



2025 ASSESSMENT POLICY

As at 27 September 2024

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Guide to acronyms used in this booklet	
ACE	Assessment Certification Examination
ATAR	Australian Tertiary Admission Rank
HSC	Higher School Certificate
'N' determination	Non-completion determination
NESA	New South Wales Education Standards Authority
RoSA	Record of School Achievement
UAC	Universities Admissions Centre

Course Guide and Assessment Policy

NESA is the New South Wales Education Standards Authority. It is the statutory authority which oversees NSW schools, particularly with regards to curriculum and assessment. NESA is guided by the ACE Rules, which are the Assessment Certification Examination Rules, and these have been revised and released for operation from 14 October 2024.

A. Eligibility for the award of an HSC

According to the ACE Rules (Section 1.2.2, current as of 14 October 2024), to be eligible for the award of the Higher School Certificate, students must:

- a. Have completed Year 10, and
- b. Have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW Institute, and
- c. Have completed All My Own Work (AMOW) or its equivalent, and
- d. Have demonstrated the minimum standard or literacy and numeracy, and
- e. Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f. Undertake and make a serious attempt at the requisite HSC exams.

Further, the ACE Rules outline NESA's pattern of study for the HSC (Section 12.1.1, current as of 14 October 2024).

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

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

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

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

Students may study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses.

The ACE Rules also outline what is required to **satisfactorily complete both Preliminary and Higher School Certificate courses** (Section 4.1.2). In particular, 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 NESAs; 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.

A student will be considered to have satisfactorily completed a Preliminary course if, in the principal's view, there is sufficient evidence that the student has met the course completion criteria. Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course.

Students who then study an HSC course must make a genuine attempt to complete the course requirements. NESAs have outlined that it is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements. For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised by NESAs that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted, and students must also fulfil the course completion criteria.

It should be noted that, as a result of absence from a course, the Principal may determine that course completion criteria may not be met. **Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.**

Additionally, to meet course requirements, where students are studying an HSC course that includes a requisite HSC examination they must sit for and make a genuine attempt at this examination.

B. School assessment guidelines

1. The nature and purpose of assessment

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

Assessment is used to:

- Assist student learning,
- Evaluate and improve teaching and learning programs,
- Provide information on student learning and progress in a course in relation to learning outcomes, and
- Report on the achievement of each student at the end of a course.

Our assessment program provides a measure of a student's achievement in each course, based on:

- A wider range of syllabus outcomes and competencies than may be measured by examination alone.
- Multiple measures and observations made throughout the year rather than a single assessment event.

Assessment tasks indicate achievement in both Preliminary and HSC programs of study. Students will receive the following advice about assessment in each course before assessment begins:

- What is being assessed in the task.
- The nature of the elements of the task on which their assessment is to be based (e.g. a practical task involving building a model).
- The manner that performance in the task will be assessed.
- An indication as to when the task is to be completed or when the task will be held.

Each assessment item enables teachers to collect information about student achievement in relation to a number of outcomes and competencies, to indicate achievement in accordance with marking guidelines, and to provide constructive feedback to students on their performances, highlighting their strengths and where they can make improvements.

In looking at the principles of assessment, NESA's guidelines indicate that each assessment task should:

- Be based on syllabus outcomes.
- Be a valid instrument for what they are designed to assess.
- Include criteria to clarify for students what aspects of learning are being assessed.
- Enable students to demonstrate their learning in a range of task types.
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement.

- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.
- Enable students and teachers to use feedback effectively and reflect on the learning process.
- Be inclusive of and accessible for all students.
- Be part of an ongoing process where progress is monitored over time.

If an assessment task fails to meet these criteria it is deemed to be invalid. Invalid tasks are those which do not function as required, or where there are problems with administration and it is possible one student may be advantaged or disadvantaged over other candidates. Refer to Point 7 of this section for further information.

2. School responsibilities with respect to assessment

The school is responsible for providing:

- Guidelines for assessment in each course, as found in this booklet.
- An assessment schedule and course requirements for each course.
- **At least two weeks written notification** that an assessment task will take place or be due on a particular date. Where appropriate this will include details of the specific nature of the task e.g. a short report.
- **At least two weeks' notice of a change** to a previously notified assessment task.
- **Prompt feedback on each assessment task.** If students have concerns about a grade, mark or feedback on a particular task, they should speak to their teacher as soon as possible after the issue of results.
- Advice on procedures to be followed in the event of an illness and/or misadventure preventing a student from completing an assessment task or examination by the given due date.
- Advice on the procedures and consequences which flow from failure to maintain satisfactory progress in coursework or assessment.
- The process involved in appealing any decisions made with respect to a student's performance in an assessment item.

3. Student responsibilities with respect to assessment

Each student is responsible for:

- Meeting all course requirements, including those in their HSC studies related to school attendance, course work and assessment requirements.
- Applying themselves with diligence and sustained effort to the set tasks and experiences provided.
- Making a serious attempt at all assessment tasks. If a student does not make a serious attempt at assessment tasks they may receive 'N' determination warning letters which outline what must be done to avoid receiving an 'N' determination for that course.

- Undertaking the required minimum hours of mandatory work placement (where applicable).
- Their personal honesty – work submitted must be a student’s own work and sources consulted or quoted must be acknowledged.
- Submitting all tasks on or before the due date and time.
- Following the examination timetable for the school examination period, as well as complying with the school’s examination rules.

Failure to complete all course and assessment requirements could result in an ‘N’ determination in that course and possibly, the withholding of the Record of School Achievement (RoSA) and HSC.

4. Scheduling and submission of assessment tasks

Every effort will be made to minimise the coincidence of assessment tasks across subjects, however some may be inevitable and students should allow for this in their planning and time management.

Assessment tasks have set due dates, as per the assessment schedules provided at the end of this booklet for each course in each faculty area. Each task must be submitted on or completed by the due date.

5. Absence from or non-completion of assessment tasks

Failure to complete any assessment task will automatically result in the task being recorded as a non-attempt. This will be shown as an ‘N’ in course records and an ‘N’ determination warning letter will be issued.

If a student does not attend an assessment task which is to be used as a piece of formal assessment, they will receive a zero mark and a warning letter for that task unless:

- (a) **The reason for absence was foreseeable and written application to the Deputy Principal for leave has been made and that leave is granted.** This includes work placement, other VET requirements and sporting commitments.
- Written application must be made through the submission of an illness/misadventure form **prior** to the expected period of leave.
 - In the case of approved absence, the school will expect the student to sit for the task or an equivalent one on the day of return.
 - If the absence is a prolonged one, students may receive an estimate that will be determined at the end of the assessment process.

(b) **The absence was genuinely unforeseeable (e.g. illness or similar) and confirmed through the successful completion of an illness/misadventure form.** This would involve contact being made with the Deputy Principal before 7.30 am on the day of the task, outlining the reason for the absence. This would be followed up by the submission of an illness/misadventure application with appropriate supporting independent documentation to the Deputy Principal as soon as the supporting evidence is available.

- Please refer to Section C of this booklet for further explanation regarding applying for consideration connected to an illness and/or misadventure.
- Note: A mark of zero will be recorded despite contact from parents if suitable documentation (see Section C) is not provided to the Deputy Principal.

In addition, assessment represents 50% of the final mark a student receives in their HSC course of study. Students who are continually absent on the days of scheduled assessment tasks may fail to meet the NSW Education Standards Authority's requirements for the completion of tasks.

Work submitted late will be marked and feedback provided where this is reasonable, but the lateness will be recorded and if a mark is to be awarded, it will be a zero score. For this reason, it is preferable to submit work in progress, though incomplete, rather than submit the completed work late.

6. Serious attempts

Students studying a Preliminary or HSC course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

Students will be considered as having made a serious attempt at a task if there is evidence that the student has made reasonable efforts and/or has tried to use the available resources to complete the requirements of the task. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious.

Where students are studying a Preliminary or HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination. If it is determined that a student has not made a genuine attempt to complete course requirements, the Principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

7. Invalid or unreliable school assessment results

Concerns regarding the nature and/or carriage of an assessment task should be raised with the school's Executive Team within twenty four hours of the task due date / completion date. There are a range of issues that may result in concerns being raised, including but not limited to an administration error or an issue with a question.

In the event that concerns are raised, the Deputy Principal will convene the Assessment Appeals Panel to review the task in light of the concern(s) raised. This Panel will be made up of the Deputy Principals, a member of the Executive Team and an experienced staff member who is not a member of the Executive Team. A decision will be made by the Panel and this may involve students sitting an alternate task or sections of a task being excluded.

Any further appeals will need to be submitted in writing to the Principal within twenty four hours of receiving the Panel's decision. The Principal's decision in the matter will be final.

8. Illness/misadventure applications

Please refer to Section C of this booklet for information about the processes connected to applying for consideration with respect to illness and/or misadventure in assessment tasks, including examinations.

9. Academic malpractice in assessment tasks

The honesty of students in completing assessment tasks, examinations and course materials underpins the integrity of the Preliminary HSC and HSC. Throughout the assessment process, the highest level of honesty is required.

Academic dishonesty by students in any form is unacceptable. All work that is submitted for assessment purposes must be the independent work of the student concerned (or, where group work is permitted, of the students concerned). To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA guidelines specific to each subject. This includes the use of material from sources such as books, journals and the internet.

To help students to fully understand the principles and practices of good scholarship, NESA have designed a program, *HSC: All My Own Work*. To be eligible for the HSC, a student must successfully complete this program or equivalent. It includes helping students to follow the principles and practices of good scholarship,

such as understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. This resource builds on existing programs taught in schools through four interconnected modules:

- Topic 1 – What is all my own work?
- Topic 2 – What is plagiarism?
- Topic 3 – How do I acknowledge other people’s work?
- Topic 4 – How can I work honestly?

NESA identifies that malpractice occurs in many forms, including plagiarism, collusion, misrepresentation, and a breach of assessment conditions. Allegations of malpractice are treated very seriously and detected malpractice will jeopardise a student’s award and achievement of the RoSA or the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures, to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. It can include but is not limited to:

- a. Making up journal entries for a project, and/or
- b. Submitting falsified or altered documents, and/or
- c. Referencing incorrect or non-existent sources, and/or
- d. Contriving false explanations to explain work not handed in by the due date.

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. Plagiarism includes but is not limited to:

- a. Copying someone else’s work in part or in whole, and presenting it as their own, and/or
- b. Using material directly from books, journals, the internet or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- c. Building on the ideas or words of another person without appropriate acknowledgement, and/or
- d. Using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:

- a. Sharing answers to an assessment with other students, and/or
- b. Submitting work that has been substantially contributed to by another person, such as a student, parent,

- coach or subject expert, and/or
- c. Contract cheating by outsourcing to a third part, and/or
- d. Unauthorised use of artificial intelligence technologies.

A breach of assessment conditions can include any breach of:

- a. HSC exam rules and procedures, and
- b. HSC minimum standard test rules and procedures.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. In the event of an HSC exam or HSC minimum standard test, students must comply with the assessment conditions set by NESAs. At all other times, students must adhere to the rules prescribed by our school or alternate venue conducting the assessment.

Any form of academic dishonesty is a serious offence. For example, students who submit the work of others without recognition will be penalised and may be given a mark of zero. As outlined above, the term “work of others” applies to all forms of information sources, whether it be copied, for example, from another student, a textbook, or from the internet.

In extended response answers and assignments, it is appropriate to reference the following:

- The source of all quotations.
- All material put into the student’s own words or summarised from other sources such as books, articles and websites.
- Factual information not commonly known and accepted in the subject the student is studying.
- A line of thinking borrowed from someone else.
- Tables, diagrams, maps and illustrations that are taken from other sources.

If a student was unsure of how to correctly reference or footnote material in an assignment in a given subject, they should consult their teacher before the assessment task is due. In the case of submitted assignments, students can be required to sign a statement saying that the material they are submitting is their own work. This is in addition to acknowledging on receipt of their faculty assessment booklet that all work they submit for marking is their own original work and will only include the work of others when it is appropriately acknowledged and referenced. The school reserves the right for all assessment tasks submitted by students to be subject to tests for academic malpractice.

In the case of suspected malpractice, a student will be required to provide evidence that any submitted work, including unacknowledged material is entirely their own. Such evidence might include but is not limited to the student providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, notes from teacher check ins regarding the work, and progressive drafts to show the development of their ideas

At our school, academic malpractice in any task will be penalised and may result in the award of a mark of zero, and the student's parents will be notified of the malpractice.

Where a teacher suspects a student of academic malpractice, the following procedures will apply:

1. The teacher will present the details and evidence to the faculty Head Teacher who will determine whether to proceed with the matter.
2. The Head Teacher, if necessary, will interview the student in order to establish the student's response to the alleged plagiarism.
3. Should the Head Teacher determine to proceed further, the matter will be referred to the Deputy Principal.

Should a case of plagiarism or other academic dishonesty be established, the Deputy Principal is obliged to enter the student on the NESA Malpractice Register and may do one or more of the following:

- a. Require the student to undertake additional assessment in that subject.
- b. Return a mark of zero for the assessment.
- c. Record the task as a non-attempt.
- d. Issue an 'N' determination warning.

Examinations will be conducted as far as possible in accordance with the NESA's procedures for the particular subject. These procedures cover such things as materials and equipment that may be taken into and used during examinations. In particular, it is an offence to take into or out of the examination room any material, including paper, blank or otherwise, that is not specifically authorised.

10. Submission of a hand-in assessment task

The submission time for the **hard copy of a hand-in assessment task will be at the start of a student's timetabled lesson** for that subject on that day. If students do not have an allocated class on the day of submission, they are required to submit tasks at the start of lunch in a room allocated by their class teacher. Receipt of the task will be acknowledged by the class teacher. Failure to submit a hand-in assessment task on time without a successful application for illness/misadventure will result in **a zero mark being awarded and an 'N' determination warning letter being issued.**

If a student is absent on the day a task is to be submitted they should arrange to have their task delivered to the school office where possible, or where appropriate their class teacher. If a student is aware in advance that they will be absent on the day a task is due, they should submit the task prior to the due date to their class teacher.

The submission time for the online submission of a hand-in assessment task will be **at 11:00 am on the due date**. Students are to follow the instructions for submission provided in their faculty assessment booklets, noting that they must factor in the time it can take to upload work. Failure to submit a hand-in assessment task on time without a successful application for illness/misadventure will result in a zero mark being awarded and an 'N' determination warning letter being issued.

A problem with technology (e.g. a computer failure) will not be accepted as a valid excuse for failing to submit a hand-in task. Students are reminded to utilise appropriate data storage options when completing course material, such as storing work on multiple USBs or hard drives, utilising cloud-based storage facilities, and/or printing out work as it is completed.

11. Guidelines regarding the use of Feedback Studio (Turnitin)

The submission of assessment tasks can involve the Feedback Studio software provided by Turnitin. It is an online platform where students go to submit assignments which also checks submissions for elements of similarity which may involve plagiarism as well as the use of artificial intelligence (AI).

It is important that students check the details for each assessment task in their courses of study regarding the submission process for a particular assessment task.

If a task is to be submitted via Feedback Studio, the software helps students and teachers to identify matching text in an assessment submission from sources such as academic publications, websites and other papers submitted online. Any matches and their sources are highlighted in different colours in the Feedback Studio **Similarity Report**, along with a percentage which is known as a **Similarity Score**. This figure represents the proportion of the paper found to be matched elsewhere.

In terms of the Similarity Score, there is no need to be unnecessarily concerned about a high score. For example, an assessment that calls for research using several sources, direct quotes and a large bibliography (if not excluded by the teacher) will naturally find several matches in the database. Feedback Studio picks up things like:

- Book titles
- Quotes (which are allowed, so long as they have been acknowledged correctly)

- The cover page
- The assignment question
- Names of authors
- The reference list

The Similarity Report provides a summary of matching or highly similar text found in submitted material. The colour of the Report icon indicates the similarity score of the paper, with the possible similarity ranges being:

- **Blue:** No matching text
- **Green:** One word to 24% matching text
- **Yellow:** 25 - 49% matching text
- **Orange:** 50 – 74% matching text
- **Red:** 75 – 100% matching text

The Similarity Score associated with the Report alerts students and teachers to the percentage of non-original material in a task, and it is then up to the student and teacher to interpret what the matches mean. For example, the Similarity Report (which generates the Similarity Score) may indicate that quotations have been included but are written and cited correctly. This would not be an example of plagiarism. However, if there are large blocks of text highlighted that are identical to other sources which have not been referenced, this may indicate that plagiarism has occurred. In such an instance, the teacher would have a discussion with the student to identify what has occurred and the school's policy regarding malpractice (outlined in Point 8 above) may need to be applied.

There is no defined percentage match that indicates that work is, or is not, plagiarised. A match of 40% may be perfectly acceptable, so long as the student has presented and referenced it correctly. Conversely, a match of only 4% may indicate that a student's work is underpinned by insufficient sources. Decisions about plagiarism are made based on a number of factors and the Similarity Report from Feedback Studio is only one part of this.

If allowed by the teacher in setting up the task, students can submit their tasks early and generate their own Similarity Report on their work so that they can examine and refine their material, ensuring matched work is referenced appropriately. Generally, where this facility has been made available students are able to make three resubmission attempts where the Similarity Report will be generated immediately. However, after three attempts students will need to wait 24 hours before a new Similarity Report for submitted papers can be generated. It is strongly recommended that students be organised and prepare well in advance if they wish to use this feature.

Feedback Studio also provides further data for teachers about the originality of student work, providing information about how much of a student's submission is authentic, human writing as opposed to AI-generated

from ChatGPT or other tools. AI writing detection complements Turnitin's similarity checking workflow and assists teachers in upholding academic integrity while ensuring that students are treated fairly.

Again, like the Similarity Report, the data provided by Feedback Studio is used by teachers as an indicator for further investigation. In particular, **students are encouraged not to use Grammarly and other similar tools which use AI to change their written work**, as this can be detected by Feedback Studio.

Students are encouraged to keep evidence of their work in progress (see Section 9) to provide to teachers in the event of AI use being detected in their work.

In terms of the time of submission to Feedback Studio, our school assessment policy regarding online submission sets the time as 11:00 am on the date the task is due. Students must factor in the time it can take to upload work. Failure to submit a hand-in assessment task on time without a successful application for illness/misadventure will result in a zero mark being awarded and an 'N' determination warning letter being issued.

A problem with technology (e.g. a computer failure) will not be accepted as a valid excuse for failing to submit a hand-in task. Students are reminded to utilise appropriate data storage options when completing course material, such as storing work on multiple USBs or hard drives, utilising cloud-based storage facilities, and/or printing out work as it is completed.

12. 'N' determination warnings

The school is required to warn students in sufficient time to allow them to correct the problem which has placed them at risk. In general, a student who enrolled at the start of a course will receive three warnings before the Principal will recommend an 'N' determination. The warnings should not be a surprise to students since they will usually follow from in-class indications that the student is at risk of failing to meet course requirements.

- **First Warning:** This warning is an initial indication that a student is at risk in a course and the student will have had an interview with the class teacher. The teacher will have explained the reasons for the warning and indicated what has to be done to correct the situation. If the student is under 18 years of age, parents and guardians may wish to seek an interview with the teacher.
- **Second Warning:** This warning indicates that a student needs to speak immediately with his/her teacher and make every effort to correct any problems. The student and parent will have had an interview with the Head Teacher/Course Co-ordinator whose name appears on the letter and will have been told what steps will need to be taken to avoid an 'N' determination.
- **Third Warning:** This warning indicates a very serious concern that the student is at risk of receiving an 'N' determination and will have to act immediately to avoid it. The student and parent will have had an

interview with one of the Deputy Principals or Principal to explain why they should not receive an 'N' determination. The Principal or Deputy Principal will have explained what actions, if any, the student can take to meet course requirements as well as the NESAs appeals process regarding 'N' determinations.

13. Non-completion ('N') determinations

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied diligence and sustained effort to the set tasks and experiences provided in the course by the school.

A non-completion ('N') determination is a decision by the Principal that a student has not met the requirements of a particular course and do not merit accreditation of the subject in their Preliminary or HSC record.

If a student receives an 'N' determination in an HSC Course and this course is part of their required pattern of study, they may have their HSC withheld until they satisfy requirements.

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who will give students early warning of the consequences of such absences. Warning letters will relate the student's absence to the non-completion of course requirements.

If a student is at risk of not meeting course requirements, teachers must send written notifications outlining this. That is, the notification will explain the nature of the problem and the consequences of an 'N' determination.

14. Appealing an assessment decision

Any concerns relating to a decision connected to an assessment task (e.g. mark awarded) can only be considered at the time the decision is given back. The process for a student to follow is:

- Discuss the concern first with their class teacher and seek clarification regarding the decision.
- If the student is not satisfied with the outcome of this discussion, they should approach the faculty Head Teacher **within twenty four hours of receiving the decision from the class teacher.**

- If the student still is not satisfied with the outcome of this discussion, they should approach their Deputy Principal **within twenty four hours of the student receiving the faculty Head Teacher's decision.**

Any concerns relating to a decision made about an assessment task made by the Deputy Principal (e.g. an illness/misadventure application, as assessment appeal) must be raised with the Principal **within two school days of the student receiving the Deputy Principal's decision.** The appeal must be submitted in writing outlining the concerns regarding the decision. The Principal will then direct a Deputy Principal to convene the Assessment Appeals Panel to review the decision in light of the concern(s) raised. This Panel will be made up of the Deputy Principals, a member of the Executive Team and an experienced staff member who is not a member of the Executive Team. A decision regarding the appeal will be made by the Panel.

Any further appeals will need to be submitted in writing to the Principal within twenty four hours of receiving the Panel's decision. The Principal's decision in the matter will be final.

15. Appealing final rank order or final grade

Any concerns relating to a final rank order in a HSC course or final grade (in English Studies, Mathematics Standard 1 and Numeracy) should be submitted in writing to the Principal within twenty four hours of the student receiving the rank or grade from their class teacher.

The submission to the Principal should outline the reasons which underpin the concern(s).

The Principal will then direct a Deputy Principal to convene the Assessment Appeals Panel to review the decision in light of the concern(s) raised. This Panel will be made up of the Deputy Principals, a member of the Executive Team and an experienced staff member who is not a member of the Executive Team. A decision regarding the concerns will be made by the Panel.

Any further appeals will need to be submitted in writing to the Principal within twenty four hours of receiving the Panel's decision. The Principal's decision in the matter will be final.

C. Procedures for applying for illness/misadventure

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school immediately if circumstances will prevent them from doing so.

Students who are absent from a scheduled task, who are unable to submit a task on a given due date or who believe that special circumstances adversely affected their performance, may submit an Illness/Misadventure Application Form. This form is a Google Form which can be found in each year group's Google Classroom as well as on other school online platforms.

The form must be supported by independent evidence that clearly identifies disadvantage experienced during the time that the student was attempting to complete the assessment task. The independent evidence **must be dated on or before the date of the assessment task, covering the actual date of the task and specified dates surrounding it.**

It is the student's responsibility to:

- a. Email their Deputy Principal **before 7.30 am on the day the task is due to be submitted or completed.** *Where this is not possible (e.g. in the event of an unexpected travel delay on the way to school), the email must be sent to the Deputy Principal as soon as possible.*
- b. Submit the online Illness/Misadventure Application Form to the Deputy Principal as soon as the supporting evidence is available.
- c. Provide appropriate independent evidence to support the details on the application form, detailing why the circumstances prevented them from attempting or submitting the task. Details can be supplied on a confidential basis where necessary. Students who apply on the grounds of illness must provide a medical certificate certifying the illness **at the time in question and the full duration of absence after the date of the task. Certificates obtained after the event will not be accepted.**

Students wishing to apply for illness/misadventure should follow the procedures outlined below which explain what to do in the case of:

1. Absence due to illness/misadventure on the day of an assessment task

- The student or family member must email the relevant Deputy Principal by 7.30 am on the day the task is scheduled, as per point (a) on page 19.
- **Students must submit the Illness/Misadventure Application Form as soon as the supporting evidence is available.** The independent evidence supporting the application should outline the reasons for the application as well as the full duration of the absence. Evidence, such as medical certificates, obtained after the event will **NOT** be accepted.
- Students who fail to follow these procedures and/or are unable to provide appropriate independent supporting evidence will receive zero for the task and an 'N' determination warning letter will be issued.
- Students must be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the Deputy Principal.

2. Absence due to illness/misadventure on the date of a hand-in assessment task

- The student or family member must email the relevant Deputy Principal by 7.30 am on the day the task is due to be submitted, as per point (a) on page 19.
- Students must make every attempt to have the task delivered to the school or submitted via email.
- **Students must submit the Illness/Misadventure Application Form as soon as the supporting evidence is available.** The independent evidence supporting the application should outline the reasons for the application as well as the full duration of the absence. Evidence, such as medical certificates, obtained after the event will **NOT** be accepted.
- The Deputy Principal will then make arrangements with the Head Teacher of the faculty for the submission of the task at the same time.
- Students who are unable to provide appropriate independent supporting evidence and/or fail to follow these procedures will receive zero for the task and an 'N' determination warning letter will be issued.
- Students who emailed their task to their class teacher on the day it was due **must report to the relevant Faculty Head Teacher before school on the first available school day not covered by a medical certificate and/or evidence of misadventure, to ensure that the work has been received.**
- Students must be prepared to submit the task on the first day of their return to school unless an alternative arrangement has been made with the Deputy Principal. The Deputy Principal will make arrangements with the Head Teacher of the faculty for the submission of the task.
- Students who fail to follow these procedures will receive zero for the task and an 'N' determination warning letter will be issued.

3. Illness/misadventure during an in-school assessment

- The **student must notify the supervisor of the task that they are feeling unwell before they view the task**. At this stage the student will need to decide;
 - To sit the task, in which case the mark earned will be awarded. The student cannot apply retrospectively for any special consideration due to illness/misadventure.
 - Leave the task and apply for illness/misadventure. The student must then complete the Illness/Misadventure Application Form and follow the illness/misadventure application process. A medical certificate dated on the day of the task will be required. Certificates obtained after the event will **NOT** be accepted.
- Students must be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the Deputy Principal.

4. Illness/misadventure during an examination period

- The student or family member must email the relevant Deputy Principal by 7.30 am on the day of any scheduled examination if they will miss the examination, as per point (a) on page 19.
- **Students must submit the Illness/Misadventure Application Form as soon as the supporting evidence is available**. The independent evidence supporting the application should outline the reasons for the application as well as the full duration of the absence. Evidence, such as medical certificates, obtained after the event will **NOT** be accepted.
- The Deputy Principal will make arrangements with the Head Teacher of the faculty for the completion of the task as near as possible to the original date of the task and this may require the student to sit two examinations in one day.
- Students who are unable to provide appropriate independent supporting evidence and/or fail to follow these procedures will receive zero for the task and an 'N' determination warning letter will be issued.

5. Group misadventure application

- When a group performance cannot go ahead on a scheduled date, all students affected need to complete an Illness/Misadventure Application Form.
- The student whose misadventure has necessitated the change in date will be required to complete an Illness/Misadventure Application Form. This includes providing the independent evidence supporting the application. Evidence, such as medical certificates, obtained after the event will **NOT** be accepted.

6. Applying for an extension to a due date for a task

- If a student wishes to apply for an extension to a due date for a task, they **must apply before the due date of the task**. It is advisable that the extension be applied for as early as possible – in the event that the application is declined, this will allow the student as much time as possible to complete the task.
- A student is able to apply for an extension by using the Illness/Misadventure Application Form. **Students must submit the Illness/Misadventure Application Form as soon as the supporting evidence is available**. The independent evidence supporting the application should outline the reasons for the application.
- The Deputy Principal will ensure that the student is notified of the status of their application as soon as practically possible following its submission.

If a student's application is upheld in any of the circumstances listed above, it will be decided by the Deputy Principal that the student will receive:

- the mark they actually gained on the task,
- the mark they gained on an alternate task, or
- a predicted mark. *This is only possible in exceptional circumstances (as determined by the Principal) and will be determined after review of comparable tasks by the Head Teacher.*

Since students frequently perform better in stressful circumstances than they expect, it is important for students to complete the task if possible rather than rely on predictions or estimations.

ILLNESS/MISADVENTURE APPLICATION PROCESS

Students missing an assessment item wishing to make an application for illness/misadventure must follow the procedure outlined below:

Step One: Contact your Deputy Principal

The student or family member **MUST email** the relevant Deputy Principal of the illness and/or misadventure **before 7.30 am on the day of the task**, as per point (a) on page 19.



Step Two: Obtain relevant documentation

The student must ensure that relevant, independent supporting documentation is collected on or before the day of the task.



Step Three: Complete the Illness/Misadventure Application Form and submit it with the supporting evidence as soon as it becomes available

This involves completing the online form and submitting the supporting evidence which will aid in the processing of the application.



Step Four: Faculty Head Teacher Consideration

The application is forwarded to the Faculty Head Teacher, as well as a summary of the evidence provided for their consideration. They will then make a recommendation regarding the application.



Step Five: Resolution and feedback

The Deputy Principal will consider the student's application in light of supporting documentation, the Head Teacher's recommendation and the school's assessment policy.

Resolution and feedback will be given to the faculty Head Teacher and the student.

D. Procedures for applying for accommodations and/or adjustments to assessment tasks

1. An introduction

Schools ensure that assessment activities are accessible to students with disability, as required under the *Disability Standards for Education 2005*. Some students with a disability need adjustments to assessment activities to enable access to the task as well as an equitable opportunity to demonstrate what they know and can do. In some cases alternative assessment strategies may be needed.

Decisions regarding adjustments for students with disability in school-based assessment tasks, including school-based examinations, are made at our school. These decisions are based on evidence provided by medical, health and other relevant professionals which explain how the adjustments will provide equitable opportunities for students with disability rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

Students may need provisions for:

- A permanent condition (such as diabetes or reading difficulty),
- A temporary condition (such as a broken arm), or
- An intermittent condition (such as back pain when sitting for long periods).

While schools are responsible for decisions about adjustments to course work and formal school-based assessment tasks throughout Years 11 and 12, there is no guarantee that the same disability provisions will be granted by NESA for the HSC examinations.

Where a student has a condition that might manifest itself during a task (e.g. epilepsy or asthma), the occurrence of an episode will be covered by the school's illness/misadventure process.

Students for whom accommodations and/or adjustments are approved may not be eligible for illness/misadventure consideration for the same condition, unless they experience a deterioration or variation in their condition during the assessment task (e.g. examination).

2. Applying for accommodations and/or adjustments to assessment tasks

Students who wish to apply for an accommodation and/or adjustment to a school-based task should submit their application with supporting evidence to the Deputy Principal **at least one week prior to the date of the assessment task**.

The application form to be completed is provided on the following page. In completing this application, students are encouraged to contact the Head Teacher of Learning and Wellbeing or the Learning Support Teachers in the Learning Centre with any questions regarding possible accommodations and/or adjustments as well as the elements of the application process.

The supporting evidence that accompanies a student's application should be less than twelve months old except where an existing medical condition/diagnosis will not change with time e.g. permanent vision loss, diabetes. It should indicate the nature of the disability and the details of how it impacts on student performance.

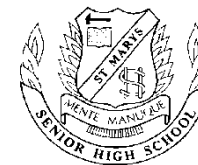
If all necessary information is not provided, requested provisions will be declined.

Provisions for emergencies (e.g. a broken arm) may be sought up to the day of the assessment task.

Students studying for the HSC who successfully apply for disability provisions with NESA for their HSC examinations will have these provisions applied for their school-based Trial HSC examinations and similar tasks.

The details of the process regarding applying for disability provisions for the HSC examinations can be found on NESA's website, <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Application For Accommodation/Adjustment - Preliminary/HSC Assessment Task



This form - **MUST** be used for all applications for accommodation/adjustment to school-based assessment tasks
 - **MUST** be submitted to your Deputy Principal at least one week prior to the date of your assessment task

Refer to the *Procedures for applying for accommodations and/or adjustments to assessment tasks* section in your student assessment booklet.
 This form specifically applies to school-based assessment tasks and any provisions granted do not inform NESA decisions regarding provisions for the HSC examinations.

Name:	Year group:	Mentor/Personal Mentor:
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Course	Task Name / Nature	Date of task	Class teacher	Head teacher

Adjustment requested (to be completed by the student):

Reason for adjustment request (to be completed by the student – supporting documentation must be attached):

Student signature:	Date:	Discussed with L&W Team – signature:	Date:
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Deputy Principal: Application supported Application not supported

Comment and details:

Signature:	Date:
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