LAMBTON HIGH SCHOOL

ASSESSMENT AND REPORTING POLICY

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ASSESSMENT AND REPORTING POLICY

PRINCIPLES OF EFFECTIVE AND INFORMATIVE ASSESSMENT AND REPORTING

The Assessment Policy should be read in conjunction with the NSW DEC Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 policy which outlines specific requirements and policy standards; and the Board of Studies Assessment, Certification and Examination (ACE) Manual.

1. The assessment strategies used by the teacher need to be directly linked to syllabus outcomes. These describe the standards against which the student is assessed and reported.
2. Teachers choose strategies that provide information about student progress and achievement as well as diagnosing strengths and needs.
3. Teachers use a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes.
4. Assessment strategies are valid, fair, engage and value the learner, are time efficient and manageable.
5. Assessment values teacher judgement through cooperative programming and discussion of student work samples and achievements within and between schools.
6. Effective and informative reporting takes a variety of forms including report profiles, interviews, portfolios and awards.

AIMS AND PURPOSE OF ASSESSMENT

Assessment is the process of identifying, gathering and interpreting information about student’s learning. The central purpose of assessment is to provide information on student achievement and progress and set direction for ongoing teacher learning.

The key reasons for assessment are to
- Support student learning
- Monitor student learning
- Diagnose student needs
- Evaluate the effectiveness of teaching/learning programs
- Inform the reporting process
- Assist accountability
SENIOR ASSESSMENT POLICY

1. STAFF & STUDENT RESPONSIBILITY

Student responsibilities:
- Make a serious attempt at each task and act on constructive feedback
- Follow a pattern of study that meets their educational needs and not make any unapproved changes
- Communicate to their teacher any changes in their circumstances that may impact on their HSC performance
- Adhere to the HSC assessment guidelines

Teacher responsibilities:
- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year.
- Demonstrate an understanding of course content, objectives and outcomes
- Implement classroom assessment procedures according to school and BOS requirements
- Ensure that students have copies of all relevant course documents
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for year 11 and 12 students, establishing high expectations
- Ensure learning is based on current material and meets student/syllabus needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide strategies to support gifted and talented students

Underpinning all of these teaching and learning responsibilities is the expectation that HSC teachers will maintain effective records as evidence of fulfilling each part of the role. A checklist of required documents include:
- Attendance records
- BOS documents and variations to routine
- Programming, registration and evaluation
- Records of student performance, achievement and work samples
- Records of conferencing with students, parents and head teachers
- Students causing concern
- BOS HSC calendar deadlines

It is a requirement that all HSC teachers maintain a folder of monitoring records that can be called upon at any time.

Head Teacher responsibilities:
- Ensure courses of study are being met in accordance with the BOS syllabus and related documents
- Compliance with assessment policies, programs and procedures including record keeping
- Staff have knowledge of and compliance with course content and options including the teaching of current prescribed texts and topics
- Disability provisions are in place for those students who require them to access and participate in assessment tasks as well as the HSC
- Compliance with requirements surrounding major works, projects and performance components
- All VET courses are delivered within the scope of registration for the Region
- Support and monitor compliance with the requirements of the HSC Monitoring Folder
- Monitor the implementation of this policy through TARS
- Communicate any irregularities with the senior executive

Senior Executive responsibilities:
- Support Head Teachers in HSC compliance as part of the EARS process
- Develop and implement explicit, consistent and systematic HSC monitoring policy that aligns to the ACE Manual
- Maintain accountability for ensuring that all BOS requirements for the HSC are met by the school
2. HSC ELIGIBILITY

To be eligible for the award of the Higher School Certificate students must have:
- gained the Record of Student Achievement (RoSA) or such other qualifications as the Board of Studies considers satisfactory
- attended a government school, an accredited non-government school, a school outside NSW recognised by the Board, or a college of TAFE
- satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate
- sat for and made a serious attempt at the required HSC examinations.

Pattern of study

To qualify for the Higher School Certificate 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. Both patterns must include:
- at least six units of Board Developed Courses- at Preliminary and HSC level
- at least two units of a Board Developed Course in English*
- at least three courses of two-unit value or greater (either Board Developed or Board Endorsed Courses)- at Preliminary and HSC level
- at least four subjects- at Preliminary and HSC level

* Satisfactory completion of English Studies will fulfill English requirements for the HSC. The course will count towards the 6 units of Board Developed Courses required for the award of the HSC.

For Science courses:
- a maximum of six Preliminary units and six HSC units can be studied
- in the Preliminary study pattern, Senior Science cannot be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics
- in the HSC, Senior Science can be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC must have successfully completed the Preliminary course in at least one Science course

Meet eligibility requirements for:
- English (ESL) course
- Continuers course in language
- Beginners course in language
- Heritage course in language

All Preliminary and HSC:
- Board Endorsed Courses have current endorsement
- students have completed the HSC: All My Own Work program (except Life Skills students)

Australian Tertiary Admission Rank (ATAR)

To be eligible for an ATAR students must complete at least 10 units of Board Developed Courses including:
- at least eight units from Category A subjects (no more than 2 units of Category B subjects)
- at least two units of English
- at least three Board Developed Courses of two units or greater
- at least four subjects

Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses and the English Studies Content Endorsed Course do not satisfy requirements for the ATAR

Administrative Requirements

Each year the memorandum: HIGHER SCHOOL CERTIFICATE MONITORING Certification Sheet is signed by the principal and formally lodged and registered with the School Education Director

Students are entered into HSC courses via Schools Online

Students are issued with printouts of their courses with variations highlighted and confirm students are entered in the correct HSC courses and signed the Confirmation of Entry form
3. SENIOR ASSESSMENT PROGRAM

The Assessment program for each course for the HSC and Preliminary Certificate will be published to students in booklets/CD at the commencement of the relevant year. The information will include weightings and the general nature of the assessment task.

The Policy document is designed to ensure the school meets the DEC and the Board of Studies implementation and monitoring requirements of the Higher School Certificate.

4. PROCEDURES FOR COMMUNICATING THE POLICY

A HSC Information session is held where students receive a HSC Assessment booklet/CD and sign to certify the receipt of/access to:
- course assessment task information and schedules
- Assessment Policy: procedures for absence, notice of tasks, submitting tasks, special provisions, failure to submit and N Award information
- Illness-Misadventure Appeals process
- Relevant BOS information: Course syllabus, HSC resources, performance bands, work samples and multiple choice, HSC policies and procedures, past papers, All My Own Work and submitted works.
- Support materials: RIP, Aiming High, BOS subject descriptions, study skills and other resources and links

Each course is required to provide a copy of their assessment schedule on Moodle

All students are required to sign to acknowledge they have read and understood the Board of Studies’ booklet Rules and Procedures for Higher School Certificate Candidates

Students are encouraged to use the Board of Studies (eBOS) Students Online service

All Preliminary and HSC teachers receive a copy of the assessment booklet/CD

5. ASSESSMENT TASKS

Task Weight
An individual task should not normally be worth less than 10%, nor more than 40%, of the total assessment marks. One task may address several course outcomes. In general, later tasks should carry more weight than earlier tasks.

Number of Tasks
The assessment program must include the Trial HSC. Three to five tasks (including the trial HSC) are generally sufficient for 2 unit courses and two to three for a one unit course. The Board of Studies recommends a maximum of five assessment tasks.

Tasks
The assessment tasks used should be appropriate to the outcomes and component of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

Head Teachers are required to validate each task prior to distribution to students

All assessment tasks for a course should be completed by each candidate

The students will sign to acknowledge the receipt, submission and return of a task (appendix 2). .

Teachers should assess the students’ actual performance, not potential performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations.
Students who indicate they are sick on the day of an assessment task should report to the Deputy Principal to discuss whether the student should sit the task and to discuss the required documentation for non-completion.

6. ASSESSMENT NOTIFICATION

- In addition to the notification in the handbook, each task should be notified as to the precise date, outcomes assessed, weighting for components and marking rubric (where appropriate). At least two weeks’ notice of the details of a task should be given.
- The format of the notification must be in the agreed school proforma (appendix 1).
- Students are to sign that they have received the assessment task notification (appendix 2).
- The teacher will sign the notification sheet to indicate the task assesses the outcomes learnt in class and that it meets Board of Studies requirements. This is countersigned by the Head Teacher to certify the task.
- A copy of the task notification is filed with the Deputy Principal.

If a student is absent on the day that a notification for an assessment task is given to students, it is the responsibility of the student to speak to the teacher or Head Teacher to obtain a copy. Note, unless there are exceptional circumstances, an extension of time for the task will not be granted.

7. ASSESSMENT SCHEDULE

General Guidelines:
- Assessment in the Preliminary course should not begin before Week 5 of Term 1 for that cohort.
- Assessment for the HSC course may commence in Term 4 of the year prior to the HSC examination in that course.
- Students who have been admitted to the HSC course on probation will need to complete all outstanding Assessment tasks for the relevant Preliminary Course by the end of Term 4.
- Assessment tasks should generally not be scheduled for the last day of term (outside the Trial HSC period). This could potentially provide two weeks additional preparation time if a student is absent on this day.

Trial HSC Examination:
- All courses will have a Trial HSC examination (except English Extension 2 and some CEC and BEC courses);
- The Trial HSC should form a significant part of assessment;
- Examination papers should mirror the HSC as far as possible in skills, content, duration and difficulty

Students:
- are required to wear school uniform; and
- need only attend during the time of their scheduled examinations;
- are not permitted to leave the examination earlier than the finish time.

If a student is absent from the Trial HSC they are required to:
- Contact the school on the day of the examination
- Catch-up the task within the scheduled examination period.

Assessment Blocks:
- All tasks are required to take place in the assessment periods.
- The load of tasks is balanced by timetable lines and managed by the Deputy Principal
- Courses are not required to place an assessment task in every assessment block
HSC takes precedence over all school activities, including excursions, competitions and sporting events. Work placement for VET may be varied to accommodate the assessment due date. Under special circumstances the Principal may grant an exemption.

Minimal homework is to be provided during the assessment period.

Change of dates for assessment tasks to outside the assessment block will only be permitted in exceptional circumstances. Approval is required by the Principal. If the date for an assessment task is approved to be changed from the advertised date in the booklet then at least two weeks’ notice in writing will be given to all students concerned.
8. PROCEDURES FOR THE ADMINISTRATION OF TASKS

For separate classes completing the same course, Head Teachers are required to ensure:

- students receive the same information to ensure consistency in the administration of the assessment task
- where possible, the task should be completed on the same day/period to protect the integrity of the task
- all students have the same examination conditions and experiences

Preliminary and HSC English speeches will be held over on the same day(s) to ensure fairness and the consistent implementation of the task

During an assessment task, students must turn off their mobile phone and place it in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

9. PROCEDURES FOR AWARDING MARKS

The HSC requires that a standard referenced approach be used for assessing and reporting student achievement. Assessment tasks allow measurements of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurements over a period of time. In a standards-referenced approach, the assessment mark submitted to the Board of Studies will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks

Marks are calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. Marks will be aggregated to the nearest whole number and ranked accordingly.

Marks will only be rounded once at the end of the calculation.

The assessment marks should show the relative differences between students’ performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank. This will be provided as the assessment rank on their semester two report.

Moderation

Tasks may be statistically moderated as these procedures help ensure that the weightings for each task are as intended and reduce the effect of individual task characteristics on overall assessment mark collation (Board of Studies, HSC assessment in a standards-referenced framework- A Guide to Best Practice).

Statistical procedures may not be appropriate in courses with small candidatures.

A meeting is held with the Principal to analyse the final raw and moderated marks for each course as the Principal is required to certify the accuracy of the marks submitted to the Board of Studies.

10. PROCEDURES FOR LATE SUBMISSION AND NON-COMPLETION OF TASKS

- Tasks handed in late will receive a zero.
- A student handing in a task late has the right to appeal the zero mark.

i) Where the teacher of the class is absent on the due date

- Where a teacher is absent on the day an assessment task is due to be handed in the Head Teacher or nominated teacher will arrange for the initialling of the collection roll.
- Where a teacher is absent on the day for an in-class task, the Faculty Head Teacher or senior teacher will arrange alternative cover. This may involve notifying the Head Teacher, Administration, to arrange casual relief.
ii) Where a student is absent on the due date

- Where a written task is to be handed in on a due date and the absence is known beforehand, the student must make arrangements for the task to be submitted on or before time.
- Where a student is absent on the day because of illness the student may arrange for the task to be handed in on time by an agent.
- Where the student has been absent on the day the assessment task was due and the task was not handed in by arrangement, the student must hand in the task to their teacher on their first day of attendance. **Relevant evidence** (e.g. doctor’s certificate, statutory declaration, other) covering all days of absence, together with an Assessment Illness/Misadventure Appeal form must accompany the task.
- Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see the Head Teacher of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. **Relevant evidence** (e.g. Current doctor’s certificate, statutory declaration, other) covering all days of absence must be submitted at this time.
- Failure to follow the above procedures will result in an N Award Warning letter being sent to parents/caregivers of the student.
- Where a student is absent on the day an assessment task is due either for medical reasons or for any other reason, a zero must be given initially and the student has the right to appeal.

Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student’s responsibility to ensure the task is submitted **on the due date**.

It is the student’s responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

11. PROCEDURES FOR ILLNESS-MISADVENTURE

An illness-misadventure form is used when an assessment task is
- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances

Where a student experiences a misadventure, s/he should approach the faculty Head Teacher to obtain an Illness-Misadventure Appeal form. This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

**Completing the Illness/Misadventure Appeal**

**PART A**: This section is to be completed by the student. Reasons for the Illness-Misadventure appeal must be documented in this section.

**PART B**: Relevant documentation (e.g. doctor’s certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the student’s responsibility to complete the Illness-Misadventure Appeal and return it to the relevant Head Teacher within **five school days** of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

Students cannot submit an appeal on the basis of:
- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.
illness once the assessment paper is opened during the reading time, or after the examination commences.

**PART C:** The Head Teacher will make a recommendation, including awarding a zero mark; giving the same task at a later date; setting an alternative task; giving an estimate; or other options as determined by the Head Teacher. The form is submitted to the Deputy Principal.

**PART D:** If the appeal is supported by the Head Teacher (within policy guidelines), the Deputy Principal may uphold the appeal.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

**PART E:** The Appeals Committee shall be convened by the alternate Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The committee may:

i) uphold the appeal  
ii) dismiss the appeal  
iii) impose a penalty.

- The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.
- All documents related to the appeal should be placed in the student’s file.

**12. MALPRACTICE**

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else’s work in part or in whole, and presenting it as their own  
- using material directly from books, journals, CDs or the internet without reference to the source  
- building on the ideas of another person without reference to the source  
- buying, stealing or borrowing another person’s work and presenting it as their own  
- submitting work to which another person such as a 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 an assessment task  
- contriving false explanations to explain work not handed in by the due date  
- assisting another student to engage in malpractice.

Where cheating is detected a zero will be given for the task. The school may apply additional penalties through the discipline system at the discretion of the Principal.

Where a student is present on the day of the task and truants in periods prior to undertaking the task, this will be regarded as a form of cheating and penalties will apply.

A student penalised for cheating has access to the appeals process.

**13. INVALIDITY OF ASSESSMENT TASKS**

Where, in the professional opinion of the teacher, invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

The Head Teacher will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- negotiation with all students affected.  
- reduce the weighting of the task  
- implement an alternate task supplied for the whole or part of the original  
- mark adjustment to discount the invalid part of the test  
- other, as determined by the Head Teacher.
An investigation will be undertaken by the Deputy Principal and Head Teacher of the Faculty involved

14. MAINTAINING RECORDS

Faculty procedures for marking and recording should be given in writing by the Head Teacher to all teachers concerned.

Marks for individual assessment tasks, and records of competency, should be recorded by the teacher responsible for marking the task.

Faculties need to ensure procedures exist for protection of the data in the event of fire, theft or other misadventure. These procedures may include having a centrally-filed hard or electronic copy of the marks and duplicates stored off-site.

All marks need to be available so that the computations determining the final assessment mark can be checked in the case of a school review of assessments.

Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course

i. For students who transfer into the school before 30 June in the year of the Higher School Certificate examination:

Request the former school forward information regarding:
- assessment marks, task weightings and rank
- N-Awards

The marks provided can be used as the basis of estimates for task that have been missed. Tasks attempted after enrolment can also be used to assist this estimate.

ii. For students who transfer into the school after 30 June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks.

In the case of VET curriculum framework courses for the Higher School Certificate, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

15. FEEDBACK

Teachers provide feedback to students to assist their learning. The effectiveness of feedback to students on their performance on assessment tasks can now be significantly improved in the standards-based system used for the HSC.

Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference.

Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance.

This advice should indicate:
- Students’ attainments in the task relative to the outcomes
- Students’ relative positions within the course group.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either
competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

16. PROCEDURES FOR N-WARNING AND DETERMINATION

If the principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for him/her to correct the problem and satisfactorily complete the course.

A minimum of two warning letters for each course is required for N-Determination.

The Principal will use the following as a guide for N-Determination (Appendix):

1. **50% Rule:** In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks
2. **Attendance:** A student who attends less than 85% of their lessons would be deemed as causing concern
3. **Set Tasks and Experiences:** Principals must determine if there is sufficient evidence to progress with an N determination for a student’s application of diligence and sustained effort to the set tasks and experiences provided in the course by the school

If a decision is made to progress with an N-Determination:
- The principal will notify the parent/carer that in the schools view, their student has not met the completion requirements for the award of the Preliminary HSC or HSC
- Offer an Appeal form (if required) and review the appeal
- Form an Appeals panel (if required)
  i. If the appeal is upheld, award the marks for the course
  ii. If the Appeal is declined, forward all documentation to the Board of Studies for determination

If an ‘N’ determination is given:
- the course will be listed as ‘Not Completed’ on the Record of Achievement
- the student may be ineligible for the award of a Preliminary HSC or HSC

17. SPECIAL PROVISIONS

The Head Teacher Welfare is responsible for the identification and management of students requiring special provisions. A submission for all known cases is made to the Board of Studies.

Students who accessed special provisions for Year 10 should be screened for similar access for senior assessment and examination.

The Head Teacher Welfare will develop a list of students requiring special provisions by the end of Term 1. Additional students may be added during the year.

Special provisions should apply to those assessment tasks affected by the student’s specific provisions.

18. PROCEDURES FOR ACCELERANTS AND ACCUMULANTS

Acceleration

Students who are accelerated must be able to demonstrate completion of the Board of Studies syllabus outcomes. Acceleration must be on the basis of compression of the curriculum, or curriculum ‘compacting’, not omission.

Student’s who are accelerated into Year 10 or from Year 10 into Year 11, will be outstanding or exceptional students whom the school can confidently expect will receive an ‘A’ grade in Stage 5.

Students may undertake Preliminary and/or HSC courses in advance of their usual cohort and may accelerate in all courses (grade advancement) or in one or more courses.
In terms of the formal assessment program for the HSC, a student accelerating in a subject should complete all assessment tasks (or the equivalent) that are undertaken by students completing the usual HSC program in the subject.

Individual accelerants should be withdrawn from class to join their Preliminary and/or HSC cohort class for task notifications and assessment examinations.

Marks and ranking for accelerants will be calculated according to their performance within the cohort group.

Accelerating students, as with all HSC students, will have open to them a range of alternative pathways to the HSC.

Accelerating HSC students, having completed HSC courses in advance of their Year cohort, may:
- undertake additional units for the HSC;
- undertake an HSC extension course, if requirements are met;
- undertake a university level course, eg a Distinction Course or University Extension Course;
- undertake external or part-time study at University or TAFE;
- commence part-time work in addition to their studies
- undertake a combination of some of the above options.

An accelerating student may be permitted to repeat a course in which they have been accelerated, though this would not be the expectation. If a student is accelerated, it should occur in the educational interests of the particular student, and with a strong probability of success in that accelerated subject or subjects.

The UAC rules specify that, while a student may repeat a subject at the HSC, only the most recent result may be counted for ATAR purposes.

**Accumulation**

There is no restriction on the accumulation of Preliminary courses. Students may accumulate HSC courses towards the Higher School Certificate over up to five years.

Students who are accumulating courses will receive a Record of Achievement.

In the case of an accumulator who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of the Board of Studies.

**19. VOCATIONAL EDUCATION AND TRAINING COURSES**

**Assessment requirements for Vocational Education and Training courses**

Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence which can be in a variety of forms.

The Board of Studies requires providers of VET curriculum framework courses to:
- ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO)
- use a competency-based approach to assessment
- maintain a record of all of the competencies achieved by each student
- progressively record the achievement of elements of competency and units of competency in a competency record book (student log) supplied by the RTO
- use only qualified assessors to carry out assessment
- report to the Board via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course
- verify that students have completed the mandatory work placement hours that have been assigned to each course
- prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.

Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the
optional VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student’s achievement on a task or tasks similar in nature to the HSC examination, such as a trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will be used only in the case of a successful illness/misadventure appeal.

20. PRACTICAL AND SUBMITTED WORKS

Students are required to be provided with written notice of:
- relevant guidelines for the project work so the work falls within the Board of Studies and HSC guidelines for size, weight and duration
- examination dates for practical, submitted works and performances.

Documentation is to be retained in HSC Monitoring folders of the project’s approval, development and evaluation. A schedule is developed for monitoring progress and to regularly records the students’ progress. This includes journals, process diaries or logbooks by documenting the processes involved and keeping students up to date. Teachers should inspect journals regularly and record the date.

Teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation.

Teachers must certify the work is the students’ own original work and that any material drawn from other sources or any outside assistance is acknowledged.

The Head Teacher is responsible for ensuring procedures are in-place for the security and safe storage of students’ works.

21. PROCEDURES FOR REVIEWING THE POLICY

The policy is reviewed annually by staff, students and community representatives to ensure:
- the implementation of procedures which satisfy the requirements for the award of the HSC;
- it meets Board of Studies Syllabus Objectives including teaching the prescribed areas of study, electives and texts

The review includes:
- Assessment Policy
- Preliminary and HSC Monitoring Folders
- Assessment schedules

22. OTHER RELEVANT DOCUMENTS/SITES

- Assessment Resource Centre
- Board of Studies Advice to Students, Parents and Teachers - HSC Assessment and Submitted Works
- Equipment Checklist for the Higher School Certificate Examinations
- HSC Assessment in a Standards-Referenced Framework - A Guide to Best Practice
- HSC English Prescribed Area of Study, Electives and Texts
- HSC Performance and Submitted Works - Advice to Schools Regarding Content
- Studying for the NSW Higher School Certificate
- Rules and Procedures for Higher School Certificate Candidates
23. EXAMINATION PROCEDURES

i. Information for Students

Students:
1. must be prompt to the examination. Students should assemble outside the hall or other designated venue (minimum 10 minutes prior to the commencement of reading time).
2. are required to fill in an attendance slip for every examination. The slips will be collected and forwarded to the appropriate faculty.
3. are not permitted to leave the venue before the end of the examination.
4. must not talk once they have entered the examination venue.
5. will be directed where to sit. Subject groups will sit together.
6. must remove their watch and place it in clear view on the examination desk.
7. must not write, use any equipment including highlighters, or annotate examination paper in any way during reading time.
8. may consult their dictionary during reading time (for examinations where dictionaries are permitted)
9. must read the instructions on the examination paper carefully as well as all questions.
10. write clearly, preferably with black pen.
11. write answers in the correct answer booklets.
12. must follow the supervisors instructions at all times
13. must behave in a polite and courteous manner towards the supervisors and other students.
14. must make a serious attempt at the examination
15. will be dismissed by the supervising teacher.

HSC Equipment Checklist for Examinations

Students may only take equipment listed below into the examination room:
- black pens (blue is also acceptable but black is easier for markers to read)
- pencils, erasers, sharpener (use pencils where specifically directed)
- a ruler marked in millimetres and centimetres
- highlighter pen

Students are not permitted to borrow equipment during examinations.

Students may only use scientific calculators that appear on the Board’s list of approved scientific calculators. The list of approved scientific calculators, as well as the separate criteria for calculators in the General Mathematics examination, can be found in the HSC Exams section on the Board’s website.

Students are permitted to take dictionaries into certain Language examinations. However, they must be monolingual and/or bilingual print dictionaries relating to the language being examined. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.

Mobile phones and electronic devices such as organisers, MP3 players and dictionaries, are not permitted in an examination room under any circumstances.

ii. Information for Staff

Responsibilities of supervising staff:
1. Please be prompt to your supervision.
2. Teachers whose name appears first at the START of an examination (as indicated by an *), will need to collect the examination papers, writing booklets and attendance slips from the print room. They are also to supervise the organisation/commencement of the examination.
3. Teachers rostered at the CONCLUSION of examinations are to collect the examination papers, writing booklets and attendance slips and deliver them to the appropriate staff room. The teacher supervising the conclusion will be indicated by an *. No blank attendance slips should remain at the end of the examination.

4. Record the START and FINISH times of the examination on the chalkboard on the stage.

5. Students should assemble outside the hall or other designated venue.

6. Students are to fill in an attendance slip for each and every examination they attend. They will be collected and forwarded to the appropriate faculty.

7. **No one is to leave the venue before the end of the examination.**

8. Teachers are to be active in their supervision.

9. Teachers should insist that students must not talk once they have entered the examination venue.

10. Staff are to direct students where to sit. Subject groups should sit together. Subject groups finishing early should sit at the side/near the exit so they can exit quietly.

11. Some supervision will involve taking classes for teachers on practical or oral/aural examinations. Please go to the teacher’s desk to collect work.

12. At the end of the examination the supervisor in charge (as indicated by an *) should:

    - notify the students 5 minutes before the end of the examination
    - collect the examination papers/writing booklets/attendance slips and return them to the appropriate faculty (with assistance from other supervising teachers)
    - students should remain silent until the examination has finished and all papers have been collected
    - dismiss the students in an orderly manner

13. Please report any serious problems as soon as possible to the relevant Head Teacher.

14. Staff may be required to supervise examinations during faculty time or in-lieu of their regular timetabled class due to:

    - not having the required number of staff available on that particular line
    - senior students going off to TAFE and no classes therefore are delivered at that time.

15. Staff on Special Provisions supervision are to collect examination papers/writing booklets and attendance slips from the print room.

16. Students who arrive late to the examination will be given no extra time. They will finish at the noted conclusion time as per the examination timetable.

17. If a student’s behaviour during the examination is of concern or disrupting others, the Card System may be used. The first card is the blue first warning card which indicates that a student has received a warning about disruptive behaviour. This card will be placed on their desk during the examination and their name will be recorded in the examination journal.

The second warning card is a yellow warning card. This card indicates that the student’s behaviour is still of concern and that they have lost 25% of their marks. This card will be placed on their desk and their name recorded in the examination journal.
The third warning card is a red warning card. This card indicates that they have continued with disruptive behaviour and that they have lost all of their marks and will receive zero for the task. They should be sent to the deputy principal.

These cards have been designed to support appropriate behaviour during examinations.
## Preliminary/HSC Task Notification

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Task Number</td>
<td></td>
</tr>
<tr>
<td>Task Weight</td>
<td>%</td>
</tr>
<tr>
<td>Date of Notification</td>
<td>Date Due</td>
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</tbody>
</table>

## Outcomes Assessed

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## Task Description

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## Task Instructions

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## Literacy Checklist

<table>
<thead>
<tr>
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<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Have you achieved your purpose (eg. to persuade, entertain, describe or inform) by writing in the correct text type (eg. exposition, narrative, recount or report)?</td>
<td></td>
<td></td>
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<tr>
<td>Have you clearly and effectively answered the question?</td>
<td></td>
<td></td>
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<tr>
<td>Have you written the title of the text/s in italics or quotation marks?</td>
<td></td>
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<tr>
<td>Have you used capital letters and full stops?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you correctly used other types of punctuation? (Commas, dashes, exclamation marks, speech marks and question marks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you used a variety of sentence types?</td>
<td></td>
<td></td>
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<tr>
<td>Have you checked your spelling?</td>
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<tr>
<td>Have you used paragraphs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you written a detailed and effective introduction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you reread (proof read) your work and corrected any errors?</td>
<td></td>
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</tr>
</tbody>
</table>
**Marking Guidelines and Feedback**

<table>
<thead>
<tr>
<th>Student’s Name</th>
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</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
</tr>
<tr>
<td>Task Number</td>
<td></td>
</tr>
<tr>
<td>Task Weight</td>
<td>%</td>
</tr>
</tbody>
</table>

**NOTE:** In the event of Illness-Misadventure, an appeal must be returned to the relevant Head Teacher within **five school days** of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.
ILLNESS-MISADVENTURE APPEAL

PROCEDURES FOR ILLNESS-MISADVENTURE

An illness-misadventure form is used when an assessment task is
- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances

Where a student experiences a misadventure, s/he should approach the faculty Head Teacher to obtain an Illness-Misadventure Appeal form. This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

COMPLETING THE FORM

PART A: This section is to be completed by the student. Reasons for the Illness-Misadventure appeal must be documented in this section.

PART B: Relevant documentation (e.g. doctor’s certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the student's responsibility to complete the Illness-Misadventure Appeal and return it to the relevant Head Teacher within five school days of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances

Students cannot submit an appeal on the basis of:
- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

PART C: The Head Teacher will make a recommendation, including awarding a zero mark; giving the same task at a later date; setting an alternative task; giving an estimate; or other options as determined by the Head Teacher. The form is submitted to the Deputy Principal.

PART D: If the appeal is supported by the Head Teacher (within policy guidelines), the Deputy Principal may uphold the appeal.

If the Deputy Principal dismisses the appeal, the Head Teacher will be advised. The Head Teacher informs the student of the outcome and of the option to request an Appeals Committee review.

PART E: The Appeals Committee shall be convened by the alternate Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The committee may:
  iv) uphold the appeal
  v) dismiss the appeal
  vi) impose a penalty.

- The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.
- All documents related to the appeal should be placed in the student's file.
ILLNESS-MISADVENTURE APPEAL

Year 10/ Preliminary HSC/ HSC Assessment (Circle one)

PART A – TO BE COMPLETED BY STUDENT (Please return to the appropriate Head Teacher)

Name of Candidate:.................................................. Date:........................................
Subject:........................................................................ Course: ..............................
Assessment Task ................................................... Due Date:..........................
Teacher:........................................................................ Reasons for failure to meet requirements: (Please outline your reasons)
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

PART B- DOCUMENTATION (Please attach evidence)

1. Statutory Declaration YES                       NO
2. Medical Certificate YES                       NO
3. Other Documentation YES                       NO

Student Signature:........................................... Parent/Carer Signature:...........................................

PART C- TO BE COMPLETED BY THE FACULTY

Faculty Recommendation (Tick one only)
(a) Zero mark awarded. □
(b) Require the same task to be given at a later date. □
(c) Set an alternative task. □
(d) Give an estimate. □
(e) Others. □

Head of Department: .................................................. Date: ........................................

PART D- TO BE COMPLETED BY THE DEPUTY PRINCIPAL

☐ Uphold the appeal
☐ Dismissing the appeal

☐ Other (explain)

Deputy Principal: .................................................. Date: ........................................

PART E- TO BE COMPLETED BY THE APPEAL COMMITTEE (IF REQUIRED)

Scheduled Meeting Date: ..../....../……. Venue:.................................

☐ Uphold the appeal
☐ Dismissing the appeal

Deputy Principal: .................................................. Date: ........................................

Head Teacher: .................................................. Date: ........................................

Year Adviser: .................................................. Date: ........................................
YEAR 10 ASSESSMENT POLICY

The external School Certificate tests have been replaced by the NSW Record of School Achievement (RoSA). This is an enhanced system of school-based assessment, moderated to ensure state-wide comparability is maintained.

To qualify for a RoSA, a student must have:
- Attended a government, non-government or recognised school
- Undertaken and completed courses of study that satisfy the Board of Studies curriculum and assessment requirements
- Maintained a satisfactory record of attendance
- Complied with regulations and requirements imposed by the Minister or the Board
- Completed Year 10

At the end of 2013, teachers will enter grades for Year 10 students using the school-based assessments.

The new credential will:
- Be a record of achievement for students who leave school prior to receiving their HSC
- Report results of moderated school-based assessment
- Be available when a student leaves school after completing Year 10
- Be cumulative and recognise a student’s achievement until the point they leave school
- Compare students across NSW
- Give students the option to take an online literacy and numeracy test
- Offer the ability to record a student’s extra-curricular achievements

1. ASSESSMENT PROGRAMS

Each course assessment program will comprise a scope and sequence chart that will indicate the following:
1. course description
2. course outline
3. outcomes assessed
4. the assessment program (nature of task, weight, timeframe)
5. specific subject requirements
6. each of the outcomes to be reported on

This information is to be issued to students at the beginning of the year each faculty.

2. ASSESSMENT TASKS

Each faculty is responsible for setting the assessment program for Stage 5 courses. Assessment programs should observe the following guidelines:
- All Board of Studies requirements are met
- A variety of assessment strategies are used
- A minimum of four assessment tasks is set.
- A scope and sequence chart for each course is developed. The chart must identify the week each assessment task is due.
- Assessment on a continuous basis for skills such as practical work counts as one task.
- Assessment of process diaries and similar tasks should ask for presentation of the work for assessment in certain weeks. This constitutes various stages of the same assessment task.
- Faculties use the task sheet outline for assessment task notification.
- Head Teachers certify the notification sheet prior to distribution
- Requirements for submission of the task are clearly outlined at the time the task is given to students.
3. ABSENCE, ILLNESS AND MISADVENTURE

The teacher in consultation with the Head Teacher and following the guidelines below will make
decisions about these matters.

- A penalty of **10% of the full marks** per day will be consistently applied for the submission of
  late tasks. A weekend will be treated as one day. After 5 days the student will receive zero.
- A note from the parent/caregiver is required to explain the student's absence from an
  assessment task. This is required on the student's first day back at school.
- Students should always keep a copy of their assignment work in hard copy form, on a
  portable disk, on a hard drive and email a copy of the task to their school account. This will
  ensure technological problems such as computer malfunction; power surge; loss of work; no
  printer ink; will not result in a loss of some or all of the marks.
- Students who are absent through truancy for a test, or absent on the day an assignment is
  due through truancy will receive a zero for that task.
- The Head Teacher will make arrangements for one of the following options:
  - Completing the original task
  - Completing an alternate task
  - Estimate

4. SPECIAL PROVISIONS

Where a student has been identified as requiring special provisions, these provisions should apply for
all assessments that would reasonably be affected by the student’s special needs.

- The Head Teacher Welfare has the responsibility to explain the requirements of special
  provisions to students who have been identified.
- The student has the responsibility to notify the Head Teacher Welfare two weeks in advance
  of the application of special provisions.

5. FEEDBACK

Tasks should be promptly marked and returned and feedback given at the time of return. Teachers
should ensure that feedback is constructive and detailed. Strategies that could be used to assist with
feedback including written and verbal forms of:

- Comments written on task
- On the spot evaluation for practical skills
- General comments about strengths and weaknesses
- Class review of areas of concern
- Peer evaluation
- Self evaluation

6. ZERO AWARDS

A zero award will be given in the following instances:

- Truancy from a task
- Malpractice

7. AUTHENTIC ASSESSMENT

The authentic assessment program will operate during the whole of Year 10. Its purpose is to provide
Year 10 students with training and experience in a number of skills associated with senior academic
or vocational work or a successful transition to the workplace. Students will work on assignments that
are part of the normal assessment program and present their work to panels in term 4.
**JUNIOR ASSESSMENT POLICY (7-9)**

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

The assessment program incorporates the principles of **assessment for learning** and **assessment of learning**.

- **Assessment for learning** is a process of seeking and interpreting evidence for use by learners and gives the students the opportunity to produce work that leads to the development of their knowledge, understanding and skills.
- **Assessment of learning** is an assessment of what the student has learnt.

Each course assessment program will comprise a scope and sequence chart that will indicate the following:
1. each of the outcomes to be reported on
2. how each outcome is to be assessed
3. when assessment of each outcome will have been completed.

This information is to be issued to students at the beginning of the year by faculties.

**ABSENCE, ILLNESS AND MISADVENTURE**

The teacher in consultation with the Head Teacher and following the guidelines below will make decisions about these matters.

- A penalty of 10% of the full marks per day will be consistently applied for the submission of late tasks. A weekend will be treated a one day. After 5 days the student will receive zero.
- A note from the parent/caregiver is required to explain the student’s absence from an assessment task. This is required on the student’s first day back at school.
- Students are recommended to keep a copy of their assignment work in hard copy form, on a portable disk, on a hard drive and email a copy of the task to their school account. This will ensure technological problems such as computer malfunction; power surge; loss of work; no printer ink; will not result in a loss of some or all of the marks.
- The Head Teacher will make arrangements for one of the following options:
  (I) Completing the original task; (II) Completing an alternate task; (III) Estimate
- All students are expected to attempt all assessment tasks. Students absent will be expected to complete the task after return at a suitable time set by the teacher.
- In the event of the confirmation of illness or misadventure the teacher and the student are to negotiate an alternative completion date.
- Students who are absent through truancy for a test, or absent on the day an assignment is due through truancy will receive a zero for that task.
- Students will receive a zero for malpractice.
Policy on Assessment and Reporting

Department
Student Assessment Policy

Year:
Course:

Course Description

Course Outline

Outcomes

Assessment Program

<table>
<thead>
<tr>
<th>Nature of Task</th>
<th>Outcomes</th>
<th>Weight</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Total 100%

Specific Subject Requirements

- If a student is absent from an assessment task they must provide a letter of explanation from their parent/carer.
- Always keep a copy of your assignment work in hard copy form, on a portable disk, on a hard drive and email a copy of the task to your school account. This will ensure technological problems (such as computer malfunction, power surge, loss of work, no printer ink) will not result in a loss of some or all of marks.
- A penalty of 10% of the full marks per day will be consistently applied for the submission of late tasks. After 5 days the student will receive zero

Student’s Signature: ______________________  Date: __________________

Parent’s Signature: ______________________  Date: __________________

Image 143x748 to 206x808
AIMS AND PURPOSE OF REPORTING

Reporting is the process of communicating information to the school community about student achievement and progress gained from the assessment process. The purpose of any form of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Reports on student progress can also provide valuable information to other schools and employers.

Lambton High School meets the needs of reporting to its community through the beliefs that:
- reporting is part of a continuous assessment and evaluation cycle of individual students which involves the collection of relevant, balanced and varied materials.
- reporting is an exchange of information between teacher, student and parent/caregiver in ways that are supported accessible and meaningful.
- reports should compare individual student achievement to syllabus outcomes and provide recommendations to assist future learning.

1. TYPES OF REPORTING

The school may use a variety of reporting modes. These include:
- Formal reports about student achievement and progress at discrete intervals
- Informal progress reports as required
- Teacher parent interviews
- Reporting as part of the authentic assessment process
- Portfolio development
- Learning journals

2. CONSISTENT TEACHER JUDGEMENT

At a faculty level teachers must have a common understanding about what actually constitutes achievement of syllabus outcomes in their courses. A strategy to ensure consistency of teacher judgement is the collection of work samples to inform discussion about levels of achievement relative to syllabus standards and outcomes.

3. FORMAL REPORTING

- Each academic year will have two formal reports.

<table>
<thead>
<tr>
<th>Year</th>
<th>Reports</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>End of semesters 1 and 2</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>End of semesters 1 and 2</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>End of semesters 1 and 2</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>End of semesters 1 and 2</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>Progress report Term 1, end of course T3</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>Half Yearly (end of Term 1), Trial HSC Term 3</td>
</tr>
</tbody>
</table>

Reports should meet the needs of the intended audience and provide formative advice to all stakeholders. They are a reflection of how a student is performing in comparison to his/her peers both in the school and across the state.

It is important to ensure consistency within faculties and across faculties.

Reporting Periods:
- The report schedule will be set and the timeline published in the School Calendar.
- Deadlines will be set for when reports are due to Head Teachers, Head Teachers completion, Year Adviser completion, printing and distribution.
- Lockout dates and times will be published and need to be adhered to by all staff.

Year 11 Progress Report:
- Year 11 students will receive a progress report reflective of their term one achievement and performance.
- Three to five Areas of Learning will be reported on.
HALF YEARLY AND YEARLY REPORT

Half Yearly:
- Half Yearly reports will be written for students in Years 7, 8, 9, 10 and 11.
- The report will be reflective of student achievement and progress for the first two terms.
- This will be the final report for semester one Years 7, 8 and 9 History/Geography courses.
- This will be the final report for Year 8 semester one elective courses.
- For Year 8 Technology a progress mark is carried through from Year 7 term 4.

Yearly Report:
- Yearly reports will be written for students in Years 7, 8, 9, 10, 11 and 12.
- The report will be reflective of student achievement and performance over the whole year.
- This will be the final report for semester two Years 7, 8 and 9 History/Geography courses.
- This will be the final report for Year 8 semester two electives.

Teachers will report on:
- Overall Achievement in levels Outstanding, High, Sound, Basic and Limited
- Effort rating from 5 (Highest level) to 1 (lowest)
- Outcomes in achievement levels Outstanding, High, Sound, Basic and Limited
  A maximum of five Outcomes are reported on.
- Social Development:
  - Shows consideration and respect for the views of others
  - Shows initiative as an independent learner
  - Is well organised and prepared for all tasks
- Commitment to Learning:
  - Listens attentively and follows instructions
  - Completes tasks in class
  - Completes homework/assignments
- Social Development and Commitment to Learning are assessed as Usually, Sometimes, Rarely

Marks and Ranks:
- All marks on the report are to be recorded to the nearest whole number for Years 7 to 12.
- Marks are written on the report as a mark out of one hundred (e.g. 70/100, not 70%, nor 70)
- These marks may be recorded in Markbook as decimal placing; however, the marks are rounded once at the end of each reporting period.
- The reported ranking is determined by using the whole number assessment mark to determine the student’s position against the cohort (e.g. 13/30, not 13th, not =13/30, nor 13) e.g. A mark of 84.1 and 84.4 will both round to 84. Therefore both students will be reported with the same rank.
- The cohort can be the whole year group, a class, or a group of classes. This is to be determined by the Head Teacher to suit the reporting needs of the subject area.

Comments should address:
- A general statement relating to current progress
- Some strategies relative to strengths
- Some comments about areas for development

Additional comments may be added as desired.

The reporting comments are written to the parents and NOT the student.

Attendance:
- Full day absence and partial absence are recorded on the student's report.
RECORD OF SCHOOL ACHIEVEMENT
STAGE 5/6

The Record of School Achievement (RoSA) is the new credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

As part of the RoSA, schools award students grades based on their achievements in the Stage 5 and Stage 6 Preliminary courses they complete. The RoSA credential, therefore, places significant value on teachers’ professional judgements about student achievements.

Faculties are required to keep three work samples representing the upper, middle and lower range of achievement of Stage 5 and Stage 6 Preliminary courses. Each of these work samples should demonstrate performance towards the end of the stage that is typical of the student(s) awarded a particular grade (A to E) by the school.

Grades for each course are submitted to the Board of Studies. To ensure the integrity of the RoSA credential, the Board of Studies will continue to monitor the pattern of grades provided by schools.

1. A credential for school leavers

While formal RoSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript of their results.

- Only students who leave school and who satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and who are not eligible for a RoSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.
- All students will also have access to a record of their grades through Students Online.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.
- The RoSA for students completing Stage 5 courses will list all Stage 5 courses, along with the grade awarded.

2. Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy the Board’s curriculum and assessment requirements for the RoSA
- complied with all requirements imposed by the Minister or the Board and
- completed Year 10.

3. Literacy and numeracy testing

As part of the suite of RoSA initiatives, students intending to leave school will be able to take optional, online literacy and numeracy tests.

- The Literacy and Numeracy tests are NOT intended for the whole cohort of Year 10.
- Year 10 students who intend to leave school at the end of this year, or in the first half of next year, have the option to sit for the tests.
- The tests will be designed to show an overview of a student’s level of achievement in these areas.
- Students doing the tests need to be entered by each school into Schools Online.

3.1 Content of the literacy and numeracy tests

- The tests focus on the literacy and numeracy skills required by school leavers for employment and further education.
- There will be one test for literacy and one test for numeracy with concepts drawn from the Australian Core Skills Framework (ACSF) developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- This framework was used to underpin the TAFE NSW Foundation Level Programs and is being incorporated into the Foundation Skills Training Package. This package is being developed on behalf of the National Quality Council as part of a national systemic approach to developing the foundation skills units of competency, qualifications and skills sets.
- Each test consists of 60 multiple-choice questions and will be 60 minutes long.
- The tests will be reported separately from the Record of School Achievement. They are not a requirement for the award of the credential.

3.2 Test logistics
- The tests will be undertaken at school under the supervision of a teacher.
- When students indicate that they are leaving school and that they would like to sit for the tests, their school will be required to enter them for the tests via Schools Online.
- The tests will be delivered online.
- Once the student is entered, the test coordinator (nominated by the school) will receive a Personal Identification Number (PIN) for each student. This number is to be given to the student immediately before they start the tests.
- The student will need to enter this number to start the test.
- Each test will be of 60 minutes duration and the two tests will be completed in one sitting. However, students can determine which test they do first and may also choose to do only one of the tests.
- Some students may change their mind and choose to remain at school after completing the literacy and numeracy tests. In this case they will be able to take the tests again at a later stage if they choose to do so.

3.3 Supervision of tests
Teachers will supervise the Literacy and Numeracy tests, and the Board of Studies will provide funding for this.
- Schools that have 1-10 students taking the literacy and numeracy tests will receive funding equivalent to one third of a relief day.
- Schools that have 11-25 students taking the tests will receive funding equivalent to two thirds of a relief day.
- Schools that have more than 25 students taking the tests will receive funding equivalent to one full relief day.

3.4 How test results will be reported
- Student achievements on each of the tests will be reported as a mark within one of three levels: Level One, Level Two or Level Three.
- Students will receive separate reports which will detail their results in the Literacy and Numeracy tests.
- Test results will NOT appear on the Record of School Achievement credential.

4. ‘N’ determinations
‘N’ determinations are issued to students who do not complete the requirements for a course.
- Schools will issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an ‘N’ determination in a mandatory course, they will not be eligible for a Record of School Achievement. If they leave school, they will receive a Transcript of Study, that will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘Not completed’ will appear next to each ‘N’ determined course.
- The following words will appear at the bottom of the Transcript of Study – Not eligible for the Record of School Achievement.
- If a student is given an ‘N’ determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

5. Reporting achievements outside of school
The Board of Studies NSW has commenced a pilot in 2012 for an online program that will help students consolidate evidence of their extracurricular achievements.
- The program will allow students to enter information themselves, including evidence (such as certificates or qualifications) of their extracurricular achievements.