



STAGE 5

ASSESSMENT and REPORTING
PROCEDURES
2023/2024

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INTRODUCTION

NESA

The award of the Record of School Achievement (RoSA) is made on the basis of a student's performance in class and through school-based assessment tasks. Assessment tasks are a part of the formal teaching and learning programs we deliver to your child.

Each school has to develop an Assessment Program for every Year 10 course. In practical terms, this means that the school is required to:

- inform students of assessment requirements in each course;
- set tasks that will measure student performance in each specified component of the course and focus on outcomes;
- specify the assessment weighting for each task;
- keep records of each student's performance on each task and;
- provide students with information on their progress.

Schools are required to provide an Assessment Grade based on student achievement in each course studied in Year 10.

The Assessment Grade will be based on achievement measured throughout the course and will encompass performance in all syllabus objectives and outcomes, except those relating to values and attitudes.

The Year 10 assessment program not only contributes to students' rankings in courses they study, but also provides students and parents with an idea of the relative ability of students and their capacity to work over a period of time towards achievements in a wide range of objectives.

NSW Education Standards Authority (NESA) has set requirements for both schools and for students. This booklet contains the Assessment Policy, Procedures and Course Assessment Schedules for Year 10 students beginning their assessment programs for 2023/2024 at Oberon High School.

Students need to ensure that they have read and understood the requirements so that they are aware of their responsibilities and those of the school with regard to assessment.

This handbook is a useful guide for all students and parents/carers – it can assist them to effectively plan ahead and take responsibility for managing their own learning in 2023/2024.

Ms Fiona Abbott
Rlg Principal

NSW Education Authority Standards requirements – for the award of Record of School Achievement



Stage 4 comprises Years 7 and 8; Stage 5 comprises Years 9 and 10. Both stages lead to the Record of School Achievement (RoSA), and the Principal must sign off that each student has completed all mandatory components.

The NSW school curriculum is organised into key areas of learning as required by the Education Reform Act 1990. There are eight secondary school key learning areas.

- English
- Mathematics
- Science
- Languages
- Technologies
- Creative Arts
- Human Society and its Environment
- Personal Development, Health and Physical Education

It is mandatory for all students in Years 7 -10 to study courses in each of the key learning areas at some stage.

To attain a RoSA, students must complete the mandatory curriculum requirements for Years 7-10 in each key learning area. This includes:

- Completing all assessment tasks
- Completing all homework tasks
- Completing all class work
- Participating in class activities
- Participating in practical activities and excursions
- Applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course.

The RoSA is a credential that students either achieve or do not achieve. It is not a credential that you pass or fail with a mark out of 100 like an assessment task. Each student will see on their transcript the grade achieved for each course. If a student has been given a non award in a course this will be listed on the transcript.

The RoSA is not a credential that students automatically receive as a hard copy in the mail or via email. The credential remains with NESA until the student requests a copy of the document. It is then made available to the student.

Assessment is an important part of the learning process

Students at Oberon High School will complete assessment that complies with the policies and expectations of both the Department of Education and NSW Education Standards Authority (NESA). The assessment schedule developed for each course is the official program of assessment for the year. Students will be expected to complete between 3 and 5 assessments per year for each course. The number of assessment tasks and the type of assessment tasks is determined by teachers in consultation with their Head Teacher.

Assessment completion is compulsory and should be viewed as an important part of the learning process. Assessment provides students and staff valuable information about student progress at that time and ultimately is the information that parents receive in our semester based reports.

Assessment provides students with an opportunity to assess their own performance and make informed decisions about their own learning. It also provides teachers with invaluable data to assess their own programs and plan their approach to teaching and learning in their classroom in the future. Parents are connected to their child's learning through their assessment performance and are encouraged to talk to teachers about their child.

Parents can find a document on our school website that can help them formulate questions to ask teachers about their child's performance.

Supporting Success

Purpose of assessment as a whole school program:

- To monitor and report on student progress and attainment.
- To facilitate the involvement of students in the assessment of their own work.
- To facilitate communication between teachers and parents about their child's progress, development and learning needs.
- To enable teachers to continually assess teaching and learning in their classroom.
- To integrate Positive Behaviour for Learning in the classroom as we endeavour to develop students as responsible learners who respect the opportunities they have each day in a safe learning environment. Assessment should always challenge students to perform at their best and demonstrate what they can do, however, it also highlights areas where improvement is necessary. It is at these times that students must have resilience and work hard to improve themselves.
- To encourage academic success, however, we also value student improvement and effort. These are all celebrated through our commendation and presentation system.



Academic Requirements for all students

Any student who is not participating satisfactorily, not completing classwork as required or not completing assessment tasks as necessary will be counselled by the class teacher before referral to the Head Teacher. Letters of concern or a phone call will subsequently be sent if the student does not show improvement. If the concern is spread across several courses the Deputy Principal may then intervene.

1. Attendance

- Students are expected to attend a minimum of **85%** of all classes – this is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
- Students must explain every absence from school and must apply for exemption (with evidence) for absences from school when there are exceptional circumstances.
- Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The Year Adviser can assist students and parents when students are on extended leave or preparing for this circumstance.
- Periods of extended leave must be approved by the Principal. The student is required to maintain a satisfactory level of course work whilst absent and must negotiate with course coordinators in regard to assessment tasks that are scheduled during their time of absence.
- Any student who is not participating satisfactorily due to extensive absences will first be counselled by the teacher then the Head Teacher. Ultimately the student will be referred to the Learning and Support Team and the Deputy Principal for assessment and potentially be placed on an attendance monitoring program.

2. Application and Sustained Effort

Students have a responsibility to:

- Demonstrate sustained diligence and effort in each course and participate in all lessons constructively.
- Familiarise themselves with the school's '**Assessment Procedures**' and any course information provided to them by the school.
- Contact the teacher and/or Head Teacher to obtain the task notification if they are absent on the day an assessment task notification is issued.
- Complete all assigned work, including every assessment task, to demonstrate through effort and achievement, that they have met the requirements of the course.
- Be present for, and hand in, all assessment tasks on the required date as specified in the assessment notification/schedule.
- Ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is returned to the student.
- Maintain the integrity and confidentiality of all assessment tasks.

- Ensure the work is their own and follows the malpractice guidelines outlined in this handbook.

3. Achieved some or all of the course outcomes

Students demonstrate this by:

- Completing assigned work, practical requirements, formal assessment tasks and examinations and
- Displaying application and sustained effort and
- Attending more than 85% of all classes

Strategies to assist student achievement in assessment tasks

A consistent application of this procedure will provide increased support of student success with their assessment tasks.

To assist a consistent application:

- Regular teacher collaboration at a faculty and whole school level.
- Year group presentations to students on assessment support and expectations.
- The assessment procedures are clearly available on the school's website to assist in keeping students and parents informed.
- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.
- All tasks are clearly identified in course scope and sequences and assessment schedules.
- Use of the "my student" dashboard to assist in keeping students and parents informed.
- Deliberate focus on celebration and recognition of student success through commendation system.
- Life skills outcomes can be met in a number of ways in consultation with parents, students and other significant individuals, as outlined in the student's individual education plan.

Notification of assessment tasks

Assessment tasks for Year 7-10 are prepared on the school's agreed notification of assessment proforma and are issued to the students as early as possible prior to a task; at least a minimum of two weeks notice.

These notifications of assessments should:

- Clearly indicate the outcomes which are being assessed, the value of the task, the nature of the task, due date and marking guideline.
- Be included on the Millennium calendar.
- Be discussed by the class teacher when distributed to reinforce approach and expectations.

Supporting submission of tasks

Expectations of students for successful completion of assessment tasks:

- Plan for their tasks using the assessment schedules.
- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.
- Seek further guidance from teachers asking questions that enable a deeper understanding of task requirements.
- Complete all assessment tasks on time.
- Submit their own work, making a genuine and serious attempt.
- Complete each assessment task to the best of their ability.
- Ensure that any questions they have about the marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Reflect on teacher feedback to develop strategies to improve in future tasks.
- Work without hindering the learning and work of other students irrespective of the type of task.
- Access assistance through the Learning and Support Team if extra support is needed with assessment tasks completion.
- Use scaffolds provided such as ALARM and TEEL. These scaffolds are taught in class and provided to assist students in structuring responses. Students achieve greater success if scaffolds are utilised appropriately.

TEEL Writing Scaffold

The **TEEL structure** provides an effective way of organising a paragraph. **TEEL** stands for Topic sentence, Explanation, Evidence, and Link.

Students are guided through the use of this scaffold in class and it will improve written responses if used effectively.

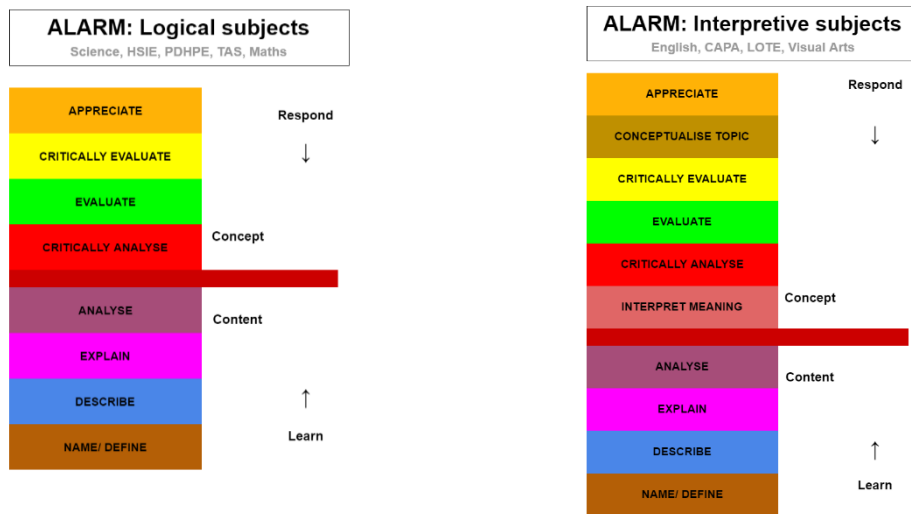
<p>Topic sentence – introduces the paragraph</p> <ul style="list-style-type: none"> • States the main idea of the paragraph • Uses key words from the topic
<p>Explanation – what do you mean by that?</p> <ul style="list-style-type: none"> • Explains what you mean by the topic sentence • Gives more detail about the idea
<p>Example/Evidence – what makes you say that?</p> <ul style="list-style-type: none"> • Proof/evidence from the text (quotes) and/or facts, statistics • Supports the argument you have made
<p>Link – Why is all that important?</p> <ul style="list-style-type: none"> • Explains how the example links to the main idea • Closes the argument • May link to the next paragraph

ALARM – A Learning and Response Matrix

The **ALARM** model has been created to support students responding to assessment task questions. The matrix builds on levels of thinking skills that must be demonstrated in assessment tasks across all courses. For example Identify requires one word or short answer whereas Evaluate question requires a complex assessment of impact.

Every student should be able to complete identify or describe or explain questions. Most students should be able to do analyse questions, and some should be able to effectively respond to evaluate questions.

The ALARM model is structured slightly different dependent courses (subjects) learning requirements.



Life Skills Assessment

Learning outcomes are identified through a collaborative curriculum planning process for students accessing a life skills course. Collaboration is between students, parents/carers, teachers, learning support staff and any other significant individuals such as SLSOs and professional health care providers working with the student.

Assessment should provide opportunities for students to demonstrate achievement in relation to their selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community.

Student assessment could include any or all of the following:

- Students monitoring and reflecting on their own learning
- Teacher observation during teaching and learning and/or work samples
- Alternative assessment tasks specifically designed to assess selected life skills outcomes.

Life skills students are assessed against defined life skills outcomes. They will still be expected asked to participate in active learning and be required to complete assessment tasks appropriate for their program of study. Life skills students may work in a fully supportive environment, be integrated with mainstream students

or a combination of both. Achievement of outcomes in the life skills program for each student will be reported on during the school reporting periods along with all other students.

Modified Assessment Tasks for students with an Individual Education Plan (IEP)

Students identified by the Learning Support Team as requiring modified assessment tasks on their IEP are provided with a modified assessment task that reflects the learning outcomes of the course. The modified assessment task must consider the individual learning needs of the student and be developed in collaboration with learning support staff and/or MC staff. Modifications to assessment tasks may include but are not limited to:

- scaffolding and additional resources
- alternative layout and language of assessment task instructions
- focus on specific elements of ALARM appropriate for their abilities
- alternative ways to submit tasks
- reader or writer for formal written tasks to assist completion

Absent When an Assessment Task Is Issued

It is a **student's** responsibility to check what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an Assessment Task is issued. Students may not be entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

Students who have had a prolonged absence must discuss the exceptional circumstance with their teacher or if need be the Head Teacher to determine how to satisfy the requirements of the task(s) in question. The Year Advisor and/or the Deputy Principal may also be involved in this discussion as a prolonged absence is likely to have an impact on a range of courses.

Absent on the day an Assessment Task is due

All assessment tasks must be submitted on or before the published due date. However, a student may negotiate with the teacher and if needed the Head Teacher before the due date for an extension or an alternative submission/completion date. As part of this process the Renegotiation of Assessment Task proforma or Extension of Assessment Task Date proforma must be completed appropriately. If an extension is not negotiated, the task will be deemed not submitted/completed on time for the purposes of assessment. Notwithstanding the following:

- If a student is on unexpected legitimate leave (eg sick) the day an assessment task is to be submitted, they should submit the task on the day they return.
- If a student is suspended they may submit the work on the first day they return, however, as all students have access to "mystudentdashboard.com" tasks can be submitted from home as part of the suspension process.

- All students have access to the same “mystudentdashboard.com” and gmail, therefore, prolonged absences need not be an inhibitor for assessment task (or general work) submission. This will be part of the planning carried out between the school and home in such circumstances.
- If a student is absent for a prolonged period of time and completion of work and assessment tasks is not feasible then teachers will give the student an estimate for each task missed. This process will be based on completed tasks and maintaining the relative rank of the student to other students.

Non-Serious Attempts of Assessment Tasks

Students must make a serious attempt at all assessment tasks. Students failing to make a serious attempt will be **required to resubmit/resit** that assessment task. A non-serious attempt may include:

- a student who shows little or no thought or effort in their task.
- a student completing the task to a minimal standard that does not reflect their capacity.
- a student who refuses to complete the task.
- a student who treats the task with disrespect and damages the task material.
- a student who submits written material or images of an inappropriate nature as part of the assessment task.
- a student who by word or action acts inappropriately in completing an assessment task requiring non-written communication.
- a student who interferes with the completion of an assessment task by another student whether it be by disruptive behaviour or causing damage to the other student’s material will be treated as if they have made a non-serious attempt whether they have completed their task appropriately or not.

The teacher, in consultation with the Head Teacher and/or Deputy Principal, will decide the outcome of the non-serious attempt in relation to the allocation of marks or a grade. The awarding of a zero mark is a possibility and is at the discretion of the staff members involved in assessing the behaviour of the student(s) involved.

Negotiation For An Extension

Occasionally there are special circumstances where a student cannot submit an assessment task in by the set time due to unexpected illness or for an exceptional circumstance. If parents are aware of an assessment task being due on the day of absence they should contact the school and make the teacher of the course aware of the difficulty. If the absence is going to be prolonged they should discuss this further with the Year Advisor or Deputy Principal.

Students will be expected to submit their assessment task on the first day they return to school to avoid the follow up procedure by the class teacher and possibly Head Teacher.

For missed in-class assessment tasks, examinations or practical tasks, parents/carers should contact the school explaining the reasons for the absence. The student will be expected to complete the task or exam on the first opportunity for that course. Students may be asked to complete the existing assessment task or complete an alternative assessment task. Alternatively, an estimate based on the student's previous performance in the course may be used where completion of the tasks become impractical.

This will ultimately be determined by the Head Teacher of the course in consultation with the Deputy Principal when reviewing the student's situation, task completion history and current class rank.

Late submission of an Assessment Task

All students are encouraged to hand in work on time to demonstrate achievement of the outcomes of the course.

What happens if a student does not complete an assessment task?

- The class teacher will negotiate a new date for submission. The class teacher will determine appropriate time and consequences (if necessary). This may be during recess and/or lunch times until the work is completed.
- If the task is still not submitted, a referral to the Head Teacher will result.
- A letter and/or phone call to notify parents and ask for assistance will occur.
- A Millennium entry recording missed /late task will be made by the class teacher.
- A report comment and unsatisfactory Learning Profile relating to the importance of meeting deadlines will be included.
- Assessment tasks that are late will attract a zero mark unless there is a justifiable exceptional circumstance. Late tasks must be completed/submitted irrespective of the zero mark to satisfy the outcomes of the course.



Consistently not submitting assessment tasks by due dates could result in the student not satisfying course requirements to a level commensurate with their ability. It will also impact their reportable achievement on the following semester based report.

End of Semester Examinations

Students in Stage 5 complete formal examinations at the end of each semester in courses that deem it necessary to do so. Examination weeks are highlighted on individual assessment schedules with all courses setting examinations within the agreed whole school examination weeks.

- Examinations are held in general classrooms during a normal period or double period for that course. Formal examinations are not held in the gymnasium until students are in Stage 6.
- Students will receive an official examination timetable prior to the examination weeks allowing students to prepare.
- Students will receive a set of examination rules with the timetable. Students must comply with these rules in all examinations. Students who do not comply with the rules will be subject to the procedures within this booklet that deal with malpractice.

Malpractice

Cheating of any kind is unacceptable. Behaving dishonestly to gain unfair advantage in assessments or exams is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. We treat these allegations very seriously. Detected malpractice may result in losing marks for a section of a task or receiving zero for the whole task.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- using AI tools such as Chat GPT to write tasks or sections of tasks
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice. This includes giving another student your work prior to submission by you or the other student
- being responsible for actions done or omitted to be done that confer an unfair advantage in relation to the outcome of any HSC exam – or irrespective of whether such actions occur before, during or after such an exam or assessment.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own.

You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills

Suspected malpractice will be investigated by a review panel consisting of the HT of the subject and the Deputy Principal. They will look at information from the teacher, take a statement from the student and interview any other students who may have knowledge of the malpractice. Following the investigation, the panel will make a recommendation as to the consequence for the student(s) involved.



Technology and assessment tasks

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are **not** an acceptable excuse for late submission. To assist students in the utilisation of technology, the following guidelines should be considered:

- Complete work early as this enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Submit work using the Hapara learning platform as advised by your teacher
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by saving on a cloud, email or on a USB.

Assessment Task Marking guideline

Assessment tasks are designed to assess a range of areas including (but not a finite list) student knowledge and understanding, ability to apply information, capacity to analyse or evaluate or their ability to problem solve. In providing feedback to students about how they have performed in the assessment task teachers include a marking guideline which students have as part of the task being distributed.

Marking guidelines are known by many names including marking scheme and marking rubric. No matter the name they are all designed to inform students how the task will be marked. It also guides teachers in marking student work across different classes that have completed the same task. It is important that there is consistency in marking to ensure integrity to assessing student achievement.

Marking guidelines should be easy to follow and clearly explain how marks will be distributed. They may vary in structure from course to course, however, they have the same purpose. The size of the marking guideline varies depending on the complexity of the task and the number of outcomes being assessed in the task.

It is very important that students look at the marking guideline before they start and talk to their teacher if they are unsure how to use it as part of completing the task as a whole.

The following is a **portion** of a marking guideline from a Drama task. This section is marked out of 10 and relates to one or more of the report outcomes.

Costume Design (5.3.1, 5.3.2, LS3.2, LS3.3)

E Limited 1-2	D Basic 3-4	C Satisfactory 5-6	B Well Developed 7-8	A Sophisticated 9-10
Presents one costume design. The costume designs are only partial or irrelevant to the director's vision. The costumes may be coloured, do not meet the minimum 300mm height and do not contain support material. The costume designs are not mounted.	Presents one or two costume designs. The costume designs are only partially realised and partially convey the director's vision. The costumes may be coloured, do not meet the minimum 300mm height and do not contain support material. The costume designs are not mounted.	Presents two costume designs. The costume designs present a superficial interpretation of the play and vary in consistency, unity and appropriateness . The costume designs reflect some of the director's vision. The costumes may be coloured, may meet the minimum 300mm height and may contain support material. The costume designs may or may not be mounted.	Presents two costume designs for two different characters. The costume designs contain some originality, imagination, unity and flair . The costume designs communicate the director's vision. The costumes may be coloured, meet the minimum 300mm height and may contain support material. The costume designs are mounted .	Presents two costume designs for two different characters. The costume designs are insightful, original, imaginative and unified . The costume designs clearly communicate the director's vision. The costumes are coloured, meet the minimum 300mm height and contain support material. The costume designs are mounted .

The grades in the marking guideline are comparable in nature to the grades in the final report.

It is important that students are fully aware of what is being ask of them in the task. It is equally important that parents also understand so they can assist their child in comprehending how to achieve the highest mark of which they are capable. If you are unsure about any assessment task or are concerned about your child's ability to do their best, please contact the teacher or Head Teacher of the course.

Appeals Process

Appeals concerning assessment procedures may only be based on the assessment process. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher **is not** grounds for an appeal. When a student feels that a decision applied to their work is not consistent with the school's assessment procedures, they may appeal to the Head Teacher in the first instance. Where a student feels that the appeal to the Head Teacher has not been considered, they may appeal to the Deputy Principal to determine if:

- The weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus.
- The procedures used to determine the final assessment marks conform with the issued assessment schedule.
- There are no computational or other clerical errors in the determination of the assessment mark.

Note: Where circumstances arise during an assessment task (in class) that adversely impact the ability of a student to complete the task to the best of their ability, an appeal will not be considered unless the concern is

raised by the student at the time (or a parent the day following the task) and can be assessed prior to the marking of the task.

Non Award ('N' award or 'N' determination) process and consequences

Students studying a Stage 5 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. These expectations also apply to students undertaking one or more life skills courses.

A 'N' warning letter is issued to students who fail to complete assessment tasks, are not completing course work, or for poor attendance which is having an adverse effect on their progress. A 'N' warning letter will also be issued to students who do not apply themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school.

If a student does not subsequently meet course requirements as detailed in the 'N' warning letter(s), then the Principal may give a 'N' warning for the course. This means that the student will receive no result in that course. For students to be deemed unsatisfactory, they will be given a minimum of two official 'N' warning letters. Students who are in jeopardy of not satisfactorily completing a course will be counselled by the class teacher and Head Teacher. If a student has "N" warning letters in more than one course will also be counselled by the Deputy Principal. Head Teacher and/or Deputy Principal intervention will lead to a phone call home and/or a meeting to determine how the student can redeem the work and negate the 'N' warning.

A student who is issued with a non award in a mandatory course will not be eligible for a RoSA. A student who is given a non award in an elective course retains eligibility for the RoSA provided that all other requirements are met. A student issued with a 'N' award for a course can appeal the decision through the Principal of the school.

Issuing a 'N' award is a significant step for the school to take. It generally impacts Year 10 students as they complete their RoSA pattern of study. However, as 200 hour courses run over two years the work completed each year is connected. Students who complete a 100 hour elective course in Year 10 cannot easily redeem any issue(s) in Year 10. This means that Year 10 students must work with diligence and sustained effort across the whole of Stage 5.

Allocation of a grade for the RoSA

Courses completed in Stage 5 that contribute to the award of the RoSA will be noted on the transcript with an achievement grade. This grade will be awarded to the student based on their performance in the course as assessed against course specific descriptors. The descriptors developed by NESAs describe increasing levels of achievement within an A to E scale for all course except Mathematics. Mathematics has a separate grading system as students are assessed in one of the three Mathematics levels.

Courses assessed over two years are termed 200 hour courses. Courses assessed for one year are termed 100 hour courses. Students may complete a 100 hour course in Year 9 or Year 10. Mandatory courses are all 200 hour whilst elective course can be studied as 200 hour or 100 hour.

In all cases the teacher of the course in consultation with the Head Teacher will use the school assessment to determine the appropriate grade for the student. The grade will be entered on the NESA grade site and stored until the student requests a copy of their RoSA.

The table shows an excerpt from the English performance descriptors around student use of text. You can view the entire document for each course of the NESA website.

Grade A	through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts
Grade B	through close and wide study, responds to demanding, imaginative, factual and critical texts
Grade C	through close and wide study, responds to a range of imaginative, factual and critical texts
Grade D	demonstrates some ability to respond to a range of texts
Grade E	demonstrates some evidence of the ability to respond to a limited range of texts

Reporting

To inform students, parents and caregivers of student progress, the school issues Interim Reports within 4 weeks of students returning after summer break, Semester 1 reports towards the end of Term 2 and Semester 2 reports prior to roll over during Term 4.

Interim reports are designed to give parents an early snapshot of their child's progress. It does not provide for a comment and does not include any formal assessment advice. It is designed as a precursor for our first Parent-Teacher conference which is held in the middle of Term 1 each year.

Interim reports will provide parents with information on the following areas and an opportunity for staff to formally request an interview:

- Attendance in class
- Is responsible and organised

- Is respectful and cooperative
- Is engaged in class activities
- Satisfying course requirements

Formal reports for mainstream courses distributed each semester will be based on student performance in class and assessment tasks. They include:

1. Overall grade which is an average of all the grades achieved in the course outcomes shown on the report.
2. Grades for course outcomes based on results achieved by the student in assessment tasks assessing that particular outcome.

3. Learning and social profiles based on what students display to their teacher(s) in that course:

- Behaves in a polite and respectful manner
- Is responsible by being punctual and ready for class
- Works co-operatively and safely in classroom
- Actively involved in lessons
- Completes all set tasks by the due date
- Has a positive attitude towards self-improvement

The school uses an A to E reporting system as designated by the Department of Education. All assessment tasks have a marking guideline that indicates to students how they will be assessed. This guidelines links marks achieved in the task to a corresponding grade. Tasks are designed to differentiate student performance with an 'A' being a significant achievement. As students progress through stages, achieving grades will become more difficult as expectations are raised.

The standard of achievement corresponding to each level of the grade scale is shown in the table below. The final grade for each report outcome corresponds to the accumulated assessment mark from several assessment tasks.

Outstanding Achievement	A	The student has extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.	85 to 100
High Achievement	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills in most situations.	70 to 84
Sound Achievement	C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills	55 to 69

Basic Achievement	D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	40 to 54
Limited Achievement	E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	0 to 39

Formal reports for Life skills courses use a different reporting criteria as life skills students are assessed against life skills course outcomes using adjusted assessment practices.

Our school reports student achievement against course outcomes using the following terms; **Independent, Frequent, Occasional and Beginning.**

These terms indicate the degree or frequency to which the student demonstrates they can achieve the course outcome.

Independent: The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.

Frequent: The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.

Occasional: The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.

Beginning: The student has existing prior knowledge and/or necessary pre skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

Below is an example of these criteria being used to report on a student’s progress:

Knowledge and Skills

Learning Areas	I	F	O	B
Articulate understanding through speaking, listening, reading, writing, viewing and representing			✓	
Use language to shape and make meaning according to purpose, audience and context				✓
Think in ways that are imaginative, creative, interpretive and critical			✓	
Express themselves and their relationships with others and their world				✓

I - Independent **F** - Frequent **O** - Occasional **B** - Beginning

The life skills report includes the same personal profiles as a mainstream report as the general attitudes and qualities for student success are the same for all students.

- Behaves in a polite and respectful manner
- Is responsible by being punctual and ready for class
- Works co-operatively and safely in classroom

- Actively involved in lessons
- Completes all set tasks by the due date
- Has a positive attitude towards self-improvement

Faculty information to follow:



AGRICULTURE ASSESSMENT SCHEDULE



**CHILD STUDIES
ASSESSMENT SCHEDULE**



COMMERCE
ASSESSMENT SCHEDULE



COMPUTING TECHNOLOGY



DRAMA
ASSESSMENT SCHEDULE



ENGLISH
ASSESSMENT SCHEDULE



FOOD TECHNOLOGY ASSESSMENT SCHEDULE



GEOGRAPHY ASSESSMENT SCHEDULE



HISTORY

ASSESSMENT SCHEDULE



**INDUSTRIAL TECHNOLOGY METAL
ASSESSMENT SCHEDULE**



INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT SCHEDULE



MATHEMATICS
ASSESSMENT SCHEDULE



PHOTOGRAPHY & DIGITAL MEDIA
ASSESSMENT SCHEDULE



PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)
ASSESSMENT SCHEDULE



**PHYSICAL DEVELOPMENT HEALTH PHYSICAL EDUCATION (PDHPE)
ASSESSMENT SCHEDULE**



SCIENCE

ASSESSMENT SCHEDULE



VISUAL ARTS
ASSESSMENT SCHEDULE