



Assessment & Reporting Policy

Whitebridge High School

2024



Preamble

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.
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Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students and parents. Reporting can involve a combination of these methods.

Teachers at Whitebridge High School, using an outcomes based approach to teaching and learning, have embraced a wide range of assessment and reporting practices.

The highly competitive and changing world that confronts young people has increased the demand for schools to develop competent citizens, capable of flexible thinking and independent learning. To meet these demands schools must have an ongoing commitment to an appropriate and relevant curriculum, with quality teaching and learning informed by good practice in assessment and reporting. Students must be given continual support as they strive to reach their highest possible standards of achievement.

Assessment for Learning is a key principle that guides teaching and learning at Whitebridge High School. Students reflect on their learning in a manner that informs their future studies. Formative and summative assessment is used to measure levels of understanding and equip students and teachers with data to inform the future direction of learning activities.

The Principles of Effective and Informative Assessment

Clear and direct links with outcomes

The assessment strategies employed by the teacher in the classroom are directly linked to and reflect the syllabus outcomes.

Assessment is integral to teaching and learning

Effective and informative assessment practice involves selecting strategies that are naturally derived from well-structured teaching and learning activities. These strategies should provide information concerning student progress and achievement that helps inform ongoing teaching and learning as well as the diagnosis of areas of strength and need.

Assessment is balanced, comprehensive and varied

Effective and informative assessment practice involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the syllabus outcomes.

Effective and informative reporting of student achievement takes several forms including traditional reporting, student profiles, self-reported grades, NAPLAN, parent and student interviews, annotations on student work, comments in workbooks, portfolios, certificates and awards.

Assessment is valid

Valid assessment strategies are those that reflect the actual intention of teaching and learning activities, based on syllabus outcomes.

Assessment is fair

Effective and informative assessment strategies are designed to ensure equal opportunity for success regardless of student's age, gender, physical or other disability, culture, background language, socio-economic status or geographic location.

Assessment engages the learner

Effective and informative assessment practice is student centred. Ideally there is a cooperative interaction between teacher and students, and among the students themselves.

The syllabus outcomes and the assessment processes to be used should be made explicit to students. Students should participate in the negotiation of learning tasks and actively monitor and reflect upon their achievements and progress.

Assessment values teacher judgement

Good assessment practice involves teachers making judgements, on the weight of assessment evidence, about student progress towards the achievement of outcomes.

Teachers can be confident a student has achieved an outcome when the student has successfully demonstrated that outcome several times, and in varying contexts.

The reliability of teacher judgement is enhanced when teachers cooperatively develop a shared understanding of what constitutes achievement of an outcome. This is developed through cooperative programming and discussing samples of student work and achievements within and sometimes between schools. Teacher judgement based on well-defined standards is a valuable and rich form of student assessment.

Assessment is time efficient and manageable

Effective and informative assessment practice is time efficient and supports teaching and learning by providing constructive feedback to the teacher and student that will guide further learning.

At Whitebridge High School formal assessment periods are set aside throughout the year for Stage 6 subjects. Additionally, each course (Yr7-12) schedules other types tasks throughout the year. Course schedules are available at the beginning of each academic year along with a scope and sequence how the assessment fits in with the delivery of topics.

Academic reports are issued each semester for all students.

Assessment recognises individual achievement and progress

Effective and informative assessment practice acknowledges that students are individuals who develop differently. All students must be given appropriate opportunities to demonstrate achievement and growth in learning.

Effective and informative assessment practice is sensitive to the self-esteem and general well-being of students, providing honest and constructive feedback.

Assessment conveys information

Students, parents, and teachers can use student achievement information. This information (amongst other things) helps identify students for targeted intervention and can inform teaching programs. Students and parents can use assessment information to help plan revision or access assistance from teachers or peers.

Assessment for learning

Assessment for learning (as distinct from 'assessment of learning' – the RoSA and HSC examinations involve assessment of learning) gives students opportunities to produce work that leads to development of their knowledge, understanding and skills.

Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

In summary, **assessment for learning**:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards for which they are aiming
- involves students in self-assessment and peer assessment
- provides feedback to help students understand the next steps in learning and plan how to achieve them
- involves teachers, students, and parents in reflecting on assessment data.

The principles of assessment for learning

These principles provide the criteria for judging the quality of assessment materials and practices. They appear below as they do in each of the course syllabuses.

Assessment for learning:

- emphasises the interactions between learning and manageable assessment strategies that promote learning
- clearly expresses for the student and teacher the goals of the learning activity
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- provides ways for students to use feedback from assessment
- helps students take responsibility for their own learning
- is inclusive of all learners.

Assessment and achievement standards

Good reporting practice considers the expectations of the school community and system requirements, particularly the need for information about standards that will enable parents to know how their children are progressing. Standards of achievement are made explicit through the student work samples in all courses. These work samples are found at <https://arc.nesa.nsw.edu.au/> and are a valuable resource for student learning.

Assessment Components

Examinations and tests are important components of student assessment. Examinations are scheduled for most courses of study in Term 3 for Year 11 and Year 12. Years 7 – 10 have a program of ongoing assessments throughout the year and can include common assessments across a whole course. In preparation for examinations students will be issued with an Assessment Task Notification at least two weeks prior to the beginning of the examination period outlining the area/s of study and the weighting of the task.

School based assessment requirements for all Stage 6 Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses) are as follows:

Requirements for all Stage 6 courses include:

- mandatory components and weightings for both Year 11 and Year 12 courses
- capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12
- capping the number of formal written examination tasks that mimic the HSC examination to one per course, with a maximum weighting of a single task not to exceed 30% for the Year 12 course.

A formal written examination is defined as a task such as an End of Course, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. They are often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Whitebridge High School is able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Tests of limited scope (i.e., include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

Tests may be scheduled at other times throughout the year as part of a course assessment program.

Assessment task notifications will also be issued for other formal assessment tasks.

Other assessment types

- Class work - which include video/novel reports, ICT research or homework activities.
- Oral presentations - prepared speech and/or seminar presented to the class
- Fieldwork/Excursion Reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- Design Projects – projects designed and produced to meet a design problem.
- Portfolios - accompanying documentation records design project work.
- Practical work - range of practical learning experiences completed in class and/or at home.
- First Hand Investigations – original problem solving in Science using scientific method.
- Body of Work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
- Viewing task.
- Film-making.

- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Group work activities.
- Peer assessment.
- Listening task.
- Representation – creation of visual representation or representation through performance.
- Scripted and improvised performance.

NOTE: In all written HSC assessment tasks, student numbers will be used. In the Year 11 course, assessment tasks and student numbers will be used. Students have a responsibility to know and use their NESAs student number for all Stage 6 tasks.

Reporting on Student Progress

Whitebridge High School provide formalised academic reports twice a year and additionally two check in reports.

Achievement levels are recorded for course identified outcomes by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Outstanding Achievement	A	The student has extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High Achievement	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills in most situations
Sound Achievement	C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic Achievement	D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Each course report contains information about a student's social development and commitment to learning, an indication of the overall achievement level in each course in Years 7 – 10 or a mark and course rank for Years 11 and 12. Also included is an indication of a student's application to learning and progress, as well as a comment from the class teacher highlighting strengths and areas for improvement.

Reports may also include information indicating student participation in other activities including positive school contributions during the year.

Parents are encouraged to contact the school to discuss their child's progress or report.

Student progress review evenings are scheduled for each year group with dates advised on the school website and by email. These evenings are held to allow parents and teachers a short time to discuss student progress. Parents are encouraged to contact the school to make an appointment if a longer meeting time is required.

Parents are welcome to contact Year Advisers or relevant Head Teachers at any time to discuss student progress. Unsatisfactory progress including non-completion of homework, assignments or poor class participation by students will be communicated to parents if warranted.

Formal NSW Education Standards Authority (NESA) Warning Letters may be issued to students in Stage 5 or 6 should the student not be meeting the requirements for satisfactory completion of a course for the award of the RoSA (Stage 5), Year 11 or Higher School Certificate. Parents of students in Years 7 and 8 may also be contacted if attendance or course requirements are not being met. These warnings are issued to give students the opportunity to remedy the issue causing concern. All concerns around assessment and meeting of outcomes are underpinned by the Whitebridge High School values of learning, respect and responsibility, which aims to promote students taking responsibility for their own actions through reflective practices.

Disabilities Provisions

NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the RoSA, Year 11 and Higher School Certificate according to procedures determined by the NESA. The coordinators of these applications are the Head Teacher Wellbeing, Head Teacher Secondary Studies, and LAST. They will be able to provide Year 9 - 12 students with Disabilities Provisions Application forms and Information Guides. Students who wish to apply for disabilities provisions should see a member of the Learning Support Team.

Parents are encouraged to contact the Head Teacher Wellbeing, Head Teacher Secondary Studies, and the LAST with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July. Learning and Adjustment Registers are developed for students with additional learning needs, parents should contact the school for further details.

For more details, refer to the NESA website on <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, e.g., medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g., permanent vision loss, diabetes. Provisions for emergencies (e.g., a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time.

However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty.
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (e.g., epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

School Responsibilities and Procedures in Assessment

For each course the school has developed an assessment program which

- Outlines the requirements for satisfactory completion of the course
- States the number and type of tasks to be completed during the semester/year
- Lists the schedule of tasks
- States the weighting of each task. This is optional for Years 7-10.
- Clearly states date of completion or due date of task
- States the tasks used to determine the assessment result included in the semester one progress report and final report for the year
- Each assessment goes through a checking process through subject coordinators and Head Teachers for each subject
- This program will be accessible to each student in each course at the commencement of the course each academic year for 7-12.

For each assessment task students will be given a written notification at least two weeks in advance of the task indicating the issue date, due date, weighting, outcomes being assessed, specific task description, samples/exemplars (or benchmark for success) and marking criteria. For assessment blocks/examinations, a written timetable will be issued at least two weeks prior to the commencement of the block. No assessment tasks will be scheduled in the two weeks before or one week after an allocated assessment block.

When a student is on a work placement, they will not be penalised for not being present for an in class assessment task. However, they will need to submit a completed illness/misadventure form with the relevant Head Teacher before commencing work placement and the task will be rescheduled. If the task is a hand in assignment task the student will need to consult with the head teacher of the relevant faculty before commencing work placement to see if an adjustment to the due date is necessary. Normally, the task would be submitted prior to placement.

Feedback, either written or verbal, will be provided to each student using the marking criteria for the task and annotation to student work, indicating what the student did well and how they can improve. Feedback will be given in a timely manner to ensure relevance and explicit improvement.

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

- (a) followed the course developed or endorsed by NESAs as per the relevant syllabus;
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Whitebridge High School expects all students to have attendance above 95%. In circumstances of poor attendance, Principals may determine that, as a result of absence, the course completion criteria may not be met. Students whose attendance falls below 95% place their educational progress at risk. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. In such circumstances, warning letters relating to the student's non-completion of course requirements will be sent for students in Years 9, 10, 11 and 12. Letters of Student Progress causing concern will be sent for students in Years 7 and 8. These letters are sent in time for the problem to be corrected.

N Warning letters issued may lead to an interview with the student's parents or guardians.

In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student.

Students who enrol at Whitebridge High School during the year will be assessed on the tasks completed at Whitebridge High School. Specific procedures apply for the Higher School Certificate, Year 11 RoSA and Stage 5 RoSA (see relevant Assessment Information and Schedule booklets).

Student Responsibilities and Procedures

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program.

Examination and test conduct requirements

Examinations and tests require students to work individually and make a genuine attempt to the best of their ability. Examinations and tests are conducted under silent conditions for the duration of the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist him or her or does not follow instructions from a teacher may have some or all of his or her paper not included for assessment.

Students in Years 11 and 12 may use the Library for study purposes during scheduled assessment/examination times. The Library (The Hive) may also be used by Year 11 and 12 students. Years 7 – 10 students' assessments will be held within the normal school day lessons. Students in Years 11 and 12 studying in the Library must be in school uniform and must adhere to the school's expectations which include being Respectful and Responsible within the Library area.

Students requiring disabilities provisions for examinations and tests (such as a 'reader', 'writer', extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher.

General Information for Staff

- The Head Teacher Secondary Studies oversees the organisation and implementation of all examinations.
- Where possible, the HT or subject/course coordinator of a course should be available at the start of the examination to attend to any course specific exam issues.
- Most examinations will be held in the school hall unless otherwise stated on the examination timetable/supervision roster. This is generally the case for Year 11 and 12 examinations.
- No mobile phones are permitted in the examination venue.
- Students will be issued with an attendance slip to complete at the start of the examination. The supervising teacher will use the attendance slip to mark the roll and return the completed attendance register to the attendance office.
- As per HSC procedures, staff should record the names of students who access the toilet during the examination on the record sheet. The examination rules and procedures will be available on the Whitebridge High School website.

Student Expectations

A copy of these expectations will be issued with the examination timetable.

Students are expected to:

- Wear full school uniform to all examinations
- Be present 15 minutes prior to the examination starting time as no extra time will be provided for students who arrive late. Misadventure for lateness, absenteeism will be managed by the course Head Teacher and your respective Deputy Principal
- Please do not bring your mobile phone into the examination area. There are possible penalties for having a mobile phone in an examination; in the HSC, the student name will be recorded and a report will be made to NESAs, for contravening the 'Malpractice Warning'.
- Written material will not be permitted into the examination area, unless specified differently.
- Remain in the examination venue (e.g. Hall or Learning Centre) until the end of the examination ○ Liaise with the respective course Head Teacher if there is a possibility you will be absent for an examination. This need to be completed before the commencement of the examination.
- Raise their hand, and respectfully request access to a provision during the examination (e.g. to use the toilet)
- Please attempt to remember your NESAs number. This is maybe required from Year 10 through to Year 12. This does not change while you are enrolled at Whitebridge High School or at any school in NSW.
- Write your NESAs number on any examination paper/answer booklet wherever required
- In any examination required, begin a new question/response in a new booklet. Follow each individual examination instructions. They should be known to you for each of your subjects
- Please remove any hats and caps
- Students may have water only, in a clear bottle, which is placed on the ground next to your desk ○ You cannot bring correction liquid into the examination
- Asthma puffers to be placed on desks
- Please bring plenty of spare pens and pencils, which can be placed in a clear 'snap lock' bag

- If you're undertaking an examination, please bring a NESA approved calculator. Please speak to your teacher if you're unsure if your calculator is NESA approved.
- All watches are to be placed on the desk you are seated at
- All spectacle cases are to be placed on the floor next your desk
- When leaving the examination area, please do so respectfully and responsibly, these include minimal conversation and disruption
- Students who have been granted Disability Provisions or Special Provisions will be made aware of their provisions by their respective Deputy Principal well before their first examination.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

Malpractice or Non-Serious Attempts

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the Stage 5 RoSA, Year 11 RoSA and HSC. Throughout the assessment process, the highest level of honesty is required.

All students must complete HSC All My Own Work prior to commencing Stage 6 courses.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of Stage 5 assessment (RoSA), Year 11 RoSA and the HSC.

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing. Based on the Head Teacher's determination, the student concerned will be referred to an Independent Appeals Committee which is led by a Deputy Principal.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing.

Students determined to have been involved in malpractice in relation to any assessment task, including exams, may expect to receive a zero mark for that task. Students who are determined to have made a non-serious attempt at an assessment task may also expect to receive a zero for that task. These students will be dealt with through the Whitebridge High School Positive Behavioural expectations. In incidences where malpractice occurs in a Year 12 course students will be added to the HSC Assessment Task Malpractice Register; this information will be monitored by the Deputy Principal.

What constitutes malpractice?

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

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

The use of AI may only be used if it has been explicitly detailed in the assessment task notification. The use of AI beyond what is outlined in the notification will constitute malpractice.

Submission of Assessment Tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Printer/computer failure is not an acceptable reason for late submission of work.

Assessment tasks (other than class tasks) must be submitted on the due date by the end of the last scheduled lesson for the day OR as specified by the Head Teacher.

Completion/collection of work missed by students due to absence from a class for any reason is the responsibility of the student. Teachers will make every effort to assist students.

All students are required to submit each item of assessment according to the course assessment schedule. Where a task is not submitted by the due date students may access their respective year Illness/Misadventure application.

Years 7, 8 & 9 student requirements:

In circumstance where a Years 7, 8 or 9 student is absent due to illness or misadventure on the day an assessment task is scheduled or due, they must provide the school with documentary evidence from a medical professional or from their parents/carers explaining the specific reason for the absence. This can be completed within five (5) days after returning to school. All students must complete the required task, as the purpose of assessment is to grasp an individual students learning and progress.

See Years 7, 8 and 9 Illness Misadventure form. Download and print this from the Whitebridge High School website.

Years 10, 11 & 12 student requirements:

In circumstances where a Year 10, 11 or Year 12 student is ill or experiences misadventure on the day an assessment task is scheduled, the student must complete and submit an Illness/Misadventure Application and notify the Head Teacher of the course by a phone call to the school. This can be completed within two (2) days after returning to school.

See Years 10, 11 and 12 Illness Misadventure form.

Illness or Misadventure Application

Download and print this from the Whitebridge High School website.

Paper copies of this form can be found in each staffroom and at the front office. If a student is absent from an assessment task, or unable to complete an assessment task by or on the due date.

- (i) it is the student's responsibility to contact the school and the relevant Head Teacher of the course concerned, (ii) download and print an Illness/Misadventure Application from the Whitebridge High School website, or complete a hard copy form collected from the front office, and
- (iii) submit the completed Illness/Misadventure Application by 3.00pm within five (5) school days of the due date of the assessment task or your return to school (if not within 5 school days of due date) for Years 7,8 & 9, while Years 10, 11 & 12 need to submit a completed Illness/Misadventure Application by 3.00pm within two (2) school days of the due date of the assessment task or your return to school (if not within 2 school days of due date).

It is important this form is returned promptly to the Head Teacher involved so that a determination can be made.

Supporting evidence

In all cases Whitebridge High School requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task. You should seek independent evidence on the same day of your assessment. The documentation that you provide must be current, specific to the date and time of the assessment task and submitted with your Illness/Misadventure.

When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

Student supporting evidence must include:

- a. a statement from the student explaining how they were affected during the assessment task;
- b. a statement about how the student's performance during the assessment task may have been affected. The dates featured on the illness evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.
- c. In cases of misadventure, evidence from other sources (e.g. Police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

The student must attend school on the first day not covered by independent documentary evidence i.e. when well enough or circumstances allow. You will generally be required to sit the exam or task you missed on that day. Penalties may apply for absences not supported by completed Illness/Misadventure Applications.

The student will be informed of this decision within five school days of lodgement of the Illness/Misadventure Application. A student may appeal in writing to the Principal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

Appeals regarding Assessment Tasks

This appeals process applies in the following circumstances:

- Dissatisfaction with outcome of an Illness/Misadventure application
- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgement in applying the marking criteria
- Concern regarding results recorded on a progress report

The appeals procedure:

1. Consult the Head Teacher of the course within five days of receiving the determination of an Illness/Misadventure application, task result or report. You will receive a response within 2 school days.
2. If you believe that your grounds for appeal were not appropriately addressed by the Head Teacher, you may take the matter to the Assessment Appeals Committee by completing the Assessment Appeals Application, provide a copy of the assessment task, your attempt at the task and any other relevant information and lodging it with the Principal, within five days of receiving the outcome of your appeal with the Head Teacher. The Appeals Committee will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible to you by the Principal.

The Independent Assessment Appeals Committee normally consists of the Principal supervising assessment and an independent Head Teacher (of a different faculty to that of the task) and the relevant Year Adviser.

School Leave and Assessment Tasks

Students should not take holidays or extended leave during the school term.

Leave from school may be granted by the Principal upon completion of a leave form on which details of course work to be completed whilst on leave and any assessment requirements are indicated. Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents should NOT assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

Family holidays are not considered grounds for Illness/Misadventure for the HSC.

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term. The Department of Education's position in relation to student leave is stated in the Student Attendance in Government Schools Procedures School Attendance Policy. This policy has been developed by the Learning and Engagement Directorate in 2015.

1 4.1- From the beginning of 2015, family holidays and travel are no longer considered under the Exemption from School - Procedures. Travel outside of the vacation period is now counted as an absence for statistical purposes.

1 4.3- A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, should be specified on the application.

When student leave clashes with an assessment task

Students in Years 7-10:

Students in Years 7-10 should discuss how a request for leave may impact assessment tasks with their class teacher and the faculty head teacher TWO WEEKS PRIOR TO THE LEAVE. All assessments due during the period of leave must be completed prior to the leave commencing. Students and families must manage leave requests in consultation with class teachers and faculty head teachers. All students must complete and submit all assessment tasks to meet course requirements and outcomes.

Students in Year 11:

All assessments should be completed at the scheduled time unless students are affected by illness or misadventure. Students who expect to be absent from school due to leave must consult with the faculty head teacher AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED TASK. Failure to consult within this time, and failure to comply with task submission requirements, may result in penalties for non-completion and therefore the student may receive a mark of zero or be penalised for late submission of a task in accordance with the Whitebridge High School assessment policy.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case the student must consult the Head Teacher of the course two weeks prior to leaving to make alternate arrangements. If the student does not see the Head Teacher two weeks prior to leaving, a penalty may apply where the student receives a zero for this task. All students must complete and submit all assessment tasks to meet course requirements and outcomes.

Students completing the HSC courses:

All HSC assessments are conducted within the guidelines set by the NESA. NESA guidelines for HSC students make no provision for tasks missed due to leave. There are well established protocols for illness and misadventure, however, requests for leave do not fall within these protocols.

Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled. All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure.

Students absent from school due to leave must consult with the faculty Head Teacher AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED TASK. Failure to consult within adequate time, and failure to comply with task submission requirements, will result in penalties for non-completion or late submission of a task in accordance with the Whitebridge High School assessment policy. All students must complete and submit all assessment tasks to meet course requirements and outcomes. Students who submit an illness/misadventure may receive may be receive: same task resubmit; late submission; mark of zero; estimate based on evidence; alternative task. All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

What is HSC: All My Own Work?

HSC: All My Own Work is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The HSC: All My Own Work consists of five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

The program builds on existing programs in schools and provides flexibility in delivery. It also recognises the rapid growth in information available to students through the internet.

How is HSC: All My Own Work related to HSC eligibility?

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed HSC: All My Own Work or its equivalent before the completion of Year 9. This requirement excludes students who are only entered for Life Skills courses or Board Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

What are the objectives and outcomes for HSC: All My Own Work?

The values and attitudes students will develop through completing the HSC: All My Own Work program are:

- a commitment to principles of good scholarship, academic honesty and ethical practices
- respect for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own work and the work of others.

What is included in the HSC: All My Own Work program?

The HSC: All My Own Work program is divided into five modules, each of which is organised around five or six focus questions. Each module includes:

- information, scenarios and quiz items
- a summary of key information, issues and strategies
- Frequently Asked Questions (FAQs)
- a list of resources for further information, including links to relevant websites
- a quiz (that includes all quiz items incorporated in the module).

What is included in the content of each module?

Scholarship Principles and Practices

The module considers what scholarship principles and practices are, why they are important and how students can benefit from making sure they follow the principles of ethical practice in their study for the HSC. The module focus questions are:

- *What are the principles and practices of good scholarship?*
- *What are the rights and responsibilities of students in ensuring the intellectual integrity of their work?*
- *What is malpractice?*
- *Why do people cheat?*
- *Why is it wrong to cheat?*
- *What are the consequences of cheating in the HSC?*

Acknowledging Sources

This module explains how and why sources used in the creation of students' work should be acknowledged. The focus questions are:

- *What is meant by 'acknowledging sources'?*
- *Why should sources be acknowledged?*
- *When and how should sources be acknowledged within the body of a work?*
- *How should sources be acknowledged at the end of a work?*
- *What strategies can students use in preparation for the acknowledgment of sources in their work?*

Plagiarism

This module explains plagiarism and its implications for HSC students. The focus questions are:

- *What is plagiarism?*
- *What is the difference between intended and unintended plagiarism?*
- *What strategies can be employed to avoid plagiarism?*
- *How is plagiarism detected?*
- *What are the implications for plagiarism of accessing information from the internet?*

Copyright

This module explains copyright and its relevance to students. The focus questions are:

- *What is copyright? Why do we need it?*
- *What is the Copyright Act?*
- *Why is it important to respect intellectual property?*
- *How does copyright work in a digital environment?*
- *How is copyright related to music and images found in digital media and on the internet?*

Working with Others

This module considers how students can work collaboratively in their senior years while, at the same time, maintaining the academic integrity of their work. The focus questions are:

- *Is there a difference between collaborative learning, collusion and copying?*
- *Is it appropriate for students to seek assistance with their assignments from others?*
- *How can students appropriately acknowledge the support of others?*
- *What are the benefits of producing your own work?*
- *What strategies can be used to ensure appropriate collaboration in a group work context?*

Acknowledgments

NESA <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

ARC <http://arc.boardofstudies.nsw.edu.au>

Appendix A – Illness/Misadventure – Years 7, 8 & 9



Whitebridge High School – Years 7, 8 & 9 Illness & Misadventure form



- The purpose of assessment is to monitor an individual student learning and progress
- All students are required to complete and submit all identified tasks
- Student learning and progress will be reflected in the semester reports
- A task can be submitted before the due date when misadventure is known beforehand
- Can be submitted within five (5) school days after return to school

Student name: _____ Year: _____

Subject & class: _____ Original task due date: _____

Task description: _____

Absence reason: _____

In the space below, explain with sufficient detail the evidence that supports your case for consideration for illness/misadventure (continue over the page if necessary).

Supporting documentation for illness/misadventures: Medical certificate attached Y / N Other _____

Student signature: _____ Date: _____

Parent/Guardian signature: _____ Date: _____

Date task submitted: _____

This completed form is now to be handed to the faculty HT by 3pm within five school days of the due date of the assessment task or upon returning to school. Whichever occurs earlier applies.

Teacher: _____ Date: _____

Head Teacher: _____ Date: _____

Deputy Principal: _____ Date: _____

You will be informed of this decision within 5 school days of lodgement of this Illness/Misadventure Application.

Appendix B – Illness/Misadventure – Years 10, 11 & 12



Whitebridge High School – Years 10, 11 & 12 Illness & Misadventure application



- Can be submitted before the due date when misadventure is known beforehand
- Can be submitted within two (2) school days after return to school

Student name: _____ Year: _____

Subject & class: _____ Original task due date: _____

Task description: _____

Unacceptable grounds for illness/misadventure

The application process does not cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment period (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the Principal.

NB: A student who is representing the school will be supported by illness/misadventure

Absence reason: _____

In the space below, explain with sufficient detail the evidence that supports your case for illness/misadventure (continue over the page if necessary).

Supporting documentation for illness/misadventure: Y / N Year 10 & 11 – Desired Year 12 – Mandatory

Student signature: _____ Date: _____

Guardian signature: _____ Date: _____

Date task submitted: _____

Office Use Only

Head Teacher recommendation: Accepted / Rejected

- | |
|--|
| <ul style="list-style-type: none"> <input type="radio"/> Same task <input type="radio"/> Late submission <input type="radio"/> Zero <input type="radio"/> Estimate based on evidence <input type="radio"/> Alternative task |
|--|

Teacher: _____

Date: _____

Head Teacher: _____

Date: _____

Deputy Principal: _____

Date: _____