



Hurlstone Agricultural High School

Preliminary Assessment Policy 2024



"Flesh and Bone"

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Celebrating high potential and giftedness in the creative domain at HAHS.

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1. Preliminary Assessment Overview

1.1 What is assessment?

- a. Assessment is the process of identifying, gathering and interpreting information about student achievement.
- b. In the context of the Higher School Certificate (HSC), a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:
 - a wider range of syllabus outcomes than may be measured by the external examination alone;
 - multiple measures and observations made throughout the HSC course rather than a single assessment event.

1.2 Assessment Requirements for Board Developed Courses and Board Endorsed Courses

- a. Schools are required to provide the NSW Education Standards Authority (NESA) with an assessment mark for each student enrolled in each Board Developed Course (BDC), except for Life Skills and Vocational Education and Training (VET) courses.
- b. The assessment marks submitted to NESA are derived from school-based assessment tasks and may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated based on the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.
- c. Schools are not required to submit to NESA descriptions of student performance with the assessment marks or to indicate a performance band for students.

1.3 Assessment requirements for Vocational Education and Training courses

- a. Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence based on performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made based on evidence derived from a variety of tasks.
- b. NESA requires providers of VET industry 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 the competencies achieved by each student;
 - progressively record the achievement and units of elements of a competency;
 - use only qualified assessors to carry out assessment;
 - report to NESA 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. (Every effort should be made to complete these by the end of Term 2) and
 - prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.
- c. 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 industry 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.

1.4 School Assessment Programs

- a. It is a requirement of the Year 11 school assessment program that for each course there is a published program of assessment tasks. These tasks are conducted throughout the Year 11 course, and each has a weighting determined by the school within guidelines provided by NESA.
- b. A separate schedule is distributed to Year 11 students detailing the program of assessments for each course.

1.5 School Assessment Tasks

- a. School-based assessment tasks are linked to standards. Because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.
- b. Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- c. The assessment program for the preliminary courses should conclude by the end of Term 3. Assessment for the HSC course must not commence until after the completion of the preliminary course. The assessment program for the HSC courses should commence on the first school day of Term 4.

1.6 The Year 11 Assessment Marks

- a. At the end of the course the marks for each task are aggregated using the school's electronic Markbook.
- b. The Markbook will employ processes that ensure that the appropriate weightings previously published in the school's assessment policy are correctly used to arrive at a final assessment mark for each student.
- c. Students are then graded in relation to the NESA Common Grade Scale for Preliminary Courses and are awarded a grade aligned to the A to E common grade scale. The scale awarded is reported on the students' Record of Students Achievement (RoSA) a cumulative credential that allows students to accumulate their academic results until they leave school.

For more information about the NESA Common Grade Scale for Preliminary Courses:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>

1.7 Moderating Student Assessment Marks

- a. In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.
- b. The rank order of students based on their raw assessment marks is unchanged by the moderation process.

2. The Role of the Assessment Committee

The Assessment Committee will be made up of Executive staff including the Principal, Deputy Principals, Head Teachers as well as class teachers. The prime responsibility of the Assessment Committee is to ensure the consistent application of the policy as described below.

2.1 Review of Policy

The assessment policy should be reviewed on an annual basis. The following should be reviewed:

- the assessment procedures detailed in this policy.
- assessment schedules completed for each course reflect mandatory components and weightings and details of tasks.
- procedures for recording assessment marks, including entering marks and VET competencies for NESA.
- procedures for notifying students of assessment tasks. This includes the calendar of tasks and specific notifications of assessment.
- processes of illness/misadventure appeals and appeals involving the process of the assessment procedure.

2.2 Oversee Appeals

- a. The appeals process includes appeals based on illness, and misadventures as well as appeals involving the process of the assessment procedure.
- b. At least two members of the Assessment Committee with one member being either the Principal or Deputy Principal, will review such appeals.
- c. The committee will acknowledge appeals submitted by students when the appeal has been submitted. Students will be notified in writing, of the outcome of their appeal within three weeks (excluding school holidays and public holidays) of the submission date. All students will have their appeals finalised after the Year 11 examination period.

2.3 Adjudicate issues involving student malpractice

- a. Any issue involving alleged student malpractice, once investigated by the Head Teacher, will be adjudicated by the Assessment Committee.
- b. At least two members of the Assessment Committee with one member being either the Principal or Deputy Principal, will adjudicate such issues.
- c. The committee will notify students of the issue of student malpractice raised by the Head Teacher. The student will be given the opportunity to respond to the allegation of malpractice. The Assessment Committee will deliberate a course of action to address the issue. The student and their parents/caregivers will be notified in writing of the nature of the alleged malpractice and the outcome of the committee's decision.

2.4 Conduct a review of final assessment marks

The Assessment Committee will ensure that the final grades recorded on the student's RoSA credential are consistent with statewide standards.

3. Communicating assessment guidelines and schedules

- a. Students will be issued the following documentation to support them in preparing for and completing assessments for the Preliminary Courses. This documentation will include:
 - *Studying for the NSW Higher School Certificate* (a NESA support booklet issued to students whilst in Year 10) and the *Rules and procedures for the NSW Higher School Certificate* (a NESA support booklet issued to students when commencing their HSC year). Electronic copies of both documents can be found on the NESA website:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>
 - The school's Year 11 Assessment Schedule and Year 11 Assessment Policy can be found on our [school website](#) under *Learning at our school*.
- b. Online presentations and/or Year meetings will explain specific details of the assessment policy to students. These will be conducted throughout Year 11.

4. A Standards Referenced approach to assessment

A Standards Referenced Checklist

4.1 Assessment Schedules

- a. Students will be provided with an assessment schedule for courses studied. This assessment schedule will:
 - i. inform each student of the assessment requirements for each course;
 - ii. indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
 - iii. outline the weightings for each syllabus component;
 - iv. specify values for each of these tasks; and
 - v. provide a calendar with tasks listed showing the term and week that each task is due.
- b. Each student will be provided with a printed copy of an assessment schedule for each course. Head Teachers are responsible for ensuring a digital copy of the assessment schedule for each course is provided on Microsoft Teams.
- c. A schedule of assessment tasks held during Term 1, Term 2 and Term 3 will be issued to students by mid Term 1.
- d. Each student will be required to sign an acknowledgment of the receipt of the assessment policy and schedules (this may be in the form of a handwritten signature or electronic receipt).

4.2 More than one class following the same course

- a. This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different academic years.

- b. Common assessment programs should be followed with common tasks, conditions and marking procedures.
- c. Assessment tasks should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other. Such assessments may take place before school ('period 0') or on Wednesday afternoon after 12pm.

4.3 Assessment Notifications

- a. Students will be notified via their course/class Microsoft Teams at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including notification dates, due date and time on that day, method of submission, specific nature of the task and the value of the assessment task, marking criteria (if applicable) and method of feedback.
- b. Assessment notifications may also be emailed to students' NSW Department of Education email, excluding school holidays.
- c. Students should make themselves aware of the assessment schedules and have an expectation of when an assessment notification would be issued. Where a student is absent on the day a notification is issued, it is the student's responsibility to check their course/ class Microsoft Teams and seek clarification (if needed) from their class teacher upon return to school. Students will be required to respond with a read receipt or equivalent (e.g. acknowledgment of receipt via Microsoft Teams) for sign off records.

4.4 Variations to Assessment Notifications

- a. Under extenuating circumstances variations to a task, including timing and date and other details of the task, may occur when:
 - approval from the Head Teacher responsible for the course has been gained.
 - students have been included, where possible, in the negotiation for the new date.
 - the approval of a Deputy Principal has been gained.
 - all students (including absent students) have been notified of the variation in writing with a new notification via their class Microsoft Teams page and/or NSW Department of Education email. This notification should be issued at least 14 calendar days in advance of the due date of the assessment task.
 - students should sign an acknowledgment of having received the amendment.
- b. Where possible, the due date for assessment tasks should not be scheduled any closer than 14 calendar days either side of examination period.
- c. The assessment program for Year 11 courses commences at the first day of Term 1 and concludes as far as practical, at the end of the Year 11 examination period in Term 3.

4.5 Providing Meaningful Feedback

- a. Teachers provide feedback to students to assist their learning.
- b. Feedback to students could incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.

- c. Teachers and Head Teachers will keep records of each student's performance in each task in the electronic Markbook available on the school network and must provide students after each task with information concerning their performance on individual tasks including a rank for the task.
- d. In the case of VET courses, the assessment of competencies is based on performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

4.6 Marking Guidelines

- a. Marks earned on individual tasks should adequately reflect the differences in student performance.
- b. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time students whose work demonstrates only a basic level of achievement should receive low marks.

4.7 Recording and Reporting Student Marks

- a. Teachers and Head Teachers will keep records of each student's performances in each task in the electronic Markbook available on the school network and should provide students after each task with information concerning their performance on individual tasks, including a rank for the task.
- b. Head Teachers will inform students of the final assessment rank for the course.
- c. Students should be provided with a cumulative ranking of their assessment twice during the course. The cumulative ranking may also appear on students reports following the first semester and Year 11 final assessments.
- d. Students will be awarded a grade of A to E aligned to the statewide NESAs Common Grade Scale, on their RoSA credential.

5. General procedures

5.1 Student attendance before an assessment task

- a. Students will attend all timetabled lessons or scheduled school activities (e.g. excursions) on the school day prior to an assessment task. Where a task is scheduled after period 1 in the school day, students must attend all lessons prior to the task. This includes period 0 if taking course that requires attendance. Any variations to this need to be negotiated with the Principal or a Deputy Principal in writing.
- b. In the case of examination periods, 5.1a above applies for five school days prior to the examination period.
- c. If a student is absent on a day as prescribed in (a) or (b) above, suitable documentary evidence must be provided to explain the absence. If the reason for absence is illness or injury, then a certificate from a Medical Practitioner is mandatory. Such documentation must be provided on the first day that the student returns to school after the missed task.

5.2 Student is absent from an assessment task due to illness

- a. Students must attend all timetabled lessons on the date of a task or the date the task is due if well and healthy.
- b. If a student is ill and cannot attend on the day of the task or date a task is due, an Illness/Misadventure form should be completed with the appropriate section completed by a Medical Practitioner on the day and date of the task.
 - i. The *Independent Evidence of Illness* section must include dates that align with the date of the task and be presented to the relevant Head Teacher on the first day of return to school. **Medical certificates are unacceptable; the appropriate section of the Illness/Misadventure form must be completed by the Medical Practitioner.**
 - ii. If more than one assessment task is missed due to illness/misadventure, that is, more than one faculty Head Teacher is to receive the application, students submit the Illness/Misadventure form to the Deputy Principal. The Deputy Principal coordinates the distribution of the student's form to the relevant faculty Head Teachers.
- c. If a student fails to complete a task specified in the assessment program due to illness and the Head Teacher considers the student has a valid reason with supporting medical evidence, an extension of time may be granted, a mark may be awarded based on a substitute task or a rank equivalency may be used. The student should complete an Illness/Misadventure form, including appropriate evidence and forward this to the Head Teacher. A copy of the paperwork will be forwarded to the Assessment Committee for their records.
- d. If it is not possible to provide the student with a substitute task or to provide an extension, the Head Teacher is to forward the Illness/Misadventure application to the Assessment Committee to seek a resolution.
- e. Students completing a substitute task may be asked to complete a Statutory Declaration ([Appendix 2](#)) indicating what they know about the original task. This will be negotiated with the Head Teacher.
- f. The Head Teacher may refer an appeal directly to the Assessment Committee for review.
- g. Students with prolonged absences should follow the same process.
- h. Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task.
- i. If a student appeals more than 40% of their total result in a subject area due to illness or misadventure, teacher professional judgement in consultation with the Head Teacher may be used to best determine the appropriate result by the Assessment Committee.

5.3 Student is absent due to a misadventure

- a. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due. For example, a car accident.
- b. Where a student is late for an in-class task/ examination, they undertake the task in the time remaining and submit a misadventure form to the Head Teacher outlining, with evidence, their reasons for

lateness. No extension of time is granted during the period.

- c. Following failure to complete an assessment task on time, the student must see the Head Teacher on the first day of return to school to negotiate alternative arrangements. If more than one assessment task is affected due to a misadventure, student is to follow Section 5.bii) process. A misadventure appeal must be submitted with supporting evidence. This may include a Statutory Declaration ([Appendix 2](#)) from parents/caregivers or an appropriate adult e.g. police officer, detailing the specifics of the misadventure. Notwithstanding the previous paragraph, the student should complete an Illness/Misadventure form with the appropriate section (see [Appendix 4](#)) completed and forward this to the Head Teacher.
- d. The Head Teacher may provide an extension of time a mark may be awarded based on a substitute task or a rank equivalency may be used.
- e. Students completing a substitute task may be asked to complete a declaration indicating what they know about the original task ([Appendix 2](#)).
- f. The Head Teacher may refer the student application directly to the Assessment Committee for determination.
- g. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.
- h. If a student appeals more than 40% of their total result in a subject area due to illness or misadventure, teacher professional judgement in consultation with the Head Teacher may be used to best determine the appropriate result.

5.4 Student is absent due to Special Consideration

- a. Where the student has a clash between an assessment task and an elite activity (as defined by DoE or a TVET program), they MUST negotiate the absence and alternative time with the Deputy Principal within 48 hours of the notification of the task AND/OR within 48 hours of being notified of the elite activity/TVET program.
 - DoE Accredited Elite Sports Programs include national and international sports organisations which run camps for athletes and national sport squads in which students have been selected to participate. Talent identification programs are run by the New South Wales Department of Sport and Recreation.
 - DoE Elite Arts is defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DoE offers.
- b. In these instances, a student must submit a Special Consideration form with appropriate documentation to the Deputy Principal.
- c. The Deputy Principal will consider the application and inform the student and Head Teachers about alternative arrangements if required.

5.5 Invalid or non-discriminating tasks

- a. In the situation where a task does not function as required or unforeseeable problems occur in the administration of the task, the Head Teacher will forward a request to the Assessment Committee to determine a suitable approach to address the issue.
- b. The Assessment Committee may undertake a variety of measures including reducing the weighting assigned to the task, adding an additional task (with sufficient notice) and adjusting weightings accordingly. In some cases, an invalid task may be discarded completely, or a replacement task may be organised.

5.6 Students who complete the assessment task and suffer illness/misadventure

- a. Students may lodge an Illness/Misadventure form if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.
- b. In such cases, students need to provide documentary evidence via the Illness/Misadventure form clearly detailing and supporting, through signed statements by Medical Practitioners or appropriate persons, the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.
- c. Students should submit all documents to the Assessment Committee through one of the Deputy Principals. This should be done as soon as possible after the student is back in at school (either for lessons or other assessments) but within 7 days of the assessment task date.
- d. Students should receive a written confirmation from the Assessment Committee to acknowledge receipt of their Illness/Misadventure form.
- e. The varied nature of appeals and assessment marks prevents a set time frame established for the finalisation of these appeals. All students will have their appeals finalised after the Year 11 examination assessment period.
- f. Students will receive a written reply to their NSW Department of Education email address from the Assessment Committee regarding the outcome of their illness/misadventure application.

5.7 Hand-In tasks

- a. Hand-in tasks should be submitted to the teacher/faculty as specified on the assessment task notification.
- b. A student can seek from the Head Teacher an extension of time to submit the task using the relevant process: Illness/Misadventure form or Request for Special Consideration. Appropriate supporting documentation **before** the extension can be considered.
- c. If an assessment task is submitted late, and there is no successful illness/misadventure appeal, students will receive a zero for that task. Students must still submit the task to gain necessary feedback. In this instance, the student and their parents/caregivers will be advised by the Head Teacher in writing. Should a student feel that this decision is inappropriate, an appeal can be lodged with the Assessment Committee.
- d. Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

5.8 Technology and assessment tasks

- a. Digital technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.
- b. In the case of the submission of assessment tasks, students may lodge an illness/misadventure appeal if digital technology has failed. In such cases, students must provide adequate physical evidence of that task such as a draft or hard copy of the materials.
- c. To assist students in the utilisation of digital technology, the following guidelines should be considered:
 - always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
 - back-up files regularly.

- print out copies of drafts and keep them while the task is in progress.
- bring a copy of the file to school by either email, USB, Google Drive / One Drive / SharePoint etc.

6. Accelerants and Accumulants

6.1 Accumulants (Pathways)

- a. Students may accumulate Year 11 courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes a Year 11 course.
- b. In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project submitted and marked in a previous year cannot be resubmitted without the special permission of NESA.

6.2 Accelerant Students

- a. Students may accelerate into Preliminary and/or HSC courses (except VET Framework courses) in advance of their usual cohort, or in less than the stated indicative times prescribed by NESA. Decisions about the acceleration of Higher School Certificate students will be made by Principals in accordance with the principles contained in the [NESA Guidelines for Accelerated Progression](#) (revised 2020). Students may accelerate in all courses (grade advancement) or in one or more courses.
- b. Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.
- c. Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.
- d. For school examinations, accelerated students will have available as study leave the day immediately prior to an examination for a morning examination and the morning prior to an examination for an afternoon examination.
- e. For the Higher School Certificate examination, the student will have available as study leave the two days immediately prior to an examination and the day of the examination.

7. Disability Provisions for the HSC Examination

7.1 NESA determines disability provisions for the HSC Examination.

- a. According to [NESA's website](#) , any HSC student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions.

The definition of 'disability' in the [Disability Discrimination Act 1992](#) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.

Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.

Students who become ill during an examination period may be eligible to make an [illness/misadventure application](#) rather than a disability provisions application.

- b. More information about disability provisions is available from the [NESA website](#). Contact the NESA Student Support phone (02) 9367 8117 or email: studentsupport@nesa.nsw.edu.au

7.2 Applying for Disability Provisions to NESA for the HSC examinations

- a. Disability Provisions application forms and information guides are available each year for students who intend to sit for the Higher School Certificate examinations. The student will need to supply evidence of the student's special examination need. A guide to the various types of evidence required is provided in the application form and information guides from NESA.
- b. *NESA Assessment Certification Examination (ACE)* website provides information to the school community about the rules and procedures set by NESA for secondary education in NSW. With reference to disability provisions, scan the QR code below and refer to NESA ACE Disability Provision topics:



ACE 10001 Disability provisions policy
 ACE 10002 Disability provisions program
 ACE 10003 Disability provisions: areas outside NESA guidelines
 ACE 10004 Disability provisions: application procedures
 ACE 10005 Disability provisions: evidence
 ACE 10009 Disability provisions: small group and individual supervision

<https://ace.nesa.nsw.edu.au/disability-provisions>

- c. Hurlstone Agricultural High School will support students seeking disability provisions for the HSC examinations.

- d. The school's Head Teacher Teaching and Learning completes the online application form for disability provisions through NESA's Schools Online. The Head Teacher Teaching and Learning coordinates with the student, the information required, for NESA submission.

8. Disability Provisions for all school-based assessment tasks

8.1 NESA policies and guidelines

- a. *Principals have the authority to decide on, and to implement disability provisions for school-based assessments including examinations.* (NESA ACE 10001, updated 1 April 2019)
- b. When providing students with adjustments for school-based assessments, Hurlstone Agricultural High School takes into account NESA's key messages including ACE and [principles for exam modifications](#) to ensure that, where appropriate, adjustments are put in place that are consistent with disability provisions granted for the HSC examination.

Note: There is **no guarantee** NESA will grant the same provisions as those given at school.

8.2 Legislation

- a. If a student experiences a one-off incident which affects their assessment performance and requires disability provisions e.g. a physical injury, the school may elect to grant such disability provisions for an individual task. These provisions will be issued in line with the *Disability Standards for Education 2005* and *Disability Discrimination Act 1992 (Cth)*.

8.3 Applying for Disability Provisions

- a. Students may seek reasonable adjustments for school-based assessments in consultation with the Head Teacher Teaching and Learning at any time, however, it is advised that this information is shared with the school as soon as possible to ensure the student is not disadvantaged and able to demonstrate their learning on the same basis as their peers without a disability.

8.4 Student responsibilities regarding reasonable adjustments for school-based assessment tasks

- a. Students who have been provided with Disability Provisions for examination-style tasks and reasonable adjustments for all other school-based assessment tasks are to check with the Head Teacher to ensure the arrangements for these provisions have been made in time for the upcoming task. **This should be done when the notification for the task has been distributed.**
- b. Where a laptop is required as part of a reasonable adjustment, the school will provide the appropriate digital technology in the most suitable location available. The school cannot be responsible for checking a student's hard drive on laptops and hence all electronic responses will be managed using school computers that have WiFi access disabled. This also ensures the printing of student work is as efficient as possible. This decision is in line with NESA requirements for schools.
- c. Students using, or previously applied for disability provisions are unable to claim misadventure/illness for the same condition they have been given disability provisions for.

9. Malpractice in assessment tasks

9.1 Defining Malpractice

- a. Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. **It includes, but is not limited to:**
- i. copying someone else's work in part or in whole, and presenting it as one's own
 - ii. using material directly from books, journals, CDs or the Internet without reference to the source.
 - iii. building on the ideas of another person without reference to the source.
 - iv. buying, stealing, or borrowing another person's work and presenting it as one's own.
 - v. submitting work to which another person, such as a parent/caregiver, coach or subject expert has contributed substantially.
 - vi. using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
 - vii. paying someone to write or prepare material.
 - viii. breaching school examination rules.
 - ix. using non-approved aids during an assessment task.
 - x. not making a genuine effort with an assessment task.
 - xi. contriving false explanations to explain work not handed in by the due date.
 - xii. assisting another student to engage in malpractice.
 - xiii. presenting work that has been composed by a bot, artificial intelligence and/ or other electronic software.
- b. Students **MUST** make a genuine attempt at all assessment tasks for that course. Further, students must demonstrate diligence and sustained effort in their course.
- c. Students and their parents/caregivers (where appropriate) can expect notification, in writing from the Head Teacher responsible for a course, of the potential of an 'N determination' in the course.

9.2 Managing Issues of Malpractice

- a. Issues of malpractice need to be:
- Investigated by the Head Teacher of the respective course and;
 - Reported in writing to the school Assessment Committee with accompanied documentation.
- b. The Assessment Committee will:
- Advise the student(s) in writing of the lodgement of the issue.
 - Provide the student(s) with an opportunity to address the issue.
 - Determine a course of action and communicate this to the student, the student's parents/caregivers and the Head Teacher.

- If the malpractice is proven, the Assessment Committee will consider a zero mark for that task.
In some circumstances, the Assessment Committee may decide to invoke a penalty appropriate to the seriousness of the offence.

c. Students are made aware that sharing/showing their hand- in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

9.3 Strategies to ensure the authenticity of student responses to tasks

a. In addition to the pre-requisite NESA entry requirement into Year 11 courses, that all students have completed All My Own Work, strategies that teachers can use include:

- thoroughly briefing all students in relation to the requirements of each task.
- allocating class time to the planning of a response to a task.
- requiring that students maintain a process diary or journal to show how their response or project, or work was developed.
- asking students to submit a task at critical points in its development.
- having students submit their original drafts in addition to their final work.
- incorporating student oral presentations on the progress of their work.
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.
- Viva voce post assessment task submission.
- using a consistent referencing system appropriate to the subject.

10. Formal Examinations

10.1 General Examination Procedures

- a. Year 11 assessments should include a formal calendared Year 11 examination period for all courses.
- b. Except for project- based courses, all courses will include assessments from the issued assessment schedule in the calendared formal examination period.
- c. The starting date for this examination period will be indicated on the school assessment calendar and reflected within individual course assessment schedules.
- d. Time allocated to this formal examination period is indicative only and should be organised to ensure minimal disruption to teaching and learning.
- e. An activity/excursion free period should exist as far practicably possible for 14 days prior to the formal examination period.
- f. For formal examinations, the students are to assemble at least 15 minutes prior to the designated start time. Students who arrive late for an examination will not be given extra time to complete the task or examination.
- g. Students may not leave the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- h. Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. This includes correction fluid or tape and any printed materials. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items or carried in a clear plastic sleeve or case and checked by supervising staff.
- i. Mobile phones are to be switched off before entering the exam room and placed in bags. Bags are to be left at the back of the examination room for the duration of the examination. **Failure to comply with this may result in the cancellation of the student's paper.**
- j. Smart watches and any other electronic devices are not permitted in the exam room. These should be left at home.
- k. Students are not to talk to or interfere with other students or their equipment once they enter the examination room. **Students should raise their hand to seek permission to speak from the examination invigilator.**

10.2 Misconduct in formal examinations and other assessment tasks

- a. Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.
- b. All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Assessment Committee as an issue of malpractice and may be awarded a zero for that task.

11. Appeals Surrounding the Assessment Procedure

11.1 Appeals Process

- a. When a student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures they may appeal. **The first appeal MUST be to the Head Teacher.**
- b. Appeals surrounding assessment procedure must be lodged within 5 days of receiving assessment task result.
- c. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, they may appeal to the Assessment Committee (using the form in **Appendix 1**).

The Assessment Committee will determine if:

- the weightings specified by the school in its assessment program were followed and conform with requirements as detailed in the syllabus by NESA;
 - the task administered was valid;
 - the procedures used to determine the final assessment marks conform with the issued assessment program and;
 - there are no computational or other clerical errors in the determination of the assessment mark.
- d. If the Assessment Committee finds there may be errors in the process, it may ask the Head Teacher to review the process and adjust accordingly.
 - e. The Assessment Committee will give a written reply to students who submit an appeal via email to students' NSW Department of Education email.
 - f. If not satisfied with the Assessment Committee's decision, a student may make a subsequent appeal to NESA. NESA will consider only whether the weightings, the procedures and the correct computations were made. There is no appeal against the marks awarded for individual assessment tasks.
 - g. Appeals surrounding the assessment procedures are the only times when students can appeal to NESA.

11.2 Grounds for an appeal

- a. The appeal concerning assessment procedures may only be based on the assessment process and not on individual student-related issues such as illness or misadventure.
- b. While a teacher may choose to review the mark allocated for a task or part of a task as part of providing additional feedback to students, the professional judgment of a teacher is not grounds for an appeal.

12. Procedures for students in danger of not meeting course requirements

12.1 Satisfactory Completion of the course

- a. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
 - followed the course developed or endorsed by the NESA;
 - applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
 - achieved some or all the course outcomes.

12.2 Student Attendance

- a. It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with a Deputy Principal
- b. The Deputy Principals will advise those students with frequent or ongoing absences in writing of the seriousness of these absences with respect to meeting course requirements.

12.2 Failure to complete or submit assessment tasks

- a. If a student has a valid reason for failing to complete or submit an assessment task, then they are to submit an illness/misadventure appeal to the Head Teacher. (See the section on appeals).
- b. If there is no valid reason, or the appeal has not been upheld for not completing or submitting an assessment task, a zero mark may be recorded for that task. The student and their parents/caregivers will be advised, in writing, of this.

12.3 Non-serious attempts

- a. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.
- b. Students studying a Year 11 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.
- c. If the student is determined to have not made a genuine attempt at the task, the student and his/her parents/caregivers will be advised, in writing, of this.
- d. Students may communicate their concerns with the Head Teacher if they feel the warning letter was unwarranted.

12.4 Communicating course requirement concerns

- a. Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptors.

- b. The feedback given for tasks that do not contribute to the final Year 11 Assessment mark should assist students in their preparation for tasks that are part of the Year 11 Assessment program.
- c. **Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment mark.**
- d. If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents/caregivers.
- e. The warning letter will:
 - advise the student of the issue giving adequate time for the problem to be corrected
 - specify the details of action including a timeframe required by the student;
 - alert the student to the possible consequences of an 'N' determination; and
 - request from the student and their parent/caregiver a written acknowledgement of the warning.
- f. If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

12.5 N determinations

Reference: [NESA ACE 4019](#)

- a. This is the decision made by the principal at the end of the course, under delegated authority from NESA, that a student has not satisfactorily completed a course.
- b. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.


12.6 Provisional entry into the HSC course

- a. The Principal may allow a student who has not completed the preliminary course satisfactorily, on the grounds of lack of application, to proceed to the Year 11 course on a provisional basis. The student must complete outstanding preliminary course requirements to be considered to have met the requirements for the Year 11 course.
- b. The Assessment Committee will need to confirm at the time of NESA HSC entries that the student has completed preliminary course requirements to ensure the HSC entry is valid.
- c. Students will be communicated with in writing, that they have been granted provisional entry into the HSC course and specify what is required to meet the preliminary course requirements.
- d. A student will be considered to have satisfactorily completed a Year 11 course if, in the principal's view, there is sufficient evidence that the student has met the course completion criteria. Satisfactory completion of the Year 11 course is a prerequisite for entry into an HSC course.

NESA ACE Manual [8019](#) and [8023](#)

13. FORM: Appeal of the Assessment Procedure

Appendix 1	FORM	Closing date for appeals: 5 school days after receiving of assessment task result.
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First name		Surname	
Student signature		Subject/ Course	
Head Teacher		Class Teacher	
Assessment Task Title			
Assessment weighting		Task number	
Task notification date		Task due date	
Number of pages attached to this appeal form		Assessment notification included	YES (must supply) NO (why: include this in the details of the appeal below)

Details of the appeal (Please refer to Year 11 Assessments Policy and Procedures)

STUDENT: Please add additional pages if necessary and any supporting documentation. **Include the assessment notification.**

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Below: Staff only section

Student Acknowledgement					
Name		Roll class		Date Appeal Submitted	
This acknowledges the school's receipt of your Appeal of Assessment procedure for the task indicated on this form. There are _____ pages in total submitted including this form. A copy of all student documentation has been provided to student. Executive staff member to whom appeal is submitted:					
Staff name		Staff signature			
Head Teacher complete	Provides any further documentation & submit to the Assessment Committee.				
Signature		Date		Sentral #	
Assessment Committee complete	Decision	Upheld	Declined	Policy section referenced	
Decision date					
Notes					
Signatures	1. Senior executive	2.	3.	4. (optional)	

Students wishing to make an application must follow the procedure outlined below.

1	<p>Contact the school When: Immediately. Who: Student or family member. How: Call (02) 9829 9222 or email hurlstone-h.school@det.nsw.edu.au Why: To inform the school of the absence. Note: School Administration Support Staff (SASS) record the absence only. SASS do not give advice on the HAHS assessment policy and procedures. SASS can ONLY refer inquiries to the teaching staff about the assessment policy. Head teacher and/or deputy principals are in the best position to respond to the inquiries consistent with the assessment policy and procedures.</p>
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2	<p>On the first day of return to school When: As soon as possible. Who: Student (responsibility to take the necessary steps). How: Student should plan to arrive 15 minutes earlier to school to go see the Head Teacher or Deputy Principal. Where: A) For missed in-class tasks or assessment hand in tasks, go to the relevant faculty staffroom. Report to the Head Teacher. If the Head Teacher is not available, ask for the 2IC (second in charge). B) For missed examinations, report to the relevant Deputy Principal (Year 11 or Faculty Deputy Principal). Why: To get staff guidance. A) For illness, student MUST have a doctor complete an Independent Evidence of Illness form for the period absence which includes the date of the task. B) For misadventure, student MUST submit the application as it appears in the policy booklet with a statement and any supporting documentation, where possible, outlining the situation.</p>
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3	<p>Submission & Record Keeping When: At time of submission to Head Teacher or Deputy Principal Who: Student How: The Head Teacher or Deputy Principal must give student a copy of their application and documents submitted. This includes staff signing and dating the receipt of the student submission. Why: Record keeping. Student may be asked to show their copy when requested by the Assessment Committee or Principal.</p>
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4	<p>Resolution and Feedback Who: Head Teacher determines student application outcome. This is informed by the HAHS Year 11 Assessment Policy. Head Teachers will write the decision on the student application form. OR Head Teachers can refer the student application to the Assessment Committee for review. When: Assessment Committee considers the application. The Assessment Committee meetings are scheduled at least twice each school term. <u>Adjustments where required are made at the end of the Preliminary course.</u> How: Resolution and feedback will be given to student in writing to their NSW Department of Education email, parent emailed and Head Teachers and subject teacher will be informed.</p>
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16. FORM: Illness / Misadventure Appeal

Appendix 4 FORM	Closing date for Illness/Misadventure Appeals
The first day back at school immediately after the assessment task or due date for an assessment item; or the first school day following the end of an examination assessment period.	<input type="checkbox"/> Deadline met <input type="checkbox"/> Deadline lapsed

IMPORTANT

- Students should attend & complete all examinations or assessment tasks unless it is detrimental to their health.
- Students who are unwell or experience misadventure related to illness must seek independent medical advice either before or the day of the examination or assessment task date.
- Details of Independent Evidence of Illness – MUST be completed by a Medical Practitioner.** Separate medical certificates are NOT acceptable.

First name		Surname		Roll call	
Student signature		Number of pages submitted (including this form)			

- Please add additional pages if necessary and any supporting documentation.
- Preliminary Course HSC course

Subject(s)		
Teacher(s)		
Task No. & Weighting		
Task name		
Date of notification		
Task due date		
Task due time/ period		
Copy of notification attached	Yes / No (why not?)	Yes / No (why not?)

(If you are appealing for an examination period, please list all the examinations on which your appeal is based)

Subject 1		Details of Appeal or Effect on Performance (below)
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Refer to the Year 11 Assessment Policy and Procedures when detailing the outcome(s) the Assessment Committee to review

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Head Teacher Response	<input type="checkbox"/> Letter acknowledging receipt of I&M Appeal generated in Sentral and emailed to student <input type="checkbox"/> Upheld <input type="checkbox"/> Declined	Referred to Assessment Committee for review? <input type="checkbox"/> Yes <input type="checkbox"/> No
Student advised	Task to be completed on _____ (date & time). Task marks will be used for assessment requirements.	Head Teacher to create a Sentral entry including: <input type="checkbox"/> written commentary <input type="checkbox"/> upload all student & teacher documentation
Head Teacher signature		Sentral entry #:
Date		

Assessment Committee complete	Decision	Upheld	Declined	Policy section referenced	
Decision date					
Notes					
Signatures	1. Senior executive	2.	3.	4. (optional)	

Subject 2		Details of Appeal or Effect on Performance (below)
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Refer to the Year 11 Assessment Policy and Procedures when detailing the outcome(s) the Assessment Committee to review

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Head Teacher Response	Upheld / Declined	Refer to Assessment Committee for review
Student advised	Task to be completed on _____ (date & time). Task marks will be used for assessment requirements.	Head Teacher to create a Sentral entry including: <ul style="list-style-type: none"> written commentary upload all student & teacher documentation
Head Teacher signature	 _____ Date _____	Sentral entry #:

Assessment Committee complete	Decision	Upheld	Declined	Policy section referenced	
Decision date					
Notes					
Signatures	1. Deputy Principal	2.	3.	4. (optional)	

Student Acknowledgement			
Name		Roll class	
This acknowledges the school's receipt of your application. There are _____ pages in total submitted including this form. A copy of all student documentation has been provided to student. Executive staff member to whom appeal is submitted.			Date Submitted
Staff name		Staff signature	

The Details of Independent Evidence of Illness (overleaf) MUST be completed by the relevant person. Separate Medical certificates are NOT acceptable.

Details of Independent Evidence of Illness – To be completed by a Medical Practitioner

PLEASE NOTE: The student & their family agree that the school may, if necessary, contact the under-signed Medical Practitioner to obtain further information relating to the appeal.

Diagnosis of Medical Condition:

..... Date of onset of illness:

Date(s)/time(s) of all consultations/meetings relating to this illness:

.....

Please **describe how the student's conditions/symptoms could affect their assessment task or examination performance**. If the student is **unable to attend** an assessment task or examination, it is essential that full details are provided (use additional sheets if necessary).

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Please provide any other comments or information which may assist in the assessment of the student's appeal.

(If there is insufficient space, please attach extra sheets)

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Name of Medical Practitioner providing this information:

Place of Work/Organisation:

Address: P/C:

Daytime Contact Phone No: Signature:  Date:.....

Independent Evidence of Misadventure: To be completed by a relevant person

(e.g. Police Officer, Counsellor) (If there is insufficient space, please attach extra sheets)

Date of Misadventure Event: Were you a witness to the event? Yes / No

If 'No', how did you obtain the evidence you are providing?

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Are you known to the student? Yes / No If 'Yes', what is your relationship:

Description of the event:

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Name: Profession:

Place of Work/Organisation:

Address: P/C:


Daytime Contact Phone No: Signature:  Date:

17. FORM: Request for Special Consideration

FORM	Closing date for Request for Special Consideration
Where the student has a clash between an assessment task, an elite activity as defined by DoE or a TVET program, they MUST negotiate the absence and alternative time with the Deputy Principal as soon as practical 48 hours of the notification of the task OR/AND within 48 hours of being notified of the elite activity/TVET (refer to Section 5)	

I have read and understood Section 5 regarding special consideration. My application concerns one of the following:

<input type="checkbox"/> Elite Activity	<input type="checkbox"/> TVET	<input type="checkbox"/> Clash of scheduled assessment tasks time/date
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First name		Surname		Roll call	
Student signature				Number of pages submitted (including this form)	

Preliminary Course HSC course


Subject(s)			
Teacher(s)			
Task No/Weighting			
Date of due task			
Time of due task			


To be completed by STUDENT: Reason for application (attach supporting letter or documentation as necessary)

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Parent/Carer Signature: Student signature:

Date: Date:

Student Acknowledgment (student should complete relevant details below)	
Name Roll Class	
Date Submitted/...../.....	
This acknowledges the school's receipt of your Request for Special Consideration.	
Deputy Principal to Whom Appeal is Submitted Name:	
	Signature:

Deputy Principal Response	Upheld	Declined	Policy section referenced	
DP to advise Head Teacher response		Sentry entry #	Checklist: <ul style="list-style-type: none"> Student given a copy of their submission. Email student of decision. 	
Deputy Principal to create a Sentral entry including: <ul style="list-style-type: none"> written commentary upload all student & DP documentation including the appeal form 				
DP signature		Date	Other:	