



WHITEBRIDGE HIGH SCHOOL

ASSESSMENT & REPORTING POLICY



As a proud member of the Wiyellai Koa community of schools, our school acknowledges the Awabakal people who are the traditional owners of the land upon which we come together to learn, teach and grow.

The Whitebridge High School Assessment and Reporting policy and procedures should be considered with the relevant assessment schedules and corresponding scope and sequence documents published for all groups 7-12.

Audience: The policy is applicable to Whitebridge High School students, parents / carers with students enrolled, and staff.

The document identifies its most recent review date at the bottom of each page and is maintained live and current via the school website. The current version of this document was last reviewed January 2025.

Any questions in relation to this policy should be referred in the first instance to the Head Teacher Secondary Studies.

The policy is monitored for implementation by the relevant Year group Deputy Principal's and the School Principal.

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.

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 school is proud of its inclusive learning environment and ensures curriculum and assessment strategies cater for diverse learners through HPGE strategies, culturally responsive teaching and learning for Aboriginal and Torres Strait Islander students, and appropriate adjustments, supports and accessible learning opportunities for students with disability and for students with identified learning needs.

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 centered. 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 (Years 7-12) schedules other types of tasks throughout the year. Course schedules are available at the beginning of each academic year along with a scope and sequence identifying how the assessment fits in with the delivery of course programs and 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
- consideration for the maximum number of formal assessment tasks. At WHS there is three in Year 11 and four in Year 12 (with exception only in specific circumstances after Principal approval)
- for preliminary courses 2025 and HSC 2025 the WHS program caps 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: (although not limited to ...)

- 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.
- Firsthand Investigations – original problem solving in Science using scientific method.
- Body of Work (Visual Arts) – creation of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, includes Visual Arts Process Diary
- Viewing task, listening task, scripted or improvised performance
- Film-making, group work activities, peer assessment
- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Representation – creation of visual representation or representation through performance.

Homework and assessment: Some assessment tasks will be take home tasks that are completed in readiness for submission, some class work may also form the basis of assessment. The school homework policy is that class work not completed within the lesson will automatically become homework. Take home assessment items are homework, some staff may assign additional homework to reinforce skills or for consolidation and practice. At all times homework with a set due date will be communicated directly with students. Stage 6 students are actively encouraged to engage with personal study and curriculum review at home to support their academic success.

REPORTING ON STUDENT PROGRESS

Whitebridge High School provides formalised academic reports to parents at the end of Semester 1 and Semester 2 (7-12). In addition, in Term 1 and 3 the school distributes check-in reports to parents to provide interim application and engagement information for students. To further reflect the schools learning culture and the responsibility for learners to actively reflect on their own progress, the school also requires students to complete a self-reflection report each semester which is distributed to families as an attachment to the academic reports. Self-reflection reports and student progress is supported by work samples accessible to parents through the students' digital learner portfolios.

School Reports are released to parents via the Sentral Parent Portal with advice of publication sent to parents by email. Dates for publication of reports for all year groups are also listed on the school calendar accessible on the website. Parents may request a printed version of their child's report by contacting the school.

Achievement levels are recorded for course identified outcomes by a [common grade scale](#) shown below in both easy to read to academic word descriptors. The common grade scale for 7-10 varies slightly from the grade scale for preliminary courses to report achievement on NESA credentials.

Outstanding Achievement	A	Your child's achievement in this subject is outstanding. They confidently apply their knowledge and skills in a range of new and complex situations. 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	Your child's achievement in this subject is high. They confidently apply their knowledge and skills in a range of familiar and new situations. 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
Expected Achievement	C	Your child's achievement in this subject is at the expected standard. They apply their knowledge and skills in familiar situations. 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	Your child's achievement in this subject is basic. They apply their knowledge and skills in familiar situations with support. 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	Your child's achievement in this subject is limited. They apply their knowledge and skills in some familiar situations with significant support. 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 academic progress & commitment to learning along with social development and participation in class. Grades (A-E) indicate the achievement level in each course in Years 7 – 10 and grades (A-E) and/or a specific mark and course rank indicate achievement in Years 11 and 12. Attendance both whole school and across each class is

included in the report along with a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in other activities including extra curricula programs and positive school contributions during the year.

Parents are encouraged to contact the school to discuss their child's progress or report. Information providing student's achievement compared to others in the course / cohort is available on stage 6 reports. Parents may contact the school to request this information for students in stage 4 or 5.

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 with specific class teachers 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 learning, 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.

ASSIGNING GRADES

Student achievement is reported against a set of achievement standards. These standards are based on what students are expected to learn at each stage of learning in accordance with the NESA syllabus and are measured against how well the students meet those expectations at a particular point in time (for each reporting period). In assigning grades, teachers make professional, on balance judgements about which grade best matches each student's level of achievement. This judgement is made from a variety of evidence pieces across the learning cycle, compared to standardised work samples aligned to each grade for consistency.

Student grades are determined in Year 7-10 from the common grade scale. When assigning course completion grades for stage 5 courses, grades are awarded against the common grade scale using the standardised course performance descriptors.

For preliminary courses, student grades are determined by the student's performance in relation to the [Common Grade Scale for Preliminary Courses](#). Teachers make professional, on-balance judgements & to ensure judgements are consistent with statewide standards, teachers compare their students' work with work samples on the NESA website that are aligned to the A to E Common Grade Scale for Preliminary Courses. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

When assigning grades to school reports for HSC courses, staff utilise the common grade scale having applied the syllabus requirements and assessment protocols through the school assessment program. The student grade awarded on school reports is reflective of student performance compared to standardised work samples. The school provides individual assessment task marks to students, which once calculated with the appropriate assessment weight determine the final course assessment mark (1 to 100) for each student at the conclusion of the HSC assessment program in each course of study. The final assessment mark is not reported to parents. Students will receive advice of their final course rank reported to NESA which will be recorded on the final school report. On balance judgements of student achievement is then reported against the common grade scale A-E for the purpose of school reporting and the Year 12 RoSA. Each faculty utilises extensive procedures in the development of assessment, marking and assigning grades to ensure consistency of teacher judgement and compliance with NSW HSC standards.

For Vocational Education and Training (VET) Courses, the school will report on competency achievement. VET courses are competency based where assessment of competencies is

standards-referenced. Students engaged in a VET course will receive in addition to a school report a Statement of Attainment (SoA) or a Certificate credential upon course completion.

DISABILITY 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 at:

<https://educationstandards.nsw.edu.au/wps/portal/hesa/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.

Disability Provisions may also be accessed for system required assessments such as NAPLAN and parents should contact the LaST to make application for students.

The school supports students on internal assessment 7-10 with access to school determined provisions, the process for application and determination of school-based provisions is through contact with the school Learning and Support Teacher. For consistency and quality HSC preparation, school based provisions for students undertaking Year 11 and 12 courses of study generally reflects the approval of same through NESA.

SCHOOL RESPONSIBILITIES AND PROCEDURES IN ASSESSMENT

NOTE: In all stage 6 written (YR 11 & HSC) assessment tasks, student numbers (not student names) will be used. Students have a responsibility to know and use their NESA student number for all Stage 6 tasks.

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. (optional for stage 4 & 5)
- 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
- The details of the assessment 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.
- All assessment is developed by teachers with consideration to quality differentiation and adjustments for student individual needs.
- For stage 6 programs, maintain and monitor implementation consistent with HSC monitoring advice and stage 6 monitoring implementation procedures. Stage 5 retain work samples consistent with RoSA grade allocation and grade monitoring procedures.

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.

If circumstances arise that determine a stage 6 task to be invalid or unreliable, students will be notified in writing at the earliest practicable opportunity. The impact on student achievement and

assessment will be determined by the CRT & faculty HT and in consultation with the Principal a strategy to ensure a fair and equitable assessment will be communicated and implemented. This may include but is not limited to (alternate task to be completed and rescheduled with full 2 week task notice, resit part of task, etc). All documentation will be maintained in the HSC monitoring for the relevant course.

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 NESA 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. Any student whose attendance falls below the minimum standard of 90% risks non completion due to significant educational risk and failure to complete course work in accordance with the syllabus and learning program.

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 (where appropriate the principal may seek additional evidence of learning from the previous 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 or Study Hub (upstairs in D block) 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 or Study Hub 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 make first contact with Learning and Support Teacher (LaST) to determine eligibility for provisions and once approved advise the Head Teacher Secondary Studies.

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.
- School exam periods may have external supervisors and at all times will operate consistent with the HSC exam rules and procedures.
- 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
- Do not bring your mobile phone into the examination area. Mobile phones should be left in the car or in the front office. 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 NESA, 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. Using the illness misadventure process.
- Raise their hand, and respectfully request access to a provision during the examination (e.g. additional writing paper or to use the toilet)
- Please attempt to remember your NESA number. This may be required from Year 10 and will be used on all assessment tasks and examinations in Year 11 through to Year 12. Your individual NESA student ID number does not change while you are enrolled at Whitebridge High School or at any school in NSW.
- Write your NESA 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. Special equipment or exam requirements should be known to you for each of your subjects
- 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 must be examination approved (HSC rules) and are to be removed from your wrist and 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, be mindful that exams have different durations so please exit respectfully and responsibly, with minimal noise so as not to disturb others who may still be working.
- Students who have been granted Disability 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

For all stage 6 assessment at WHS, students are responsible for knowing and complying with NESA's ACE rules and policies regarding malpractice including: a) [All my own work](#) (or its equivalent), [HSC rules and procedures guide](#), [HSC minimum standards: Malpractice and breaches of test rules](#), and [HSC practical exams](#)

Across all assessment at WHS, 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 and integrity in assessment is required.

All students must complete HSC All My Own Work prior to commencing Stage 6 courses. This includes students undertaking stage 6 accelerated learning programs in Year 10.

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. A serious attempt at a task will show that a student has responded to the complete task demonstrating academic engagement and has answered in English unless otherwise specified.

Malpractice Procedures

Should malpractice be suspected, the teacher or supervisor will in the first instance present the concern in writing with the student work sample (where applicable) to the curriculum HT or HT of secondary studies (if the HT is also the class teacher or where no specific curriculum HT is available). The Head Teacher will make an initial independent assessment of the allegation and determine if the allegation requires progression to the school malpractice committee. In the case of an examination style assessment, initial assessment may require immediate discussion and interview with the student at the conclusion of the task. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice and subject to penalty.

The malpractice committee will be formed of:

- The DP of the relevant year group, The HT Secondary Studies or HT Wellbeing (as an independent executive member) and the Faculty HT with curriculum expertise.

The malpractice committee will then advise the student of the allegation and the student will be issued with a [school malpractice advice](#). Upon receipt of this advice, the student is 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, following initial discussion / interview, students will then be expected to respond within five school days to the allegations in writing.

The malpractice committee will make a recommendation which will be endorsed or declined by the Deputy Principal as the decision maker. The Deputy Principal will then advise the student of the outcome and any penalty applied. (inclusive of parent notification)

An outcome or penalty for malpractice may be, however is not limited to:

- Zero awarded for the task
- Zero awarded for part of task
- Reduced marks awarded
- N determination
- Non certification of practical or submitted work
- Course cancellation

The outcome in all cases is determined by the malpractice committee.

All cases of malpractice in a stage 6 course will be recorded in the NESA malpractice register on schools online by the Principal.

Once advised of the outcome by the malpractice committee, the student has a right of appeal. The student has 2 school days from the date of advisement to appeal the outcome. Any appeal must be lodged in writing to the Principal using the school [malpractice appeal](#) form with additional evidence supporting the reasons for the appeal.

Upon receipt of the appeal, the Principal will form an appeal committee consisting of the Principal, an independent HT and a DP from an alternate year group.

The appeal committee will consider all relevant documentation and make a recommendation to the Principal on the appeal. The Principal will be the responsible decision maker on all appeals. The student will be advised of the outcome of the appeal in writing. Copies of all documentation will be retained by the school.

The decision of the appeal committee endorsed by the Principal is final.

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.

Non-Serious Attempt

A non-serious attempt includes but is not limited to: a lack of academic engagement in the completion of the task eg: answering only multiple choice questions and / or responses containing objectionable material, abusive content directed towards a student, member of staff or supervisor, obscene symbols, drawings or comments.

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 will be provided the [WHS non serious attempt notice](#) and will have five school days in which to respond in writing.

Students who are determined to have made a non-serious attempt at an assessment task may expect to receive a zero for that task or an alternative penalty / consequence determined appropriate by the HT. The decision & penalty applied by the HT will be presented to the year group DP who has responsibility to endorse or decline the decision of the HT. Students making a non-serious attempt in learning or assessment will be managed through the school's positive behaviour for learning expectations and the school's student discipline and management policy where appropriate.

Further details on the rules that apply to malpractice and non-serious attempt from ACE can be located at <https://curriculum.nsw.edu.au/ace-rules/ace10/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 in 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 an assessment task is not submitted by the due date (inclusive of all forms of assessment consistent with the assessment schedule eg: submitted works, practical performance or in class tasks, scheduled examinations) 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 develop an understanding of each individual students learning and progress. (Teachers will set a date for the completion or submission of the task at the earliest opportunity)
- 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 within 2 days of their return to school and no longer than 7 days after the initial scheduled date of the task. In the event of absence from the task, the student must ensure that the Head Teacher of the course is notified by either a phone call to the school or email on the day of the task prior to the scheduled commencement of the task.

- See [Years 10, 11 and 12 Illness Misadventure form](#).

Illness or Misadventure Application

Download and print this from the Whitebridge High School website, the illness misadventure form is also accessible to students via the Sentral student portal.

If a student is absent from an assessment task, or unable to complete an assessment task by or on the due date.

- it is the student's responsibility to contact the school and the relevant Head Teacher of the course concerned
- download and print an Illness/Misadventure Application from the Whitebridge High School website or Sentral student portal, complete the form and then submit directly to the HT or email the completed form and attached evidence to the school email address whitebridge-h@det.nsw.edu.au marked to the attention of the specific course Head Teacher
- submit the completed Illness/Misadventure Application by the due date in accordance with the following:
 - 3.00pm within five (5) school days of the initial due date of the assessment task or on the day of your return to school (if not within 5 school days of due date) for Years 7,8 & 9,
 - 3.00pm within (2) school days of the scheduled due date of the assessment task or on the day of your return to school (if not within 2 school days of due date) & no longer than 7 school days after the initial scheduled due date of the task.

It is important that this form is returned promptly to the Head Teacher involved so that a determination can be made. An Illness / misadventure returned outside the guidelines listed above and/or later than 7 days from the initial scheduled date of the task will result in an automatic zero grade. This is not subject to appeal.

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. In all cases, you should **seek independent evidence** (eg: medical certificate in the case of illness) 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. A parent/carer note will not be considered as independent evidence for any stage 6 course of study.

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 statement from the student explaining how they were affected during the assessment task; or why they were unable to attend or submit the task
- a statement about how the student's performance during the assessment task may have been affected. The dates featured on any illness evidence (eg: hospital discharge paper or medical certificate) must cover the actual date of the assessment task and all subsequent absences until the task is completed.
- 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.

Illness / Misadventure applications will be assessed by the HT responsible for the course of study. A recommendation will be made by the HT to the relevant Year group DP who will independently review the application and make a decision to either endorse or decline the recommendation outcome of the HT.

The student will be informed of this decision within five school days of lodgment of the Illness/Misadventure Application. The HT is responsible for advising the student of the outcome of any Illness / Misadventure and a copy of all documentation pertinent to the I/M will be retained by the school.

Where an illness / misadventure application is submitted: The outcome may be – to complete the same task; to resubmit; approval for late submission; approval for early submission; mark of zero; complete an alternative task. (or a suitable outcome determined by the HT)

A student may appeal the outcome of the Illness / misadventure application or the result of any assessment task. The appeal must be submitted to the Principal in writing within 5 days of the outcome of Illness / misadventure being advised or in the case of an assessment appeal, within 5 days of the notification of the result of task. However, professional teacher judgement in applying the marking criteria is not grounds for appeal on an assessment.

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 2 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 through this consultation, 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 I/M application or task result. The Appeals Committee led by the Principal will consider all the information provided and make a recommendation to the Principal as final decision maker who will endorse or decline the appeal. 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 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 nor any school-based HSC assessment task. Students unable to complete an HSC assessment task due to family holiday or leave will receive a zero for the task.

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's position in relation to student leave is stated in the Student Attendance in NSW Public Schools Procedures under the School Attendance Policy. These procedures were last updated on the 5/12/2024.

The Department of Education discourages students taking leave during the school term with parents encouraged to take holidays with their child(ren) during school vacation periods.

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 considered and specified on the [application \(PDF 815 KB\)](#).

When student leave clashes with an assessment task

Whilst leave is not grounds for illness / misadventure, students are required to complete the illness misadventure **(& notice of leave)** documentation as part of the process of notification when absence impacts school assessment

Students in Years 7-9:

- Students in Years 7-9 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. The [illness / misadventure / \(notice of leave\)](#) form must be submitted. All students must complete and submit all assessment tasks to meet course requirements and outcomes.

Students in Year 10-11 or completing Year 11 courses:

- 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. The [illness / misadventure / \(notice of leave\)](#) form 10-12 must be submitted.
- 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 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 unable to complete HSC assessment due to leave will receive zero.
- A student who is to be absent at the time of a scheduled task must submit the (notice of leave) form (10-12) at least 2 weeks prior to the scheduled absence and/or task.

In all cases a student who is aware they will be absent from school at the time of an assessment task must consult with the faculty Head Teacher AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED TASK and submit the relevant [illness / misadventure / \(notice of leave\)](#) form. 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.

Students absent from school undertaking school representation or school endorsed activities must follow the guidelines above and in so doing will not be subject to assessment penalties. All hand-in tasks due during the period of representation or leave must be submitted prior to the period of absence commencing.

All students must complete and submit all assessment tasks to meet course requirements and outcomes.

HSC ALL MY OWN WORK

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>

NSW Curriculum / ACE Rules <https://curriculum.nsw.edu.au/ace-rules/ace1>

NSW Department of Education <https://education.nsw.gov.au/teaching-and-learning/assessment>