



Sathya Sai College

Stage 6

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 reflects 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 Stage 6

Stage 6 Eligibility

Students will only be eligible for enrolment in Stage 6 (year 11 and 12) where they have successfully attained their RoSA.

Students are only eligible to enroll in year 12 (HSC) subjects where they have satisfactorily completed the year 11 (Preliminary) course for this subject.

Stage 6 Curriculum Pattern

Stage 6 consists of 2 separate years of study: the year 11 course (preliminary) and the Higher School Certificate course (year 12). The year 11 course has a 3 Term duration (Terms 1, 2 and 3) and the HSC course has a 4 Term duration (year 11 Term 4 and year 12 Terms 1, 2 and 3).

Year 11	Year 12
Term 1	Term 4, Year 11
Term 2	Term 1
Term 3	Term 2
	Term 3
	Exams (Term 4)

In order to enroll in year 11, students must satisfactorily meet the requirements of RoSA.

Students must satisfactorily complete the year 11 course in a subject before going on to the HSC course in the subject. Satisfactory completion of any year 11 course will be determined by the school through an examination of student results, application and fulfilment of course requirements.

Students completing Mathematics Standard in year 11 will be required in Term 4 to elect to study either Mathematics Standard 1 or Mathematics Standard 2 in the HSC year.

The Stage 6 course of study also includes the compulsory Life Ready program (25 hours) to be completed in year 12.

Subject Selection

Students will select their course of study with reference to the Course Selection Handbook in Term 4 of year 10. They will be informed of all NESA requirements for completion of Preliminary/HSC at this time and of relevant subject-specific requirements.

Changing a Study Pattern

Changes to course selections will only be permitted in the first 4 weeks of year 11. 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 and where course numbers permit.

Changes from Advanced English to Standard English, Mathematics Advanced to Mathematics Standard 1 or 2 and from Mathematics Standard 2 to Mathematics Standard 1 may be granted at any time at the discretion of the Principal or their representative. Generally, any changes need to be finalized by June of the given calendar year.

Students have the option to drop a course at any time, provided they continue to meet the eligibility requirements listed below.

Leaving in year 11

Students who elect to leave school without completing their HSC year may be eligible for a RoSA based on their year 11 achievement (see below).

HSC and ATAR Eligibility Requirements

To be eligible for the HSC, students must study:

- At least 12 units (6 courses) in year 11
- At least 10 units (5 courses) in year 12
- At least 6 units of Board-Developed Courses
- At least 2 units of English
- At least 3 courses of 2 unit value
- At least 4 subjects
- No more than 6 units of science
- No more than 50 % of a student's course of study can be completed through an external provider

Students must satisfactorily complete all (6) of their year 11 courses in order to be eligible to study the HSC. An 'N' in one or more subjects will prevent students from transitioning to year 12 in that subject and may require the repetition of the course or an alternative course.

Satisfactory completion of the Preliminary (year 11) Course is required for students to be eligible to complete the HSC (year 12) course of any subject. Satisfactory completion is

determined by the school and is based on year 11 grades, assessment tasks, course requirements, application and attendance.

To receive their HSC, students must satisfactorily complete 10 units of HSC courses and meet minimum standard literacy and numeracy requirements by passing the online reading, writing and numeracy tests. They must also demonstrate satisfactory completion of 12 units of Preliminary courses in year 11.

Where a student has not studied a course satisfactorily, the Principal will submit to NESAs an Assessment mark incorporating marks for the tasks completed and a zero for each non-submission along with a Withholding of Certification for Unsatisfactory Completion of Year 12 form. Any candidate deemed to have failed to complete a course satisfactorily will be advised in writing by the school and may appeal to NESAs.

An ATAR score is required for school-leavers to be considered for entry to university without further study such as a bridging or certificate course. To be eligible for an ATAR, students must study:

- At least 10 units of Board-Developed Courses
- Only 1 Board-Endorsed or Category B course (e.g. SLR)

An ATAR is required for post-school pathways including:

- University entry
- QLD TAFE
- The Australian Defence Forces
- Australian Police Services

Satisfactory completion of a course – Year 11

In order to be deemed to satisfactorily have completed a year 11 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.

Except in exceptional circumstances to be decided at the discretion of the principal, satisfactory completion of 6 courses in year 11 is required to attempt these courses in the HSC. If students choose to leave after year 11, satisfactory completion of all 6 courses is also required for a Year 11 Certificate of Education (RoSA).

Satisfactory completion of a course – HSC

In order to be deemed to satisfactorily have completed a year 12 course, students must:

- Follow the course developed or endorsed by NESA
- 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.

Attendance

Attendance at school is both a legal requirement for children under the age of 17 (unless alternative legal requirements are met) and essential to successful completion of Stage 6 study.

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.

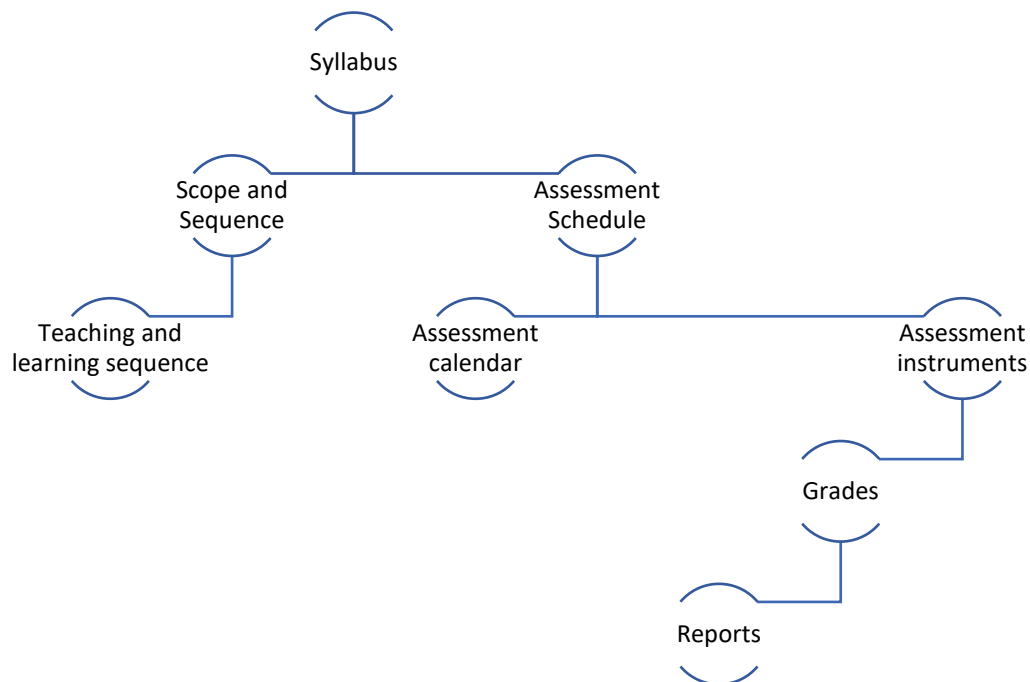
The Principles of Assessment

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 – Internal Assessment Tasks

All assessment tasks will be graded using a standards-referenced approach. Instrument-specific marking guides, with clear descriptors based explicitly on task requirements and course outcomes, will be provided with the Notice of Assessment for all tasks. Marking guides indicate the relative weighting of the different course components being assessed in each task and align with NESA specifications.

Task 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. Students have the opportunity to seek clarification or ask for a review.

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 certain levels of achievement.

In Preliminary and HSC, tasks are given a number grade that is based on their percentage weighting in the course.

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

Appeals and reviews

Students have the opportunity to appeal 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 and Rankings

At the end of year 11 and 12, students also have the opportunity to apply to the school for a review of the grades or rankings awarded in any course, where they believe the final grade or ranking 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 or ranking will be upheld. If the review finds an error, steps will be taken to adjust the students' result accordingly. Students should note that grades and rankings 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 student not be satisfied with the ruling.

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.

Assessment tasks that are invalid or fail to discriminate

Tasks may be deemed invalid or unreliable at the discretion of the Principal if:

- There are problems associated with administration such as:
 - Noise or disruptions
 - Errors in the task instructions or materials that are not or cannot be rectified prior to students completing the task and which make it impossible to accurately assess student achievement in the task
 - A confidentiality breach where students are made aware of examination/test contents through malpractice or error
- The task fails to discriminate:
 - There is not a reasonable spread of marks
 - There is no discrimination between students of higher and lower ability
- All or part of the task was created or conducted in a manner that has advantaged or disadvantaged one or more students
- The task is a practical task, such as an experiment, and produces data or results significantly different than what could be expected

Students are encouraged to raise any queries about the validity of a task with their class teacher. The teacher will then raise the issue with the Principal and a judgement will be made about the validity of the task by the teacher and the Curriculum Coordination Committee.

On the very unlikely chance that a task might be deemed invalid or unreliable, it may be replaced with an additional task that assesses similar outcomes. Sufficient notice will be provided for the completion of this task and the assessment schedule, including weightings, will be adjusted accordingly.

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 6.

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

Students who require adjustments will be recommended to apply for Disability Provisions in the HSC.

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

Organisation of Assessment

Stage 6 assessment requirements

As per NESA requirements, students in Board Developed courses will complete a maximum of 3 assessment items for each course studied in year 11 and a maximum of 4 assessment items for each course studied in year 12. In most Board Developed courses, completing the external assessment is also a requirement. In most HSC courses, an examination component (internal or external) is compulsory.

Student requirements

Prior to submitting any assessment in year 11 (or 12), students must complete the online course HSC: All My Own Work. All formal assessment items are compulsory for all students.

Assessment schedules

Students will be provided with an Assessment Schedule of their formal assessment tasks for each subject (see the last section of this Assessment Handbook).

These Assessment Schedules include important information including:

- The nature of each formal assessment instrument
- The components on which the task will be assessed and their relative weightings
- When each task is due
- The relative weighting of each assessment instrument

Notice of Assessment

Students will receive a Notice of Assessment a reasonable length of time before the completion date for the task, usually 2 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
- The weighting of the task in the course of study
- Task-specific marking criteria

Any relevant instructions for the completion of the task will also be included.

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 of Assessment

Submission Requirements

Prior to submitting any assessment in year 11, all students must complete the compulsory HSC: All My Own Work online course.

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 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 should be supplied as soon as possible after the exam, covering the exam date. In this case, uncharacteristic performance in the exam may 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 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.

The penalty for a late submission without a successful Misadventure Application is a zero grade for that task.

If students are awarded a zero grade for tasks in excess of 50 % of the assessment, they will be deemed as not having met satisfactory completion requirements for that course.

If a task is due at a specific time and is submitted late, even on that 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.

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.

Incomplete submissions

Incomplete assessment tasks will be graded against the marking criteria and count towards the student’s final grade.

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.

Components of an assessment task submitted after the due date will not count towards a student’s grade. However, students may be required to complete missing parts of an assessment item in order to meet satisfactory completion requirements, if the section that has not been completed is deemed substantial.

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. 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 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 for late submission. 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.

Should a student fall ill during an examination, they must advise the examiner as soon as possible and attempt to complete the examination to the best of their ability. After the examination, the student must attain a Medical Certificate and submit a Misadventure Form for the examination. If the Misadventure Application is upheld and results for this assessment are deemed out of character for the student, taking into account performance of the cohort, the school may award an estimated or average grade or provide an opportunity for the student to complete an alternative assessment item.

A copy of the Misadventure Form is provided with this booklet. Students can request a hard copy from the Curriculum Coordinator or the School Office.

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 Curriculum Coordinator with student work 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.

Extension 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.

A copy of the Extension Application Form is provided with this booklet. Students can request a hard copy from the Curriculum Coordinator or the School Office.

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).

For an Extension or Misadventure Application to be considered on the basis of technological issues, significant, verifiable progress towards completing the assessment item must be demonstrated.

Appeals

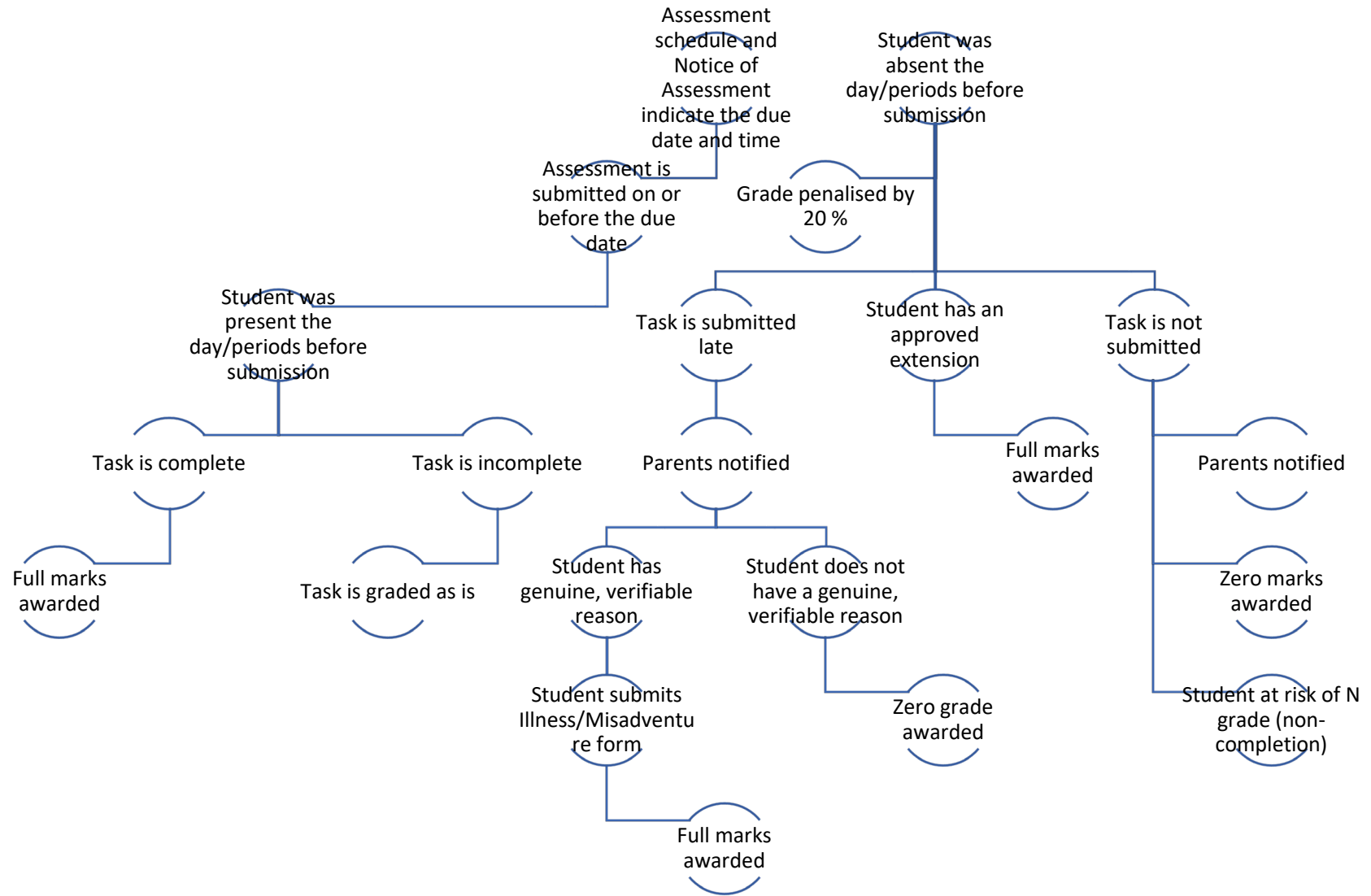
Should students believe that they have been treated unfairly with regard to late/non-submission, illness, misadventure or an extension request, they have 5 days to make an appeal. Appeals must be made to the Principal in writing, with supporting documentation. Decisions of the Principal are final in 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.

External Assessment

In the case of external assessment such as HSC exams and submissions, students should refer to the NESAs website for information on extensions, misadventure, illness 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.

In order to meet satisfactory completion requirements, students may be required to re-submit a task where malpractice has occurred or a non-serious attempt has been made.

Recording Student Achievement

Recording grades

In addition to keeping their own records, subject teachers will record student marks on the Student Profiles in the Student Folios and in the Student Markbook 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 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 and the HSC. 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.

For year 11 and 12 students, Student Folios include a Student Profile for each subject which records student progress against the Assessment Schedule for that subject.

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. Grades are based on the assessment items completed to date and the relative weightings of these assessment items as per the assessment schedule. The cumulative grade for these assessment items is then aligned with course outcomes and performance descriptors to arrive at an accurate grade.

The final grade awarded in year 11 is based on the Preliminary Common Grade Scale.

In the final grading period of year 12, students will be advised of their order of merit but not their grade, which is subject to adjustments.

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. Comments may also provide an assessment of student's social development and commitment to learning.

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

Year 11 Grading Periods		
Interim Grade	Term 1	
Grading Period 1	Term 1 and 2	The reported mark is based on assessment tasks completed within the period
Grading Period 2	Term 3	The reported mark is based on all assessment tasks completed within the preliminary year of study (year 11)

Year 12 Grading Periods		
Grading Period 1	Term 4 (year 11) and Term 1 (year 12)	The reported mark is based on assessment tasks completed within the period
Grading Period 2	Term 2 and 3	Students will be advised of their order of merit within each course but not their final grade

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. In year 11, this mark is aligned with the Preliminary 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.

Preliminary Common Grade Scale

The scale describes performance at each of the five grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

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 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 on the following dates.

Year 11

- At the beginning of term 2

Year 12

- At the beginning of term 4 (year 11)
- At the beginning of term 2 (year 12)

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 the HSC

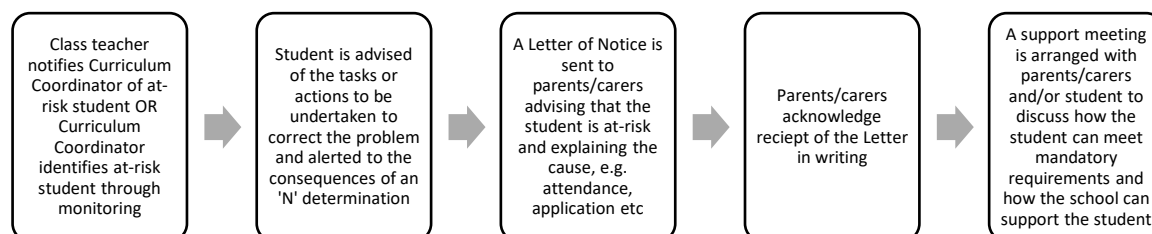
Each term, the Curriculum Coordinator will review student grades and progress to ensure that students are complying with the requirements for eligibility for the award of the HSC.

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 detailed below.

Teachers will notify the Curriculum Coordinator whenever a student receives a Letter of Notice for tracking and monitoring purposes. Teachers are also expected to notify the Curriculum Coordinator should they identify a student who may be at risk.

Not satisfying requirements

Where students are at risk of failing to satisfy course requirements, including as a result of absence, the following process will be followed:



Wherever possible, notifications will be made in time for the student to meet mandatory requirements before the end of year 11 or 12.

Where an improvement is not made after the support meeting, a second Letter of Notice will be sent and a meeting arranged with the Principal, student and parents/carers. Students will be advised of receiving a possible 'N' grade and the implications this may have for their award of a RoSA, HSC and/or future path of study.

The school will keep a record of all such notifications.

Year 11

Students that fail to satisfy course requirements will receive an 'N' grade (Non-Completion) for this course. This means that students will not receive a year 11 RoSA but will receive a Transcript of Study. Continuing students will not be eligible to continue in this course in year 12. This may mean they are required to repeat the course or an alternative year 11 course. In the case of an 'N' being awarded in only one year 11 course, students *may* be able to drop this course and continue on to year 12 if they meet NESAs and school-based requirements. This will be decided at the discretion of the Principal and will require the satisfactory completion of 12 units in year 11 and 10 units in year 12.

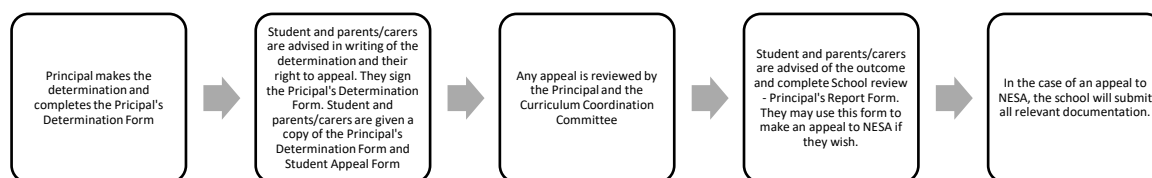
Year 12

Where a student has not studied a course satisfactorily, the Principal will submit to NESAs an Assessment mark incorporating marks for the tasks completed and a zero for each non-submission along with a Withholding of Certification for Unsatisfactory Completion of Year 12 form. Any candidate deemed to have failed to complete a course satisfactorily will be advised in writing by the school and may appeal to NESAs.

Procedures for awarding an 'N' determination

Students that fail to satisfy course requirements and have received at least two written warnings will receive an 'N' grade (Non-Completion) for this course. Students who do not meet all mandatory requirements of a RoSA will receive a Transcript of Study.

The following procedures will be followed when awarding an 'N' determination:



Forms

Misadventure and Illness Form

Misadventure Form

This form is to be submitted to the subject teacher with the outstanding assessment item. It will be reviewed by the Curriculum Coordinator.

This form is to be used where the student has failed to submit or complete an assessment item on or by the due date.

Before submitting a Misadventure Form, students are asked to consider the Assessment Policy, which states:

1. The assessment item with the Misadventure Form must be submitted immediately on the student's return to school
2. Students must be able to give an independently verifiable, genuine and acceptable reason for misadventure
3. Students must provide evidence to support their extension:
 - Stage 4/5: A note from home
 - Stage 6: A medical certificate or other official document
4. The following are unlikely to be considered sufficient grounds for misadventure:
 - Technological issues, including computer failure
 - Transport problems such as car problems or missing the bus
 - Family issues

Student and Assessment Details

Date	
Name	
Year	
Subject	
Assessment Item	

Due Date	
Date the assessment was handed out	
Reason for misadventure	
Supporting evidence	<input type="checkbox"/> Medical Certificate <input type="checkbox"/> Note from parent/carer <input type="checkbox"/> Hospital admission details <input type="checkbox"/> Other, e.g. court document, police report

Parent/Carer Acknowledgement

I, _____, am aware that my student failed to submit their assessment item by the due date and time. I verify that their reason for misadventure is genuine and verifiable.

Signed:

Date:

Teacher Acknowledgement

Signed:

Date:

Curriculum Coordinator's Endorsement

Signed:

Date:

Conditions:

Extension Request Form

This form is to be submitted to the Curriculum Coordinator.

Before submitting an Extension Request Form, students are asked to consider the Assessment Policy, which states:

5. Extensions must be sought 3 days prior to the assessment due date
6. Students must be able to give an independently verifiable, genuine and acceptable reason for requiring an extension
7. Students must provide evidence to support their extension:
 - Stage 4/5: A note from home
 - Stage 6: A medical certificate or other official document
8. The following are unlikely to be considered sufficient grounds for an extension:
 - Illness in the week preceding an assessment
 - Technological issues, including computer failure
 - Family commitments, including travel
9. Students must show evidence of work completed towards the assessment task in order for their extension to be considered

Student and Assessment Details

Date	
Name	
Year	
Subject	
Assessment Item	
Due Date	
Date the assessment was handed out	
Work to date	<input type="checkbox"/> I have included my work to date on this assignment <input type="checkbox"/> I have not included by work to date on this assignment

Reason for extension	
Supporting evidence	<input type="checkbox"/> Medical Certificate <input type="checkbox"/> Note from parent/carer <input type="checkbox"/> Hospital admission details <input type="checkbox"/> Other, e.g. court document, police report

Parent/Carer Acknowledgement

I, _____, am aware that my student is applying for an extension for their _____ assessment. I verify that their reason for requesting an extension is genuine and verifiable.

Signed:

Date:

Teacher Recommendations

I do/do not (circle one) support this extension request.

Comments:

A reasonable length of time for the extension is:

Curriculum Coordinator's Endorsement

Signature:

Date:

New submission date:

Conditions:

Assessment Schedules

All year 11 and 12 Board-Developed and Content Endorsed courses measure student achievement against course-specific outcomes as outlined in the relevant NESA syllabus. Course outcome statements are made available to students in their course outline. More detail regarding NESA syllabuses is available on the NESA website:
<http://educationstandards.nsw.edu.au>

For course-specific details on how students are assessed, please refer to the assessment schedule for each course.

For courses delivered through Distance Education or TAFE, please refer to the Assessment Schedules provided by the course teacher.