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NORTH CASINO

Assessment & Reporting Policy

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*Grow in Grace
and Knowledge*

2 PETER, 2:11

PRINCIPAL MR. PETER SPENCE
BOARD CHAIRMAN REV GEORGE AYOUB

A MINISTRY OF THE CASINO PRESBYTERIAN CHURCH - SINCE 1995

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RATIONALE

Assessment is the process of gathering and making judgments about students' strengths, abilities and achievements. It involves observing student learning before, during and after programmed activities (informal and/or formal).

Assessment strategies should be appropriate to the objectives and outcomes of the course of learning. They should include a variety of strategies to enable students to demonstrate competency according to their various gifts and abilities.

Recording assessment information should be relevant for reporting to the parents, teachers and students.

This policy is designed to:

- Assist teachers to provide students with timely, accurate information on their performance in assessment tasks, so that students will gain maximum educational benefit from the assessment process;
- Help the teacher and the school to ensure that a readily accessible backup of records is maintained;
- Assist the school to report accurately to parents about the achievements of their children.

POLICY

CURRICULUM PLANNING AND PROGRAMMING

- The School will plan curriculum and develop teaching programs which are consistent with the Education Act and Board of Studies syllabuses and credentialing requirements;
- Teachers are to develop quality teaching programs that are appropriate for the stage of learning and which address the needs of all students;
- Teaching programs will include assessment as an integral component;
- Teaching programs will indicate the outcomes being addressed, the teaching activities planned and the intended assessment strategies.

ASSESSING

- Assessment should be planned so that:
 - students can demonstrate achievement of outcomes for the relevant stage of learning;
 - the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students;
- Teachers should plan assessment strategies when developing teaching programs and will also make additional assessment judgments in the course of teaching and learning;
- Teachers should use a variety of appropriate assessments for judging student achievement, as guided by the syllabus;
- Teachers collect and record assessment information to:
 - guide ongoing teaching and learning;
 - monitor and evaluate student progress;
 - report achievement to parents and relevant authorities in accord with school and government requirements.

MAINTAINING RECORDS

- Teachers will reflect upon HSC, NAPLAN and all other standardised assessments to moderate internal assessment.
- Teachers will collect and store samples of student work until the January of the following calendar year.
- Results for external examinations will be stored in hard copy or via electronic means.
- Student progress reports are stored on PC schools and attached to each student's record.

REPORTING

- The School will provide parents/carers, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning;
- The school's procedures for reporting to parents will be:
 - compliant with legal requirements;
 - time efficient and manageable;
 - developed in consultation with parents/carers and teachers.
- The School will provide parents/carers with a written report on their child's learning at least twice per year. The components of the written report will meet the government requirements for reporting;
- The School will provide information on how a child's achievement compares with the child's peer group at the school, on request from the child's parents/carers;
- The School will distribute to parents/carers the reports from state-wide testing programs and as appropriate, will provide opportunity for discussion between teachers and parents/carers.

PROCEDURES/ IMPLEMENTATION

K-6

K- 6 student achievement is reported twice a year. This usually occurs in Term 2 & 4 for all children from Kindergarten to Year 6. Formal parent/teacher interviews are conducted twice a year. Whilst we do conduct formal P/T interviews, our school encourages parents to make interviews any time they have something to discuss. Likewise, a teacher may request an interview with parents.

Our school also partakes in the national Assessment (NAPLAN) and makes those results available directly to parents and through the My School website.

Teachers are required to give an overall grade to student performance in all KLA's using standards that are predetermined. The standards are established across a Year group using 5 levels of performance measuring comparative achievement of outcomes and indicators.

Teachers are to use the Board of Studies Resource Centre (particularly work samples) as a resource. Assessment criteria are revealed to students prior to undertaking Assessment *of* learning tasks in order for them to be fully aware of what is being assessed.

Each KLA and strand will, by nature be assessed differently. Teachers plan for Assessment *of* Learning with the essence of the task in mind. For example, in HSIE, Science or PDHPE the teachers are looking for content information/ outcome understanding, not spelling structure as they would be in English.

Assessment tasks should be various in nature. Teachers are able to use a variety of formats for assessment by using checklists, observation notes, curriculum based assessment, standardised assessments, and nationwide assessments.

Teachers must record student assessment *of* learning tasks in their marks books. The school is moving towards storing all assessment results on a Central database.

ROSA

- Students will be graded by teachers on their Record of Student Achievement throughout Yr 10, 11 and 12 with a grade of A, B, C, D or E.
- Grades for students completing Stage 5 will be submitted at the end of the year as directed by NESAs.
- Grades for students in Board Developed Courses for Stage 6 will be awarded and submitted to be digitally filed by the Secondary Coordinator. They will be uploaded to NESAs at the end of the Preliminary Course as directed by NESAs.

STAGE 6 STUDENTS RESPONSIBILITIES

Students are responsible for:

- Ensuring that they obtain and understand the school's assessment policies.
- Completing each assessment task to the best of your ability and submitted on time.
- It is the responsibility of students who are absent when task notices are issued to obtain the notice on return to school.
- Ensuring that any questions you have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Demonstrating that through effort and achievement you have met some or all of the course outcomes.
- The student may choose to appeal this mark if they consider that they have reasonable grounds for appeal. These may include illness, misadventure as defined in the ACE Manual, absence due to an approved school activity or exchange provided that the time lost does not prevent the student from completion of the course requirements.
- Completing appropriate appeal procedures should they fail to meet task deadlines due to reasonable absence, illness or misadventure.

STAGE 6 STUDENT RIGHTS

Students have the right to

- Receive information regarding their assessments with sufficient notification in the form of an Assessment Handbook at the beginning of their courses and two weeks prior to their individual assessment tasks.
- Appeal individual assessment grades
- Appeal cumulative assessment grades
- Make illness/misadventure appeals
- Appeal to NESAs if satisfaction has not been gained during school appeals.

NOTIFICATION

STAGES 4 & 5

- For each subject in grades 7 - 10, assessment schedules should be given to students at the start of each school year. These schedules must show the timing of the year's assessment tasks, their type and topic, their value in proportion to each other, and the outcomes they are designed to achieve;

PRELIMINARY AND HSC COURSES

- Students will be issued an assessment handbook detailing the assessment tasks for each course at the beginning of the year and again at the beginning of the HSC course for English and Mathematics. This assessment booklet will also include the student's rights and responsibilities.
- Assessment tasks are able to be modified from what appears in the assessment handbook with the principal's approval.
- Students should be given written notification of a task at least two weeks from the day the task is to be submitted or performed. The information given should include: The course of study, the number and title of the task, unit/content area of the course to which the task relates, the weighting of the task as a percentage of the overall assessment schedule, date and timing for a task, syllabus outcomes in words that will be used to assess the task, rubric/markings criteria against which performance in the task is to be assessed.

- When receiving the written notification, students should sign off that they have received the notification on the Assessment Task Record of Notification. Teachers are to keep this with their subject records.
- As students have been issued an assessment handbook, if they are away on the day an assessment task notification is distributed, it is the student's responsibility to ask their teacher if they have been given a notification while they have been away. If they are away for an extended period of time, they should make contact with the school while they are away to receive information regarding the task.

TASKS

GENERAL

- Every task should aim to discriminate students. Generally, there should be a broad range of marks.
- Assessment tasks should show a trend of being more heavily weighted at the end of the course.

PRELIMINARY AND HSC COURSES

- The number of assessment tasks is determined by the teacher. However, the strong recommendation for every 2U course is that the tasks number between 3 and 5. For every 1U course, the recommendation is that the tasks number between 2 and 3.
- Rank within the course should be given when each assessment task is returned.
- The Principal shall seek to ensure that students do not have to undertake more than one task on a given day. However, this cannot always be avoided, and it will not be grounds for appeal that a student has more than one Task on any day, or has several days of assessments.
- The types of tasks are to be compliant with NESA guidelines.

GROUP WORK

When group tasks are required for internal assessment tasks should

- be designed to assess the contribution of individual group members
- allow each student's understanding of the process to be demonstrated
- allow for groups to establish procedures for developing the task.

EXTENSIONS

Extensions will only be granted by a teacher in the most exceptional of circumstances and should not be assumed by students. Should a student wish to seek an extension, they must apply in advance in writing to the teacher involved. The teacher will deal promptly with the application and advise the outcome.

Students are encouraged to make use of computers when appropriate for completing assignments and assessment tasks. Students should remember to:

- save the document regularly.
- back the work up regularly.
- not leave the printing of a task or transferring to a memory stick until the night before it is due.
- ensure that when a digital copy must be submitted, it is submitted at the beginning of the lesson.

Generally, technical failures relating to computing equipment will not constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices when using technology such as those listed above.

RECEIPTING OF TASKS

Students are to sign and date the Task Receipt which is to be kept by the subject teacher on the day they submit a task or perform a task.

TEACHER ABSENCE

If a teacher is absent on the day a task is to be submitted/performed, arrangements shall be made by the Deputy Principal. If the task is to be submitted/performed without specialist supervision, then the task will proceed according to schedule. If the task cannot be submitted/performed without specialist supervision, then the task will be rescheduled at the earliest possible time and students informed of this time.

ACCELERANTS

Accelerants should complete all assessment tasks, or their equivalent, that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks. Therefore, programs of work may have to be specifically tailored to the accelerant's needs.

ACCUMULANTS

Students who are sitting their HSC for a second time are not allowed to submit the same assessment tasks/major works the second time around without permission of the Board of Studies

GRADING/ MARKING ASSESSMENT TASKS:

GENERAL

- In addition to a grade/mark, each student should receive written or oral feedback in terms of performance against outcomes, including both encouragement and guidance for improvement where possible;
- Assessment tasks should normally be graded/graded and returned to students within two weeks of the due date;
- Assessment tasks should normally not be returned to students until after all outstanding submissions have been received;
- Students will be entitled to discuss and clarify the comments and reasons for their grade/ mark, and it is important that they have that opportunity in the short term after assessment tasks are returned;
- Grading of tasks should be assisted by using the Course Performance Descriptors for the particular subject/ KLA;
- If marks are awarded as well, they should take into account the A to E grading system.
- Marks will not reflect their moderated assessment mark that will be provided by the board and students should expect the marks from assessment marks to be very different to moderated assessment tasks.

STAGES 4 & 5

- Generally, late submission of tasks in Years 7 - 10 should be penalized by the reduction of marks by an amount of 10% for every day late (with a weekend counting as one day), unless an extension of time has been sought via parental note, and granted by the teacher. After 3 days lateness, parents should be contacted;

PRELIMINARY AND HSC COURSES

- In the case of late submission of Preliminary and HSC assessment tasks, the student will receive zero marks, unless there has been submission of sufficient proof (according to the Principal) of good reason why late submission occurred. E.g. A doctor's certificate relating to illness, etc.
- There will be no scaling of assessment tasks.

INVALID TASKS

In the event that a task

- does not function as required
- does not discriminate between students enough or
- where there are problems in the administration of the task

the school reserves the right to either

- reduce the weighting of the task and allow another task to be administered or
- replace the task with another task.

TASKS FOR MORE THAN ONE CLASS

In the event of more than one class for a subject, assessment tasks should be the same for both classes, carried out at as close a time as possible and follow a common mark scheme. Teachers should compare work samples to ensure that they are marking consistently.

GRADING COURSE PERFORMANCE (SECONDARY SCHOOL):

For Secondary teachers, the process for allocation of grades for Half Yearly and Yearly student reports is:

- Use the data collected from the assessment tasks. If marks were awarded, a percentage could be calculated. If just grades were awarded, the average grade should be used (task weightings will need to be considered here);
- Consider the student with the highest percentage or grade, and assess their performance for the year against the performance descriptors;
- Use the performance descriptors and the “natural breaks” between groups (if they exist) to allocate grades down the ranked list. (It is not necessary to award every grade in each class);
- Look at the overall pattern and allocation of grades, ensuring that it fits your professional judgment of the class’ ability and performance;
- Make modifications as necessary, both for the class and for individual students;
- If another opinion is needed, submit the grades to the Secondary Coordinator for review;
- The Principal will review the grades allocated at the completion of the HSC course.

THE HIGHER SCHOOL CERTIFICATE

The Board of Studies requires that, before students can progress to the HSC Course, they must satisfactorily complete the requirements of the relevant Preliminary Course.

PRELIMINARY COURSES

Throughout the Preliminary Course, the School conducts an Assessment Program in each subject. The purpose of the Assessment Program is to enable the School to determine whether or not each student has satisfactorily achieved the outcomes of the Preliminary Course. This determination, but not the actual mark achieved, is reported to the Board of Studies, and is reported on a Preliminary Course Record of Achievement issued by the Board.

HIGHER SCHOOL CERTIFICATE COURSES

During the HSC coursework, the School conducts an Assessment Program in each subject. The Board of Studies requires that the School report a mark for each student in each subject that they are presenting for the Higher School Certificate. The purpose of the Assessment Program is to determine this mark through the administration of a variety of Assessment Tasks.

The marks submitted to the Board of Studies are moderated by the Board, based on the examination results achieved by the School’s candidates in each subject. The moderated Assessment mark then comprises fifty percent (50%) of the student’s final HSC mark for each subject. Should the student suffer some misadventure at the time of the HSC Examination, the moderated Assessment mark can become the basis upon which the Board provides an HSC result.

Thus, in every Assessment Task set during the HSC coursework, students are working directly towards their HSC result.

Following the HSC, students will receive a result notice informing them of their:

- Examination mark
- Scaled Assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Band achieved, ranging from 6 to 1, reported as follows:

Band	Mark
6	90 to 100
5	80 to 89
4	70 to 79
3	60 to 69
2	50 to 59
1	0 to 49

Extension units marked out of 50 are reported differently, reported as Bands E4, E3 and E2, with E1 regarded as Unsatisfactory.

'N' AWARDS

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

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

In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

If at any time it appears that a student is at risk of being given an "N" (Non-completion of course requirements) determination in any course, the Principal will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing with a First Warning letter. This warning will be given in time for the problem to be corrected. If the First Warning letter is not effective, a further warning letter will be sent. If a student fails to respond by the Third Warning letter, the Principal may recommend to NESAs an "N" award for the particular subject.

Students who receive an 'N' determination for a Preliminary Course will normally not be allowed to proceed to the HSC course. The Principal may, under exceptional circumstances, give provisional permission for a student to proceed to the HSC course while they are concurrently completing the Preliminary coursework.

STUDENTS TRANSFERRING INTO THE SCHOOL

Students transferring from another school will have their assessment marks from their previous school used if they transfer after the 30th June.

Where students are transferred before the 30th June, the teacher will estimate the missed assessment result by comparing subsequent completed tasks ranks with the missed assessment task ranks and assigning appropriate marks based on their professional judgment.

STUDENTS ENTERING A COURSE AFTER THE COMMENCEMENT OF THE HSC ASSESSMENT PROGRAM

Students must have completed the coursework (both preliminary and HSC) up to the point that the class of the course they are entering has completed. The teacher will estimate missed assessment result by comparing subsequent completed tasks ranks with the missed assessment task ranks and assigning appropriate marks based on their professional judgment.

REPORTING:

- The formal reporting process takes place twice per year with Half-yearly and Yearly Reports, usually following mid-year and end-of-year examinations;
- The K-6 reports show grades (A-E) for achievement and effort for each Key Learning Area, and teacher comments. They also show grades (A-E) for other generic matters;
- The Year 7-12 reports show grades (A-E) for overall achievement in each subject studied, grades (A-E) for the major outcomes achieved, as well as the teacher's comments on the student's application, effort, encouragements, etc.
- Preliminary and HSC courses will show a rank based on the assessment tasks completed, taking into account weightings.
- Preliminary and HSC reports will not show the performance band as this is for NESAs to determine and could be misleading.

NOTE:

- In Years 7-12, overall grades (A-E) for each subject are awarded by teachers applying the standards produced for such use by the NSW Board of Studies;
- No marks are recorded on student reports due to their likelihood to mislead, given our small student numbers.
- The terms “Pass” and “Fail” should not be used in reporting. These terms have different meanings to different generations, and therefore they can be misleading.

RECORDS:

- Secondary teachers of Stages 5 and 6 students could keep a copy of written feedback given to students. (If a title page is produced for tasks, it would be a simple matter to photocopy these);
- Teachers must keep an up-to-date record of grades/marks for all assessment tasks;
- When the grades/marks are finalized for each assessment task (ie. tasks have been marked, returned and issues clarified) they are to be recorded on the school’s central database. This will either be using PCSchools or an Excel Spreadsheet, depending upon which proves most useful. This database will be backed up and stored offsite by the school’s computer technician.
- Students will be informed of their final HSC Rank Order, but not their final HSC Assessment Mark which is confidential.

ABSENCE DUE TO MISADVENTURE (PRELIMINARY AND HSC COURSES)

If a student is very ill on the day of an Assessment Task or Examination, they will not be able to attend School to complete the Task.

Similarly, there may be unavoidable and unplanned circumstances of a pressing personal nature which preclude his attendance. Such circumstances do not include family holidays (whenever booked), social engagements or other matters of a discretionary nature.

In the event of an illness, misadventure or trauma, which may affect a student’s performance, an Illness/Misadventure during an Assessment Task Form or Absent for an Assessment Task Form may be required to be completed (Appendix 2).

If a student is absent from an Assessment Task or they is unable to submit an Assessment Task that is due, it is his responsibility to

- On return to School, parents must provide written and acceptable supportive evidence for the student’s absence including obtaining a Doctor’s Certificate (from a Medical doctor who is not a relative), dated for the day of the Assessment. This should be submitted to the Deputy Principal as soon as possible. Failure to submit acceptable supportive evidence will result in late penalties being awarded. When a student is absent from classes on the day of a test, they may be asked to complete an alternative task on the first day of his return to School.

OTHER CIRCUMSTANCES RELATING TO ILLNESS OR MISADVENTURE (HSC AND PRELIMINARY COURSES)

When a student presents themselves for an Examination of Assessment Task while ill, or falls ill during the course of the Examination or Assessment Task, they may make a claim for Misadventure. They must obtain a Doctor’s Certificate (from a medical doctor who is not a relative), dated for the day of the Assessment. This should be submitted to the Deputy Principal as soon as possible. An Illness/Misadventure during an Assessment Task Form will be required to be completed.

Similarly, should circumstances eventuate which may prejudice a student’s performance in an Assessment Task or Examination, the details should be given in writing to the Deputy Principal as soon as possible.

Illness or misadventure in the days immediately preceding an Assessment Task or Examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. Nevertheless, symptoms or effects of prior illness or misadventure which are still in evidence on the day of the Assessment Task or Examination, and can be reasonably proven, may be accepted as grounds for a misadventure appeal.

EVIDENCE REQUIREMENTS

Students who are absent due to illness or misadventure, or who wish to make a misadventure appeal on other grounds, must present the following evidence:

ILLNESS

Provision of a Doctor's Certificate (from a Medical doctor who is not a relative) dated on the date in question and clearly stating the nature of the illness.

OTHER CASES OF MISADVENTURE

Provision of a letter from a parent indicating in detail the nature of the difficulty and the reason it precluded attendance or affected performance.

These documents should be submitted to the Deputy Principal on the day of the student's return to School, or earlier in the case of a prolonged absence. The teacher will communicate the matter to the office staff, then place the documents in the student's file.

SUBSEQUENT PROCEDURES IN RELATION TO ILLNESS OR MISADVENTURE

Where a student has missed attending an Assessment Task or Examination, on the day of their return to School, they must see the relevant teachers, who will determine, in consultation with the Deputy Principal, how to proceed. The teacher will determine if it is appropriate and possible for the student to undertake a similar Assessment Task or Examination; the student can be required to undertake the alternative on the day of his return to School. Alternatively it may be more appropriate to make an estimate based on other information about the student's performance.

NOTE

Should a student be absent from an Assessment Task or Examination and fail to follow the procedures above, they will be awarded zero (0) marks.

FAILURE TO SUBMIT OR UNDERTAKE AN ASSESSMENT TASK

Should a student fail to undertake an Assessment Task, or fail to submit an Assessment Task for so long that it may no longer be accepted for credit, the teacher will advise the Deputy Principal, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter.

The penalty in such cases is the award of zero (0) marks for the Task.

HSC students in Years 11 and 12 are warned that failure to submit or undertake Assessment Tasks worth at least fifty percent (50%) of the Assessment marks will result in the Principal or delegate advising the Board of Studies of their unsatisfactory completion of the respective course. This is a requirement of the Board of Studies in which the school has no discretion. Such advice will automatically mean that the student will not receive a result for the subject involved. This in turn may prejudice the student's eligibility for the HSC or Year 11 credential.

ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

Students are subject to normal School rules when an Assessment Task is due, particularly in attending all classes. Allegations of:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

will be reported to the Deputy Principal to investigate the allegation. Where the Deputy Principal is satisfied there is clear evidence of malpractice, the award of zero (0) will be recorded for the Assessment Task. The outcome in such cases will be conveyed in writing to parents.

APPEALS RELATING TO ASSESSMENTS

Appeals relating to the appropriateness of the marks awarded for any Assessment Task should be directed to the Deputy Principal at the time of the return of the Assessment Task.

If there is a problem with students not satisfactorily achieving the Outcomes in the Preliminary Course for Year 11, a student should submit a written appeal, together with evidence, to the Deputy Principal, who will convene the Appeal Committee.

For Year 12 HSC candidates, at the time of the announcement of the Rank Order at the conclusion of Year 12, students have the right to appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the School's records and the appropriateness of its procedures. Appeals should be directed in writing to the Deputy Principal, who will convene the Appeal Committee, comprising:

- the Deputy Principal
- the class teacher
- the appropriate Year Coordinator.

The student and/or his parents will have the right to speak to the Appeals Committee in support of the Appeal, if they wish, but may not be present for the Committee's deliberation. Should the student not be satisfied with the ruling of the Appeal Committee, they have the right to further appeal to the Board of Studies within the timeframe published annually by the Board.

DISABILITY PROVISIONS FOR EXAMINATIONS

The Board of Studies may approve disability examination provisions for the Higher School Certificate Examination if a student has a special need that would, in a normal test situation, prevent him from:

- reading and interpreting the test or exam questions, and/or
- communicating knowledge or understanding to a marker as effectively as a student without that special need.

Applications for Disability Provisions for Year 12 must be made on the official Board of Studies website and are usually due by the end of the year prior to the student sitting the external examination. Applications are to be made by the Special Education Coordinator.

Typical reasons for the granting of special provisions include visual or auditory impairment, learning difficulties or fine motor difficulties. Successful applicants will be granted provisions deemed appropriate by the Board. These may include such things as

- Use of a reader and/or writer
- Separate supervision
- Large print papers
- Extension of test time
- Rest breaks
- Use of a personal computer
- Braille papers
- Establishment of a special test centre
- Permission to take medication

Once the Board has granted a special provision, the school will also endeavor to make the same provision during its own Examinations. It is the Special Education coordinator's responsibility to ensure that teachers are aware of disability provisions.

It is important to note that provisions granted for the school-based tests (ROSA level) are *not* automatically carried forward for the Higher School Certificate. A new application must be submitted to the Board of Studies at the appropriate time. The School is ultimately bound by the judgments made by the Board of Studies and must heed the Board of Studies' decisions in such matters.

As a general guideline, the School will offer special examination provisions for students in Years 7 to 11. Teachers, in conjunction with the Special Needs Coordinator and parents will make any adjustment decisions. The Principal will decide if there are any uncertainties..

SPECIAL EDUCATION ASSESSMENT

Throughout the school, but particularly in secondary, assessment tasks can cause distress for some of our students who struggle with the academic demands of schooling. We do not wish to drop our standards, but at the same time we need to be careful that our expectations are realistic and not causing some of our students to be exasperated. To help address this issue, staff may modify the tasks for these students, setting rich and diverse tasks which give students more opportunity to demonstrate achieved outcomes.

REPORTS FOR SPECIAL NEEDS STUDENTS

When writing reports, teachers should be aware that students who have completed modified assessment tasks should have this noted on their report. Alternatively, a modified report format may be produced for them.

MONITORING AND REVIEWING THE POLICY

The principal shall review the policy every five years.



ASSESSMENT TASK ABSENCE

Complete the following details and hand this form to the Deputy Principal. Please attach any additional documentation (e.g. Doctor's Certificate, Supporting Statements)

NB Retrospective claims will not be considered.

Name:

Year:

Subject:

Due Date:

Assessment Task Details:

Subject Teacher:

Reason for Absence

.....
.....
.....

Students Signature:

Date:

Deputy Principal's Decision:

.....
.....
.....

Deputy Principal's Signature:

Date:



ASSESSMENT TASK NOTIFICATION

Course of Study: Preliminary/HSC

Task Number:

Task Title:

Unit/Content Area:

Weighting of Task:

Date Task Commences:

Format of Task:

Syllabus Outcomes:



ILLNESS/MISADVENTURE APPLICATION FORM

Surname:

First Name:

Complete the following details and hand this form to the Deputy Principal. Please attach any additional documentation (e.g. Doctor's Certificate, Supporting Statements)

Exam/Task	Exam/Task Date	Details of affect on performance	Attendance	Do you receive disability provisions for this exam or task?
		Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this.	(Yes/No)	

STUDENTS APPEAL

I have carefully read the information guide for students, detailing Illness/Misadventure Appeals and the instructions on this form. I have completed each item on the checklist.

I consider that my examination performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination(s), as set out above and in Section A of the guide on NESA website.

I declare that all the information I have supplied is true.

Students Signature:

Date:

If this appeal is lodged on behalf of a student, please print:

Name of person lodging appeal:

Telephone:

Signature:

Date:

The reason the student is not lodging the appeal

.....

APPEAL DECISION

Approved / Not approved

Deputy Principal Signature:

Current Date:



REQUEST FOR EXTENSION OF TIME

It is a normal expectation that this approval be given by the relevant subject teacher, before the due date for the submission of the assessment task

STUDENT TO COMPLETE

Student Name:

Current Date:

Subject:

Task Number:

Task Title:

Due Date:

Reason for requested extension:

.....

.....

.....

Proposed completion date:

APPROVAL

SUBJECT TEACHER TO COMPLETE

Approved / Not approved

Teacher Signature:

Current Date:

Revised submission date:

DEPUTY PRINCIPAL TO COMPLETE

Deputy Principal Signature:

Current Date: