



**MacKillop  
College**  
PORT MACQUARIE

# ASSESSMENT POLICY

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Stage 6 Assessment Handbook

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# RATIONALE

## NSW EDUCATION STANDARDS AUTHORITY (NESA)

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to outcomes;
- enables students to demonstrate what they know and can do;
- clarifies student understanding of concepts and promotes deeper understanding; and
- provides evidence that current understanding is a suitable basis for future learning.

- NESA, 2022

## MACKILLOP COLLEGE YEARS 7-12 ASSESSMENT POLICY

This assessment policy has been developed to:

- ensure the development of accurate and fair marks and grades for Assessment Tasks, College Reports, Record of School Achievement (ROSA) and the HSC;
- ensure NESA rules and guidelines are adhered to; and
- provide teachers, students and parents with guidance and support to understand where they are at in their learning.

*Throughout this document Years 7 and 8 are referenced as Stage 4, Year 9 and 10 are referenced as Stage 5 and Year 11 and 12 are referenced as Stage 6.*

# ASSESSMENT

## PURPOSE OF ASSESSMENT

### Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

### Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

### Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

## ASSESSMENT DESIGN

Assessment should:

- be based on syllabus outcomes;
- include criteria to clarify what aspects of learning are being assessed;
- enable students to demonstrate their learning in a range of task types;
- be inclusive and accessible to all students;
- provide accurate information on each student's achievement;
- enable students and teachers to use feedback effectively and reflect on the learning process; and
- be part of an ongoing process where progress is monitored over time.

## ASSESSMENT TASK TYPES

There are three types of assessment tasks at the College:

- 'In-Class Assessment Task' (IC) e.g. tests, exams, in-class essays, practical tasks, administered on a given date in a specified time frame.
- 'Hand-In Assessment Task' (HI) e.g. tasks prepared predominantly out of class and submitted on a due date e.g. essays, research projects, reports.
- 'Evidence of Learning' (EOL) e.g. tasks completed throughout the unit of work to enable students to demonstrate they have met course outcomes in a cumulative manner, submitted by a final date.

## NUMBER OF ASSESSMENT TASKS

- Stages 4 and 5 – the number of tasks used by a Faculty to assess student learning will be at the faculties discretion based on syllabus requirements and the type/s of assessment used by the faculty.
- Stage 6 – Assessment is NESA mandated in Stage 6
  - Year 11 courses have a maximum of three tasks
  - Year 12 courses have a maximum of four tasks. A variation to assessment is permissible however NESA must be notified through Schools Online.

## ASSESSMENT SCHEDULES

Each Key Learning Area (KLA) designs an Assessment Schedule for each course that will help create a profile of the student according to published NESA Course Performance Descriptors.

In designing an Assessment Schedule, it is important that:

- the nature of assessment tasks used is appropriate to the outcomes being assessed;
- teachers are enabled to make accurate judgements;
- all or most outcomes will be assessed; and
- students are given the opportunity to demonstrate learning across a variety of tasks.

## ASSESSMENT CALENDARS

Assessment calendars are emailed to students and parents, and uploaded to the College's online platforms at the beginning of each year. The College endeavours to adhere to all published assessment dates as per assessment calendars. In the event of a change to an assessment date, students will be notified of any changes by the Leader of Learning or class teacher. Students will need to be aware of the calendars in order to plan their time across all of their subjects. Please note that the calendars are 'live' documents and subject to change.

## ASSESSMENT TASK NOTIFICATIONS

Students are formally notified in writing a minimum of two weeks prior to the task about the nature, due date, time of task, weighting of the task, the outcomes to be assessed, the method of submission and instructions for completion.

Assessment task notifications are distributed to students digitally and uploaded to Compass. Some KLAs may provide the students with a hard copy. If a student is absent, it is the College expectation that students are aware of upcoming tasks through their assessment calendar and access their notification via Compass.

## SUBMISSION OF ASSESSMENT TASKS

All tasks **MUST** be submitted or completed **ON THE DUE DATE** in the format as outlined on the assessment task notification. Hand-in tasks are due no later than the commencement of the school day (i.e. before the bell for PC at 8.45am) on the DUE DATE or before.

Students are required to use their NESA student number NOT their names on all tasks. Submission details are outlined on the assessment task notification. Failure to follow instructions may result in penalties being imposed. These tasks can be submitted in hard copy or uploaded electronically as indicated by the KLA to Stile, Google Classroom and/or Moodle. No tasks are to be submitted by email, unless this is due to extenuating circumstances, and are to be submitted to [pmac-assessment@lism.catholic.edu.au](mailto:pmac-assessment@lism.catholic.edu.au)

If there are extenuating circumstances which result in the task not being submitted or completed on the due date, a student must complete the Assessment Variation Form to avoid penalties.

The following circumstances and scenarios **WILL NOT BE CONSIDERED** extenuating circumstances and failure to follow the Assessment Variation procedure may result in a penalty being given.

### **Late submission due to transport or traffic**

Students may be penalised for failing to submit a task on time (Hand-In), arriving late or missing an In-Class task due to transport issues after 8.45am. Students are encouraged to allow extra time for travel on the day a task is due. Extenuating circumstances will be considered up until 9am (except in the case of a Period 0 class for Stage 6 students - see note below). From the commencement of Period 1, the Assessment Variation procedure must be followed. Late school buses are an exception to this rule.

*Note:* If a student has a timetabled Period 0 class then any time after the commencement of that class will be considered late.

### **Absence or failure to submit due to family holidays**

Students are strongly discouraged from taking holidays during the school term. Students will not be granted extensions or alternative tasks due to absences related to 'Explained Unjustified Leave' for holidays (see MacKillop College Attendance Policy) and as such may incur a penalty.

Any Hand-In task due for submission must be submitted prior to the absence, or by the due date if the submission is digital.

An In-Class task may be completed upon a student's return or an alternative task may be given at the discretion of the Assistant Principal, Learning and Teaching, or Leader of Curriculum (or delegate), in consultation with the relevant Leader of Learning and class teacher.

For Stage 4 and 5 students, in the event of family holidays being unavoidable, the student is responsible for applying for an Assessment Variation (see below) at least two weeks prior to being absent. Stage 6 students will not be granted extensions or alternative tasks due to absences related to 'Explained Unjustified Leave' for holidays.

An in-class task may be completed upon a student's return or an alternative task may be given at the discretion of the Assistant Principal, Learning and Teaching, or Leader of Curriculum (or delegate), in consultation with the relevant Leader of Learning and class teacher.

### **Absence or failure to submit a task due to non-school events**

Students will not be granted extensions or provided alternative tasks due to absences related to non-school events. In exceptional circumstances, students that have been granted an exemption from attendance from the Principal will be advised to complete an Assessment Variation Form.

### **Printing and uploading guidelines**

Students are not permitted to email or ask any staff member of MacKillop College to print an assessment task. Printing facilities are available in the College Library or JMC. The expectation

is that if students need help uploading a task this should occur at least one day prior to the due date. Teachers may not be able to assist students the morning the task is due.

### **Technical errors**

Failure of electronic equipment (e.g. Wi-Fi issues, faulty devices, and printers) will NOT be accepted as a reason for failure to submit an assessment task. Students are strongly advised to print material on a progressive basis, and retain all draft work relating to a task, so these may be submitted if a failure of equipment occurs. Students are responsible for uploading tasks accurately and before the due time. It is the student's responsibility to check that a task has been uploaded correctly. Teachers are not responsible for contacting students if the task has not been uploaded correctly. Teachers will mark what has been submitted.

Students should also keep backup copies of all work in progress in different storage locations/devices which can be produced as evidence of work in the event of a technical failure. Students are also strongly advised to aim to complete and print/upload tasks well before the due date, so any problems that may occur can be overcome on time.

If students are asked to submit an audio or video file, they should:

- i. Check with the teacher about what is the preferred file format for submission such as "avi" and "mp4";
- ii. Make a short 20-30 second file and submit it to the teacher at least 7 days before the final submission date and check with the teacher that the file can be opened and plays with both image and sound, then ensure that the work is completed in this format; and
- iii. Check that work is of a file size that can be uploaded to the platform required generally 48 hours before the due date.

Failure to follow any of the above may result in penalties.

## **DISABILITY PROVISIONS FOR ASSESSMENTS**

The school follows the NESA policies for students who require additional assistance in completing assessment in Stage 6. In Stages 4 and 5, students will be provided with necessary and recommended adjustments as per the instruction/recommendation of psychologists and doctors for assessment and as per NCCD requirements.

Students who are unable to demonstrate their learning or competency in a given examination due to a medical condition, learning difficulty or diagnosis, may be eligible to apply for Disability Provisions. Provisions may include a reader and/or writer, a computer, additional time, rest breaks, use of assistive technology, small group or separate supervision. Additionally, appropriate adjustments may be made to assessments for fair and equitable access as per the advice/instruction of a medical practitioner.

Applications for Disability Provisions in the HSC must be submitted to NESA prior to the examinations with this process beginning at the beginning of the HSC course. Parents and students are to be mindful that applications to NESA for Disability Provisions may not be granted or, in certain instances, further documentation and support for applications may be required. The final decision regarding Disability Provisions rests with NESA.



Students who feel they may be eligible for Disability Provisions are required to contact their Leader of Pastoral Care or the Leader of Curriculum.

## **MARKING AND FEEDBACK**

All students will receive meaningful feedback on their performance in all assessment tasks. Generally students should expect that tasks are corrected and returned within two weeks of submission (depending upon cohort size and/or task type). Students are provided written and verbal feedback on their achievement in assessment tasks. The feedback may take the form of marks, grades, marking guidelines, comments, interviews or a combination of these.

## **THE USE OF ESTIMATES FOR ASSESSMENT**

It is important to acknowledge that serious student illness and misadventure can occur in the assessment process. Under extenuating circumstances, the College may need to use estimated marks to generate results for reporting purposes. We do this in order to provide parents and students with an indication of student progress in subject areas.

This can happen in the following ways:

- Estimation of a mark by mathematical calculation for a missed task. This is a mathematically sound process which examines a student's performance in all tasks completed and generates an estimate based on relative performance.
- An estimate mark is generated by professional judgment of the student's completion of coursework that is relevant to the skills and knowledge pertinent to the task and topic being assessed.
- Some assessment tasks assess more specific skills, especially in practical subjects. In these instances, the subject teacher will be asked to create an estimate based on the professional judgement of the student's performance in these specific areas or skills. These judgements can be formed based on class tasks, teacher observation and relative performance between the student and the class as whole.

## **MODERATION AND THE ALLOCATION OF COMMON GRADES**

Grades for the College Report and ROSA are allocated using the student assessment profile and the Course Performance Descriptors as prescribed by NESA. A description of each grade is recorded on the report when grades are allocated.

Teachers plan for and gather evidence about student achievement in a variety of ways at key points during, and at the end of, a unit, a term or a semester. This evidence assists teachers in making professional judgements about a student's progress and achievement of syllabus outcomes, and provides feedback about how students can improve their learning. Gathering a range of students' work samples at various stages during learning is a form of evidence, demonstrating alignment between teaching programs and student learning.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. Assessment within a Standards Referenced Framework refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Standards-referenced assessment:	Standards describe:
<ul style="list-style-type: none"> <li>links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations over time</li> <li>involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>what students are expected to know, understand and do at each stage, described in NSW syllabuses through outcomes, content and stage statements</li> <li>how well students have achieved.</li> </ul>

Teachers moderate their judgements by comparing work samples from their students with samples aligned to grades A to E. Schools can use the NESA Resource Sample Work site to strengthen their understanding of standards. NESA provides limited work samples aligned to A to E grades for a selection of learning areas to assist teachers in understanding state-wide standards. Schools can use these published work samples to moderate the grades they award to students by comparing the standards of work published with those produced by their students in the same or similar learning areas.

This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

All summative assessment task marks for Years 7-12 are moderated in order for an accurate course rank to be determined. This, in turn, enables teachers to allocate the common grade scale and estimates equitably. Moderation helps to ensure that marks allocated in the assessment tasks contribute to the correct weighting of the final mark.

The final mark may be adjusted using multi-linear mapping to accurately reflect the reporting standards and the common grade scale. In Stage 6, raw marks need to be considered so that the final marks and ranks provide an accurate reflection of the margins between students. Stage 6 moderation can be considered both matically or assessment weighted and through teacher professional judgment.

## NON-DISCRIMINATORY TASKS

Where a task is deemed not to have discriminated effectively or fairly across a cohort, then the task shall be deemed invalid. In this case the Assistant Principal, Learning and Teaching, in consultation with the Leader of Curriculum and the Leader of Learning, will:

- advise students and parents immediately;
- design a new task that effectively discriminates the student group, keeping in mind the original outcomes notified in the original task; and
- record the new marks in place of the old task on the official digital markbook.

# VARIATIONS TO ASSESSMENT

**STAGE 6 ONLY:** As per NESA ACE Rule 2.1.2, “if a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure declined, the school must record a zero mark for the assessment task”.

## PLANNED ABSENCE

### Hand-In

Students are required to submit Hand-In tasks on or before the due date. In extenuating circumstances this may be submitted by a friend, family member, or third party to the College Office. In extenuating circumstances, digital or electronic copies, including photographs or scanned documents, should be forwarded to [pmac-assessment@lism.catholic.edu.au](mailto:pmac-assessment@lism.catholic.edu.au) before 8.45am. Original and unedited works must be submitted upon the first day of return to school.

Where a student feels they will be unable to submit a Hand-In task on time due to extenuating circumstances, or they are aware of a clash of events that will prevent them from completing a Hand-in task, they may submit the task prior to the due date or request an extension of the due date. This application must be made on the Assessment Variation Form which can be found in Compass Favourites Tab or may be collected from the Senior College Office. Forms must be submitted to [pmac-assessment@lism.catholic.edu.au](mailto:pmac-assessment@lism.catholic.edu.au) at least two weeks prior to the due date (except in the case of funerals etc.)

Once a decision regarding assessment variation has been made, students and parents will be notified via email of the outcome. Failure to follow the above procedure may result in a penalty being awarded.

### In-Class

Students are required to complete the Assessment Variation Form complete with supporting evidence and submit to [pmac-assessment@lism.catholic.edu.au](mailto:pmac-assessment@lism.catholic.edu.au), at least two weeks prior to the due date (except in the case of funerals etc). Supporting evidence must be a Medical Certificate or a school-approved event. The task will be completed on the student's first day of return to school unless advised otherwise by the Leader of Curriculum. Failure to follow the above procedure may result in a penalty being awarded.

## ABSENCES ONE DAY PRIOR TO ASSESSMENT TASKS – STAGE 6 ONLY

### Partial Absence

Partial absence the day before an assessment task without supporting evidence of illness or misadventure may lead to a 20% penalty. If a student is late to school they are encouraged to make contact with the school to advise of the situation and an exception to the rule may be granted up until the end of the first period (whether that is a period 0 or 1 class).

Early departure from the College without supporting evidence (e.g. Medical Certificate) will incur a penalty. For partial absences where the student may have an appointment during the school day and return, supporting evidence must be supplied.

### Whole Day Absence

Absence from the College for the whole day before an assessment task must be explained by a Medical Certificate unless the absence is due to attendance at a school-organised or approved

activity. The Medical Certificate must be submitted with an Assessment Variation form to [pmac-assessment@lism.catholic.edu.au](mailto:pmac-assessment@lism.catholic.edu.au). Failure to follow this procedure may result in the student incurring a 20% penalty.

## UNPLANNED ABSENCE DUE TO:

### LATE ARRIVAL ON THE DUE DATE

If a student is late to school on the day of a Hand-In or In-Class Assessment due to Illness or Misadventure the school must be notified by 8.45am on the morning of the due date by emailing the Assessment Variation form found on Compass to [pmac-assessment@lism.catholic.edu.au](mailto:pmac-assessment@lism.catholic.edu.au) or via a phone call to the Senior College Office. Students must support their request for Assessment Variation with a Medical Certificate or third-party evidence of the misadventure or they will incur a staggered penalty. Upon arrival at school, the student must present to the Leader of Curriculum or Assistant Principal Learning and Teaching.

If a student has a **timetabled Period 0 class**, they are required to be present from the beginning of that lesson or will be considered late. Failure to be present from the beginning of this class will incur a staggered penalty.

Students are expected to complete the tasks regardless of the penalty incurred to demonstrate their knowledge and ability to meet course outcomes.

Stages 6 deductions:	
1 hour late	10% of total possible mark*
2 hours late	20%
3 hours late	40%
4 hours late	60%
5 hours late	80%
6 hours late	100%
*Example – if a task is out of /100 = 10 marks lost	

### ILLNESS ON THE DUE DATE

#### Hand-In

In the event of a student's absence due to illness, the school must be notified by 8.45am on the morning of the due date by emailing the Assessment Variation form found on Compass to [pmac-assessment@lism.catholic.edu.au](mailto:pmac-assessment@lism.catholic.edu.au) or via a phone call to the Senior College Office. Students must support their request for Assessment Variation with a Medical Certificate. The task must be submitted prior to 8.45am on the student's first day of return to school. Failure to follow the above procedure may result in a zero mark being recorded.

Stage 4 and 5 students are required to submit hand-in tasks on or before the due date and time if they have been provided with digital upload options. Hard copy tasks are to be submitted on the student's first day of return to school.

#### In-Class

Stage 6: Where an In-Class task is missed due to illness, the school must be notified by 8.45am on the morning of the task by emailing the Assessment Variation Form found on Compass or a phone call to the Senior College Office. Students must support their request for Assessment Variation with a Medical Certificate.

The task will be completed on the student's first day of return to school unless advised otherwise by the Leader of Curriculum. If a student has not been notified of the completion time they are to present to the Leader of Curriculum upon arrival at school. Failure to follow the above procedure may result in a zero mark being recorded.

For Stage 4 and 5 students, the Assessment Variation Form should only be completed if their absence is greater than five consecutive school days.

Students are to complete their missed task/s on the day students return to school. They must report to PC then move immediately to the Student Services room, and expect to complete the task or exam immediately.

## **MISADVENTURE ON THE DUE DATE (STAGE 6 ONLY)**

### **Hand-In**

In the event of misadventure, the school must be notified by 8.45 am on the morning of the due date by emailing the Assessment Variation form found on Compass to

[pmac-assessment@lism.catholic.edu.au](mailto:pmac-assessment@lism.catholic.edu.au), or via a phone call to the Senior College Office.

Students are encouraged to submit digital or electronic copies, including photographs or scanned documents to [pmac-assessment@lism.catholic.edu.au](mailto:pmac-assessment@lism.catholic.edu.au) before 8.45 am however, original and unedited works must be submitted upon the arrival to school. Students must support their request for Assessment Variation with evidence from a third party of the event. If the student does not attend school on the due date the task must be submitted before 8.45 am on the student's first day of return to school. Supporting evidence must be supplied or they will incur a penalty.

### **In-Class**

Where an In-Class task is missed due to misadventure, the school must be notified by 8.45 am on the morning of the task by emailing the Assessment Variation Form found on Compass or a phone call to the Senior College Office. Students must support their request for Assessment Variation with evidence from a third party in the event of a misadventure.

The task will be completed on the student's first day of return to school unless advised otherwise by the Leader of Curriculum. If a student has not been notified of the completion time they are to present to the Leader of Curriculum upon arrival at school. Failure to follow the above procedure may result in a zero mark being recorded.

## **ADDITIONAL NOTES**

- Failure to follow the above procedure may result in loss of marks or zero being awarded.
  - For externally mandated NESA assessments such as the HSC Examinations, ONLY Medical Certificates will be accepted for the NESA Illness and Misadventure Application.
  - In the event of exceptional health or environmental events (e.g. COVID) students should abide by NSW State Regulations and provide documentation received from Services NSW or NSW Health to support an assessment variation due to illness and misadventure.
  - Applications for assessment variations should NOT be made verbally, nor should they be made directly to the class teacher or Pastoral Care teacher.
  - If a student feels that due to their absence/illness or misadventure, they were unable to perform to the best of their ability they may submit an Assessment Variation Form. Student's results will be reviewed at the completion of the course if approved.

- Upon receiving an Assessment Variation Form for a task, the application will be reviewed by the Leader of Curriculum and the student will be provided an outcome via email outlining the process and support to enable a student to complete/submit the missed task/s.
- If an in-class task falls within an assessment block, and a student misses a task due to an illness or misadventure, the task will be rescheduled to the first available session upon the student's return date.

The final decision as to which of the above variations will be applied will be made by the Assistant Principal, Learning and Teaching or the Leader of Curriculum in consultation with the Leader of Learning, class teacher and/or the Leader of Pastoral Care.

# PENALTIES

## FOR UNEXPLAINED ABSENCES OR FAILURE TO SUBMIT A HAND-IN TASK (STAGE 4 AND STAGE 5 ONLY)

<b>Stages 4-5 deductions:</b>
1 day late – 20% of total possible mark*
2 days late – 40%
3 days late – 60%
4 days late – 80%
5 days late – 100%

\*Example – if a task is out of /100 = 20 marks lost

After five days the student will receive zero and parents will be notified. Students are expected to complete the tasks regardless of the penalty incurred in order to demonstrate their knowledge and ability to meet course outcomes. The above penalties do not include weekend days.

Once a student's penalties have reached zero, in line with NESA guidelines and policy, students in Years 10-12 will receive an N-Determination Warning Letter and will be expected to attend an academic detention until the work is submitted and the concern cleared. Students in Year 7-9 will receive a Letter of Concern and will be expected to attend an Academic Detention until the work is submitted and the concern cleared.

Students will be supported through the above process by the Leader of Curriculum and their Leader of Pastoral Care. If, however, a student does not 'clear' their warning within the allocated time frame, they and their parents will meet with the Assistant Principal, Learning and Teaching, and incur further consequences or warnings. In Years 10 -12 this will place the student at risk of receiving an N-Determination for a course and put them at risk of not receiving a NESA credential i.e. ROSA or HSC for that course.

Students who receive penalties for unexplained absence or failure to submit a task for a course will not be in a position to receive a 'Meets Expectations' or 'Commendable' for their Approaches to Learning on their reports for the courses they have received penalties for.

# **MALPRACTICE**

Malpractice is any attempt to gain an unfair advantage over other students. It is unacceptable in any form.

The College has a zero tolerance for academic malpractice. Penalties for academic malpractice can be up to 100% of a student's mark. This penalty is based on the nature of the malpractice and the amount of malpractice that occurs. 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.

## **TYPES OF MALPRACTICE**

### **MISREPRESENTATION**

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
  1. making up journal entries for a project, and/or
  2. submitting falsified or altered documents, and/or
  3. referencing incorrect or non-existent sources, and/or
  4. contriving false explanations to explain work not handed in by the due date.

### **PLAGIARISM**

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
  1. copying someone else's work in part or in whole, and presenting it as their own, and/or
  2. 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
  3. building on the ideas or words of another person without appropriate acknowledgement, and/or
  4. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

### **COLLUSION**

1. 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.
2. Collusion includes but is not limited to:
  1. sharing answers to an assessment with other students, and/or
  2. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  3. contract cheating by outsourcing work to a third party, and/or
  4. unauthorised use of artificial intelligence technologies.



## **BREACH OF ASSESSMENT CONDITIONS**

1. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Breach of assessment conditions includes but is not limited to:

- a. bringing in unauthorised material
- a. bringing in unauthorised electronic devices
- b. copying someone else's work in part or in whole and presenting it as their own
- c. disrupting the assessment through actions or words

In the event of malpractice the Leader of Learning and class teacher should determine the extent of malpractice and then consult with the Leader of Curriculum for guidance on each suspected case. If malpractice is suspected, students must demonstrate to the Leader of Curriculum and the Leader of Learning/class teacher that all unacknowledged work is their own.

Parents or guardians will be contacted by the Leader of Learning or Leader of Curriculum to discuss the form and nature of the malpractice.

If malpractice is proven, a zero mark will be considered for that task. In some circumstances, a substitute task may be administered. In the case of plagiarism, only non-plagiarised material will be marked. Where the majority of the submitted work is plagiarised then the complete task will be awarded zero marks.

It is a requirement of NESA for incidents of malpractice in any HSC assessment task to be reported to NESA on the "Register of Malpractice in HSC Assessment Tasks".

## **PREVENTING MALPRACTICE**

All Year 10 students are enrolled in the AMOW course (All My Own Work) which is developed by NESA. The course is designed to cover such topic areas as: correct referencing procedures, acknowledging sources and more. This course is compulsory for all students wishing to be awarded the HSC at the end of Year 12, and MUST be completed prior to students commencing the Preliminary course. The course will assist in giving students the necessary skills required to avoid the potential of malpractice in tasks. This course will be completed throughout Year 10 at times to be advised.

# COMPLETION OF COURSE

## STUDENT RESPONSIBILITIES

A student must prove by effort and achievement that they have completed a course. Merely attending classes regularly does not mean a student has satisfactorily completed a course. It is anticipated that students will complete all assessment tasks in each of their courses, as well as other assigned tasks e.g. classwork, homework etc.

## FAILURE TO COMPLETE A COURSE

NESA has delegated the Principal the authority to determine if students seeking the award of Record of School Achievement (ROSA) at the College have satisfactorily completed each NESA Developed and/or NESA Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Should a student fail to meet course requirements an “N” determination will be given for that course. This will then appear on the Record of School Achievement (RoSA); the subject is not simply deleted. Receiving an “N” may also lead to the student not moving into the next year of schooling and towards the HSC, or having limited subject choices in Year 12. An “N” determination in a HSC course will mean that the course will not be listed on a student’s HSC and most likely will see them not receiving a HSC.

If at any time it appears that a student is at risk of receiving an “N” determination, the Leader of Curriculum will:

- advise the student in writing (Letter 1) of the task(s) or actions, and the due dates, to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing;
- request from the parent an acknowledgement of the warning (this can be provided digitally via the online form or by return of the receipt);
- retain copies of the warning notice(s) and other relevant documentation;
- supervise and support students at the academic detention to enable students to meet their outcomes.

In the case a student does not meet the requirements of their “N” determination warning letter:

- the Leader of Curriculum will issue at least one follow-up letter (Letter 2) if the warning has not been cleared;
- the Assistant Principal, Learning and Teaching will conduct an interview with the student, parent and teacher outlining the risk of not receiving a NESA credential for a course.

The Leader of Curriculum will:

- provide the student with a hard copy of the letter and provide support and guidance to the student for fulfilling their requirements.

Students who have not complied with the requirements for the satisfactory completion of a course at the time of finalising assessments, cannot be regarded as having satisfactorily completed the course. The Principal will then issue an “N” determination and advise NESA.

Where a Stage 5 student is issued with an ‘N’ determination in a mandatory course, that student will become ineligible to be awarded the ROSA in that year. Stage 6 students cannot commence HSC courses until a Preliminary course is satisfactorily completed. A Principal has the power to

award an “N” determination for a course in Stage 6 after only 2 formal warnings. There is an appeal process that can be accessed if a student receives an “N” determination in a subject.

# REVIEWS AND APPEALS

## REVIEW OR APPEAL OF ASSESSMENT TASK MARKS, GRADES, PENALTIES OR RANKS

When a student receives their assessment task back and would like to appeal the result or seek further feedback on the marking, there is an appropriate way to do this. Students should first approach the teacher who marked the task and, in an appropriate manner, make known their concerns.

If at any time a student believes they have been unfairly treated with respect to the awarding of marks or penalties in a course of study, they have the right to appeal that mark. The appeal must be made in writing to the Leader of Curriculum, within five school days from when the student received the mark, grade, penalty or rank. The letter should outline the following:

- the name of the student;
- the course of study being undertaken;
- the original grade or mark awarded for the task; and
- a clear explanation of the grounds for appeal with attached evidence (the assessment item if possible).

When an appeal against the award of an assessment mark or penalty has been received the Leader of Curriculum, will:

- inform the class teacher and the Leader of Learning that an appeal has been received;
- refer the appeal to the Assessment Appeals Committee which include an Assistant Principal, the Assistant Principal, Learning and Teaching and a Leader of Learning not involved in the marking or implementation of the penalty;
- instruct the committee to review all evidence in relation to the appeal, which may include interviews with the student, parent and teacher(s) involved;
- advise the committee to follow guidelines as set down by NESA for the conduct and completion of a School Review;
- form a recommendation from the committee based on the evidence provided;
- endeavour to inform the student and parent of the decision in writing, within 10 school days of receiving the appeal; and
- keep copies of all appeal forms, and other documentation at the school.

This committee's decision will be final except in the case of the final HSC rank which, after determination by the school's appeals committee, an appeal may be lodged with NESA.

## APPEALS AGAINST "N" DETERMINATIONS

Where the Principal has determined that a student is to receive an "N" determination, a Principal's Determination Form should be completed and a copy given, together with the Student Appeal form, to the student or sent to the student's home address. The Principal must also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

If a student wishes to appeal this decision, the appeal should be made in writing to the Assistant Principal, Learning and Teaching, who will:

- convene an Appeals Committee made up of an Assistant Principal, the Assistant Principal, Learning and Teaching and a Leader of Learning, all of whom cannot have been involved in the issuing of the 'N' determination;

- instruct the Appeals Committee to hear and review all evidence in relation to the appeal, including interviews with the student, parent and teacher(s) involved;
- instruct the Appeals Committee to follow guidelines as set down by NESAs for the conduct and completion of a College Review;
- form a recommendation from the panel based on the evidence provided;
- inform the student and parent in writing of the decision of the panel; and
- keep copies of all appeal forms and other documentation at the school.

If the appeal is upheld, the Assistant Principal, Learning and Teaching (or delegate) will send notification of the new grades to NESAs. If the appeal is declined, the "N" determination will stand and may result in a student not being awarded a HSC. If the student is not satisfied with the Appeals Committee decision they may request a NESAs review. Since the appeal is related to the progressive and/or overall reporting and assessment by the College, NESAs will not revise individual tasks or test marks.

# **CHANGES TO ASSESSMENT POLICY**

College policy and procedures, as detailed in this book, may be changed in the light of experience gained, and/or as unforeseen problems arise, or to improve the efficiency of the assessment system. If this occurs:

- students will be notified in advance; and
- no student will be penalised/disadvantaged as a result of changes made, in regard to assessment marks/rank gained, up to the time of change.