

COROWA

High School

RESPECT | RESPONSIBLE | ACHIEVE



WHOLE SCHOOL
ASSESSMENT POLICY



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COROWA HIGH SCHOOL ASSESSMENT POLICY

Introduction

Assessment is an integral part of learning. Through assessment students, teachers and parents are able to see how students are progressing in each individual area.

Students are assessed both formally and informally.

Informal assessment

Allows students and teachers to see how well they are developing knowledge and understanding but are not used for the purpose of reporting and grading students. Informal assessment takes the form of quizzes, book marking, showcasing work, and some homework tasks. Teachers use informal assessment as a way to fine tune lesson delivery.

Formal Assessment

Structured Assessment Tasks are used to collect student data for the purpose of reporting and grading. Students will undertake a variety of internal and external assessments. Assessments are used to determine the extent to which students have mastered stated outcomes of the New South Wales High School curriculum.

A GUIDE TO STUDENT SUCCESS IN SCHOOL

Goals

Success is the satisfactory accomplishment of a sought after goal. Thus, one must have clear goals. A goal is what you want to achieve or where you want to be at some future time. If you don't set goals, then you will lack direction and you will be unable to plan your efforts. Goals create the energy needed for their achievement. Your goals should be specific and not too general. They should be realistic and achievable.

Establish your Goals for Success

a) Short Term Goals

These goals are those you wish to achieve in the near future – today, tomorrow and next week.

- Revise the work covered in each lesson each night.
- Finish your homework for the night by a certain time.
- Study the important topics covered.

b) Medium Term Goals

These goals are ones you can work towards over a period of time – four weeks, one term or semester, the year.

- Pass a topic or term test.
- Do well in the final exam.
- Set an Australian Tertiary Assessment Rank (ATAR) to achieve.

c) Long Term Goals

These goals are ones, which will concern your future career and realise your ideals and ambitions. They determine your choice of subject and direction of study. You only need one or two long-term goals as a focus.

- I want to go to University.
- I want to travel overseas.
- I want to play football for the Swans.

As time goes by, you may change your goals if you subsequently change your interests.

Studying

Study is a means by which you can achieve your goal. Studying is more than just a quick reading. You have to make sure you understand what you are studying. During study it is necessary to make notes in order to help you remember. Focus on the important topics and skills. You learn by talking about, writing about and being creative about your learning.

Passive learning is a waste of time – knowledge doesn't just soak in because we read or hear it. It must be processed – we must think about it and relate it to what we know already and visualise the facts in relation to one another.

Conditions of Study

Make the best of imperfect conditions. Not everyone has the ideal place in which to study.

- Record and prioritise the work that needs to be completed each day. A diary or calendar can be useful for this.
- A place of your own – where external distractions, especially phones, electronic devices and the television set, are reduced to a minimum.
- Necessary equipment – all pens, books, paper, rulers, calculators, notes.
- Seating – firm, promoting good posture but not too comfortable.
- Lighting – should be bright without glare. It should not shine directly into the eyes.
- Warmth and ventilation – too much warmth and not enough fresh air tends to make you sluggish.
- A study plan for each day of the week.
- The right time – some students prefer to work early in the mornings whilst others prefer to work in the evenings. It is a matter of personal preference. In some cases, family life may be an important consideration.

Time Management

Efficient time management will improve both your work and your enjoyment.

a) When to do what

A study timetable must be a very individual thing. You can arrange it to fit into part of the day, which suits you. It also allows time for sport, leisure activities and outside jobs/chores.

You should decide how many subjects you wish to study each night and how much time you wish to devote to each subject. Always timetable for at least five minutes break between subjects.

b) Guidelines

- Give yourself a break when you get home from school.
- Try to study before the evening meal or soon after it.
- Study your weaker subjects as well as your stronger ones. It helps to study these weaker subjects early in the night.
- Watch some television or listen to music **AFTER** studying. It helps you to relax.

- Vary your subjects each night – English followed by Maths (not History, which is another reading subject).

Reading and Listening Skills

The single most important point to remember to ensure effective reading and listening is to be **active**.

a) Reading

- Make a quick review of the material to be read – skim over the whole passage. Read enough to gain a reasonable idea of what the material to be read is about.
- Read the passage thoroughly and make notes as you go on the important points.
- When finished, revise the material in your mind – ask yourself questions about what you have read and find the answers if you cannot remember them.

b) Listening

- Make notes on what is being said. This will help you to discover the overall organisation of the talk.
- Ask questions about parts of the talk you do not understand.
- Revise what has been said, both in your mind immediately afterwards and with reference to your notes.

Note Taking

A means of presenting the material heard or read in a form that has been reduced to the essentials.

- Skim through the work to be covered – read main headings, topic sentences of paragraphs.
- Read with more care, write down the main points. Make use of headings and sub-headings in these summaries.
- Revise your summaries – in each revision, reduce the main points to single words.
- Use abbreviations – more time efficient.

Remembering the facts

Our ability to remember is a result of:

- learning new material
- retaining what was learnt
- recalling what is retained.

By learning to study well, you can improve your ability to remember.

- Learn small amounts over a period of time, not large amounts in a short time.
- Use connections between various pieces.
- Constantly test yourself by recalling the main points.
- Do not try to learn two subjects of the same type one after the other.
- Revise, revise and revise – use your summaries. Each time you revise you should reduce the words in these summaries.
- Learn ‘parrot fashion’ those rules, formulae and facts which must be known accurately and precisely (Create a notebook of them for each subject for easy learning).
- Use aids such as cards, rhymes, nonsense words/phrases, lists, posters and a notebook of formulas.
- Ask for help! You are not on your own!
- Revisit the Senior Study Skills Booklet you were given in each year.

WHAT ARE THE PRINCIPLES AND PRACTICES OF GOOD SCHOLARSHIP?

Good scholarship means three things. It means:

- Being honest and ethical. You must be honest about what is your own work and what isn't and where you got your information;
- Listing all your sources. Research using different sources of information is an important part of HSC work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source;
- Using your own words. Communicate what you have learnt in your own words. This isn't always easy to do, but it is very important and really worth the effort.

What is meant by ‘acknowledging sources’?

Acknowledging sources means providing written recognition of any ideas that are used or adapted for students' work.

- You need to provide the name of the original author and details of where you found the information.
- You may need to acknowledge sources within the body of a work.
- You should acknowledge sources at the end of your work.
- ‘Referencing’, ‘citing’ and ‘attribution’ are terms often used to refer to the acknowledgement of sources.

What is Plagiarism?

'Plagiarism' is when you pretend that you have written or created a piece of work that someone else wrote. It is cheating, it is dishonest and it could jeopardise your grades in the end of year Report.

What is copyright? Why do we need it?

Copyright protects what writers, artists, photographers and musicians have created. These creations are called their 'intellectual property'. The creator of any original work owns the copyright of that work, which is the exclusive right to authorise copying and communication of their work. We need copyright for a number of reasons:

- Australian law recognises that individuals have the right to make money from the sale of copies of their work;
- Copyright also protects creative works from being used without the copyright owner's agreement.

Copyright protection is free and automatic, but it is advisable to use the copyright symbol on work you create: e.g. © Toby Wright 2006

Is there a difference between collaborative learning, collusion and copying?

Working with others is a fact of life whether you are at school or at work. Learning is an active process which involves talking to people, sharing ideas, clarifying thoughts and building your own knowledge. Students need to be aware of the differences that exist between collaborative learning, collusion and copying.

Some possible consequences of 'Cheating':

- Loss of all marks related to the task
- 'N' award warning if tasks are related to the School Certificate, Preliminary or HSC
- Detention
- Parental interview
- Re-writing task

NOTE:

Evidence of copying of other people's work and/or other forms of cheating, will constitute failure to complete the assessment task concerned and a zero mark may be given for this task.

ASSESSMENT IN YEARS 7-9

All Key Learning Areas at Corowa High School include a formal program of assessment as part of their teaching programs. Assessment is designed to determine the extent students have mastered stated outcomes of the New South Wales curriculum. Below is a table that outlines the different levels of achievement that is used to illustrate a student's mastery of the NSW Curriculum.

NESA Generic Competencies Years 7-10

A	The student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

<http://arc.nesa.nsw.edu.au/go/7-8/common-grade-scale/>

<http://arc.nesa.nsw.edu.au/go/guide-to-grade-allocation/>

In Years 7 and 9 all Australian students sit NAPLAN examinations which are designed to provide data a school can use to fine tune its teaching and learning strategies.

ASSESSMENT IN THE SENIOR SCHOOL - YEARS 10, 11 AND 12

Record of School Achievement (RoSA) Year 10

The Record of School Achievement is a credential marking the end of junior secondary schooling. The Record of School Achievement provides students, parents, employers and the general community with information on students' achievement in The Record of School Achievement courses.

The Record of School Achievement is awarded to a student when they complete their schooling.

If a student leaves school without completing and/or qualifying for a Record of Student Achievement NESAs will issue the student with a Transcript of Student Participation.

Grades A - E will be awarded in all courses except Mathematics, based on school-based assessment of students' achievement with reference to performance descriptors issued by NESAs. The Mathematics course will use a similar grading system as mandated by the New South Wales NESAs.

Record of School Achievement grading system

The Student Record of Achievement has undergone a variety of updates since its conception. In 2012 the New South Wales Government acted to create the Student Record of Achievement in its current format, introducing the use of Course Performance Descriptors and external statewide tests in four curriculum-based areas – English - literacy; Mathematics; Science; Australian History; Geography, Civics and Citizenship. The reporting of student achievement using performance descriptors and the use of internal school assessment is used for **all** courses for the Student Record of Achievement at Corowa High School.

Course performance descriptors

Course Performance Descriptors are a series of statements that **summarise** observable and measurable features of student achievement and assist teachers to award students grades based on descriptions of typical achievement from elementary to excellent.

Course Performance Descriptors describe the main features of typical student's performances at the end of the course. The areas for assessment consist of the knowledge, understanding, values and skills objectives from the syllabus. The General Performance Descriptors in the following table form a generic set of descriptors indicating five levels of achievement. They were used by groups of subject specialists to develop the Course Performance Descriptors for each course.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	<p>Excellent Achievement</p> <ul style="list-style-type: none"> • extensive knowledge and understanding • application of knowledge • high level of competence • applied in new situations
B	<p>High Level of Achievement</p> <ul style="list-style-type: none"> • thorough knowledge • competence in processes and skills • applied in most new situations
C	<p>Substantial Achievement</p> <ul style="list-style-type: none"> • attainment of main knowledge and skills • sound level of competence in processes and skills
D	<p>Satisfactory Achievement</p> <ul style="list-style-type: none"> • acceptable level of knowledge and understanding • basic level of competence in processes and skills
E	<p>Elementary Achievement</p> <ul style="list-style-type: none"> • elementary knowledge and understanding • limited competence in processes and skills
N	<p>Not satisfactorily completed in one or more of:</p> <ol style="list-style-type: none"> a) attendance b) participation c) progress d) efforts and achievement

Useful Links:-

For further information on grade descriptors for each specific subject:

<http://arc.nesa.nsw.edu.au/go/sc/sc-grading/cpds/>

Information on how students are graded and samples of work reflecting different grade levels:

<http://arc.nesa.nsw.edu.au/go/guide-to-grade-allocation/>

For a comprehensive outline of information regarding the Record of School Achievement:

<http://www.nesa.nsw.edu.au/rosa/>

YEAR 11 and YEAR 12 – COURSE REQUIREMENTS

Satisfactory completion of the Preliminary and HSC courses

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

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

Assessment for the Preliminary and HSC Courses

The assessment will be based on achievements measured throughout the Preliminary and HSC Courses, and will encompass all syllabus objectives and outcomes other than those relating to values and attitudes.

Requirements

Students are expected to undertake satisfactorily ALL class work and assessment tasks as part of their Preliminary and HSC studies – *refer to specific subject assessment programs*.

- Students who have complied with the above requirements can be regarded as having satisfactorily completed the Preliminary and HSC Courses.
- Students who have not complied the above requirements, cannot be regarded as having satisfactorily completed the course and will be given an 'N' (or Non-completion of course) determination.

Absences from school may result in the student NOT being able to satisfy the Preliminary or the HSC course completion criteria. The Principal will regard absences seriously and if necessary the student will be given a warning of the consequences of such absences.

- NESA expects students to undertake ALL assessment tasks set and to apply themselves with diligence and sustained effort in completion of their classwork and set tasks.
- The minimum requirement is for students to make a genuine attempt at assessment tasks, which contribute in excess of 50% of available marks.
- If it appears that a student is at risk of not meeting the assessment requirements, then the Principal will advise the student in writing in the form of an 'N' award warning. Students will receive two 'N' award warnings prior to the receipt of an 'N' Determination. These warnings should be treated seriously and will specify both the course completion criteria that a student is not meeting, as well as the work required to redress this.
- Students who do not comply with the course requirements stipulated nor redeem their 'N' award warning will have neither an assessment mark nor an examination mark awarded for that course, i.e. the student will be granted an 'N' determination. The student will be advised of this determination in writing by the Principal who will explain its consequences (i.e. withdrawal from this subject contributing to the HSC) and the student's right to a school review and appeal to NESA.

- The school may allow a student who has received an 'N' determination in their Preliminary studies, on the grounds of lack of application, to proceed to the HSC Course provisionally, while concurrently satisfying any outstanding Preliminary Course requirements. If the Preliminary Course requirements are not met within a specified timeframe, then entry for the HSC Course is invalid. Students who receive an 'N' determination have a right to appeal.
- Any student who receives an 'N' Determination will not be able to re-enter the class until all work related to the 'N' Determination has been redeemed.

Further information about assessment can be found at the following link:

http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/hsc-assessments-works-advice-parents.html

YEAR 11 - PRELIMINARY COURSE

Students must complete the Year 11 **Preliminary** Course before they can be admitted to the Year 12 Higher School Certificate Course.

The Year 11 Preliminary Course runs from Week 6, Term 4 to the end of Term 1 each year. Students are required to complete 12 units of preliminary subjects over the course of 2 years (6 units per year) before they are allowed to 'drop' a subject during their HSC course timeframe.

The Year 12 Higher School Certificate Course will commence in Term 2 of the same year.

Students who pursue alternative education or employment prior to completing their HSC will receive a Record of School Achievement (RoSA) from the NSW Education Standards Authority (NESA).

YEAR 12 - HIGHER SCHOOL CERTIFICATE COURSE

FAQS about the ATAR

- The nationwide university ranking system is known as the ATAR (Australian Tertiary Admission Rank).
- The highest rank is an ATAR of 99.95.
- To receive important information including the HSC timetable and HSC results, students must set up an account through Students Online <https://studentonline.nesa.nsw.edu.au/>

Assessment – Higher School Certificate

The award of a Higher School Certificate is made on the basis of a student's performance in the HSC EXAMINATION and the SCHOOL ASSESSMENT as submitted to NESA.

Purpose

The use of the School Assessment in reporting Higher School Certificate awards is intended to provide an indication of a student's attainment which is based on:

- a wider range of syllabus objectives than is measured by the external examination.
- measurements and observations obtained throughout the course rather than a single examination.

What is 'the Assessment'?

- The assessments submitted by schools for a particular course are intended to measure student's achievement relative to course outcomes by the end of the HSC course.
- The assessment marks for each course will be moderated by NESA according to the performance of Corowa High School students in the HSC examination for that course. It is, therefore, imperative that all students in a course work cooperatively to maximise class and individual results.

RATIONALE FOR SCHOOL BASED ASSESSMENT FOR THE PRELIMINARY AND THE HIGHER SCHOOL CERTIFICATE COURSES

- It enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, e.g. practical, research and oral skills.
- It caters for such things as fieldwork in, for example, geography agriculture and biology.
- It increases the accuracy of the final assessment of students' achievement by using a number of measures.
- It does not include components which seek to measure interests, attitudes or conduct. The school determines the various tasks on which assessments are based, eg. tests, assignments and projects. It also determines the marks allocated to each task.

COMPLETION OF ASSESSMENT TASKS FOR THE PRELIMINARY AND HSC COURSES

1. HOW AND WHEN WILL I BE NOTIFIED OF SPECIFIC ASSESSMENT TASKS IN EACH COURSE?

Assessment tasks will be clearly designated. At least two weeks notice in writing will be given. It will include:

- description of the task and when the task is to be performed or handed in
- assessment weighting eg: 15% of course assessment
- outcomes to be assessed and percentage break-up eg. Oral task – 25% on presentation, 75% on information.

Assessment tasks must be submitted to the teacher/staffroom before 9.00 am or as stated on the assessment task guidelines (or a penalty will apply – See Questions 6, 7 and 8)

2. MAY THE TEACHER CHANGE THE WEEK WHICH IS LISTED IN THE ASSESSMENT BOOKLET FOR A PARTICULAR ASSESSMENT TASK?

Only in exceptional circumstances. Moving a task for an entire class will happen very rarely.

If the date of an assessment task is changed, then students are to be informed in writing two weeks before the new task date is to be set.

Changes will have to be approved by the Head Teacher and Principal.

If the change is supported by the Head Teacher and Principal then all members of the class, including you need to agree in writing to the change.

3. WHAT ARE THE RULES AROUND ASSESSMENT TASKS DURING THE PRELIMINARY AND HSC EXAMINATIONS?

No assessment tasks at all will be scheduled two weeks prior to the Final Preliminary or Trial HSC Examination, without the express permission of the Principal.

4. MAY A STUDENT OBTAIN A VARIATION OR EXTENSION OF TIME FOR A PARTICULAR ASSESSMENT TASK?

Only in exceptional circumstances.

Non-submission or non-attempt on the due date will result in a mark of **zero** being awarded in any variation application which outlines circumstances that are **not** considered exceptional.

The following circumstances will generally be considered exceptional:

- Where you have a serious and continuing medical condition which is supported by a doctor's certificate and such documentation is submitted to the Assessment and Policy Head Teacher.

The following circumstances will generally **NOT** be recognised as exceptional:

- extracurricular activities
- paid employment commitments
- attending or preparing to attend recreational activities such as music concerts and Debutante balls
- holidays
- one or two days of illness during the two weeks leading up to the task.

A final decision on the variation of an assessment task due date for an individual student will be made by the Assessment and Policy Committee.

5. WHAT HAPPENS IF I AM UNWELL OR FACE AN UNFORSEEABLE EMERGENCY ON THE DAY OF AN ASSESSMENT TASK?

- a. Arrangements must be made to submit the task on time.
- b. If this is not possible then the school must be notified, preferably by telephone by you or your parent/guardian at the earliest possible opportunity or by 9:30 am that morning and the reason for the absence is to be communicated to the Head Teacher of Assessment and Policy.
- c. Where a candidate is unable to complete an assessment task as specified in the assessment program and the Assessment and Policy committee considers that the student has a valid reason, e.g. illness with medical certificate, the student concerned will complete the task on return to school.
- d. At the Head Teacher's discretion a substitute task may be administered. In exceptional circumstances, where the completion of the original or a substitute task is not feasible, the Principal may authorise the use of an estimate based on other appropriate evidence.
- e. In the event of other exceptional circumstances, beyond what is covered in this policy, a decision will be made at the discretion of the Principal based on evidence presented.
- f. For **"In School" assessable tasks** such as tests, practical tests, oral presentations etc. students must attend on the day specified. In the event of illness, the student's parent or guardian must notify the appropriate Head Teacher of the student's absence, as early as possible, but prior to the task and a Medical Certificate must be supplied as reason for the absence. If it is known in advance that a student will be absent on the day then the Head Teacher concerned must be notified before the absence. If this policy of notification is not followed, the total marks for the assessment task will be lost and a student will be issued with an 'N' award warning.
- g. If there is no satisfactory explanation for the non-completion of an Assessment task, a zero mark will be awarded. The task must, however, be completed.

Students studying Vocational Education and Training and who are involved in Work Placement must:

- submit tasks completed in the student's own time on or before the specified date.
- arrange with the Head Teacher before Work Placement an appropriate time to complete an in-class task which is scheduled during this time. It will normally be completed before work placement commences.

Failure to adhere to steps a – g (above) will result in the award of **zero** for the relevant task.

The final decision on to whether an unexpected absence on the day of an assessment tasks will be grounds for a variation with or without penalty will be made by the Assessment and Policy committee in consultation with the Principal.

6. WHAT HAPPENS IF TECHNOLOGY FAILURES, EITHER AT HOME OR AT SCHOOL, PREVENTING ME FROM SUBMITTING THE TASK ON THE DUE DATE OR TIME?

Printer failures, ink cartridge malfunctions, USB problems, inability to convert files, incompatible versions of word processing software, undeliverable email messages and other such reasons will **NOT** be accepted as exceptional circumstances.

Unless mitigating circumstances apply (e.g. illness) 100% of the total possible marks will be deducted for that assessment task if it is handed in late due to technology failure and students will be issued with a 'N' award warning.

Students may appeal an assessment mark or task if unusual circumstances arise or if the assessment procedures are not followed by the school. To make an appeal the student should notify the Head Teacher in writing of the nature of the appeal no more than 7 days after the completion date for the task.

The Assessment and policy committee shall then, in consultation with the Head Teacher of the faculty involved, collect information and determine the appropriate course of action to be followed as a result of the appeal. The student should be informed of the outcome of the appeal within 7 days of the appeal being received. If the student wishes to appeal the determination, then they should discuss it with the Principal, within 7 days.

7. WHAT IS AN N AWARD AND WHAT AM I REQUIRED TO DO IF I RECEIVE ONE?

N Award

The awarding of external credentials such as the Record of School Achievement (RoSA) and the Higher School Certificate (HSC) is a worthy goal for students from Years 10 through 12.

These credentials can be used as a means of accessing post-school training and other career opportunities. It is for these reasons, and to maintain the integrity of the system, that National Educational Standards & Assessment (NESAs) has put in place for all schools – State, Catholic and Independent – strict guidelines regarding students' satisfactory completion of courses. If a student is not meeting the requirements they are given what is termed a Non Award Warning (or **N Award**). A copy is also posted home, which outlines:

1. any issues of concern or outstanding work
2. a date by which students should redeem the outcomes of the missed work.

The community's confidence in valuable school-based credentials (RoSA and HSC) can only be maintained if high standards are consistently and equally applied to all students, regardless of their school. The N Warning system is therefore explained to students in detail. We are also aware that parents may appreciate some clarifying points in relation to this system:

- NESAs requires two warnings for a student in order for an N Determination to be made by the Principal at the end of a course.

- A warning is not issued for disciplinary reasons. It is not intended as a 'stain' on a student's character or record. Simply, it is a concern that the student is not meeting course outcomes and that he/she may be in danger of not satisfactorily meeting Course requirements.
- A warning is not issued for work that may be below the standard of which a student is capable. Teachers apply a grading system (A – E) associated with benchmarked standards to individual student work. It is, however, unfortunate if a student's credential does not represent a level commensurate with their ability.
- A warning is typically given if a student does not submit, or is absent for, an assessment task, and/or, has not demonstrated sustained diligence and application in class.
- A student may not be showing sustained diligence and application for reasons such as disengagement in class activities, not completing required class or homework and/or not making a serious effort to achieve outcomes. A teacher will make this assessment over a period of weeks.
- An N Warning can also be issued for a non-serious attempt (e.g. a frivolous or inappropriate response).
- A student will be awarded zero if they do not submit or are absent for an assessment task.
- Extensions are usually not granted for tasks. Legitimate misadventure is only granted, for example, if a student has a doctor's certificate and this has been presented to a Head Teacher at the time of or immediately following the missed task. If approved, the Head Teacher will arrange an alternative assessment.
- A zero mark for a significant assessment task may have an impact on a student's rank order and overall grade awarded at the end of the course.
- Redeeming a task (e.g. submitting after it was due) is required by NESA as evidence that a student has satisfied the requirements of a course.
- Redeeming a task supports ongoing learning and demonstrates that a student can achieve the intended outcomes.
- Redeeming a task does not, however, withdraw or rescind the warning, or credit the student with marks above zero if the warning is for a missed assessment task.
- Students may appeal if they believe the appropriate process has not been followed. They cannot, however, appeal on the basis of a disputed mark. The appeal process is outlined in their Assessment Booklet.
- Teachers do their best to avoid an N Determination for any student, hence, warnings are given. Unfortunately, N Determinations are occasionally made due to a student's unwillingness to comply with the requirements outlined above. This upholds the currency of, and faith in, the system for all students.

REPORTING

The Preliminary Course

- There will be two Parent/Teacher Nights to enable verbal reports.
- Two written reports will be issued, being a Mid-Course Report and a Final Report
- Students will be issued with Grades for each subject in the Final Report.

HSC Course

- There will be two Parent/Teacher Nights to enable verbal reports.
- Two written reports will be issued, being a Progress Report and a Final Report.
- The Progress Report will include an Assessment Rank.
- The Final Report. An assessment rank will be provided when it is available.

ORDER OF MERIT/RANKING - HSC COURSE

Students are not told the Assessment mark submitted by the school to NESAs. However, after the final HSC paper, a student may receive his or her final position within the school group for each subject on request from the Principal.

REVIEW / APPEAL

Following the final HSC paper and after students have been given, on request, their final position in the school's Order of Merit list for each subject, a student may seek a review of his/her assessment only if his/her position differs significantly from expectations gained from course assessment tasks. Note that any such review relates only to a student's position in the group, not to any marks or grades awarded throughout the course.

SENIOR REVIEW PANELS

These will be conducted with senior students causing concern regarding behaviour and/or performance and/or attendance. The panel will usually consist of the Year 12 Adviser, the Principal and/or Deputy Principal, the Head Teacher Teaching and Learning, the classroom teacher and the student concerned. In some cases, it may be necessary to involve parents or guardians.

In broad terms, the student is presented with specific concerns. The student being interviewed must develop a concrete plan of action in writing, which will lead to improvement. If there is no improvement, the school may move to expel a student. The decision to expel a student from a school may be made on the basis of unsatisfactory participation in learning by a student of post-compulsory age, e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives, and/or non-compliance with NESAs requirements for the award of an HSC.

IMPORTANT LINKS FOR INFORMATION ABOUT THE PRELIMINARY AND HSC COURSES:

<http://www.uac.edu.au/undergraduate/atar/>

http://www.nesa.nsw.edu.au/hsc_assessment_policies/hsc-assessments-works-advice-parents.html

For further information regarding the new South Wales schools curriculum, syllabuses and assessment:

<http://www.nesa.nsw.edu.au/>

<http://www.nesa.nsw.edu.au/disability-provisions/>

ACE Manual: Assessment Certification Examination (ACE)

Appendices:

1. Example of Assessment Task Notification Record.
2. Example of Warning letter for RoSA, Preliminary and HSC Courses.
3. Example of Warning letter for RoSA, Preliminary and HSC VET Courses.

COROWA HIGH SCHOOL
Assessment Task Acknowledgment Form

Year 10__ 11__ 12__

Teacher: _____

Subject: _____ Assessment Task: _____ Date Issued: _____

	Name	Signature of Assessment received and Date		Signature of Assessment submitted and Date	
1					
2					
3					
4					

5					
6					
7					
8					
9					
10					
11					
12					
13					

14					
15					
16					
17					
18					
19					
20					
21					
22					

Sample warning letter for RoSA, HSC Preliminary and HSC Courses

[Date]

Dear [Parent/Guardian]

Re: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

I am writing to advise that your son/daughter _____ is in danger of not
(student name)

meeting the Course Completion Criteria for the Higher School Certificate course _____.
(course name)

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 1st, 4th) **official warning** we have issued concerning
 _____.
(course name)

A minimum of two course-specific
determination being made for a course

a final non-completion of course

Course Completion Criteria

The satisfactory completion of a course requires

to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met a, b or c of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher/Head Teacher

Principal

To satisfy the Course Completion Criteria, requirements or outcomes need to be satisfactorily completed by ____

_____, requirements or outcomes need to be _____ (student name).

SAMPLE

<i>Task Name(s) / Course Requirement(s) / Course Outcome(s)</i>	<i>Percentage weighting (if applicable)</i>	<i>Original due date (if applicable)</i>	<i>Action required by student</i>	<i>Revised date to be completed by (if applicable)</i>



Please detach this section and return to the school

Requirements for the satisfactory completion of a Higher School Certificate Course

- I have received the letter dated _____ indicating that _____
(student name)
is in danger of not having satisfactorily completed _____.
(course name)
- I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- I am also aware that the determination of non-completion of course requirements may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian’s signature: _____ Date: _____

Student’s signature: _____ Date: _____

Sample warning letter for RoSA, HSC Preliminary and HSC VET Courses

Dear

Re:
OFFICIAL

SAMPLE

Primary VET Course

I am writing to advise that _____ regarding the risk of not meeting the Course Completion
Criteria for the course {Incident Location}

NESA requires schools to issue students with _____ warnings in order to give them the opportunity to redeem
themselves. Please regard this letter as the _____ **official warning** we have issued concerning this course.

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a
course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. It may also mean that the student is unable to proceed to the HSC course as he has not satisfactorily completed the Preliminary Course.

To date, _____ has not satisfactorily met **A, B and C** of the Course Completion Criteria.

The page overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for Georgia to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed.

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely

Head Teacher Technology & Applied Studies
VET Coordinator

Principal

In Vocational Education and Training (VET) subjects, students are required to complete a mandatory work placement of 70 hours over the two years of the Preliminary and HSC course. Students must demonstrate their readiness for this work placement to their classroom teacher and Riverina work placement organisers before being issued with a work placement. This is done by satisfying the following work ready indicators:

- Respect others, their property and follow WH&S procedures at all times;
- Is reliable, punctual, polite and behaves responsibly at all times;
- Follows instructions;
- Displays a keen interest and positive attitude in the industry and organisation.

Students who misbehave, are unsafe or are not completing the set work in class can be deemed as 'not work ready' and hence fail to meet the requirements of their VET course.

If this happens, the student's entire preliminary course will be in jeopardy.

To resolve this issue, _____ needs to do the following:

1. Complete all set work;
2. Work safely and follow instructions at all times;
3. Actively participate in classroom learning;
4. Attend all classes.

SAMPLE

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Please advise

-----✂-----

the school

Requirements for the Satisfactory Completion of a Preliminary VET Course

- ❖ I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed {Incident Location}.
- ❖ I am aware that this course may not appear on his Record of Achievement.
- ❖ I am also aware that the 'N' determination may make him ineligible to proceed to the Higher School Certificate course.
- ❖ I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____