



Sathya Sai College

Year 7-10

Assessment Policy

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School Philosophy

Vision

“Character Development with Academic Excellence” has been the governing principle of all endeavors in the school. The school at every step, big or small, is guided by the comprehensive education philosophy of Sri Sathya Baba who emphatically advocates, “Education should be for life; not for mere living.”

Mission

The relentless pursuit of the school is:

To lay the foundation of a noble character in young minds by instilling in them the eternal and universal values of brotherhood, patriotism, sacrifice and moral integrity so that they grow up as ideal leaders who can shape the destiny of the nation and the world.

Objectives

True education should produce a balanced personality in which intellectual, emotional and spiritual values are harmoniously developed. Therefore, all learning programs in the school are structured to inculcate learners in the qualities of:

- Self-confidence, self-reliance and self-discipline
- Mastery of all expectations prescribed by New South Wales Education Standards Authority
- Kindness, tolerance and an appreciation for the unity of all faiths and cultures
- Academic and social skills leading to human excellence
- Communication and interpersonal skills
- Selfless service to society
- Positive thoughts, words and actions
- Reverence for parents, elders and the dignity of all people

To fulfil our mission, we aim to:

- Work together with the wider college community to create an environment, culture and ethos permeated by the active practice of the five inherent human values in daily life: Truth, Right conduct, Peace, Love and Non-Violence
- Select competent staff with good character and support them in being excellent team members and examples of the human values in practice
- Maintain a student population that reflections local and national culture
- Provide a curriculum that meets school accreditation requirements and integrates the philosophy of Sathya Sai Educare using applying an integrated pedagogy
- Provide the environment, resources and opportunity for each child to achieve their academic potential
- Provide education which is experiential and transformational in character, in addition to imparting knowledge and skills
- Encourage unity of thought, word and deed
- Develop and active social conscience in students and an inclination to provide service to others

General information for 7-10

Eligibility for a RoSA (Year 10)

To be eligible for a ROSA, students must have:

- Completed the mandatory curriculum requirements for Years 7-10.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the *Education Act*.

Stage 4-5 Curriculum Pattern

To receive a RoSA, students must attend school until the final day of Year 10. They must also complete the following mandatory Years 7-10 curriculum requirements.

- **English:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Science:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Languages Other than English:** 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- **Technological and Applied Studies:** Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. We expect that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
- **Personal Development, Health and Physical Education:** Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

Students who don't qualify for a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.

Changing Your Study Pattern

Changes to course selections will only be permitted in the first week of year 9 or 10 and are subject to course numbers. If students wish to request a change, they must do so in writing and address their request to the Principal. Changes will be granted at the Principal's discretion after a meeting with the Principal or their representative.

Satisfactory completion of a course (RoSA)

In order to be deemed to satisfactorily have completed a year 10 course, students must:

- Follow the course developed or endorsed by NESAs
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course, including classwork
- Make a genuine effort to complete all assessment tasks
- Achieve some or all of the course outcomes

Although attendance is not a requirement of satisfactory completion, poor attendance is likely to affect a student's ability to meet course completion criteria.

Where students have been awarded a "zero" mark for non-submission of assessment or for malpractice, and these "zero" marks account for more than 50% of coursework, the student has not achieved satisfactory completion.

Where students are at risk of not meeting the requirements for satisfactory completion, they and their parents will be notified of the risk in writing in time for them to successfully meet requirements.

If students do not meet requirements as stipulated in the Warning Letter(s), they may receive an N Determination for that course and may not be eligible for their RoSA. Students may appeal an N Determination to the Principal, in writing, as detailed in the Appeals and Reviews section below.

Attendance

Attendance at school is both a legal requirement for children under the age of 17 (unless alternative legal requirements are met).

At Sathya Sai College, it is expected that students attend school regularly and punctually and that parents/guardians assist students to attend.

- All students are expected to maintain a minimum of 85% attendance.
- Applications for a Certificate of Extended Leave must be made to the Principal a minimum of 4 weeks before the state date of the proposed leave. Leave is granted at the discretion of the Principal and may have certain conditions which students must meet.
- Students must attend all classes on any day prior to an assessment item being due, except where a medical certificate is provided.
- Where students are unable to attend on the date of assessment, assessment must be submitted or a medical certificate provided.

Students who do not meet attendance requirements are at risk of failure and may be called to discuss their continued enrolment with the Principal of the school.

Where students have missed class for whatever reason, it is the student's responsibility to approach their teacher and seek any work missed. The same applies to assessment items. Missed work and assessment are to be made up in the student's own time except where otherwise specified by the class teacher.

In the case of prolonged absence, students should request work be sent home for completion.

For further details regarding attendance requirements, please refer to the school Attendance Policy available online.

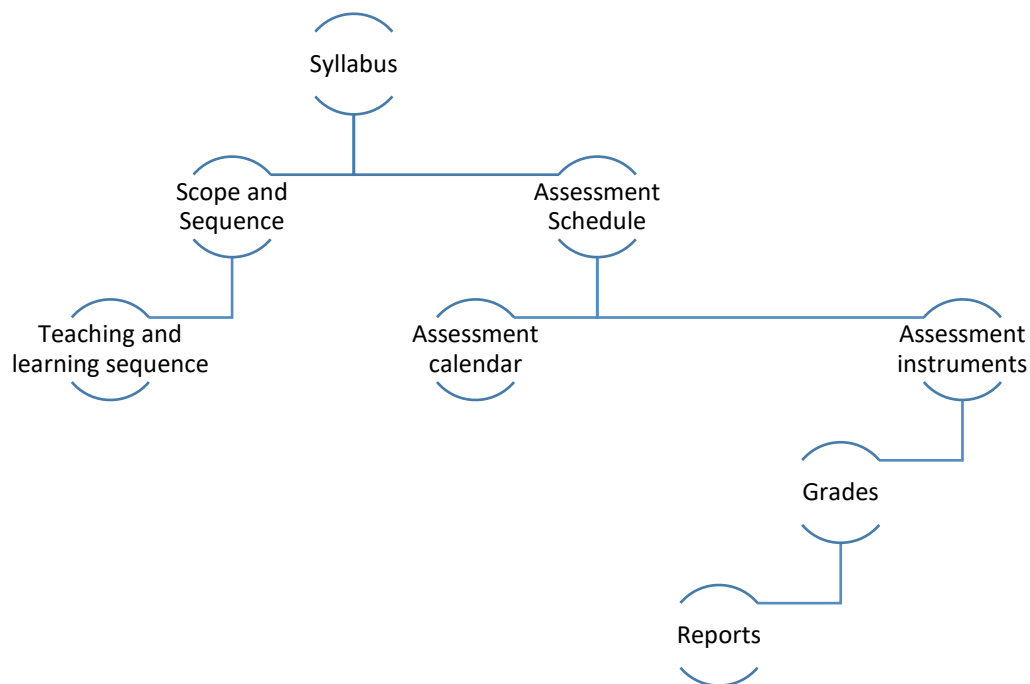
The Principles of Assessment

The Purpose of Assessment

Assessment is the process that teachers use to gather information and make judgements about student learning. Assessment is designed to complement the teaching program and is a key part of learning. Assessment provides a measure of student achievement in relation to course outcomes at a given point in time. It is a process that takes place over time and determines students' knowledge and understanding of content and ability to apply subject-specific skills. It is used to determine individual performance and to give an indication of achievement relative to others. Assessment is a continual process that takes place throughout the course of study.

Assessment instruments and policies have been designed to give equitable opportunities for all students to demonstrate their achievement of course outcomes. While individual needs and circumstances will be taken into account, decisions regarding extensions and adjustments will be made with the intention of avoiding disadvantaging any individual student or group of students. All assessments and policies are designed to give equal opportunity to all students in the course.

How Assessment Is Designed



Assessment Instruments

An assessment instrument is a formal assessment task. The grade awarded on completion of the assessment instrument will go towards the student's final grade for the current grading period of that subject.

Assessment instruments may use a range of assessment strategies depending upon subject requirements and recommendations, including tests, practical tasks, oral presentations, research projects, process diaries and other formal assessments. Assessment tasks may be completed in class, at home or in a combination of classwork and homework. The purpose of any assessment instrument is to provide students with the opportunity to demonstrate their level of achievement in the outcomes of the course.

Formal assessment (assessment instruments) is used in conjunction with assessments for learning throughout the course of study. Assessments for learning are a key part of study and of meeting course requirements but do not influence outcome grades.

Providing Feedback

Feedback on assessment items is provided to students in a timely manner. It will provide information about student achievement in relation to course outcomes and focuses on providing meaningful information about student learning and about how students can improve.

Written feedback is provided on all formal assessment instruments and students are given the opportunity to seek clarification from their teacher and to discuss their grades.

Teachers use feedback to inform further teaching and learning opportunities.

Written or verbal feedback may also be provided on assessments for learning as appropriate.

Arriving at a Grade

All assessment tasks will be graded using a standards-referenced approach. Instrument-specific marking guides, with clear descriptors based explicitly on task requirements, will be provided with for all tasks. These marking guides reflect syllabus outcomes and state what students are expected to know, understand and do in order to judge how well they have achieved. Clear standards for student work at different levels of achievement are provided. Students will be given the opportunity to seek clarification from their teachers on the marking guide.

Student achievement in assessment tasks is graded based on the marking guide. The grade awarded is based on actual performance, not potential performance, and external factors such as illness or personal circumstances cannot be taken into account. Effort or application are also not taken into

account when awarding a grade. Feedback is provided to students in a timely manner and students have the opportunity to seek clarification or make an appeal.

Moderation will be used to ensure the consistency of judgements with published standards. Teachers moderate judgements by comparing student work samples with samples aligned to grades A to E.

All tasks are assessed on a common grade-scale. The scale describes performance at each of the five grade levels.

An estimated grade based on prior work will not be awarded except under exceptional circumstances and at the discretion of the Principal.

Common Grade Scale

Grade	Percentage grade	Performance Descriptors
A	88-100%	The student demonstrates extensive knowledge 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.
B	75-87%	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 to most situations.
C	50-74%	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.
D	30-49%	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	0-29%	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

Appeals and reviews

Students have the opportunity to request a review of their grade for any assessment. Students are advised to first speak to their teacher and ask for an explanation of the mark awarded. If this explanation is not satisfactory, students have 2 days to submit an appeal to the Principal in writing and supported by reasons for the appeal. The Curriculum Coordination Committee will then review the mark. Students should note that on review their mark may be affirmed, lowered or raised. After the review, students have 2 days to lodge any subsequent appeals with the Principal.

Students and parents/guardians are also encouraged to raise concerns with the subject teacher, and this being unsatisfactory to resolve issues, with the Principal, with regard to:

- Misadventure
- Concerns about the Notification of Assessment, grading or weighting of tasks

- Perceived inequity of the task or processes to ensure all students have equal opportunity to accurately demonstrate their achievement of course outcomes.

Final Grades

At the end of year 10, students also have the opportunity to apply to the school for a review of the RoSA grade awarded in any course, where they believe the final grade is incorrect.

Students applying for a review must provide full and detailed reasons for the review in writing, submitted to the Principal or Curriculum Coordinator.

Any review will be carried out by the Curriculum Coordination Committee and the Subject teacher after the last examination. They will examine all relevant material, check for any errors and ensure that assessments meet NESA requirements and school policies, as well as subject programs, components and weightings. Any calculations will also be examined.

If the review finds that the assessment process has been satisfactorily undertaken, the grade will be upheld. If the review finds an error, steps will be taken to adjust the students' result accordingly. Students should note that grades can be adjusted up or down on the basis of a review.

A record will be kept of all reviews and sent to NESA. Students may make a further appeal to NESA, within the timeframe required by NESA, should the original review fail to satisfy the student.

The review process will not concern itself with marks awarded to individual assessment tasks. Students should follow the appeals process detailed above, within 2 days of receiving a grade on their assessment task, should they have concerns about an individual assessment.

Sathya Sai College Assessment Policy and Procedures

All assessment policies and procedures as outlined in this handbook and carried out by the school align with NESA policies and procedures for assessment in Stage 4-5.

Adjustments

Adjustments to assessment items may be made in order to provide equitable opportunities to students with special education needs.

Students with special education needs include those with a disability, learning difficulty or learning disability. As based on *The Disability Discrimination Act 1992*, disabilities, learning difficulties and learning disabilities may include, but are not limited to:

Examples of disabilities include:

- Learning difficulties or disabilities
- Intellectual disabilities
- Mental illness
- Autism Spectrum Disorders

- Sensory impairment
- Physical disabilities
- Speech and language disorders
- Chronic illness

Students or parents/guardians should contact the school in order to discuss adjustments and provisions. It is important to note that they may be required to provide evidence of the disability in the form of a doctor's or psychologist's report. Adjustments must be sought in advance of assessment items being complete.

Adjustments to assessment may include:

- Additional time
- Rest breaks
- The use of a reader, scribe and/or specific technology
- Rephrasing questions to use simplified language or alternative formats
- Allowing alternative formats for responses, such as dot points, scaffolded structured responses, short objective questions and oral responses or presentations

Further information about Adjustments and Disability Support Provisions can be found in the school Disability Provisions Policy.

Organisation of Assessment

Student requirements

All formal assessment items are compulsory for all students.

Assessment schedules

At the beginning of each term, students will be provided with an Assessment Schedule of their formal assessment tasks for each subject.

These Assessment Schedules include important information including:

- The nature of each formal assessment instrument
- When each task is due
- The relative weighting of each assessment instrument

Notice of Assessment

Students will receive a Notice of Assessment a reasonable period before the submission date for a task, usually two weeks. All students should receive the Notice of Assessment at the same time. Where a student is absent from the lesson where the Notice is given, it is their responsibility to seek the Notice from their subject teacher.

The Notice of Assessment will include:

- Instrument details, including:
 - The type of task
 - The topic
 - The format that should be used to complete the task
 - How the task should be submitted
- The date the Notice of Assessment was given
- The due date and time
- The components on which the task is assessed, as well as their relative weightings if applicable
- The weighting of the task in the course of study

A task-specific marking guide and any relevant instructions for the completion of the task will be included with tasks which are not examinations or tests.

The Notice of Assessment for any task which is not a test or examination will also provide a Monitoring date. On this date, students will be required to provide a draft or show progress towards completion of the assessment task. Where satisfactory progress has not been made or students are not on track to complete the task by the due date, a Letter of Notice will be sent to their parent/guardian.

Submission Requirements

All assessment tasks are compulsory for all students.

Assessment tasks should be completed and submitted on or before the due date and time. Assessment is submitted to the subject teacher unless otherwise advised.

Assessment tasks must be submitted in hard copy with a Notice of Assessment unless otherwise specified by the subject teacher. If the student has lost their Notice of Assessment, it is their responsibility to print a copy or photocopy another student's.

Where a declaration or self-assessment are included, these must also be completed prior to submission.

Performances and speeches

All general submission requirements also apply for performances and speeches.

All students must be prepared to perform or give their speech on the due date, whether or not they are scheduled to do so. Where the task has a written component, this must be submitted on the due date even if the performance or speech may not take place until a later date. No changes can be made to the work after this date.

Teachers may choose to randomly select students to perform or may use a pre-determined order for performances/speeches. Unless other arrangements have been negotiated by the student or the students' parents/guardians, all performances and speeches must be completed at the scheduled date and time.

Students will not be excused from speeches or performances due to anxiety etc without a signed advisory from their current psychologist or psychiatrist.

Examinations

Unless other arrangements have been negotiated by the student or parents/guardians, in-class assessments, tests and examinations must be completed at the scheduled date and time. Excuses such as misreading the examination timetable or missing the bus will not be considered and students will be awarded a "zero" for missed examinations except where Illness/Misadventure can be proven.

Where students are late for an examination, they are advised to attend the examination as soon as possible and to provide an Illness/Misadventure Form immediately after the exam with a verifiable reason for tardiness. If students arrive more than 30 minutes after the examination has begun, they are advised to proceed immediately to the Principal or their representative. Where the tardiness is not satisfactorily explained, late penalties may apply.

or the student may be given a “zero” grade.

If a student is ill on the date of an examination, the school should be notified prior to the examination period. A Medical Certificate or valid explanation must be provided on the student’s return to school and arrangements will be made to make up the assessment.

If a student feels ill during an examination, they should notify the examiner and attempt to complete the exam to the best of their ability. A Medical Certificate or valid explanation by parent/guardian should be supplied as soon as possible after the exam, covering the exam date. In this case, uncharacteristic performance in the exam will be considered as the result of illness at the discretion of the Principal.

Formal examinations are a compulsory assessment task and will not be rescheduled for individual students without the special permission of the Principal. Permission must be sought ahead of time through the Extension Application Form. Applications based on employment, travel and non-school activities will not be considered except in the case of seen examinations.

Examination rules:

1. Arrival
 - a) Students must arrive on time
 - b) Students will not be permitted to enter the exam venue 30 minutes after the beginning of the exam
 - c) Extra time will not be provided to students who arrive late
2. Conduct
 - a) No talking in the exam venue, including during entry and exit, except if asking a question of the examiner
 - b) Students are to remain seated and facing the front at all times
 - c) Students may ask questions of the examiners by raising their hands and waiting. However, examiners will not answer any questions about the content of the exam.
3. Equipment
 - a) It is the student’s responsibility to bring all necessary equipment into the exam venue
 - b) Equipment with notes of any kind (e.g. a calculator case with formulas) will result in the student being awarded a zero mark for that exam for cheating
 - c) Students are not permitted to borrow equipment from others or from the examiners once inside the venue
4. Toilets
 - a) Students should use the bathroom before the exam.
 - b) No bathroom breaks will be provided unless a Medical Certificate is provided to the Principal prior to the exam period.
5. Leaving the venue
 - a) Students are not permitted to leave the exam early. Any remaining

time should be used to review and improve responses.

6. Misconduct

- a) Any form of cheating will result in a zero grade
- b) Talking or communicating in the exam venue, except to an examiner, will result in a 20% deduction of the grade on the first warning and a zero grade if it occurs a second time
- c) A non-serious attempt at the exam will result in a zero grade
- d) Being in the possession of a phone, MP3 player or internet compatible device in the exam venue will result in a zero grade

Absence

Where the student knows prior to the date of assessment that they will not be present, they must notify the class teacher ahead of time and negotiate alternative arrangements. Except in the case of examinations, extended absences, or exceptional circumstances, students will be required to submit the assessment item ahead of time.

Where student is unable to attend school on the due date of an assessment task, a relative or friend may submit the task to the main office or the class teacher by the due date and time. Assessment items which are not submitted by the due date and time will be recorded as late submissions (see below). Alternatively, the task may be emailed to the class teacher by the due date and time. Where work has been emailed, the student is required to submit an identical hard copy of the work immediately on their return to school.

Where students are absent and fail to submit the assessment task by the due date and time, late penalties will apply unless students produce a Medical Certificate or valid explanation from a parent/guardian and the task on the student's next day of attendance.

Where students are absent the day prior to, the day of an assessment or the classes before an assessment is due, they will be required to provide a Medical Certificate or another independently verifiable, genuine and acceptable reason for the absence complete with a Misadventure form. If the student is unable to provide a Medical Certificate of genuine reason for absence, they will be penalised by 20% of the total available marks in order to ensure equitable preparation is available to all students.

Late submission

Students are required to submit assessment tasks at the due date and time, or the task will be penalised as late.

Late penalties for Stage 4 (year 7 and 8) are applied at a rate of 20% of the marks available per day.

Late penalties for Stage 5 (year 9 and 10) are applied at a rate of 50 % of the marks available per day.

If a task is due at the beginning of a period and it is submitted later in the period or later in the day without a verifiable reason, late penalties will apply.

In special circumstances, where a student is unable to complete or submit an assessment task by the due date and time, consideration may be given for an extension. This must be sought in writing using the Misadventure form and submitted to the Curriculum Coordinator.

Non-submission

All assessment items are compulsory for all students. A non-submission of assessment does not indicate satisfactory application to the Preliminary or HSC course.

Failure to submit an assessment task will result in the task being awarded a “zero” grade. This may significantly impact the student’s ability to demonstrate satisfactory achievement of course outcomes.

Parents/guardians will be notified of a student’s failure to submit a task in the form of an official Non-Submission Letter.

Students will be required to submit the missed task and it will be subject to late penalties if applicable or receive a “zero” grade.

Incomplete submissions

Incomplete assessment tasks will be graded against the marking criteria and count towards the student’s final grade. If students submit additional components of an assessment task after the due date and time, late submission penalties will apply to the whole assessment item.

It is the student’s responsibility to check that the assessment task they submit is complete – mistakes and printer malfunctions leading to missing pages etc will not be considered a sufficient excuse for incomplete submissions.

Misadventure and illness

In special circumstances, where a student is unable to complete or submit an assessment task by the due date and time, consideration may be given for an extension. Extensions must be sought using the Extension Application Form.

Illness must be supported with a Medical Certificate or valid explanation from a parent/guardian. Where a student is ill on the day the assignment is due, the student is expected to submit the assignment with a Misadventure Form and Medical Certificate/ letter from parent/guardian immediately on return to school. Illness in the week preceding the assessment due date will not, in most cases, be considered sufficient grounds for an extension.

In the case of Misadventure, students must be able to give an independently verifiable, genuine and acceptable reason for failure to submit an assessment at the due date and time. Technological issues

(see below) are not generally considered an acceptable reason. Car problems and missing the bus will not generally be considered acceptable reasons for late submission. Only in exceptional circumstances like illness in the family will Misadventure be considered sufficient grounds for an extension.

Extension

Extensions must be sought at least 3 days prior to the due date except in the case of extenuating circumstances, e.g. unexpected illness or injury. For general extensions, the Extension Application Form must be submitted to the Principal (or their representative) with student work up to that date. For late submissions and unexpected circumstances within 3 days of the due date, the Illness/Misadventure form must be used.

Where an extension is sought, students must show evidence of work completed towards the assessment task. Whether students have been on track up until the extension application will be considered when deciding whether or not to grant the extension.

Extensions of time are generally only given in special circumstances such as extended or unexpected illness or external factors outside of the students' control that impact a significant period of time prior to the submission date.

Extensions are granted or declined at the discretion of the Principal and students are advised not to count on their request being granted while waiting for a decision.

Technological issues

Computer, printer or other technological issues will not generally be considered an acceptable reason for late submission or non-submission of a task.

It is the responsibility of the student to ensure that documents and files are frequently saved and are stored in more than one location, e.g. on a laptop and on a USB, hard drive or external server (online or at school).

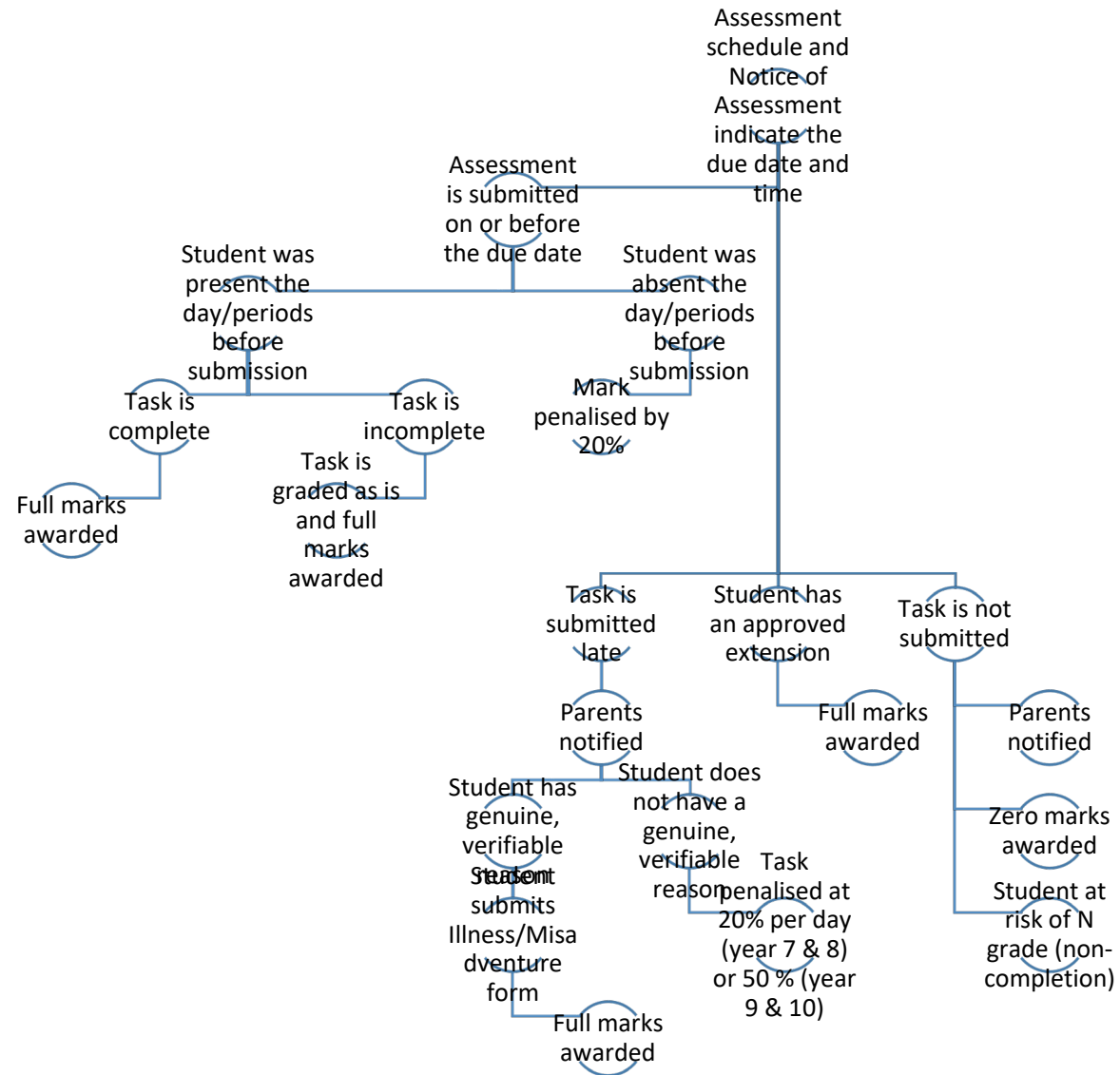
Appeals

Should students believe that they have been treated unfairly with regard to late/non-submission, illness, misadventure or an extension request, they have 5 days to make an appeal. Appeals must be made to the Principal in writing, with supporting documentation. Decisions of the Principal are final in these matters. The Principal may take the advice of the subject teacher or the Curriculum Coordination Committee as they see fit.

Students should be aware that these issues are judged on a case by case basis and that the reasons for granting extensions to other students may not be known to them. In all cases, every effort is made to provide equitable opportunity to *all students* in a course to demonstrate their achievement of course outcomes. Therefore, extensions will be granted in order not to disadvantage an individual

student *only when* these extensions can reasonably be expected not to disadvantage others in the course who have met assessment requirements such as due dates. In granting extensions, advice of the classroom teacher may be sought and student work to date and application to the task, where observable by the teacher, will be considered in granting or declining applications in addition to the verifiability of reasons for extension etc.

Submission Process



Malpractice

What is malpractice?

Malpractice may take a number of forms, to be determined by the Principal, including:

- Plagiarism

Plagiarism is presenting work as your own when it is not. There are different degrees of plagiarism, including: presenting someone else's work as yours; using sections of text from one or more sources as part of your own; copying the structure of someone else's work; stating someone else's ideas as your own; using someone else's words without appropriate acknowledgement; paraphrasing someone else's words or thoughts without appropriate acknowledgement; changing someone else's work in a superficial or more substantial way in order to make it seem like your own. Consequences for plagiarism may vary depending on the degree of malpractice, as determined by the Principal.

- Cheating

Cheating includes but is not limited to: copying from someone else in an exam or test; taking notes, diagrams or other prohibited items into an exam or test, whether or not you were aware the item was prohibited; storing notes or similar in a bathroom and using these during an exam or test; talking to or communicating with another student during an exam or test, including on a bathroom break; having or using a mobile phone, MP3 player or internet compatible device in an exam or test; sharing answers in an exam or test; discussing an assessment item such as an exam or test with a student who has not yet completed it; photographing or otherwise copying an exam or test and using this to improve your own or others' performance in the assessment item; giving yourself unfair advantage in an exam or test by any other dishonest means.

- Collusion

Collusion involves working with another student or students in order to deceive others. This may include: working closely with another student on individual assignments so that your work has substantial similarities; sharing answers; writing another student's assessment task for them; working as a class group to otherwise skew or undermine the principles of assessment.

- Disruption

Any disruption to performances, speeches, examinations, tests and in-class assessments, including talking or the failure to follow teacher/examiner instructions, may be viewed as malpractice, in particular where it effects the concentration and capacity of others to perform to the best of their ability.

- Seeking or accepting inappropriate support

Inappropriate support includes, but is not limited to: buying assignments or paying others to complete assignments; allowing others to play a substantial role (as determined by the Principal) in conceptualising, planning, writing or creating assessment items. While students are allowed to seek tutoring, allowing tutors to write an assignment for students is not acceptable and all work must be the student's own.

In order to ensure that all work is the student's own, students are required to work on assignments in dedicated class time and under teacher observation.

What is a non-serious attempt?

A non-serious attempt at an assessment task is a failure to make a reasonable effort to complete the task to the standard of which a student is capable, as judged by the Principal or subject teacher.

Non-serious attempts may include:

- Failure to complete some or all sections of a task
- Failure to attempt the majority of questions in an exam. Attempting only multiple-choice and short answer questions is not sufficient and may be judged a non-serious attempt.
- Inclusion of frivolous, objectionable or clearly irrelevant material in an assessment item
- Failure to meet task requirements including completing the task or part of the task to a very low standard, or in an inappropriately brief or superficial manner.

What are the consequences of malpractice and non-serious attempts at assessment?

In the case of malpractice or non-serious attempts at assessment items, students will be penalised and parents/guardians will be notified. The school Discipline Policy will also be applied and the misconduct may result in a Reflection, Suspension or Expulsion depending on the nature of the offence.

Where malpractice occurs, students will be awarded a zero grade. Ignorance of policies and procedures is not considered an excuse for malpractice and will not be considered grounds for appeal.

The exception to this is in the case of plagiarism. In the case of plagiarism, where over 75% of work is the student's own, students will be awarded a grade for the proportion of the task which is their own. This grade will be penalised by 20%.

In the case of a non-serious attempt at an examination or assessment task, students will be awarded zero marks for that task regardless of whether some elements of the task have been completed to a satisfactory standard.

In the case of penalisation for malpractice or non-serious attempts at an assessment item, appeals can be made in writing with supporting evidence to the Principal within 5 days of the assessment taking place.

Recording Student Achievement

Recording grades

In addition to keeping their own records, subject teachers will record student marks in the Student Folios and in the Student Markbook stored on the school server or on Sentral.

The subject teacher is responsible for collecting tasks to ensure accurate recording/receipting of the time and date that the student submits the task, and applying penalties to the final grade where appropriate. Late and non-submission will also be recorded in the Student Markbook or on Sentral.

Keeping a record of work

For each subject, formal assessment tasks including the Notice of Assessment and Marking Criteria with written feedback will be kept by the subject teacher and filed in the Student Folio. These folios are essential for verification of work for RoSA. They provide evidence of student engagement in learning and of student progression over time. Where assessment tasks cannot be stored, for example artworks or performances, physical evidence of the task in the form of photographs, video or a written component may be provided.

Student Folios are stored in the records cabinet in the staff room and are available for review by students and parents on request.

Where assessment tasks are submitted in digital form, the teacher may choose to keep a Virtual Folio in a designated place on the school server.

Curriculum Coordination Committee

The Curriculum Coordination Committee, made up of the Curriculum Coordinator, the Principal and a teacher representative, will be responsible for monitoring student engagement in learning and student progression over time. The Committee will meet once a semester for this purpose. They will review student workbooks from each subject for engagement, consistency of learning, progression and teacher feedback, where appropriate.

The Curriculum Coordination Committee may also review assessment tasks and policies, reasonable adjustments to assessment instruments and requirements, grades where the student has asked for a revision and any other relevant incidents where students have made an appeal against a decision.

Reporting Student Achievement

Student achievement is reported each grading period against course outcomes using the common grade scale. Student reports will include a written comment from the subject teacher outlining student achievement against course outcomes, opportunities for improvement, feedback on course work and progress towards meeting course requirements.

Reports will be sent to families at the end of each grading period.

Year 7-10 Grading Periods		
Grading Period 1	Semester 1	The reported mark is based on assessment tasks completed within the period
Grading Period 2	Semester 2	The reported mark is based on all assessment tasks completed within the year of study

Reported grades are based on performance in formal assessment tasks. Assessment tasks will take place throughout the course of study in order to provide an accurate measure of student achievement over time. Each assessment task has a weighting determined by the subject teacher in accordance with course requirements and which can be reviewed in the subject Assessment Schedule. The weighted assessment task grades are used to calculate an overall mark which aligns to the common-grade scale. Course performance descriptors are then reviewed and adjustments are made on the consideration of the overall picture of student achievement where students are near the grade cut off.

Although attitudes and values may be reported on separately, they do not count towards subject grades.

Monitoring Student Progress

Feedback

Feedback is a key part of the teaching and learning process and is used by teachers to support student learning. It is provided by the class teacher in written and verbal forms throughout the course of study. Feedback may be provided on class work, assessment as learning, assessment for learning, practice assessment and assessment tasks in progress, in addition to formal assessment. It may also take the form of self-reflection and peer-feedback. Feedback helps to clarify misunderstandings, consolidate student strengths and provide advice for improvement.

Parent-Teacher Interviews

Parent-teacher interviews are held twice a year, at the beginning of Term 2 and the beginning of Term 4. Bookings can be made through the Sentral App and through the office. All parents are welcome at the interviews. Attendance will be requested by the teacher where concerns are held about a student's progress.

The interview process is intended to provide an opportunity for parents/guardians and teachers to work together collaboratively to support student learning and achievement. These interviews provide parents with an opportunity to ask questions about reports and about student progress. They are also a forum for teachers to raise concerns, identify student strengths and provide suggestions for improvement.

Parent-Teacher Communication

At Sathya Sai College, we strongly believe in working collaboratively with parents/guardians and students to support learning and achievement. If they have any concerns about their student or questions about the educational program that we offer, parents/guardians are strongly encouraged to contact the relevant subject teacher, the Wellbeing Coordinator, the Curriculum Coordinator or the Principal.

Important information about student progress, and in particular Letters of Notice regarding unsatisfactory progress, late submission, non-submission, zero grades and failure to meet course requirements, will be provided to parents via email or, if a valid email address is not provided, sent home with their student. These letters are intended to support student progress and parents/guardians are expected to both send acknowledgement of their receipt by return email or by signing written letters, and to address the issues with their student.

Parents/guardians are also encouraged to communicate with the class teacher in order to voice concerns and discuss how best to support their student both in class and at home.

Monitoring date

Where students are undertaking an extended assessment task, the Notice of Assessment will advise students of a monitoring date. At this time, students may be required to submit a draft of their assessment or to show their work to this date. If this work is not satisfactory or does not indicate

that students are on track to completing the assessment item to a satisfactory standard by the due date, parents/guardians will be advised in writing through a Letter of Notice.

Non-submission

Where students fail to submit an assessment item at the due date and time, parents/guardians will be advised in writing through a Letter of Notice that details the penalties for late and non-submission of the assessment item.

Parents/guardians will be advised of non-submission on the due date or the day after so that students will still have the opportunity to make a late submission and be penalised as outlined in this document.

Late submission

Where students submit an assessment item after the due date and time, parents/guardians will be advised in writing through a Letter of Notice of the penalties that apply to this assessment item for late submission.

Malpractice and non-serious attempts at assessment items

Where students engage in malpractice or fail to make a serious attempt at an assessment item, parents/guardians will be notified through a Letter of Notice. In addition, a meeting will be arranged with the parents/guardians to discuss the misconduct. The school discipline policy will also be applied and may result in a Reflection, Suspension or Expulsion depending on the nature of the offence.

Zero grades

Where students receive a zero grade due to non-submission, malpractice or a non-serious attempt at an assessment item, they will receive a zero grade for this assessment item. Parents/guardians will be advised in writing of the zero grade through a Letter of Notice detailing the potential risk this grade poses to the students' satisfactory completion of the course.

Monitoring student eligibility for RoSA

Each year, the Curriculum Coordinator will review the school timetable to ensure that students are meeting RoSA requirements for subjects and hours.

Each term, the Curriculum Coordinator will review student grades and progress to ensure that students are complying with the requirements for eligibility for the award of RoSA.

In the case that a student is failing to satisfy requirements, parents will be notified in writing and a meeting will be arranged with the Curriculum Coordinator, student, parents/guardians and Principal or Well-being Coordinator as needed.

Teachers are also expected to notify the Curriculum Coordinator should they identify a student who may be at risk.

Not satisfying requirements (RoSA- Year 10)

Where students are at risk of failing to satisfy course requirements, parents/guardians will be advised in writing as early as possible through a Letter of Notice and a meeting will be arranged with the class teacher in order to discuss ways to support students. Where an improvement is not made, a meeting will be arranged with the Principal in order to discuss continued enrolment in year 10.

Students that fail to satisfy course requirements will receive an 'N' grade (Non-Completion) for this course.