



KILLARNEY
HEIGHTS
HIGH SCHOOL

Assessment Policy

Years 7-12, 2017

CONTENTS

1.	Introduction.....	2
2.	Success Criteria for KHHS Assessments	3
3.	Absence, Illness and Misadventure Procedures	4
4.	Appeals	6
5.	Disability Provisions	7
6.	Record of School Achievement (RoSA)	7
7.	Preliminary and Higher School Certificate	8
8.	Vocational Education and Training	10

INTRODUCTION

Killarney Heights High School is committed to enhancing and encouraging students' achievement of learning outcomes. The Killarney Heights High School Assessment Policy is designed to ensure consistency in assessment throughout the school. Our aim is to ensure that all of our students progressively develop their skills and knowledge in a collaborative and supportive environment.

Assessment at Killarney Heights High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment Tasks are designed to measure performance against course outcomes through a range of Assessment Tasks and in a wider range of objectives than may be tested in an examination. Assessment Tasks may include:

- Tests which may take a written, practical and oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and Projects

SCHOOL RESPONSIBILITIES

- The year adviser will issue each student with an assessment booklet and schedule of formal Assessment Tasks (Assessment Schedule) at the start of each year. A copy of the assessment schedule will be published on the school website.
- The Board of Studies recommends a maximum of four formal Assessment Tasks per subject per school year
- No formal Assessment Task may be conducted within 1 week of any examination period
- Where possible, an Assessment Task will be marked by more than one teacher
- Students must be provided with a notification of assessment (Assessment Notification) at least 2 weeks in advance of the date that the Assessment Task is due (Due Date)
- The Assessment Notification must contain information about expectations of the task

STUDENT RESPONSIBILITIES

It is the student's responsibility to:

- know and understand the expectations, tasks and timing of assessments for each of their courses.
- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- collect any work missed due to absence from class for any reason.
- complete a "Misadventure Form" if the student is sick on the day of an assessment or cannot complete a task.
- make a serious attempt at completing all tasks, including submitting their work in an appropriate format and on time.
- attend all examinations and bring all required examination equipment (see specific rules for examinations on page 3).
- ensure that any questions about marks, grades, or comments awarded for an individual piece of work are resolved at the time the work is handed back.

PARENT RESPONSIBILITIES

- Assist students in the development of time management skills by encouraging the use of diaries and calendars.
- Support students with the completion of assignments that reflect the student's own knowledge and understanding.

SUCCESS CRITERIA FOR KHHS ASSESSMENTS

To have satisfactorily completed a course, students will have:

- satisfactorily completed the Board of Studies teaching and Educational Standards requirements for all courses studied
- have a satisfactory record of attendance
- 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.

Participation

A genuine attempt must be made concerning the teaching and learning activities of a course. Participating in a course involves completing assignments, homework, and set tasks. It is up to the teacher's professional judgement to determine what constitutes genuine participation.

Recording extra-curricular achievements

Killarney Heights High School is registered with up2now, a BOSTES program which allows students to record their extra-curricular activities. Up2now is an ongoing learning portfolio in which students can record, organise, and share evidence of their engagement with activities like volunteer programs, first aid courses, community work, etc. Students can use this program to share this information with prospective employers or to access other education or training pathways. www.up2now.net.au

EXAMINATION AND CLASS TEST RULES

For specific examination regulations, check the relevant stage-specific assessment handbook.

During examinations, students must:

- wear full school uniform for all exams or when at school preparing for exams (unless it is a designated mufti day).
- be at the exam venue before the scheduled start of the exam, but must not enter the exam room until directed to by the supervising teacher.
- ensure they have read and understood the exam timetable correctly.
- provide basic equipment for all exams.
- bring bottled water only into the exam room. Food will not be permitted.
- Remain in the exam room for the full duration of their exam and remain seated until all papers have been collected at the exam's conclusion.

Students who have been granted special conditions for their exams will need to see the exam coordinator prior to the exam period so that all supervising teachers can be made aware of these special conditions.

Students who miss an exam due to illness, misadventure, leave, or domestic problems must complete the Illness/Misadventure form supplied in this handbook and submit it to the relevant Head Teacher on the morning of their return to school.

Suspension and assessment

Unless forbidden by the Principal, a suspended student may be required to attend school for the time span only during which an in-school Assessment Task is being completed.

If the task is in the form of a written assessment, it must be handed to the front office on the due date. Failure to comply with the above will result in a zero grade.

ABSENCE, ILLNESS AND MISADVENTURE PROCEDURES

Students must ensure that their Assessment Tasks are submitted on the due date. In all cases, where a student does not submit or attend an Assessment Task, they must complete an Illness/Misadventure form. Failure to follow these procedures will result in a mark of zero being awarded.

Technology failure is not an acceptable reason for late submission of work.

ABSENCE

If a student is absent for all or part of the due date, they must complete an “Illness/Misadventure” form (see below).

If a student is absent for all or part of the due date without a valid reason, they will receive a mark of zero for that Assessment Task.

If a student is absent the day prior to the due date without a valid reason, they will receive a mark of zero for that Assessment Task.

EXCURSIONS AND FIELDWORK

Some subjects require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. This is at the discretion of the Principal.

SCHOOL LEAVE AND ASSESSMENT

If students know that they will be absent for an Assessment Task due to extra-curricular school commitments, they must give notice of their leave as soon as possible.

The task should be handed in prior to the Due Date in these cases, unless an alternative date has been negotiated with the Head Teacher.

EXTENSIONS

A student may apply for an extension to the Due Date if they feel that they have a genuine inability to meet a Due Date due to exceptional circumstances.

A student who wishes to apply for an extension to the Due Date must:

- complete an “Illness/Misadventure” form; and
- provide the completed “Illness/Misadventure” form to their usual classroom teacher or the relevant Head Teacher

as soon as reasonably possible.

Any requests for an extension to the Due Date will be assessed by the relevant Head Teacher on a discretionary basis.

ILLNESS AND MISADVENTURE

If a student is unwell or suffers some misadventure on the day (or the day prior to) the Due Date they must complete an “Illness/Misadventure” form and provide any relevant accompanying documentation (including, where relevant, a medical certificate).

Immediately on the student’s return to school, they must provide the completed “Illness/Misadventure” form and relevant accompanying documentation to the Head Teacher.

RESULT OF ILLNESS/MISADVENTURE CLAIM

Where the Head Teacher finds that the student had a valid reason for their absence on the day (or day prior to) the Due Date of the Assessment Task, the student will incur no academic penalty and alternative arrangements for the submission of the Assessment Task will be made.

Where the Head Teacher finds that the student did not have a valid reason for their absence on the day (or day prior to) the Due Date of the Assessment Task, the student will receive a mark of zero for that Assessment Task.

Appeals can be made to the Deputy Principal if the misadventure claim is disputed.

GROUP PERFORMANCE ABSENCE, ILLNESS OR MISADVENTURES.

- Students are required to perform on the scheduled data specified in the assessment notice
- In the event that a performance cannot go ahead due to the absence of a group member, the affected students need to complete an illness/misadventure form as a group.
- Completed illness/misadventure forms must be completed and submitted within two school days of the scheduled assessment date.
- The student responsible for the misadventure must complete and submit an individual "Illness/misadventure" form within two school days of returning to school. Please note this application will be considered separately to the group application.
- Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion.
- Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task at the earliest opportunity. Rescheduling of the performance to an alternate date will be determined by the Head Teacher.

MALPRACTICE

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It includes, but is not limited to:

- Copying someone else's work (in whole or part) and presenting it as their own
- Using material from other sources without correct reference
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts)
- Paying someone to write or prepare material
- Breaching school examination rules (see page 3)
- Using non-approved aids during an Assessment Task
- Creating false explanations to explain work not handed in by the Due Date
- Assisting another student to engage in malpractice

Malpractice is taken seriously at Killarney Heights High School and will result in:

- zero marks for part or all of the Assessment Task/examination
- potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

Teachers must be satisfied that the work presented is the student's own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged (referenced).

For the malpractice policy related to Stage 6, check the Higher School Certificate section and the relevant Assessment Guidelines.

UNSATISFACTORY PERFORMANCE IN A COURSE

When students are failing to meet the requirements of their course, several steps will be taken by KHHS to support them in improving their result.

1. Parents will be notified by an 'N-Warning' when students are reviewed for their performance in a course.
2. Students are given opportunity to rectify their situation.
 - a. If the issue is attendance, students will be placed on an attendance contract to meet requirements.
 - b. If the issue is participation, student will be placed on a class contract to meet requirements.
 - c. If the issue is completion of Assessment Tasks, students will be required to complete the Assessment Task within a two-week period.
3. A second N-Warning letter will be sent and students are given a second opportunity to rectify their situation.
4. An Unsatisfactory Determination Award (N-Award) will be determined by the Principal.
 - a. This will occur in conjunction with the assessment appeals process (see below).
 - b. The aim of the assessment appeals process is the avoidance of awarding unsatisfactory results.

Principals may determine that a student has not applied themselves with diligence and sustained effort to the set task and experiences provided by the course in the school. The Principal may recommend to the BOS that a student will receive an "N Determination" for the course.

APPEALS

APPEAL REGARDING INDIVIDUAL ASSESSMENT TASKS

- If the student believes there were irregularities in the application, marking or recording of results for any Assessment Task, this must first be discussed with the relevant Head Teacher.
- If the grievance has not been adequately resolved the student may then choose to complete an illness/misadventure form.
- Illness/misadventure applications are to be submitted to the relevant Deputy Principal who will consider all information and evidence when making a decision in regards to the claim. The Deputy Principal will then hand back the original illness/misadventure form along with a written decision.
- In cases where the Head Teacher is also the class teacher involved, the illness/misadventure form can be lodged with the Deputy Principal for a final decision.

APPEAL AGAINST THE OUTCOME OF AN ILLNESS/MISADVENTURE DECISION

- If the student believes that their Illness/misadventure application was not appropriately addressed by the Head Teacher, they may choose to appeal the decision.
- The process of appeal requires the student to re-submit their Illness/misadventure application, to the Principal within 2 school days of receiving the outcome.
- The re-submission for appeal must also include the Head Teacher's written decision from the original application, a copy of the Assessment Task, a copy of the student's attempt at the Assessment Task and any other relevant information
- The Deputy Principal will consider all the information and provide a final decision and course of action regarding the appeal.

APPEAL AGAINST PENALTIES DUE TO MALPRACTICE

- In the case of some Assessment Tasks (such as research tasks, major works, or projects) a log of student work is required and must be presented on request
- Drafts, proofs, and rough copies of assignments should be kept to support the authenticity of the submission
- The student must appeal this decision within two school days of written notification of the zero penalty being given

Refer to the Assessment Guidelines for specific provisions relating to HSC Courses.

DISABILITY PROVISIONS

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Psychological difficulties

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal for the year group.

Disability provisions will be determined by BOSTES and the school. The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

Provisions may include, but are not limited to:

- A 'reader' or 'writer' in examinations
- Extra time or rest breaks in examinations
- Large print or coloured paper
- The use of a computer

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Course completion criteria

If a student fails to submit or perform tasks which make up more than 50% of the total assessment marks for a course, the Principal may not verify that the course has been satisfactorily studied. The student may then be awarded an 'N' (non-completion) determination for this course.

An 'N' determination in a course may also make the student ineligible for the award of the Record of School Achievement (RoSA).

Literacy and numeracy tests

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests.

These tests will be offered online and under teacher supervision, and will be reported separately to the RoSA credential. They will not be available to all students, only those that indicate they wish to leave school. They will be designed to reflect the needs and expectations of students who leave school without undertaking the HSC.

There will be 'windows' of availability throughout the year in which students can sit these tests. If students decide to stay on longer after sitting the tests, they will be able to re-sit them. The most recent results will be issued as part of the RoSA when a student leaves school.

PRELIMINARY AND HIGHER SCHOOL CERTIFICATE

The pathway to an HSC is via two distinct courses, Preliminary (Year 11) and HSC (Year 12). To be eligible to enter an HSC course, a student must have satisfactorily completed the Preliminary Course in the subject. (Exceptions are VET courses taken as new courses for the HSC.)

The assessment criteria for the two courses are completely separate. Though the assessment marks achieved in the Preliminary Course do not count towards the HSC, they are an important component of Half-Yearly and Yearly reports and determine whether students have successfully achieved the outcomes of the course and are eligible to begin the HSC course. All courses are examined on the HSC year of teaching, an exception to this are the Mathematics courses, where work from both years is examined.

RULES FOR SATISFACTORY COMPLETION OF PRELIMINARY AND HSC COURSES

To be eligible for the award of a Higher School Certificate, students must satisfactorily complete the Board of Studies Teaching and Educational Standards requirements for all courses studied.

The requirements for satisfactory completion of a course remain the same as in junior years of high school. Students who do not meet the requirements of their course will be issued with N-Determinations. This student will be ineligible to have that course recorded on their RoSA or to undertake the HSC course in that subject. Students may appeal N-Determinations by following the Board of Studies process.

A student must satisfactorily complete courses totalling at least 12 units of Preliminary Courses and 10 units of HSC courses to receive the HSC award.

COURSE ASSESSMENT OUTLINES

Each subject has its own course outline where the assessment requirements are detailed. These include the range of tasks students are required to undertake, the specific Assessment Tasks and the weightings of each task.

Rules related to assessments can be found in the relevant sections in this policy. These include rules related to:

- N-Determinations and warnings
- Academic malpractice
- Non-submission or late submission
- Appeals

MALPRACTICE

Plagiarism in senior years is taken very seriously. As students move into Years 11 and 12 (Stage 6) they must complete All My Own Work (AMOW). Students complete AMOW in Term 4 of Year 10.

More information on AMOW can be found at: www.amow.boardofstudies.nsw.edu.au

ASSESSMENT SCHEDULE

Assessment will commence in Term 4 when all the HSC Courses begin. The final assessment will include only marks achieved during the HSC assessment period and from those tasks designated in individual subject course outlines.

1. Students will be given written notice of each task two weeks in advance.
2. The school will use reasonable endeavours to structure the Assessment Schedule so that an individual student has no more than two (2) formal Assessment Tasks on any given day.
3. Assessment Tasks will not be scheduled one week prior to formal exams.
4. Students will be given feedback on their task attempts.

5. Students will be informed of their rank for each course when the HSC examination occurs. Assessment ranks will be available on BOSTES Students Online.
6. Parents will be informed when:
 - a. a zero award is made because of failure to attempt a set task;
 - b. an unsatisfactory attempt is made at a task;
 - c. it is anticipated that a student will not satisfy the required outcomes for the course and therefore will be classified as unsatisfactory ("N" determination) and will need to repeat the course;
 - d. a penalty has been applied due to malpractice.
7. In the case of students who transfer from another school, assessment will be determined only on tasks carried out at Killarney Heights High School.
8. Technological failure is not an automatic excuse for inability to complete tasks on the Due Date. It is the student's responsibility to back up any work in progress and keep a hard copy of text.
9. In the case of students attending work placement or on suspension, the student must complete the Assessment Task/s (including tests) by the advertised Due Date.

CONTESTING STUDENT RANKING

Any student wishing to contest their ranking in a subject assessment:

1. Must lodge an appeal with the Principal by the date published in the HSC timetable.
2. May only contest the ranking, not individual or cumulative teacher judgements or assessment marks, on the basis of a typical result compared with all/most other ranking progressively available to the student.
3. May only challenge the computational accuracy.
4. May only challenge the conformity of the school's weightings with those issued by the Board.
5. May only challenge that the school's published assessment program and weighting were not employed.
6. VET students who wish to lodge an appeal against the assessment of course competencies may do so on the grounds that they were not provided with a fair and reasonable opportunity to demonstrate the competency and/or they were not informed in advance of the conditions and method of assessment.

The relevant Deputy and The Principal will consider students' appeals for review of assessment, which are received by the Principal by the Due Dates published in the Assessment Schedule.

PRELIMINARY AND HSC DISABILITY PROVISIONS

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room.

The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks.

Disability provisions may be available for Assessment Tasks, Trial HSC examinations and Higher School Certificate examinations, including practical and oral/aural examinations. BOSTES may approve disability examination provisions if a student has a disability which would, in normal examination situation, prevent him/her from:

- (a) receiving the exam questions; and/or
- (b) conveying acquired knowledge or interpretations to an examiner as effectively as a student without that disability.

Formal written applications for disability provisions for diagnosed disabilities are to be submitted to BOSTES by the end of Term 1.

The School's Learning and Support Teachers compile and submit this application on behalf of the student. This application must include evidence from registered medical practitioners or allied health professionals that indicates a diagnosis and the nature of the disability.

VOCATIONAL EDUCATION AND TRAINING

VET COURSE REQUIREMENTS

VET courses are competency based. Competency is judged on the basis of performance. A student's performance is judged to be either competent or not yet competent against a prescribed standard. The judgement is made on the basis of a variety of evidence. VET courses may be dual-accredited. Demonstration of competence in all Assessment Tasks may lead to the award of a Certificate I, II or III with the Australian Qualifications Framework (AQF).

Students who wish to include a VET course result in the calculation of the Australian Tertiary Admission Rank (ATAR) must attempt the final HSC examination. Where insufficient competencies are achieved in order to qualify for the Certificate I, II or III those competencies which have been achieved will be listed on the Record of School Achievement.

VET ASSESSMENT POLICY

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which are awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under national Competency standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of Assessment Tasks ranging from practical tasks to written tasks. If students are deemed *not competent* at that time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

HIGHER SCHOOL CERTIFICATE (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course. Some VET courses, e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Administration Rank (ATAR).

As with all HSC courses, Board of Studies Teaching and Educational Standards Teaching and Educational Standards (BOSTES) procedures apply to all VET courses. This booklet explains the BOS procedures.

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the *achievement of competency*. AQF qualification will be assessed by BOSTES separately.

For students who have undertaken the HSC examination, a scaled *examination mark* will be recorded on the HSC Certificate. *No school based assessment mark will be recorded.*

No Assessment mark for VET courses is required by the BOSTES. An estimated examination mark for students entered for the HSC written examination must be submitted. *This mark will be used only in the case of an illness/misadventure appeal.*

The estimate mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination.

WORK PLACEMENT

Work placement is a *mandatory HSC requirement* of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course - a minimum of 35 hours in a workplace
- 240 hour course - a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the BOSTES course requirements.

Note:

- Information and Digital Technology course may simulate 35 hours of work placement. This must be documented and authorised by the school.
- Entertainment Industry course permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school

APPEALS PROCEDURE

Normal school assessment appeals procedures will apply for VET courses. These procedures are explained elsewhere in this policy.



KILLARNEY HEIGHTS HIGH SCHOOL

ILLNESS/MISADVENTURE/ABSENCE FOR AN ASSESSABLE TASK

Stage 5 and 6 Assessment Tasks are a compulsory and necessary component of the RoSA and Higher School Certificate. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the RoSA and /or the Higher School Certificate.

It is the responsibility of a student, who for various reasons, fails to submit an assessable task, to make proper application for consideration under the published rules of the Assessment Procedures.

Completed by **Student**

Surname Given name

Class Subject(s)

Date(s) of task

Reason for absence or not submitting task

.....

Medical certificate and/or other documentation attached: Yes / No

Student signature Date

Completed by **Head Teacher**

Prior approval given: Yes / No

Informed school of illness/misadventure: Yes / No

Head Teacher Recommendation:

.....

Head Teacher signature: Date received

* extension ☐

* consideration of
performance ☐

Completed by **Deputy Principal**

Decision:

Deputy Principal signature: Date received

RETURN THIS COMPLETED FORM TO YOUR DEPUTY PRINCIPAL

Sentral ☐