



ST STANISLAUS' COLLEGE BATHURST

Assessment Policy & Procedures

Intended Audience: College Employees, College Community

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1. Introduction

St Stanislaus' College Bathurst is a day and boarding school for boys in Years 7 to 12. The College seeks to proclaim the gospel in the spirit of St Vincent de Paul through the formation of our students and all associated with the school in a welcoming, caring environment where all our students are supported and challenged to do their best.

As a Catholic School in the Vincentian tradition, education at the College is underpinned by the below College values.



1.1 Policy Statement

St Stanislaus' College Bathurst is committed to providing education and care to children and young people to assist them to develop into high-achieving, supported young adults, positively connected to each other and to the communities in which they live and which they will serve.

1.2 Policy Purpose

This policy outlines assessment principles and processes for Stages 4, 5 and 6. While there are common processes for assessment across the College, there are specific aspects to assessment in each stage.

1.3 Policy Principles

This policy outlines the commitment of the College to ensure that students are afforded the opportunity to demonstrate their learning and to receive clear and timely feedback in relation to their learning.

1.4 Policy Scope

This policy applies to all staff and students at the College.

1.5 Record Keeping

All records pertaining to the provision of assessment tasks and outcomes will be held by teachers, Academic Care Leaders and the Dean of Curriculum, Compliance and Analytics.

1.6 Related Policies

- *Complaints and Grievances Handling Policy and Procedures*

2. Assessment Overview

The NESA website, ACE website and NESA updates communicate relevant information regarding assessment requirements. It is a professional responsibility of all Academic Care Leaders and Teachers to ensure that these communications are read, documented, understood, implemented and communicated to students. All changes by NESA to assessment requirements should be made immediately to the relevant Course Assessment Schedules and associated documentation. Academic Care Leaders should ensure every relevant teacher knows, understands and implements the appropriate Assessment Schedule. Assessment tasks should be overseen by Academic Care Leaders to ensure that they meet and address NESA assessment requirements for the Course.

The focus of assessments is to provide students the opportunity to demonstrate their learning. Assessment programs at the College include strategies for the assessment for, as and of learning. When assessing students, teachers are to provide clearly worded details of the specific task so that students are enabled to achieve the syllabus outcomes to the best of their ability. Teachers are to assist students through providing teaching and learning that assists in preparation for assessment tasks. Assessment tasks are to be appropriate in type for the specific outcomes being assessed, and tasks need to be valid, reliable, equitable and feasible. Every task needs to allow each student to demonstrate his level of achievement, and the assessment results must accurately reflect student achievement in terms of the Performance Bands or Grades depending on the stage. There needs to be integrity in the marking process and the final assessment results so that an individual student's mark truly reflects his achievements over all of the syllabus outcomes.

Students are to receive clearly worded feedback that explains what they have achieved in any given task. This feedback should include the use of language of the syllabus, grade scale or bands in a way that is easily understood by a student. Feedback also needs to demonstrate to the student's specific information as to how to improve his performance.

3. Stage 6 Assessment Procedures

Stage 6 assessment related ACE references: 4020, 5002, 5003, 5004, 8069, 8077, 8095, 8074, 8093, 9022, 9023, 10001, 10002, 10003, 10004, 10005, 10009.

3.1 Number of tasks

Academic Care Leaders and Teachers should ensure that students are not over-assessed.

- Preliminary courses: maximum number of assessment tasks = three.
- HSC courses: maximum number of assessment tasks = four.

3.2 Register of assessment tasks

Each Faculty will keep the following as a part of a Register of Assessment tasks:

- Assessment Schedule;
- Scope and Sequence;
- Assessment Tasks.

The above documents will include the following information:

- Specific nature of the task;
- Title;
- Components and weightings;
- Due date;
- Syllabus outcomes covered in the task;
- Instructions for students including submission requirement;

- Band descriptors;
- Marking criteria;
- Reference to relevant learning disposition.

This documentation will be stored in Faculty Drives and be made available to the Dean of Curriculum, Compliance and Analytics and the Dean of Learning Improvement and Innovation via Google Drive access.

The Dean of Curriculum, Compliance and Analytics and the Dean of Learning Improvement and Innovation will publicise this to students via the HSC Assessment drive.

3.3 Informing students of tasks

At the beginning of the HSC Course, students will be notified by class teachers of the general outline of the year's tasks in an Assessment Schedule which will state:

- Approximate due date of tasks;
- Weighting;
- Nature of the task;
- Syllabus outcomes.

At least 14 days prior to the task, students will be given a specific due date. This information will be in writing and digitally via SEQTA with a class roll taken so that absent students can be notified as soon as possible after their return.

All assessment schedules, together with the *College Assessment Policy*, will be stored in Faculty and Assessment Google Drives for digital distribution as follows:

- Leadership Team;
- Academic Care Leaders,
- Pastoral Care Coordinators;
- Teachers;
- Head of Boarding;
- College Library;
- Students.

3.4 Scheduling of tasks

Every effort should be made to ensure that no task falls within seven days before an examination period. Task dates will also be allocated to provide a spread of task submissions.

3.5 Assessment notification to curriculum administration

Assessment notifications will be available to the Dean of Curriculum, Compliance and Analytics, the Dean of Learning Improvement and Innovation, and the Leader of Inclusion via SEQTA and/or Academic Care Drives.

3.6 Assessment feedback to curriculum administration

Class teachers and Academic Care Leaders must ensure that tasks are marked and results are entered into SEQTA within 14 days of the task's completion. Where feedback on the task is required, this will be provided to the Dean of Curriculum, Compliance and Analytics and the Dean of Learning Improvement and Innovation within 14 days of the task's completion.

3.7 Assessment feedback to students

Within 14 days of the completion of the task, students are to receive feedback regarding their completed work using language appropriate to the syllabus, grade descriptors or band descriptors. The feedback is to include:

- Attainment in the task relative to outcomes;
- Rank in the individual task;
- Rank in the course after that specific task;
- Marks via SEQTA.

3.8 Recording and reporting of results

Class teachers are to record assessment marks in SEQTA within 14 days of task submission. Academic Care Leaders are to oversee this process.

Academic Care Leaders are to manage the results for each student per outcome assessed in a database.

Academic Care Leaders are responsible for the maintenance of accurate and up-to-date results for each student enrolled in their faculty courses. These results are to provide both ranks, an ongoing assessment total and a breakdown of student achievement per outcome. This data is to be maintained in SEQTA and is password protected to ensure security of data.

Results are reported following each assessment task via SEQTA. In Stage 6, there are two formal reporting periods. Student achievement is reported as grades or bands related to overall achievement, on outcomes assessed during the semester and classroom achievement. Student reporting is completed via SEQTA.

3.9 Submission of tasks

Tasks are to be submitted by midnight on the due date, unless specified on the assessment notification (eg: in-class submission in Period 4). Formal examinations and tests will be held at designated times, preferably during timetabled periods.

If there is no lesson on the due date, students are to submit their tasks by 11.59pm and ensure that they have their submission timestamped. For writing tasks or examinations, it is the student's responsibility to ensure they are at the correct location at the correct time.

If the teacher is absent on the due date, his/her Academic Care Leader should accept the task if these cannot be submitted digitally. If both are absent, the Dean of Curriculum, Compliance and Analytics will accept tasks.

Where parallel classes are run, all tasks must be common to both classes and undertaken at the same time.

If a student is absent from school on the due date of a task, it is his responsibility to notify the relevant class teacher via the College office and/or hand in the task per favour of another person. No extension will be granted except by arrangement. Sickness on the day that a take home task is due is not grounds for an extension unless it is impossible for the student to send the task to school. A doctor's certificate or similar is required to verify the student's absence in this situation.

If a student is absent for one or more days or a half day prior to submission of a take home task or an in-class assessment, a doctor's certificate is required.

3.10 Late submission of tasks

Apart from non-submission of tasks through misadventure, tasks submitted late will attract a penalty of 20% on the first day late, an additional 30% on the second day and the remaining 50% of the mark attained on the third day. The task is considered late on the first day after 11.59pm. On subsequent days the task must be handed in prior to 11.59pm.

All students who have submitted an assessment task on the third late day or after will be referred to the Student Behaviour Committee and a letter sent home to parents or guardians.

All late assessment tasks should be handed in to the class teacher or in their absence the relevant Academic Care Leader, or in their absence the Dean of Curriculum, Compliance and Analytics.

The above action does not excuse the students from submitting the task.

3.11 Notification of zero marks

A zero mark may be given to students after consultation with the relevant teacher and Academic Care Leader and Dean of Curriculum, Compliance and Analytics in the following circumstances:

- Failure to hand in a task prior to the third late day;
- In the opinion of the teacher, did not make a serious attempt at the task;
- Have been discovered cheating in tests and examinations;
- Have been discovered copying the work of other students or of other sources;
- Have committed plagiarism.

Where a zero mark is given, the student's parents are to be informed immediately.

3.12. Repeating and transferring students

The College will respond to repeating and transferring students in the same manner as a student who has missed part(s) of the assessment program through illness or misadventure.

3.13. Illnesses or misadventure

If a student is unable to complete a task because of illness or misadventure and if the Academic Care Leader is satisfied with the reason and documentation submitted, the student will be graded either by the teacher providing an estimate ranking which maintains the student's ranking from other completed tasks or by allowing the student to complete an alternative task.

Where a student hands a task in late due to illness or misadventure, a reasonable explanation, including appropriate documentation should be tendered to the relevant Academic Care Leader. This would require written documentation from a doctor in case of illness, or other relevant documentation to support misadventure. In the case of a mental health issue, the College Counsellor should alert the Dean of Curriculum, Compliance and Analytics, who will then disseminate relevant information to the relevant Academic Care Leader. The College Counsellor would complete and arrange the appropriate supporting documentation.

No extensions will be given due to absences unless previously negotiated with the relevant Academic Care Leader. Normally and wherever possible extensions must be sought prior to the due date.

1. A student who is absent from, or unable to complete, a particular task because of illness or misadventure is required to follow the procedure outlined below:
 - a. If absent on the day of a task, or when an assignment is due, the student must email the teacher and Academic Care Leader to inform them of the absence.

- b. On the day of the student's return to school, a doctor's certificate or other supporting documentation is to be provided to the Dean of Curriculum, Compliance and Analytics. This must be signed by the subject teacher, parent and Academic Care Leader before it is submitted to the Dean of Curriculum, Compliance and Analytics. It must be submitted promptly.
 - c. This application form must be accompanied by a signed letter from a parent, explaining the absence.
- 2. Illness in an Examination - a Medical Certificate is required. It must clearly state that the student was unfit to do the task on the day.
- 3. Misadventure in an Examination: if absence is due to misadventure, a full account of the circumstances and their impact on the student's ability to sit the examinations should be provided with the extension of time/substitute task application. It should be submitted to the relevant Academic Care Leader and then approved by the Dean of Curriculum, Compliance and Analytics.
- 4. If the illness/misadventure occurs prior to the set date for an assessment task, the request must detail how this illness/misadventure has impeded the student's preparation. The request must be submitted by the second school day following the illness/misadventure, even if this is before the scheduled submission date.
- 5. If a student misses an assessment task due to illness or misadventure and the required documentation is provided by the student, the Dean of Curriculum, Compliance and Analytics, in consultation with the relevant Academic Care Leader, may approve one of the following:
 - a. The assessment to be rescheduled during a defined period;
 - b. The use of a substitute task;
 - c. An estimate for the task;
 - d. Under no circumstances are students to assume a request will be granted. No request will be granted without the approval of the relevant Academic Care Leader and the Dean of Curriculum, Compliance and Analytics.

It is the student's responsibility to approach their class teacher or the Dean of Curriculum, Compliance and Analytics, if he has been absent and must sit for an assessment task. If a student has been absent within the examination period, they should see the Dean of Curriculum, Compliance and Analytics. If they are absent for an assessment task conducted within normal class time, they should see their class teacher.

3.14. "N" Determination

Where a student has attracted, or is likely to attract, zero marks for more than 50% of these tasks, "N" Determination procedures must be instituted. A letter will be sent home to the student's parents informing them of the likely "N" Determination and, where feasible, offering a possible solution whereby the student can address this "N" Determination. At the point where NESAs are to be informed of the Determination, another letter is to be sent informing parents of the student's right of appeal. Students receive three "N" warnings prior to the final "N" Determination (*ACE Reference 4020*).

NB: It is the responsibility of the Head of College to make the interim and final "N" Determination decision and to inform parents and the student, and NESAs of this decision.

3.15. Limits to student information

At no time should students have access to the total marks for any course as this would breach the confidentiality of the final assessment mark.

3.16. Revision of tasks

If a particular task fails to discriminate adequately between students, it may be reweighted, in consultation with the relevant Academic Care Leader and a further task added to the original list of tasks.

3.17. Changes to assessment schedules

Should an assessment schedule need to be changed for any reason, this change must be approved by the relevant Academic Care Leader, the Dean of Curriculum, Compliance and Analytics and the Dean of Learning Improvement and Innovation. Each student is then to be issued with a revised assessment schedule. The updated schedule will be placed in the relevant drives.

3.18. Appeals

Should a student wish to question his rank within a course, he should in the first instance address this with the relevant Academic Care Leader, who will review the weightings and the addition of marks and inform the student of the result.

If the student still wishes to appeal against his rank, he is to address this with the Dean of Curriculum, Compliance and Analytics, who will repeat the procedures performed previously by the Academic Care Leader. At no time will anyone other than the teaching staff have access to the actual marks.

Where possible, all reviews will be resolved within the school. There is, however, provision for students to make subsequent appeals to NESA.

3.19. Extension of time

The College makes every reasonable attempt to coordinate the timing of tasks to avoid an excessive number of assessment tasks occurring within the same week. Claims based on the assertion that there were too many tasks due in any one period will therefore not be an acceptable reason for an extension of time. Generally speaking, requests for extension of time will not be granted unless made a minimum of two school days prior to the due date. As outlined above students must show suitable reasons (usually medical in nature) to justify an extension of time. Students should not assume that a request will be approved.

3.20. Non-serious attempts

NESA requires that students must make a genuine attempt at assessment tasks. Where a student submits an assessment task that is deemed by the classroom teacher and Academic Care Leader as a non-serious attempt, the Dean of Curriculum, Compliance and Analytics and parents will be informed.

Zero marks may be awarded and the student may be required to re-attempt the task. The second attempt will be graded but it will not contribute to the student's assessment marks.

After consultation with the Dean of Curriculum, Compliance and Analytics examples of Non-serious attempts will be referred to the Student Behaviour Committee (SBC). The SBC works to decide on an appropriate disciplinary action which may include disciplinary level changes or detentions based on investigation of the process. The Dean of Curriculum, Compliance and Analytics will then work with Academic Care Leaders to complete and send a warning or 'N' determination letter to the student's parents.

3.21. Malpractice or cheating - All My Own Work

All HSC students complete the 'HSC - All My Own Work' program before the commencement of Stage 6. Students are required to complete assessment tasks using their own skills and abilities. Students who copy the work of others, have others complete work for them, take days off school to complete tasks, miss classes (fractional truancy) to complete or prepare for tasks, or gain other such unfair advantages may be considered as having cheated or engaged in malpractice.

In such cases the class teacher will inform the relevant Academic Care leader and provide evidence identifying the malpractice. The Academic Care Leader in discussion with the Dean of Curriculum, Compliance and Analytics will take action based on this evidence. Malpractice typically results in zero marks being granted for that assessment. In serious cases, the Dean of Curriculum, Compliance and Analytics may recommend to the Head of College that the student receive a non-completion grade in that subject. In extreme or repeat cases the College may recommend that a student not receive the Record of School Achievement. The Dean of Curriculum, Compliance and Analytics will also refer examples of malpractice or cheating to the SBC and will also inform NESa by completing the Malpractice Register via Schools Online.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

3.22. Disability Provisions

The Leader of Inclusion is responsible for the development of provisions for students where necessary in accordance with ACE guidelines: 10001, 10002, 10003, 10004, 10005, 10009. This involves consultation with the Dean of Curriculum, Compliance and Analytics, the Dean of Learning Improvement and Innovation, Academic Care Leaders, Teachers and families. A flowchart is included at Appendix B to show the process for disability provisions in accordance with ACE guidelines.

Students are assessed throughout Stages 4, 5 and 6 and adjustments made accordingly to tasks. Throughout the Preliminary year, evidence is gathered to allow for applications to be made to NESa for disability provisions for the HSC examinations. The College provides like-provisions for school based assessment. Applications are developed through consultation with school staff and families to gather required evidence.

4. Stages 4 and 5 Assessment

Stages 4 and 5 assessment related ACE references: 3009, 4001, 4007, 4009, 4021, 4022, 4033

4.1 Number of Tasks

Academic Care Leaders and Teachers should ensure that students are not over-assessed.

4.2 Register of assessment tasks

Each Faculty will keep the following as a part of a Register of Assessment Tasks:

- Assessment schedule;
- Scope and sequence;
- Assessment Tasks.

The above documents will include the following information:

- Specific nature of the task;
- Title;

- Components and weightings;
- Due date;
- Syllabus outcomes covered in the task;
- Instructions for students;
- Marking criteria;
- Reference to relevant learning disposition.

This documentation will be stored in Faculty Google Drives and be made available to the Dean of Curriculum, Compliance and Analytics and the Dean of Learning Improvement and Innovation via Google Drive access.

4.3 Informing students of tasks

At the commencement of Stage 4 and 5 courses, students will be notified by class teachers of the general outline of the year's tasks in an Assessment Schedule which will state:

- Approximate due date of tasks;
- Weighting;
- Nature of the task;
- Syllabus outcomes.

At least 14 days prior to the task, students will be given a specific due date. This information will be in writing and digitally via SEQTA and a class roll taken so that absent students can be notified as soon as possible after their return.

All assessment schedules, together with the *College Assessment Policy*, will be stored in Faculty and Assessment drives for digital distribution as follows:

- Leadership Team;
- Academic Care Leaders,
- Pastoral Care Coordinators;
- Teachers;
- Head of Boarding;
- College Library;
- Students.

4.4 Scheduling of tasks

Every effort should be made to ensure that tasks dates will be allocated to provide a spread of submission of said tasks.

4.5 Assessment notification to curriculum administration

Class teachers must provide the Dean of Curriculum, Compliance and Analytics and the Dean of Learning Improvement and Innovation and the Leader of Inclusion with an Assessment Notification prior to the notification being given to their students.

4.6 Assessment feedback to curriculum administration

Class teachers and Academic Care Leaders must ensure that tasks are marked and results are entered into SEQTA within 14 days of the task's completion. Where feedback on the task is required, this will be provided to the Dean of Curriculum, Compliance and Analytics and the Dean of Learning Improvement and Innovation within 14 days of the task's completion.

4.7 Assessment feedback to students

Within 14 days of the completion of the task, students are to receive feedback regarding their completed work. This feedback should include the use of language of the syllabus, grade scale or bands in a way that is easily understood by a student. The feedback is to include:

- Attainment in the task relative to outcomes;
- Marks via SEQTA.

4.8 Recording and reporting of results

Class teachers are to record assessment marks in SEQTA within 14 days of task submission. Academic Care Leaders are to oversee this process. Class teachers are also to maintain their own records of assessment marks in their teacher's mark book or spreadsheet.

Academic Care Leaders are to manage the results for each student per outcome assessed in SEQTA and via a database.

Academic Care Leaders are responsible for the maintenance of accurate and up-to-date results for each student involved in their faculty courses. This data is maintained in SEQTA and is password protected to ensure security of data.

Results are reported following each assessment task via SEQTA. In Stages 4 and 5 there are two formal reporting periods. Student achievement is reported as grades related to overall achievement, on outcomes assessed during the semester and classroom achievement. Student reporting is completed via SEQTA.

Grading student achievement is completed through the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades are further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2). This is done using the Common Grade Scale. Typically, students are assessed, placed in rank order and then cut-off points for each grade level are judged by comparing student work against the Common Grade Scale and graded samples from within the school and the ARC.

4.9 Submission of tasks

Tasks are to be submitted by midnight on the due date. Formal examinations and tests will be held at designated times, preferably during timetabled periods.

If there is no lesson on the due date, students are to submit their tasks by 11.59pm and ensure that they have their submission timestamped.

If the class teacher is absent on the due date, his/her Academic Care Leader should accept the tasks if these cannot be submitted digitally. If both are absent, the Dean of Curriculum, Compliance and Analytics will accept tasks.

If a student is absent from school on the due date of a task, it is his responsibility to notify the teacher via the College office and/or hand in the task per favour of another person. No extension will be granted except by arrangement. Sickness on the day that a take home task is due is not grounds for an extension unless it is impossible for the students to deliver/email the task to school.

4.10 Late submission of tasks

Apart from non-submission of tasks through misadventure, tasks submitted late will attract a penalty of 20% on the first day late, an additional 30% on the second day and the remaining 50%

of the mark attained on the third day. The task is considered late on the first day after 11.59pm. On subsequent days the task must be handed in prior to 11.59pm.

All students who have submitted an assessment task on the third late day or after will be referred to the SBC and a letter sent home to parents.

All late assessment tasks should be handed in to the class teacher or in their absence the relevant Academic Care Leader or in their absence the Dean of Curriculum, Compliance and Analytics.

The above action does not excuse the students from submitting the task.

4.11 Notification of zero marks

A zero mark may be given to students after consultation, and as a last resort, with the class teacher, Academic Care Leaders and Dean of Curriculum, Compliance and Analytics in the following circumstances:

- Failure to hand in a task prior to the third late day;
- In the opinion of the teacher, did not make a serious attempt at the task;
- Have been discovered cheating in tests and examinations;
- Have been discovered copying the work of other students or of other sources;
- Have committed plagiarism.

Where a zero mark is given, the student's parents are to be informed via the SBC process.

A zero mark will only be given following consultation between the Dean of Curriculum, Compliance and Analytics, the relevant Academic Care Leader and the teacher.

4.12 Repeating and transferring students

The College will respond to repeating and transferring students in the same manner as a student who has missed part(s) of the assessment program through illness or misadventure.

4.13 Illnesses or misadventure

If a student is unable to complete or hand a task in on time because of illness or misadventure and if the relevant Academic Care Leader is satisfied with the reason and documentation submitted, the student will be graded either by the teacher providing an estimate or by allowing the student to complete an alternative task.

No extensions will be given due to absences unless previously negotiated with the Academic Care Leader. Normally and wherever possible extensions must be sought prior to the due date.

If a student misses an assessment task due to illness or misadventure and the required evidence is provided, the Dean of Curriculum, Compliance and Analytics, in consultation with the relevant Academic Care Leaders, may approve one of the following:

- The assessment to be rescheduled during a defined period;
- The use of a substitute task;
- An estimate for the task.

Under no circumstances are students to assume a request will be granted. No request will be granted without the approval of the relevant Academic Care Leader and the Dean of Curriculum, Compliance and Analytics.

It is the student's responsibility to approach the teacher or the Dean of Curriculum, Compliance and Analytics, if he has been absent for an assessment task.

4.14 Revision of Tasks

If a particular task fails to discriminate adequately between students, it may be reweighted, in consultation with the relevant Academic Care Leader and a further task added to the original list of tasks.

4.15. Changes to assessment schedules

Should an assessment schedule need to be changed for any reason, this change must be approved by the Academic Care Leaders, the Dean of Curriculum, Compliance and Analytics and the Dean of Learning Improvement and Innovation. The updated schedule will be placed in the relevant Google Drives.

4.16. Appeals

Should a student wish to question his mark on an assessment task, he should in the first instance address this with the relevant Academic Care Leader who will review the weightings and the addition of marks and inform the student of the result.

If the student still wishes to appeal against his rank, he is to address this with the Dean of Curriculum, Compliance and Analytics, who will repeat the procedures performed previously by the Academic Care Leader. At no time will anyone other than the teaching staff have access to the actual marks.

All reviews will be resolved within the school.

4.17. Extension of time

The College makes every reasonable attempt to coordinate the timing of tasks to avoid an excessive number of assessment tasks occurring within the same week. Claims based on the assertion that there were too many tasks due in any one period will therefore not be an acceptable reason for an extension of time. Generally speaking, requests for extension of time will not be granted unless made a minimum of two school days prior to the due date. As outlined above students must show suitable reasons (usually medical in nature) to justify an extension of time. Students should not assume that a request will be approved.

4.18 Non-serious attempts

Students must make a genuine attempt at assessment tasks. Where a student submits an assessment task that is deemed by the class teacher and Academic Care Leader as a non-serious attempt, the Dean of Curriculum, Compliance and Analytics and parents will be informed.

Zero marks may be awarded and the student may be required to re-attempt the task. The second attempt will be graded but it will not contribute to the student's assessment marks.

After consultation with the Dean of Curriculum, Compliance and Analytics examples of non-serious attempts will be referred to the SBC. The SBC Committee works to decide on an appropriate disciplinary action which may include disciplinary level changes or detentions based on investigation of the process.

4.19 Malpractice

Students are required to complete assessment tasks using their own skills and abilities. Students who copy the work of others, have others complete work for them, take days off school to

complete tasks, miss classes (fractional truancy) to complete or prepare for tasks, or gain other such unfair advantages may be considered as having cheated or engaged in malpractice.

In such cases the teacher will inform the relevant Academic Care Leader and provide evidence identifying the malpractice. The Academic Care Leader in discussion with the Dean of Curriculum, Compliance and Analytics will take action based on this evidence. Malpractice typically results in zero marks being granted for that assessment.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately.

4.20 Disability provisions

The Leader of Inclusion is responsible for the development of provisions for students where necessary in accordance with ACE guidelines: 10001, 10002, 10003, 10004, 10005, 10009. This involves consultation with the Dean of Curriculum, Compliance and Analytics, the Dean of Learning Improvement and Innovation, Academic Care Leaders, Teachers and families.

Students are assessed throughout Stages 4, 5 and 6 and adjustments made accordingly to tasks.

Appendices

Appendix A – Assessment Flowchart

Appendix B – Process for disability provisions in accordance with ACE

Appendix C – Application for special consideration for illness/misadventure

Appendix A – Assessment Flowchart

ASSESSMENT FLOWCHART

ALL ASSESSMENT TASKS YEARS 7 - 12 MUST MEET THE FOLLOWING CRITERIA

Be entered into SEQTA at the start of Term 1. Please hide the task until the date has been confirmed and it is two weeks prior to the task. Date changes should be avoided, unless there are exceptional circumstances.



Be accompanied by an assessment notification and distributed after consultation with relevant teachers, at least two weeks prior to the due date. Before this, the Inclusion Team process for differentiated assessment is to be followed.



Tasks notifications must be released two weeks prior to the due date. Assessment tasks should be overseen by the Academic Care Leaders to ensure that they meet and address NESA assessment requirements for the course. The Academic Care Leader is responsible for adding all tasks to SEQTA and the release of these tasks. Class teachers are responsible for distributing hard copies of the notifications to students.



All tasks marked, marks entered into SEQTA and reviewed by Academic Care Leader and teacher/teachers, within two weeks of the due date.



Marks/feedback are released to students via SEQTA no later than three weeks after the due date.



Non-submission, late submission, malpractice and cheating - refer to *Assessment Policy and Procedures* for specific process for Stages 4, 5, 6.

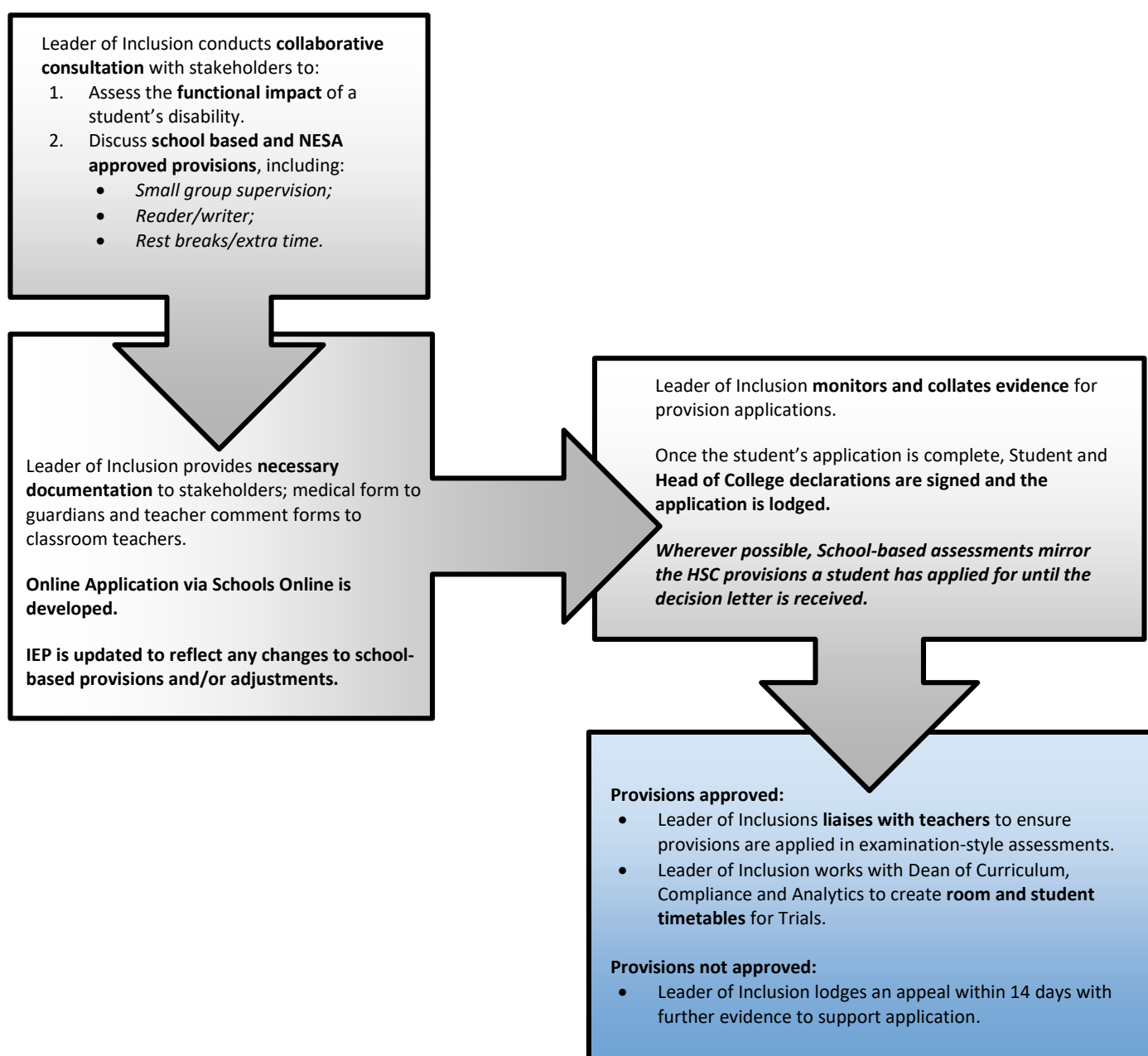


Illness/misadventure - refer to *Assessment Policy and Procedures* for specific process for Stages 4, 5, 6.

Appendix B – Process for Disability Provisions in accordance with ACE guidelines

The Leader of Inclusion is responsible for coordinating the development of provisions for students where necessary in accordance with ACE guidelines 10001, 10002, 10003, 10004, 10005, 10009. This involves consultation with the Dean of Curriculum, Compliance and Analytics, the Dean of Learning Improvement and Innovation, Academic Care Leaders, Teachers, families and students.

Students are assessed throughout Stages 4, 5 and 6 and adjustments made accordingly to tasks. Throughout the Preliminary year evidence is gathered to allow for applications to be made to NESA for disability provisions for HSC examinations. The College provides like-provisions for school based assessment. Applications are developed through consultation with school staff and families to gather required evidence.



Appendix C – Application for Special Consideration for Illness/Misadventure



ST STANISLAUS' COLLEGE

APPLICATION FOR SPECIAL CONSIDERATION FOR ILLNESS – MISADVENTURE

If illness or misadventure prevents a student from completing an assessment task on or before the due date the College must be advised immediately the situation is known (before the due date if possible) and on the day of returning to school this form must be collected from the Dean of Curriculum, Compliance and Analytics.

PART A – Completed by student and signed by parent to start the application

STUDENTS NAME: _____ YEAR _____ TUTOR: _____	
COURSE: _____ TEACHER: _____	
ASSESSMENT TASK: _____	
DATE SET: _____	DATE DUE: _____
DATE SCHOOL ADVISED OF MISADVENTURE: _____	
REASONS FOR CONSIDERATION: Attach supporting documents (eg. medical certificates, supporting comments, etc). For application on medical grounds a medical certificate must accompany the application.	
Signature of Student: _____	
Signature of Parent: _____	

PART B – Completed by class teacher before submission to Academic Care Leader

Recommendation by class teacher: _____

Signature of class teacher: _____ Date: _____

PART C – Decision of Academic Care Leader/Dean of Curriculum, Compliance and Analytics/Deputy Head of College

Estimate based on all other assessment tasks <input type="checkbox"/>	Show as non-serious attempt <input type="checkbox"/>
Estimate based on a substitute task set completed <input type="checkbox"/>	N Award warning to be issued <input type="checkbox"/>
Extension of time granted until _____	Other action _____
Zero mark to be given (late submission) <input type="checkbox"/>	_____

Signature of Academic Care Leader: _____ Date _____	
Signature of Dean of Curriculum, Compliance and Analytics: _____	
Date _____	
Note: copy to student / original to Central File	