



ALL SAINTS'
COLLEGE
Maitland

Stage 6 – Year 11 & 12

Curriculum & Assessment Handbook

Updated: April 2025



Vision Statement

Together, we serve as faith-filled learners, seeking an authentic connection with Christ.

Mission Statement

At All Saints' College we:

Connect with

- the heritage of our First Nations Peoples and the Catholic traditions of All Saints' College
- our community to create a sense of belonging and inclusivity at the heart of Maitland
- the diversity of the world we live in by exploring possibilities

Seek to

- demonstrate integrity through words and actions
- create a more just and hope-filled world
- recognise and celebrate the achievements of all

Learn through

- pursuing opportunities for excellence
- developing skills as reflective and agile learners
- cultivating resilience by embracing challenge

Serve by

- being active stewards of creation
- acting with compassion and respect
- engaging in the prayer-life of the College



RATIONALE

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.

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:

- Inform stakeholders of NESA rules regarding Assessment, Certification and Examinations (implemented 14 October 2024) known as ACE Rules
- Processes that the College follows to implement NESA's ACE rules and guidelines to ensure equity

NESA's ACE rules must be adhered to; however, NESA also provides schools with clarifying guidelines indicated by footnotes on their website.

These can be found at: <https://curriculum.nsw.edu.au/ace-rules/ace10>

Teachers, under the direction of their Leaders of Learning, will ensure that:

- their assessment practices and processes meet the requirements of this policy
- students are provided with all relevant information relating to assessment and assessment tasks
- plan tasks and activities which provide evidence that particular learning outcomes have been achieved
- they use a range of assessment data, including formal and informal information, to inform their teaching and learning
- provide meaningful and timely feedback to enable students to improve learning
- regularly review assessment purposes, tasks, strategies and practices
- engage in dialogue and collegiality in regard to standards and consistency
- systematically analyse student work samples to moderate and develop 'on-balance' judgements within the standards framework
- maintain accurate and easily understood records in relation to student performance and progress
- use assessment information to inform teaching and learning
- use their professional judgement, together with reliable data to build an image of what each student knows and can do
- engage 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 College 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 College
- 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 College'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.

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

NESA States that assessment is the process of identifying, gathering and interpreting information about student achievement. In Stage 6, assessment can be used for a number of purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement of each student at the end of a course.

In the context of the Higher School Certificate (HSC), a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by external examinations alone
- multiple measures and observations made throughout the course rather than a single assessment event.

See: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/purpose-of-assessment>

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

The purpose of the College 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.

A GUIDELINE TO THE ACE REQUIREMENTS (ACCREDITATION, CERTIFICATION AND EXAMINATION) WITH SCHOOL PROCESSES AND PROTOCOLS EXPLAINED

1.0 ACHIEVEING THE RoSA (YEARS 10, 11 AND 12)

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-rosa#acerule=eligibility_for_the_rosa

The RoSA (Record of School Achievement) can be awarded if a student leaves school after the completion of Year 10 but before completing the HSC; providing that all eligibility requirements have been met (see link above).

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.

2.0 ASSESSMENT, RESULTS, AND APPEALS

2.1 FORMAL ASSESSMENT PROGRAMS AND TASKS

NESA Reference:

<https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs>

NOTE: NESA rules are provided for this – the College has internal processes and protocols for school-based assessment which is stated within these sections.

2.1.1 Preliminary (Year 11) courses

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs#acerule=n2_1_preliminary_school_based_assessment

Assessment Program and Schedules

Throughout Year 11 the College conducts an Assessment Program in each subject. The purpose of the Assessment Program is to enable the College to determine whether each student has satisfactorily achieved the outcomes of the Year 11 (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. For most subjects, satisfactory completion of the Year 11 course is a pre-requisite for the commencement of the Year 12 course.

Students will be provided students with the formal assessment program for each of their Preliminary courses, excluding Life Skills courses.

Each student will be provided with each subject's formal assessment program adheres to course-specific requirements, including assessment schedules that detail:

- i. the number and type of assessment tasks, and

- ii. syllabus outcomes assessed in each assessment task, and
- iii. the components and weightings allocated to each assessment task, and
- iv. when each assessment task is to be attempted or submitted.

These will be available via the Student SharePoint and posted to each Compass Class NewsFeed by the end of week 3 Term 1. Any amendments will be reposted to these places, and it is the responsibility of the student to ensure they are aware of changes. Assessment tasks with multiple parts will have one due date.

Assessment Task Notifications

Assessment task notifications will contain the following information and be on the accepted College proforma. Typically (and where possible), at least 14 calendar days will be given to students prior to the due date. Only exceptional circumstances will the 14 calendar days be waived. This must be approved by the Assistant Principal – Learning or delegate.

Assessment notifications will be posted to Compass Class Newsfeed and it is the students responsibility to check this if absent.

The College reserves the right to amend the number and type of assessment tasks, and the weightings allocated to each assessment task if necessary.

The task notification will include the components and weightings, syllabus outcomes assessed, the type of the assessment task, the scheduled date and time for attempting or submitting the task and the appropriate marking criteria (where appropriate). A detailed description of task requirements will be provided, including where they are multiple parts.

Students are expected to make a valid attempt at all tasks. If a student does not submit/complete the task by the due date, they must comply with the College's Illness/Misadventure protocol. The College will:

- provide an extension of time if appropriate and in line with NESA rules and College procedures
- provide a substitute task

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school will impose a penalty for the assessment task (see Penalties – 9.2.7). However, this will not impact the student's final grade as all work will be measured against the course performance descriptors or common grade scale. It will, however, impact final rank in this subject.

Exceptional circumstances will apply for any student unable to complete an assessment task in an extraordinary and unforeseen circumstance. An estimate may be approved in these cases.

Grade allocation

Final grades will be based on a range of student performance data and mapped against the Course Performance Descriptors for each subject where available OR the [Common Grade scale](#) where none is available.

Teachers will use the results from the formal assessment tasks but also collect and record a variety formative assessment data to ensure a wide range of information is collected to accurately assign a grade that reflects the student's achievement by the end of the course. Teachers may discuss this with their Leader of Learning and the Assistant Principal – Learning.

If a student wishes to appeal their final grade, they need to do so in writing and submit this to the Assistant Principal - Learning, with a justification of why they are appealing. The Assessment Review Committee will meet with the Leader of Learning and class teacher to examine the application and review the available student performance data. The student will then be informed of the outcome by the Assistant Principal –

Learning.

To avoid a conflict of interest or a perceived conflict of interest when allocating grades, the College will make every effort to:

- avoid a teacher who is a parent/carer or close relative, from taking their child's class.
- avoid having that teacher, who is a parent/carer or close relative, teaching on that cohort.

Where this is not possible, the College will make arrangements to ensure tasks from the student (who is a child of the teacher/carer or close relative) are double marked by a different teacher to ensure equity and fairness to all students.

2.1.2 HSC (Year 12) courses

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs#acerule=n2_1_hsc_school_based_assessment

Assessment Program and Schedules

Throughout Year 12, the College conducts an Assessment Program in each subject. The purpose of the Assessment Program is to enable the College to determine whether each student has satisfactorily achieved the outcomes of the Year 12 (HSC) course.

Students will be provided with the formal assessment program for each of their HSC courses, excluding Life Skills courses.

Each student will be provided with each subject's formal assessment program adheres to course-specific requirements, including assessment schedules that detail:

- I. the number and type of assessment tasks, and
- II. syllabus outcomes assessed in each assessment task, and
- III. the components and weightings allocated to each assessment task, and
- IV. when each assessment task is to be attempted or submitted.

These will be available via the Student SharePoint and posted to each Compass Class NewsFeed by the end of week 3 Term 4 (for term 4 assessment tasks) and week 3 Term 1 (for Term 1-3 assessment tasks). Any amendments will be reposted to these places, and it is the responsibility of the student to ensure they are aware of changes. Students will need to acknowledge the change. Assessment tasks with multiple parts will have one due date.

Assessment Task notifications

Assessment task notifications will contain the following information and be on the accepted College proforma. Typically (and where possible), at least 14 calendar days will be given to students prior to the due date. The Leader of Learning will direct teachers regarding what notification is sufficient for the task type. Only exceptional circumstances will the 14 calendar days be waived. This must be approved by the Assistant Principal – Learning or delegate.

The task notification will include the components and weightings, syllabus outcomes assessed, the type of the assessment task, the scheduled date and time for attempting or submitting the task and the appropriate

marking criteria (where appropriate). A detailed description of task requirements will be provided, including where they are multiple parts.

Assessment notifications will be posted to Compass Class NewsFeed, and it is the student's responsibility to check this if absent.

The College reserves the right to amend the number and type of assessment tasks, and the weightings allocated to each assessment task if necessary.

Assessment task notifications will be on the accepted College proforma. Typically (and where possible), at least 14 calendar days will be given to students prior to the due date.

The task notification will include the components and weightings, syllabus outcomes assessed, the type of the assessment task, the scheduled date and time for attempting or submitting the task and the appropriate marking criteria (where appropriate). A detailed description of task requirements will be provided, including where they are multiple parts.

Students are expected to make a valid attempt at all tasks. If a student does not submit/complete the task by the due date, they must comply with the College's Illness/Misadventure protocol. The College will:

- provide an extension of time if appropriate and in line with NESA rules and College procedures
- provide a substitute task

Exceptional circumstances will apply for any student unable to complete an assessment task in an extraordinary and unforeseen circumstance. An estimate may be approved in these cases.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school will impose a penalty for the assessment task (see Penalties – 9.2.7).

When marking formal assessment tasks, teachers will assess the student's actual performance, not potential performance and will provide students with feedback on their performance in each assessment task. Furthermore, the student's mark in the task will be indicated relative to the outcomes.

Students are responsible for submitting an appeal about any assessment following the school's policy and procedure (see Appeals – 4.2).

At the end of the course, the students with their final course rank via the end of course report.

Grade allocation for English Studies and Mathematics Standard 1

Final grades for English Studies and Mathematics Standard 1 will be based on a range of student performance data and mapped against the [Common Grade scale](#).

Teachers will use the results from the formal assessment tasks but also collect and record a variety formative assessment data to ensure a wide range of information is collected to accurately assign a grade that reflects the student's achievement by the end of the course. Teachers may discuss this with their Leader of Learning and the Assistant Principal – Learning.

If a student wishes to appeal their final grade, they need to do so in writing and submit this to the Assistant Principal - Learning, with a justification of why they are appealing. The Assessment Review Committee will meet with the Leader of Learning and class teacher to examine the application and review the available student performance data. The student will then be informed of the outcome by the Assistant Principal – Learning.

To avoid a conflict of interest or a perceived conflict of interest when allocating grades, the College will make every effort to:

- avoid a teacher who is a parent/carer or close relative, from taking their child's class.
- avoid having that teacher, who is a parent/carer or close relative, teaching on that cohort.

Where this is not possible, the College will make arrangements to ensure tasks from the student (who is a child of the teacher/carer or close relative) are double marked by a different teacher to ensure equity and fairness to all students.

2.1.3 Adjustments to school-based assessment

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs#acerule=n2_1_adjustments_to_school_based_assessment

Reasonable adjustments will be made to assessment activities if required, to enable access and equitable opportunity for students with disability to demonstrate what they know and can do in relation to syllabus outcomes and content.

The College takes responsibility for any decision at the school level to provide adjustments to coursework, assessment activities and tasks, including in-school tests. These adjustments should not restrict a student's access to the full range of grades or marks.

The Diverse Learning Team provides relevant advice to teachers on appropriate adjustments.

2.2 CALCULATING AND CONFIRMING SUBMITTED MARKS AND GRADES

NESA Reference:

<https://curriculum.nsw.edu.au/ace-rules/ace2/s6-marks-grades>

2.2.1 Submission of Grades to NESA

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace2/s6-marks-grades#acerule=n2_2_submitting_grades_to_nesa

The College has processes for grade allocation (see 2.1.1 and 2.1.2). The aim is to ensure that a range of formative and summative assessments information assists with the allocation of a grade that best reflects student achievement.

2.2.2 Submission of HSC school-based assessment marks to NESA

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace2/s6-marks-grades#acerule=n2_2_submitting_hsc_school_based_assessment_marks

Calculating marks for HSC Board Developed courses

The College will calculate each student's final school-based assessment mark using the marks assigned to the various assessment tasks. This final school-based assessment mark is reached by a straightforward aggregation of the assessment task marks for each student.

When entering marks into NESA, each student mark will be entered and then checked against subject mark books by the Leader of Learning and Assistant Principal – Learning or Delegate.

Final school-based assessment marks are based on formal assessment results.

Assessment marks are out of /100 for 2 unit courses and /50 for 1 unit courses. Results for Mathematics Extension 2 are recorded /100.

Calculating marks for HSC Board Endorsed courses

In calculating and reporting marks for HSC Board Endorsed courses, teachers will measure student performance in set assessment and formative tasks using the Performance Band Descriptions for Reporting Achievement in Stage 6 Board Endorsed courses. These will be based on HSC outcomes for each course.

Students sitting optional HSC examinations

An estimated mark will be provided for students choosing to sit the optional HSC examination in English Studies, Mathematics Standard 1 and relevant Stage 6 VET courses. The College requires students to sit the HSC Trial examination for the subject they are sitting the HSC for, and this will be used as a guideline for the estimated mark (though other data may be used).

2.3 SUBMITTING STAGE 5 GRADES

This information is located in the Year 10 handbook.

2.4 RETAINING STUDENT WORK SAMPLES AND ASSESSMENT ACTIVITIES

NESA Reference:

<https://curriculum.nsw.edu.au/ace-rules/ace2/work-samples>

NESA may request work samples for any subject that submits a grade in Years 10-12. As such the College reserves the right to maintain student work samples. NESA may require at least 2 samples per A-E grade (where available), for the duration that subject is offered and delivered by the College. Work samples may be kept for up to 5 years.

Should the sample be requested, every effort will be made to de-identify the sample to ensure student privacy is maintained. Samples will also not have marks or comments on them.

2.5 HSC PRACTICAL EXAMINATIONS

NESA Reference: <https://curriculum.nsw.edu.au/ace-rules/ace2/hsc-practicals>

NESA states that:

Some Stage 6 courses require a student to complete a practical component (projects, submitted works and performances). Students must not submit a project, submitted work, or performance, either in part or in full, for a school-based assessment or HSC exam that has already been submitted in another Preliminary and/or HSC course, or resubmit a practical component submitted and marked in a previous year without explicit permission from NESA.

Students must be aware and adhere to health and safety policies and requirements where applicable. NESA may not mark projects, or sections of projects which breach Health and Safety regulations/advice. Teachers and the Leader of Learning will provide guidance about the suitability of projects as they are being developed by the student.

2.6 HSC RESULTS SERVICES

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace2/result-appeals#acerule=n2_6_result_appeals

Students should be aware that they can access this service. See the link above for further information.

3.0 COURSE COMMENCEMENT, ELIBILITY AND ENTRIES

NOTE: NESA has specific guidelines for Illness/Misadventure applications for the HSC examinations. The College's internal processes are incorporated in this section.

3.1 PRELIMINARY AND HSC COURSE COMMENCEMENT

NESA Reference: <https://curriculum.nsw.edu.au/ace-rules/ace3/course-commencement>

Preliminary courses (Year 11) commence Day 1 of the Year 11 school year (unless in an accelerated program).

HSC (Year 12) courses typically do not commence until the completion of the Preliminary course in early Term 4. This will be when indicative hours have been met and reflected by each subjects Scope and Sequence.

VET subjects do not distinguish between Year 11 and 12 but do not commence before Day 1 Year 11, unless being offered as an accelerated delivery.

HSC Prescriptions must not be taught prior to the commencement of the HSC course.

NOTE: NESA states the following exception: Topics from the Mathematics Extension 1 HSC course may be taught before all the topics of the Mathematics Extension 1 Preliminary course have been taught.

3.2 COURSE ELIGIBILITY

NESA Reference: <https://curriculum.nsw.edu.au/ace-rules/ace3/course-eligibility>

3.2.1 Eligibility Requirements for entry into Preliminary requirements

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace3/course-eligibility#acerule=n3_3_eligibility_requirements_for_entry_into_preliminary_requirements

Typically, students who complete Year 10 satisfactorily are eligible for entry into Preliminary courses. For those who have not met the requirements of Year 10, students who have had an absence from school and those coming from interstate, the Principal's discretion is used for enrolment.

3.3 COURSE ENTRIES, CHANGES AND EXCLUSIONS

NESA Reference: https://curriculum.nsw.edu.au/ace-rules/ace3/course-entries#acerule=n3_4_course_changes

Students will be entered in courses early in Year 11 and be required to check and sign a Confirmation of Entry Report. Typically, the College prints these once for Year 11 students and twice for Year 12 students. If a student changes courses, a new Confirmation of Entry is produced for checking and signing. These are retained as hard copies in student files and also uploaded to each student's Compass profile.

3.3.5 Course Changes

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace3/course-entries#acerule=n3_4_course_changes

Students may request a change Preliminary course but the College must be satisfied that sufficient time remains for students to meet course outcomes of the new subject. Typically, course changes are approved as follows:

- Year 11 subjects – by end of week 3 term 1 except Maths and English which may change up until the end of Term 1 or within a week of their first assessment task being returned.
- Year 12 – may change a level of English, maths or Religion by no later than before the first assessment task is issued (unless an exceptional circumstance). Year 12 students may discontinue a subject at any time following the commencement of the Year 12 course. If they are picking up a subject, they must submit a request by no later than week 5 of term 4. Schools cannot enter a student into any HSC course after June 30 of the HSC year.
- Year 12 students picking up an Extension course and reducing to 10 units, will be strongly advised to stay in at least 11 units until the first extension assessment task is completed to ensure that they are confident with the rigour and requirements of the extension course.

For all subject changes, students must use the appropriate form available from Student Services.

NOTE: Students withdrawing from Mathematics Extension 2 must have completed the requirements for the Mathematics Advanced course and be enrolled in that course on Schools Online.

3.3.6 Course Exclusions

NESA Reference: https://curriculum.nsw.edu.au/ace-rules/ace3/course-entries#acerule=n3_4_course_exclusions

The College will ensure that patterns of study are compliant with NESA rules at subject selections and during subject change requests.

4.0 COURSE COMPLETION, NON-COMPLETION AND APPEALS

NOTE: NESA has specific guidelines for Illness/Misadventure applications for the HSC examinations. The College's internal processes will be outlined separately.

4.1 COURSE COMPLETION FOR THE PRELIMINARY AND HSC COURSE

NESA Reference: https://curriculum.nsw.edu.au/ace-rules/ace4/course-completions#acerule=n4_1_course_completion_preliminary_and_hsc_courses

NESA states:

Satisfactory completion of a Preliminary or Higher School Certificate course: 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:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Students may receive N-Warning letters for any of the 3 criteria not being met as stated above (see 4.2).

Students in Year 11 will be deemed to have completed the requirements if there is sufficient evidence to meet the course completion criteria above for each subject studied.

For students completing HSC courses the following applies: (quoted directly from NESA website)

- They must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.
- For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria.
- A course will not be listed on the RoSA unless both of these conditions are met.
- In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.
- Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.
- If it is determined that a student has not made a genuine attempt to complete the course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.
- Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.
- Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses that satisfy NESA's

pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

- 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 in courses where school-based assessment marks are submitted.
- NESA expects students to attempt all assessment tasks set.

4.2 NON-COMPLETION AND APPEALS

NESA Reference: <https://curriculum.nsw.edu.au/ace-rules/ace4/course-non-completions>

4.2.1 'N' determinations – principal's determination of non-completion of course requirements

The Assistant Principal – Learning will advise the College Principal if a student has not satisfactorily completed a course. This will be based on a record of where students have not complied with the course completion criteria and who have received at least two written warnings. They can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.

The course will not appear on the Student's RoSA.

'N' determinations – warnings of non-completion of course requirements

If at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, an N warning letter will be issued. This will:

- a. advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
- b. advise the parent or guardian in writing (if the student is under the age of 18);
- c. request from the student/parent/guardian a written acknowledgement of the warning;
- d. issue at least one follow-up warning letter if the first letter is not effective; and
- e. retain copies of all relevant documents.

A record will be kept at the school and the issuing teacher will make note if the work has been redeemed (completed) by the new due date which is typically at least 15 calendar days from issue. Warning Letters will be numbered by issue. For all subjects, except VET subjects, the numbering of warning letters will recommence at the start of the HSC course.

N-Warning Letters will be issued via Compass and emailed to parents directly.

Record of School Achievement and Higher School Certificate appeals against non-completion of course requirements ('N' determinations)

- A Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course, or sent to the student's home address. Principals must also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the principal's determination.
- If a student does not wish to appeal to NESA, the completed Principal's Determination form should be retained at the school.

School procedures if student appeal is successful at school level

- If a student appeals to the school and the student's appeal is successful at the school level, both the Principal's Determination form and the Student Appeal form should be retained at the school. NESAs must be advised so that the 'N' determination can be removed and the grade/assessment mark reinstated.

School procedures if student appeal is unsuccessful at school level

- If the student's appeal is unsuccessful at the school level, all documentation should be retained at the school unless the student wishes to appeal to NESAs.
- NESAs will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent and any other relevant information must be included.
- The appropriate forms relating to 'N' determinations must be submitted to NESAs by the dates specified by NESAs.

4.3 COLLEGE PROCESS AND POLICY FOR SCHOOL BASED ASSESSMENT TASKS

4.3.1 Procedures regarding the submission of assessment tasks

Assessment tasks should be submitted/completed on, **or before**, the due date. **ALL** work must ultimately be submitted to satisfy course completion criteria.

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 a penalty being applied. 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 a penalty may be applied. 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 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.

4.3.2 Absence during the formal examinations

If a student is absent during one of the examination periods owing to illness, a Medical 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.

4.3.3 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.

4.3.4 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 because of any period of illness or misadventure during the time of the project. They do need to formally apply for this following collect processes (see 9.2.8).

4.3.5 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 College will only accept Assessment tasks which are created in software applications installed on the College network, and in a format which can be read by school computers. 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.

4.3.6 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 College.

While NESA 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 N-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 5 calendar 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.

Students who wish to appeal the N Determination may do so within 1 week of officially being informed of the N Determination being awarded. The appeals process and paperwork will be provided to the student at the time of the determination.

4.3.7 Appeals on school-based assessment tasks

If students wish to dispute a mark, they must raise the matter with the teacher and Leader of Learning at within two weeks after 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.

5.0 CURRICULUM REQUIREMENTS

5.1 CURRICULUM REQUIREMENTS

NESA Reference: <https://curriculum.nsw.edu.au/ace-rules/ace5/curriculum-requirements>

5.1.4 Meeting mandatory curriculum requirements for the HSC

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace5/curriculum-requirements#acerule=n5_1_meeting_mandatory_curriculum_requirements_for_c51f4a2

NESA's states that to be eligible for the award of the HSC credential, students must satisfactorily complete:

- a Preliminary pattern of study comprising at least 12 units, and
- an HSC pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- 2 units of a Board Developed course in English
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- at least 4 subjects.

Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.

Students may accumulate HSC courses towards the award of the HSC credential within a consecutive five-year period.

6.0 DISABILITY PROVISIONS

NESA Reference: <https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program>

6.1.1 Approving Disability provisions

NESA reference:

https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program#acerule=approving_disability_provisions

The College can approve provisions at any time but will typically apply provisions in line with how NESA grants provisions.

6.1.2 Applying for Disability provisions

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program#acerule=applying_for_disability_provisions

For the HSC examinations, students must apply to have these granted to NESA via the Diverse learning team at the College. Applications must include all relevant evidence (including a diagnosis and the precise nature of the disability and the effect on exam performance) and address application requirements. Application forms will be made available to students who seek to apply for provisions soon after the commencement of the Year 12 course.

6.1.3 Principal decisions about adjustments for school-based assessment tasks

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program#acerule=principal_decisions_about_adjustments_for_school_b

The College will make reasonable adjustments to ensure students with a disability have equitable access to their learning and assessment tasks. Note: an adjustment is NOT a disability provision for the purposes of the HSC examination and students should not assume that they will automatically be granted the same provisions that the College has provided for school-based assessment.

6.1.4 Appealing a declined HSC disability provision

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program#acerule=appealing_a_declined_hsc_disability_provisions_app

If a student application is declined by NESA, students have the right to appeal this decision with new evidence. The College will support, as much as possible, any appeal to NESA. However, the final decision for disability provisions for the HSC examination is made by NESA.

7.0 HSC EXAM OPERATIONS

7.1.1 Conducting HSC examinations

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace7/conducting-exams#acerule=conducting_hsc_exams

The College will provide adequate and suitable rooms for all HSC examinations as available.

The Presiding officer is in charge of HSC examinations and the Curriculum and Assessment Coordinator is the College delegate. There will be an IT delegate available who will assist with downloads and online examinations as well as other IT issues. Exams will be stored securely and safely throughout the duration of the HSC examination period.

7.1.2 Provision of an exam centre

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace7/conducting-exams#acerule=n7_1_provision_of_accommodation_as_an_exam_centre

The College will make every endeavour to ensure exam rooms are well lit and ventilated appropriately and that noise disturbances are kept to a minimum during both practical and written examinations.

Occasionally unforeseen occurrences can disrupt examinations but the impact of these will be mitigated as effectively as possible.

7.1.3 Approved exam equipment

NESA reference:

https://curriculum.nsw.edu.au/ace-rules/ace7/conducting-exams#acerule=n7_1_approved_exam_equipment

NESA states:

- Students must take responsibility for knowing and adhering to what equipment can be taken into an exam room.
- A list of [exam-specific equipment](#) is published on NESA's website.
- Principals must make arrangements for appropriate teaching staff to assist the [Presiding Officer](#) in checking exam-specific equipment before students are allowed into the exam room.
- Presiding Officers must remove unauthorised equipment from the exam room, but are not responsible for its safe keeping.

7.2.1 Completing HSC exams

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace7/completing-exams#acerule=n7_2_completing_hsc_exams

NESA states:

- A student must complete the required HSC exams for a course and:
 - make a serious attempt at the exam
 - write in English (unless instructed otherwise)
 - follow NESA exam rules outlined in the [HSC Rules and Procedures Guide](#)
 - follow the directions of the Presiding Officer, and
 - follow the rules of the school where they sit their exam.
- A student who does not comply with exam rules may have their exam paper, oral exam, performance or submitted work for that course cancelled, potentially making them ineligible for their HSC.

8.0 HSC MINIMUM STANDARD

8.1 Demonstrating the Minimum Standard before leaving school

NESA reference:

[https://curriculum.nsw.edu.au/ace-rules/ace8/demonstrating-min-standard#acerule=demonstrating the hsc minimum standard ac1f4c6](https://curriculum.nsw.edu.au/ace-rules/ace8/demonstrating-min-standard#acerule=demonstrating%20the%20hsc%20minimum%20standard%20ac1f4c6)

Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the HSC.

Every student, unless they have an exemption, must meet at least Level 3 of the Minimum Standard tests in Writing, Numeracy and Reading.

NESA provides students with 4 opportunities to complete these tests in Year 10 and 11 and 6 opportunities in Year 12. The College will commence these tests in Year 10 with the aim to have most students at the standard before commencing Year 11. The College will make every effort to ensure students have sufficient opportunities to meet the Standard each HSC school year.

For ways to demonstrate the minimum standard without sitting these tests please see the link above.

8.1.2 Students exempt from demonstrating the HSC minimum standard

NESA reference: [https://curriculum.nsw.edu.au/ace-rules/ace8/demonstrating-min-standard#acerule=students exempt from demonstrating the hsc minimum](https://curriculum.nsw.edu.au/ace-rules/ace8/demonstrating-min-standard#acerule=students%20exempt%20from%20demonstrating%20the%20hsc%20minimum)

- Students enrolled in Life Skills English have exemptions for literacy tests.
- Students enrolled in Life Skills Mathematics have exemption for numeracy tests.
- Students enrolled in 4 Life Skills subjects (not including Mathematics) have an exemption for the numeracy test.
- Students may still choose to attempt the tests if they wish.

Students who have not met the Standards by the completion of Year 12 may still attempt these tests to have their HSC credentialled.

See: [https://curriculum.nsw.edu.au/ace-rules/ace8/demonstrating-min-standard#acerule=demonstrating the hsc minimum standard after leavi](https://curriculum.nsw.edu.au/ace-rules/ace8/demonstrating-min-standard#acerule=demonstrating%20the%20hsc%20minimum%20standard%20after%20leaving%20school)

9.0 ILLNESS/MISADVENTURE AND APPEALS

NOTE: NESA has specific guidelines for Illness/Misadventure applications for the HSC examinations. The College's internal processes will be outlined separately.

Definitions:

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

Illness and Misadventure must relate to events on the day of the task or immediately prior to the task due date. It does NOT apply for long term issues, unless an exceptional circumstance.

9.1 HSC EXAMINATIONS

NESA reference:

https://curriculum.nsw.edu.au/ace-rules/ace9/im-program#acerule=illness_misadventure_program_3623eab

The pertinent information is summarised below:

NESA administers the Illness/Misadventure program to support students who:

- experience illness or misadventure immediately before or during an HSC exam; and
- are prevented from attending or impacted during an HSC exam.

NESA will award students with upheld illness/misadventure applications with the higher of:

- their earned HSC exam mark; or
- an exam mark calculated for them.

The Illness/Misadventure program does not cover:

- attendance at a sporting or cultural event, or family holiday, or
- alleged inadequacies of teaching, or
- long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- disabilities for which NESA has already granted disability provisions, unless:
 - an unforeseen episode occurs during the exam
 - further difficulties with the approved provision(s) occur during the exam;
- long-term illness unless the student has a 'flare-up' of the condition immediately before or during the HSC exam
- matters avoidable by the student (e.g misreading the exam timetable).

Students may appeal a declined individual application.

Appeals must:

- a. outline the reason(s) for the appeal
- b. be supported by new evidence, and
- c. include the student's name and NESA student number.

9.2 COLLEGE PROCESS AND POLICY FOR SCHOOL BASED ASSESSMENT TASKS

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:

9.2.1 Absent due to illness

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

- i) The medical professional e.g a 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

9.2.2 Absent due to valid unforeseen circumstances (e.g funeral)

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

9.2.3 Absent due to valid school activities (e.g 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.

9.2.4 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 application 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, where possible.
- In Stage 6, student absences during in class assessment tasks and exam periods will be declined to avoid unnecessary interruptions to learning. Approved Leave or any illness supported by a Medical 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. 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 the amended 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.

9.2.5 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 up until the commencement of the task. 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 receive a zero mark as being deemed late. This is unless appropriate documentation is provided to explain the partial absences.

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.

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.

9.2.6 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 the student provides a valid reason to explain why the task has not been completed or submitted. This is done by completing and submitting an Illness/Misadventure Form. The documentation will be lodged at Student Services. Illness/Misadventure forms must be accompanied by supporting evidence. If unwell, it is recommended that you see a medical practitioner if unwell and have a specific diagnosis stated, rather than a general comment such as 'has a medical condition' or 'is unfit for school' as this assists with the determination for the validity of the student's claim. If claiming misadventure, keep documentation that supports this; the Assistant Principal – Learning or Delegate can advise of what would be considered sufficient.

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, or to accept late submission without penalty. The Leader of Learning may require the student to attend an alternative Assessment session to complete the task, e.g 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 with a recommendation, 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 after 5 days late.

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. In this instance the mark will be adjusted based on the student's performance on tasks in that subject which are similar in nature. The adjusted mark 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. Where a student has not completed/submitted the task within a week of their return to school an 'N Warning Letter' will be issued if the task has not been submitted or completed. If late, with no valid reason, a Penalty Letter will be issued.

The determination will be communicated to the student via Compass.

9.2.7 Non-Completion of tasks and Penalties

In Stage 6, students who do not complete or submit an assessment by the date and time stipulated will have a zero result awarded for that task. To avoid a penalty, the student may appeal this outcome by collecting an Illness/Misadventure form from Student Services and submitting this with sufficient evidence. This aligns with NES rule 2.1.2 – 37, which states:

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

While this rule is strictly applicable to Year 12 students, Year 11 students will also be under the same rule. For Year 11 students and students in Year 12 Mathematics Standard 1 and English Studies, a penalty against marks awarded will impact their rank order but not their final grade to NES, which is based on student achievement against the course performance descriptors or, where not available, the common grade scale.

9.2.8 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 if they are notified of assessment details well in advance of the due date, extensions 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 penalty for that stage and an N Warning Letter may be issued. 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 for the subject if applicable.

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.

9.2.9 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 College's assessment calendar and another school-based activity then the following guidelines should apply:

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 College 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.

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.

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 College's Assessment calendar (e.g., the Geography excursion to Mt. Kosciuszko) does not fall into this category. However these tasks need to be scheduled to avoid clashed with other tasks and every effort will be made to do this.

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

10.0 INTEGRITY OF HSC SCHOOL-BASED ASSESSMENT AND EXAMS

NOTE: NESA has specific guidelines for malpractice applications for the HSC examinations. The College's internal processes will be outlined separately.

[All My Own Work](#) is a program developed by NESA that all students must complete prior to enrolment into Year 11 subjects on Students Online. The four modules focus on the priority areas: Misrepresentation, Plagiarism, Collusion and Breach of assessment conditions.

The College will endeavour to have all students complete this during Year 10. It will be completed supervised and so that an accurate record is kept of students who have met the requirements for each module.

10.1 MALPRACTICE

NESA Reference: <https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

NESA states:

- The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.
- Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice, including:
 - [All My Own Work](#) (or its equivalent), and
 - [HSC Rules and Procedures Guide](#), and
 - [HSC minimum standard: Malpractice and breaches of test rules](#), and
 - [HSC practical exams](#).
- NESA's rules regarding malpractice must be read in conjunction with any course specific requirements outlined in [NESA syllabus](#) packages including Assessment and Reporting information.

10.1.1 Types of Malpractice

NESA states

- Malpractice is any attempt to gain an unfair advantage over other students.
- Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#) or the [HSC](#).
- Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
- Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
- Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Misrepresentation

- Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- Misrepresentation can include but is not limited to:
 - making up journal entries for a project, and/or

- submitting falsified or altered documents¹, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

- Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
- When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
- Plagiarism includes but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as their own, and/or
 - using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - building on the ideas or words of another person without appropriate acknowledgement, and/or
 - using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

- Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
- Collusion includes but is not limited to:
 - sharing answers to an assessment with other students, and/or
 - submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
 - contract cheating by outsourcing work to a third party, and/or
 - unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

- All students undertaking an [HSC exam](#) or [HSC minimum standard test](#) must comply with the assessment conditions set by NESA.
- When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
- A breach of assessment conditions includes any breach of:
 - HSC exam rules and procedures, and
 - HSC minimum standard test rules and procedures.
- Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Students found to have engaged with malpractice in Year 12 will be placed on NESA Malpractice register and incur the relevant penalty.

If a student engages in malpractice during the HSC examination, they may face a result of zero or the cancellation of the subject.

See the link above for further information.

10.1.2 Non-serious attempts

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace10/non-serious#acerule=n10_3_non_genuine_attempt_in_an_hsc_exam_or_hsc_mi

NESA states:

- To meet the eligibility requirements for the HSC, students must attend and make a serious attempt in all their HSC exams.
- For an HSC exam or [HSC minimum standard](#) test attempt to be considered a serious attempt, students must:
 - a. respond to and demonstrate academic engagement, and
 - b. answer in English, unless specifically instructed otherwise.
- Non-serious attempts include but are not limited to:
 - a. answering only multiple-choice questions, and/or
 - b. responses containing objectionable material:
 - i. abuse directed at a member of school staff, Presiding Officer or NESA, and/or
 - ii. obscene symbols, drawings, or comments.

Students may appeal any non-serious attempt determination in the HSC examinations. See:

https://curriculum.nsw.edu.au/ace-rules/ace10/non-serious#acerule=n10_3_appealing_a_non_genuine_attempt

10.2 COLLEGE PROCESS AND POLICY FOR SCHOOL BASED ASSESSMENT TASKS

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 penalties.

Malpractice includes, but is not limited to:

- 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
- 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.

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.

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 and has not been authorised

Patterns of absence when connected to Assessment dates will run the risk of the challenge of cheating. Proven cases of Academic Malpractice in Year 12 will be included on a register collated by the NSW Educational Standards Authority.

Suspected instances of plagiarism and unauthorised use of AI will involve an investigation. Teachers may use a viva voce, examine the digital footprint of the document, ask for research notes and drafts as part of the investigation to discover the authenticity and originality of student work.

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

10.2.1 Penalties for malpractice in school-based assessment tasks

Teacher discretion will be used in cases of malpractice; however, a guideline how both similarity, plagiarism and the unauthorised 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% - the flagged material will be investigated and if proven, this content will be excluded from the marking process; a penalty letter will be issued
- 50-100% - the flagged material will be investigated and if proven, 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 NESA.

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.

11.0 LIFE SKILLS

NESA Reference: <https://curriculum.nsw.edu.au/ace-rules/ace11/life-skills-s6>

NESA states:

Stage 6 Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 11–12 who cannot access related general education courses.

Principals must make decisions about accessing Stage 6 Life Skills courses:

- based on the needs of the individual student, for each course, and
- via collaborative curriculum planning, and
- involving the individual student (where appropriate), their parents/carers, and their teachers.

Stage 6 Life Skills courses are not appropriate options for students:

- who do not have an intellectual disability or an imputed intellectual disability
- experiencing significant unexpected and/or chronic health issues
- performing below their cohort
- who could access outcomes and content with appropriate adjustments and support
- with emotional and/or behavioural needs.

A student studying a Stage 6 Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Stage 6 Life Skills courses must continue studying Stage 6 Life Skills courses in the current stage of schooling.

A student studying any Stage 6 Life Skills course(s) will usually have completed one or more [courses based on Life Skills outcomes and content in Years 7–10](#).

In exceptional circumstances a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enter Stage 6 Life Skills courses. These exceptional circumstances might include situations where a student with intellectual or imputed intellectual disability:

- has attempted outcomes and content in Years 7–10 but has experienced significant difficulty in achieving the outcomes, and/or
- transfers from interstate or overseas, and/or
- has a deteriorating condition.

Students undertaking Life Skills subjects do not need to be formally assessed.

Teachers will assess students accessing Life Skills courses on their achievement of the outcomes selected through collaborative curriculum planning, and provide learning opportunities for students to demonstrate achievement in relation to the selected outcomes.

Students accessing Life Skills courses may achieve the designated outcomes independently or with support.

An outcome should be considered as ‘achieved independently’ if there is evidence that a student can demonstrate the achievement of an outcome, either:

- without adjustments, or
- with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments must have been determined through collaborative curriculum planning.

12.0 PATTERN OF STUDY

NESA Reference: <https://curriculum.nsw.edu.au/ace-rules/ace12/nesa-pattern>

NESA states:

To be eligible for the award of the HSC credential, students must satisfactorily complete:

- a Preliminary pattern of study comprising at least 12 units, and
- an HSC pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- 2 units of a Board Developed course in English
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- at least 4 subjects.

The College will ensure that students are in approved patterns of study at the time of subject selections in Year 10, enrolment from another school in Year 11 and through subject changes periods.

12.2.1 Accumulating courses

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace12/accumulating-repeating#acerule=n12_2_accumulating_courses

NESA states:

RoSA and Preliminary

- NESA allows students to accumulate courses towards the [RoSA](#).
- There is no time restriction for students accumulating Stage 5 and Preliminary courses.

HSC

- NESA allows students to accumulate courses towards the [HSC](#).
- Students may:
 - accumulate HSC courses by satisfactorily completing individual or multiple courses within a consecutive five-year period. This period commences the first year the student satisfactorily completes an HSC course, but courses do not need to be studied in consecutive years, and
 - extend beyond the 5 years but must restart the consecutive five-year period. Course/s from outside the consecutive five-year period would no longer contribute towards the pattern of study requirements.
- Students must meet all other eligibility requirements for the HSC to be awarded the HSC credential.
- An HSC course and the associated Extension course(s) may be undertaken in different years within a consecutive five-year accumulation period.
 - Where there is an exclusion between 2 courses, a student cannot have an entry in both courses. This applies to both concurrent and consecutive years in the five-year period for the accumulation of the HSC.

VET

- NESA allows students to accumulate [VET courses](#) within a consecutive five-year period.

Students wishing to repeat a course should see: https://curriculum.nsw.edu.au/ace-rules/ace12/accumulating-repeating#acerule=n12_2_repeating_courses

13.0 STUDENTS WITH ATYPICAL CIRCUMSTANCES

NOTE: Only information relevant to student will be provided here.

13.5.1 Granting leave

While Principal's have discretion to grant leave, in general this will not be given at All Saints' College, unless an exceptional circumstance applies such as an elite sports pathway. Family vacation is not grounds for approved leave.

Leave will not be granted during the HSC examination period.

See Section 4 for further information about assessment tasks and Principal's Approved leave.

14.0 VET

NOTE: Only relevant information for students will be included.

14.5.1 Assessing VET courses

NESA Reference:

https://curriculum.nsw.edu.au/ace-rules/ace14/vet-assessment#acerule=n14_5_assessing_vet_courses

The College will develop a formal assessment program for each Stage 6 VET course and students will be provided with the formal assessment program with information about course-specific requirements, including the number and type of assessment tasks, including units of competency assessed in each, and the timing of assessment tasks.

Students are assessed using a competency-based approach and students get multiple opportunities to meet the competencies across the length of the course.

Assessment in VET courses must:

- be standards-referenced, where performance is judged against a prescribed standard contained in each unit of competency
- meet the requirements of the Training Package or nationally accredited course on which the VET course is based
- be conducted by a qualified assessor under the RTO, and
- determine students as 'competent' or 'not yet competent'.

Students must:

- meet all performance criteria to demonstrate achievement of an element of competency, and
- achieve all elements of competency to demonstrate achievement of a unit of competency.

Students must also complete required work placement hours.

Students do not get grades awarded in Year 11. However, students nominating to sit the optional HSC exam (where available) will have an estimated exam mark entered on Schools Online. This mark is used as the basis of any subsequent Illness/Misadventure application for the HSC examination.

14.6 COLLEGE PROCESS AND POLICY FOR SCHOOL BASED ASSESSMENT

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.

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 on the NESA 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 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, NESA 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, NESA 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 NESA 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.

14.7.1 VET Credentialling

NESA Reference: <https://curriculum.nsw.edu.au/ace-rules/ace14/vet-credentialling>

The College will abide by NESA rules for VET credentialling at all times.

Students who successfully or partially completing requirements for an AQF VET qualification will follow be credentialled as per the guidelines below: see 14.7.3 -

https://curriculum.nsw.edu.au/ace-rules/ace14/vet-credentialling#acerule=n14_7_successfully_or_partially_completing_require

Students in a VET course(s) who:

- a. successfully complete all requirements of an AQF VET qualification will receive a Certificate of Attainment and an accompanying Transcript of Competencies Achieved
- b. partially complete the requirements of an AQF VET qualification will receive a Statement of Attainment listing the units of competency achieved.

15.0 ADDITIONAL INFORMATION APPLICATION TO THE SCHOOL-BASED ASSESSMENT PROGRAM

15.1 VARIATION FROM THE 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. Amendments need to be acknowledged in writing.

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.

15.2 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 professional 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 Assessment mark will be a straightforward aggregation of weighted assessment marks.

15.2 MULTIPLE CLASSES IN 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 benchmark setting.

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

15.3 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.

15.5 ROLE OF THE 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.

15.6 ESTIMATION OF THE ATAR (AUSTRALIAN TERTIARY ADMISSION RANK)

The College is not able to provide reliable estimates of the Australian Tertiary Admission Rank (ATAR). The final ATAR is calculated from data to which the College 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 College disclaims any responsibility for the accuracy of any such estimate, which is provided only to avoid disadvantage to students.

15.7 EXCEPTIONAL CIRCUMSTANCES

In exceptional and unforeseen circumstances, the College may require the student to do alternative tasks for missed assessments or may make changes to the published schedule. 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.

15.8 REFERENCING

Students are required to follow the specific instructions for referencing for any task as directed by their class teacher and listed on assessment task notifications.

Assistance for referencing is available via the referencing generator: <https://org.slasa.asn.au/apa>. This can be located via the star icon on Compass – then follow the link to Library.

15.9 UPDATES

NESA updates their policies regularly, and as a College, we need to update this handbook. While this will be done annually, on occasions, changes need to be made throughout the year. When this occurs, the process will be as follows:

- Notification will be in the College newsletter and on Compass for 2 weeks
- The handbook will be reposted to the College website and Student SharePoint with the date updated noted on the cover page.
- Amendments will not be applied retrospectively.

15.10 COLLEGE LEADERSHIP TEAM – LEARNING AND CURRICULUM

Students and parents/caregivers should attempt to resolve any concerns or queries with the class teacher and/or Leaders of Learning initially.

The Curriculum and Assessment Coordinator directly supervises and manages all issues and concerns relating to reporting, assessment tasks and examinations.

The College Leadership Team is as follows:

Position	Staff member/s
Principal	Mr Lacey and Mr McCudden
Assistant Principal – Learning	Mrs Hibbert
Curriculum and Assessment Coordinator	Mrs Penfold

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	Miss Hartcher
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
VET	Mrs Kinkade	-
Diverse Learning	Mr Whiting	Mrs Bertram

NESA Key Terms

The key terms below will help students understand the type of assessment they have been set. It is important they do understand the terms and the differences between them.

Account	Account for: state reasons for, report on. Give an account of, narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use in a different, new or unfamiliar situation

Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically Analyse	Use interpretation and reasoning to assess a range of evidence and make judgements based on detailed analysis. Add a degree or level of accuracy, knowledge and understanding, logic, questioning, reflection and quality to evaluate
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole