCE

Germov, J. and Williams, L. (1999) Get Great Information Fast (web page), [http:// www.allen-unwin.com.au/study/infofast.htm](http://www.allen-unwin.com.au/study/infofast.htm), date accessed: 1 January 2000

4.0 VARIATION IN ASSESSMENT COMPLETION

If a student is, or will be absent from an Assessment task or during the period of an extended task, e.g. oral presentations, it then becomes necessary to attend to the following requirements:

- the student or parent MUST contact the school office before 8:30am indicating absence on the days of Assessment unless written notification has already been provided.
- the student must provide a suitable written explanation for the absence.
- the student must obtain and complete an Illness/Misadventure Form. This form is available from Student Services.

Students who have been granted Disability Provisions by NESAs will be allowed those provisions in Preliminary Course and HSC Assessment tasks. For those who are subsequently granted eligibility as the year progresses, these provisions will be accommodated in all future Assessment tasks. These provisions are coordinated by the Leader of Learning Support. Extra time and separate supervision, when required, are offered in a classroom on the Assessment date. It is the student's responsibility to advise the teacher of their absence and to catch up on work missed in that class.

4.1 ILLNESS & MISADVENTURE

A student who is absent from an Assessment task and fails to follow these procedures may have zero marks recorded.

At times there are valid reasons for absence on the day of an Assessment Task. Valid reasons include:

4.1.1 Absent due to illness

A Medical Certificate is required for all absences from Assessment due to illness. The following conditions apply:

- i) The doctor must sight the condition ON, or prior to the day of Assessment.
- ii) The certificate must cover the period of Assessment (dates must appear on the certificate) and indicate what day you are fit to return to school. This certificate must be provided by an independent source (not from a member of the immediate family)
- iii) Post-dated certificates WILL NOT be accepted
- iv) The student must be prepared to complete the task on the day of return to school unless the KLA Leader of Learning arranges other provisions

4.1.2 Absent due to valid unforeseen circumstances (eg funeral)

This constitutes as misadventure and the student should collect, complete and submit an Illness/Misadventure Form.

4.1.3 Absent due to valid school activities (eg Representative sport, debating etc).

The student should arrange to complete the task prior to the day of the Assessment as no paperwork is required if this occurs. However, if they are absent and have not completed the task, they must submit an Illness/Misadventure Form as above.

4.1.4 Absent due to Approved Leave.

All other circumstances must be applied for in writing to the Principal who will determine the validity of the reason. If the reason is considered valid, the student will present/complete the work as directed on the 'APPROVED LEAVE PROFORMA' which is available at Student Services. Students must adhere to the

information detailed below:

- Students collect an “Application for Principal’s Approved Leave Form” from student services and have this submitted to the Principal **at least five weeks prior to the leave occurring**.
- In Stage 6, student absences during in class assessment tasks and exam periods will be declined to avoid unnecessary interruptions to learning. Approved Leave (as outlined in point 4.1.3) or any illness supported by a Doctor’s Certificate, will be looked at on an individual case-by-case basis.
- For a known absence (or approved leave), where the student is absent for an in-class assessment task, an alternate task may be afforded to the student prior to the leave occurring. Again, this is on an individual case-by-case basis. Such an amendment to an assessment task would require the assessment notification to be published within two weeks of the student sitting the task. The student will be required to complete a Statutory Declaration to say they will not communicate any details of the task to peers. The completion of an alternate task must be approved by the relevant Leader of Learning.
- Once the leave form has been actioned, it is the student’s responsibility to liaise with their classroom teacher and relevant Leader of Learning as to how and when the task will occur.
- Failure to organise amendment assessment task with the subject Leader of Learning and classroom teacher prior to the leave will incur a mark adjustment penalty of 20% per day for every day late.
- For a known absence (or approved leave), where the student is absent for a submission assessment task, the task must be submitted prior to the leave occurring, or digitally on the day of the due date, (depending on the arrangement made with the Leader of Learning). Failure to do this will incur a mark adjustment penalty of 20% per day for every day late.
- The leave will be recorded as “Unjustified” and appear as unexplained absence on the student’s report.

4.1.5 Partial Absence of the due date of an assessment task

Where an assessment task is to be completed or submitted after the first period of the day, it is expected that students will be in attendance for their normal school day as per their timetabled lessons. Students who arrive late to school on the day either to complete or submit an assessment task, will be permitted to complete or submit the task but will be given a mark of zero for the task unless appropriate documentation is provided to explain the partial absences.

4.1.6 Failure to perform at the student’s usual standard due to valid illness or misadventure is a plausible reason to submit an Illness/Misadventure Form.

Please Note: Taking holidays in school terms without receiving Principal Approved Leave is not accepted as valid grounds for an extension or special consideration of a formal assessment task.

4.2 SUBSEQUENT PROCEDURES IN RELATION TO ILLNESS/MISADVENTURE

In all cases when a task has been missed or time of submission has passed a zero mark will be recorded for that task unless a review is undertaken. The review is requested by completing and submitting an Illness/Misadventure Form. The documentation will be lodged at Student Services. The form is reviewed by the Leader of Learning. The Leader of Learning will determine if it is appropriate and possible for the student to undertake a substitute Assessment task or examination. Under some circumstances, the Leader of Learning may require the student to attend an alternative Assessment session to complete the task, eg. If it contains a practical or oral component. The Leader of Learning will forward the Illness/Misadventure Form to the Assistant Principal – Learning or Delegate who will examine the circumstances detailed in the

documentation supplied by the student and decide on subsequent action.

Students absent for an Assessment Task must be prepared to undertake the task on the day of return to school. Periods are designated where students attend a nominated classroom on the day of returning to school to complete the task or a substitute task under supervision. It is the student's responsibility to advise their timetabled classroom teacher of their absence and to catch up work missed in that class.

A student who is absent from an Assessment Task or does not submit the task as instructed and fails to follow the procedures listed above will have zero marks recorded.

Where a student has attended an Assessment task while ill or subject to the effects of other misadventure, and his/her appeal is upheld, the following procedure will be followed:

- The paper will be marked along with all others.
- The Leader of Learning will then examine the marks awarded in relation to other Assessment data and other relevant evidence of the student's level of achievement.
- If the mark achieved is commensurate with or better than expectations based on the other evidence, no action will be taken.
- If the mark is significantly below expectations, it may be set aside, and the student required to undertake a substitute task. In this instance an estimate may be used based on the student's performance on tasks in that subject which are similar in nature. The estimate is determined at the end of the course before a final rank is determined.

The Illness/Misadventure Form must be returned to Student Services within one week of returning to school or zero marks will be recorded, and a 'N Warning Letter' will be issued.

4.3 ACADEMIC MALPRACTICE, CHEATING AND DISHONESTY

It is not acceptable to cheat in an Assessment task and it is not acceptable to know that cheating occurs and do nothing about it. All students have completed the 'All My Own Work' Program and have registered to indicate their understanding and acceptance of its contents.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Engaging in malpractice will result in loss of marks and heavy penalties (normally a zero mark and disciplinary action). Malpractice includes, but is not limited to:

- taking time off school prior to a task's due date
- copying someone else's work in part or in whole, and presenting it as their own (that is, plagiarism)
- using material (printed or otherwise) without reference to the source (also plagiarism)
- building on the ideas of another person without acknowledgement
- using AI (artificial intelligence) platforms to complete part/all of the work
- buying, stealing or borrowing any portion of another's work and presenting it as their own
- submitting work to which another person e.g. parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules (that is, cheating in exams)
- using non-approved aides during assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice, for example lending your work to another
- having any notation written on the body, clothing or any object brought into an assessment room, communicating with any person other than a supervisor during a task, e.g. speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.

Cheating during written tasks will usually result in the cancellation of the paper in whole or part and a zero-mark awarded for the paper or part. Proven dishonesty in relation to other assessment tasks will result in a zero mark.

Plagiarism is a form of proven dishonesty. Plagiarism from the Internet, other educational computer programs or any other information source is not acceptable. When using such sources always reference them in the Bibliography and acknowledge direct quotes using appropriate referencing procedures. Plagiarism will result in zero marks for part or whole of the Assessment task. Teachers will bring cases of suspected plagiarism to the attention of the Leader of Learning for determination of penalties.

It is recommended that you develop your literacy skills and write answers using your own language/style. If there are any doubts about plagiarism, students are advised to consult with the class teacher.

Equipment taken into the venue for an Assessment Task must be that allowed in that subject for the HSC examination, and it may be checked by the supervising teacher. Students must not use a mobile phone or be in possession of unauthorised notes or electronic devices such as earphones or AirPods, or a programmable watch (smart watch), during a task or access any other source of information unless instruction or permission is specifically given by the teacher. Zero marks will be awarded for a breach of this requirement.

Patterns of absence when connected to Assessment dates will run the risk of the challenge of cheating.

Proven cases of Academic Malpractice will be included on a register collated by the NSW Educational Standards Authority.

Malpractice in assessment tasks may incur an N Determination letter being issued.

Teacher discretion will be used in cases of malpractice; however, a guideline how both similarity, plagiarism and use of artificial intelligence will be treated is as follows:

- 0-24% - is generally an acceptable amount, although correct referencing should be maintained.
- 25-49% - content will be excluded from the marking process; a penalty letter will be issued
- 50-100% - this is considered a non-serious attempt and a result of zero will be recorded. A N warning will be issued and the student will need to resubmit. Year 12 students will be placed on the malpractice register with NESAs.

To avoid issues, students are advised to ensure the principles of All My Own Work are followed, keep drafts of their work, ensure they have correctly referenced their work. Where possible students should also submit drafts of their work to Turnitin prior to the due date.

4.4 GRANTING OF EXTENSIONS

The Leader of Learning will make a recommendation for all applications for extensions to the Assistant Principal - Learning or Delegate based on the information in the application received. Students should note that they are notified of assessment details well in advance and extensions therefore will not be granted without serious cause or circumstances. The Leader of Learning will be unlikely to grant recommend an extension in the case of:

- technical difficulties. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.
- misplaced work assignments
- loss of time due to travel commitments
- difficulties with research which should have been addressed by early commencement of research
- brief periods of illness or misadventure

- external commitments
- school workload
- organisational problems experienced in the days leading up to a deadline

When illness is the reason given for an extension, the extension will only apply for the equivalent number of days as are specified on a Medical Certificate explaining the prolonged absence.

Failure to hand in a stage of a long-term project will result in a zero mark for that stage. Failure to complete one component does not necessarily mean a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task and a N Determination letter issued.

Students requesting an extension for an Assessment task must apply *in advance*, in writing, to the Leader of Learning involved. The **Application for Extension** form is available from Student Services for this purpose. The Leader of Learning will make a recommendation and forward this to the Assistant-Principal – Learning or Delegate for a decision. The Leader of Learning will advise the outcome.

5.0 ELECTRONIC SUBMISSION OF ASSESSMENT TASKS

Where an assessment task has an electronic submission, the following shall be noted:

- The Assessment task should be readily identifiable.
- It is the responsibility of the student to ensure files are readable, usable and virus free.
- It is the responsibility of the student to ensure that technology such as home printers and home internet connections are in working order before the due date of the Assessment task. Technical failure is not acceptable as a reason for late submission.
- The school will only accept Assessment tasks which are created in software applications installed on the school network, and in a format which can be read by school computers.
- Electronic submission of overdue work may reduce the penalty as it can be registered before the student returns to school.
- Students must check any work prior to submission to ensure it has been uploaded correctly and any attachments or links are working and visible.
- Tasks are to be submitted electronically by 9am on the due date. If students have issues submitting, they should contact their class teacher before the due time and date if feasible.

6.0 ASSESSMENT MARKS

In each of the courses a mark will be awarded to students for the performance in each of the tasks in the Assessment Program. This mark will be based on the teacher's judgement of the student's performance of learning outcomes, measured against the marking guidelines developed by the teacher.

The marks received for each task in a course will be added together according to the weightings indicated on the Assessment Program. The final Assessment mark will be reached by statistical standardizing procedures before combining individual marks. In calculating and reporting marks, teachers need to be aware of the limitations of using statistical procedures on small groups. For this reason, the range of marks may be set rather than a mean. To enable the moderated assessment marks to give an accurate representation of student performance, it is important that marks submitted to NESAs establish the rank order and reflect the relative differences between students' performances for the course.

6.1 MULTIPLE CLASSES FROM THE ONE COURSE

Where multiple classes are running in a course, common assessment tasks will be set and marked as one

group. Task design will be a collaborative activity, involving all teachers who will take part in the administration of the task. Prior to the marking of assessment tasks, where more than one teacher is involved in the marking, teachers will discuss and clarify the marking criteria to ensure consistency of judgement and awarding of marks takes place. Faculties may employ a range of strategies to ensure consistency of marking across the cohort such as common markers, team marking, check marking and bench mark setting.

The School will make every effort to see that all students perform assessment tasks under the same conditions.

7.0 KEEPING OF MARKS

It must be noted that final HSC Assessment marks are strictly confidential and may not be communicated to students at any time. However, students are permitted to know their Rank Order in each course. This will usually be recalculated and then students notified after each Assessment task.

7.1 MARKING AND FEEDBACK

An essential component of assessment is to provide meaningful feedback to each student. Teachers will endeavour to mark and return assessment tasks promptly. Feedback, either written or verbal, will be provided to each student using the marking criteria for the task and annotation to student work, indicating what the student did well and how they can improve. Elements of meaningful feedback could include:

- Providing marks which have meaning by linking marks to specific criteria.
- Providing their rank within the student group for the task.
- Allowing students to self-assess their work relative to the marking criteria.
- Allowing peers to assess their work relative to the marking criteria.
- Providing opportunity for teachers to discuss with students (one on one/small group/whole group) the assessment of their performance, which may include their study preparation, their exam technique, their time management, their attitude and application, their commitment to class and home study, etc.
- Written comments which benefit future student performance, affirm their performance, suggest methods of improvement, areas for development, etc.
- Providing a link to their future learning in the course.

8.0 ASSESSMENT APPEALS AND REVIEWS

8.1 ASSESSMENT REVIEW COMMITTEE

It is the initial responsibility of Leader of Learning to review the Illness/Misadventure Forms presented to Student Services and make a recommendation to the Assistant Principal – Learning or Delegate. Under an exceptional circumstance an Assessment Review Committee may need to be established to consider the application. This will consist of at least three people including the Assistant Principal – Learning, the Curriculum and Assessment officer and either a Leader of Learning and/or the relevant Leader of Wellbeing and Engagement who will make a judgement. This committee will also judge all cases where cheating is suspected.

8.2 APPEALS RELATING TO ASSESSMENTS

If students wish to dispute a mark, they must raise the matter with the teacher and Leader of Learning at the time that the task is returned. Formal appeals relating to the appropriateness of the marks awarded for any Assessment Task should be directed to the respective Leader of Learning at the time of the return

of the Assessment task.

If students wish to dispute the Leader of Learning's judgement, they must make a written application to the Assistant Principal - Learning for the matter to be considered by the Assessment Review Committee.

8.3 RANK ORDER REVIEW PROCEDURE

Immediately after the last HSC exams in November, students will be given their ranking within the school in each course studied.

Students can request a review of an Assessment ranking if they consider that the school's order of merit for a particular course is not consistent with their expectations on the basis of performance in Assessment tasks, making allowance for component weighting and scaling, or if they feel that the school has not followed correctly the component weighting guidelines. Students must request such a review before the closing date stated in the HSC handbook issued by the NESA.

In the event of a review being requested, the Assessment Review Committee, together with the teacher concerned, will check the component weighting allocations and all calculations to ensure that no error has been made.

Please note that NESA has specifically stated that a teacher's judgement of the worth of individual assessment tasks, as reflected in the mark or the grade awarded, will not be subject to review. Schools are not required to retain test papers, student assignments, projects, practical exercises, etc., as evidence for assessments.

The provisions of the appeals process do not cover:

- matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities (there may be cases involving interruption to the completion of the work or loss of materials prepared by the student for submission which the school will consider, eg major works stolen or destroyed by vandals);
- matters that could have been avoided by the student, eg misreading of timetable, failure to enter for an examination in a course;
- long-term illness such as glandular fever, asthma and epilepsy - unless there is evidence of a 'flare-up' during the time of a specific task (chronic illness is not in itself an acceptable basis for an appeal).

9.0 ESTIMATION OF THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The School is not able to provide reliable estimates of the Australian Tertiary Admission Rank (ATAR). The final ATAR is calculated from data to which the School has little or no access.

When an estimate of a student's ATAR is required for an application for a scholarship or similar purpose, the Principal or Assistant Principal will provide the best estimate which can be derived from the available data. **However, the School disclaims any responsibility for the accuracy of any such estimate**, which is provided only to avoid disadvantage to students.

10.0 ASSESSMENT: VOCATIONAL EDUCATION AND TRAINING COURSES

- As Vocational Education and Training (VET) Courses are competency based, dual accredited courses, no internal mark is required for reporting purposes to NESA. However, NESA and the Australian Skills Quality Authority (ASQA) require that for each student a competency-based approach to assessment be used and that a record be held by the Registered Training Organisation (RTO) of the competencies achieved by students. The Catholic Schools Office is a Registered Training Organisation. NESA requires schools to enter the competencies achieved into the computer database via EBOS on-line.
- The competencies of each student are to be judged against a prescribed standard, not against the

other students. A student is therefore judged as competent or not yet competent and this judgement is based on evidence obtained from a variety of sources. Students who are deemed 'not yet competent' may seek further opportunities to demonstrate those competencies, but these need to occur by negotiation with the teacher, at a time that causes no disruption to other students or classes. Students will be given the option of three occasions in total to attempt competency tasks, provided the first is judged to be a genuine attempt by the student at achieving competence.

- Completion of the minimum requirements for Work Placements is mandatory. A student who fails to comply with the Work Placement requirement is issued with a warning letter. If the matter continues, an "N" determination may be made by the Principal after a second warning letter has been issued.
- Achievement of competence is recorded by each teacher/assessor and then entered into the NESAs database by the VET Leader of Learning. It must be signed off by a qualified assessor under the auspices of the RTO.
- All performance criteria must be met to demonstrate an element of competency. All elements of competency must be met in order to achieve a unit of competency.
- It is optional for students to do the HSC exam in a VET Curriculum Framework Course. Students wishing to include the course in the calculation of the ATAR need to sit the optional exam. Where the exam is sat, NESAs records the result on the students' Record of Achievement. This is independent of the AQF qualification they would receive.
- The College Executive may endorse a policy that students' marks from exams which test the theory component of the course are reported to parents / carers. This is intended to give the parents / carers and students an indication of their progress on the theory component. Students may find this useful information in deciding whether to sit the optional HSC exam in a VET Curriculum Framework Course.
- Where a student is undertaking a VET Curriculum Framework Course (delivered by the College), a TAFE delivered VET Curriculum Framework Course, a Board Developed TAFE Delivered VET Course or a TAFE Delivered VET Board Endorsed Course, students must comply with the regulations of TAFE, NESAs and ASQA. The College maintains regular communication with the TAFE campuses and attempts to follow up on concerns about student progress. TAFE reports the progress of students directly to NESAs and the College.
- The provisions that apply to all other courses regarding an 'N' determination, student warnings and the application of the Illness / Misadventure policy applies to all VET courses offered at All Saints' College.

Notwithstanding the above, the other provisions of the College Assessment Policy apply to VET students at All Saints' College. Where there is any contradiction between the provisions of this section and other sections of this policy, the relevant part from this section applies or alternatively, the relevant section from the ACE manual will be applied.

11.0 COURSE COMPLETION CRITERIA

The following course completion criteria refer to both Preliminary and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by NESAs; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks.

12.0 'N – DETERMINATIONS'

The NSW Educational Standards Authority has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by the Board.

The Principal therefore will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

While NESAs does not stipulate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. Absences will be regarded seriously by the Principal who will give students early warning of the consequences of such absences.

Before receiving a subject-specific warning letter students may also be issued with a 'Letter of Concern' from the Leader of Learning where a teacher has identified concern relating to a student's attendance in class and / or work ethic required to adequately complete the course.

Where a student fails to complete an assessment task without satisfactory explanation a mark of zero will be given to the task. In such a situation, students and parents will be notified in writing by the subject teacher via an N determination letter.

Students will be given TWO formal warning letters per task, so they have ample opportunity to redeem the task against the course requirements. A minimum of 15 calendar days will exist between warning letters. However, students may receive further warning letters for the same subjects for other tasks not completed satisfactorily. All warning letters will be recorded on a register at school and information as to whether the task was redeemed or not will be included. At the end of the HSC course, the Assistant Principal - Learning and the Leader of Curriculum and Assessment will examine the register and make recommendations to the Principal regarding course completion. Should a student receive an N determination for a subject, students have the right to appeal within 4 days of the N determination being officially advised.

Failure to complete assessment tasks totalling in excess of 50 percent of the final assessment mark will result in the Principal certifying that the course has not been satisfactorily studied for the purpose of the Higher School Certificate. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

Guidelines for resolving Clashes between Assessment Tasks and other School-based Activities

When a clash arises between an assessment task that is listed on the school's assessment calendar and another school-based activity then the following guidelines should apply:

1. School Representation

e.g. School Sport – Combined Catholic Colleges (CCC) Carnivals, Debating, Mock Trial etc.

For the individual(s) concerned, it is required that the **Assessment task(s) be rescheduled prior to the day of the task** and that the opportunity to represent the school be encouraged and acknowledged. It is the responsibility of the **staff member** organising the activity creating a clash of dates to provide a list of students who will be absent from any Assessment task(s) for both the Leader of Learning and teacher in charge of the Assessment task that is affected. This list needs only to be a **full list** of all participants in the activity rather than an individualised list.

Last updated May 2024

2. School-based part time Traineeships and TVET students

For the individual(s) concerned, it is required that the **Assessment task(s) be rescheduled prior to the work placement** if it cannot occur at an alternative time. It is the responsibility of the **VET Leader of Learning** to provide a list of names for the Leader of Learning and teacher in charge of the Assessment task(s) affected. This list needs only to be a **full list** of all participants rather than an individualised list.

3. Excursions

Assessment task(s) take priority over a school-based excursion that is not itself an Assessment task. An excursion that is **mandated fieldwork** AND is listed on the **school's Assessment calendar** (e.g., the Geography excursion to Mt. Kosciusko) does not fall **into** this category.

If clashes occur, then the task should be rescheduled prior to avoid the clash.

12.1 EXCEPTIONAL CIRCUMSTANCES

In exceptional and unforeseen circumstances, the school may require the student to do alternative tasks for missed assessments. These will form the basis of an estimate and will, where possible, reflect the nature of the missed task type and cover the same outcomes. This is covered under the Principal's delegated authority.

These guidelines are created to hold well organised and valid Assessment tasks and to promote effective Assessment participation to ensure that each student can achieve their potential.

LEADERS OF LEARNING

The Leaders of Learning or Assistant Leader of Learning for each subject area are:

KLA	Leader of Learning	Assistant Leader of Learning
Religious Studies	Mrs Scott	Ms Pantaleo
Creative Arts	Mrs Frize	Mrs Gibson
English	Ms Nowalinski	Mr Neeson / Mr Herbert
Mathematics	Mrs Daley	Mr McDonald
Science	Mrs Rainima	Mrs Berman / Ms Tully
HSIE	Mr Hopson	Miss Payne
PDHPE	Mr Whereat	Mrs Stock
TAS	Mr Koen	Mr Rolfe
Diverse Learning	Mr Whiting	Mrs Bertram