



**ALL SAINTS'
COLLEGE**
Maitland

Assessment Procedures and Policies

Year 10, 11 and 12

INTRODUCTION

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

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 document will be reviewed annually as required by NSW Education Standards Authority (NESA) and Catholic Schools – Maitland Newcastle.

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 10, 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.

ASSESSMENT POLICIES

These are developed by the Diocese of Maitland-Newcastle Catholic Schools Office for Years 10, 11 and 12. They are available from the MN Policy Suite (for staff) and will be kept updated on the College website.

Assessment policies and protocols for Years 7, 8 and 9 remain within the jurisdiction of All Saints' College.

The College reserves the right to administer internal assessment as required, aligning with Diocesan and NESAs rules, but may add in additional requirements to meet the individual context of the College. While every attempt is made to avoid a perceived conflict, where it exists, Diocesan rules will be followed.

The following outlines how formal assessment takes place and is in ADDITION to the Diocesan policy. Both documents are to be referred to in all matters regarding assessment.

A GUIDELINE TO SCHOOL PROCESSES AND PROTOCOLS NOT SPECIFIED BY THE DIOCESAN ASSESSMENT GUIDELINE.

YEAR 10 AND YEAR 11

Assessment Program and Schedules

Throughout Year 10 and 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 course. This determination, and the actual ROSA Grade achieved, is reported to NESAs, and is reported on a Record of Student Achievement (ROSA) issued by NESAs.

NOTE: 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 with the formal assessment program for each of their 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:

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

These will be 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.

Additionally, an Assessment handbook will be available via the College website.

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 of 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.

YEAR 12

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:

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

These will be available 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.

Additionally, an Assessment handbook will be available via the College website.

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).

RETAINING STUDENT WORK SAMPLES AND ASSESSMENT ACTIVITIES

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.

PRELIMINARY AND HSC 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 subject's 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.

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.

‘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 NESAs, 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.

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.

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 correct processes.

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

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

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

Students will be given TWO formal warning letters per task, so they have ample opportunity to redeem the task against the course requirements. A minimum of 15 calendar days will exist between 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.

COLLEGE PROCESSES AND POLICIES FOR SCHOOL BASED ASSESSMENT TASKS

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.

PARTIAL ABSENCE OF THE DUE DATE OF AN ASSESSMENT TASK

Where an assessment task is to be completed or submitted after the first period of the day, it is expected that students will be in attendance for their normal school day as per their timetabled lessons. Students who arrive late to school on the day either to complete or submit an assessment task, will be permitted to complete or submit the task but will receive an appropriate penalty relevant to their year group. 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.

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

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 a School Based Assessment Variation form from Student Services and submitting this with sufficient evidence.

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 NESA, which is based on student achievement against the course performance descriptors or, where not available, the common grade scale.

Year 10 students may have a mark reduction, but it will not impact their final grade.

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

ESTIMATION OF THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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

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

RESOLVING CLASHES BETWEEN ASSESSMENT TASK/S AND OTHER SCHOOL BASED ACTIVITIES

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

School Representation

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

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

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 school's Assessment calendar (e.g., the Geography excursion to Mt. Kosciusko) does not fall into this category.

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

LIFE SKILLS

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.

EXCEPTIONAL CIRCUMSTANCES

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

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 with the date updated noted on the cover page.
- Amendments will not be applied retrospectively.

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 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 (Mrs Buffier)
PDHPE	Mr Whereat	Mrs Stock
TAS	Mr Koen	Mr Rolfe
VET	Mrs Kinkade	-
Diverse Learning	Mr Whiting	Mr Lobos

