



Glenwood High School



Year 11 Assessment Policy

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Introduction

This handbook is issued to all students in Year 11 for the reasons outlined below:

- To ensure all students and their parents are fully informed about assessment requirements at Glenwood High School, particularly with regard to the school assessment components for each of their courses.
- To ensure students have advanced warning concerning assessment tasks, when they will be held and their relative weighting with regard to the final school assessment mark in each course.
- To enable students to plan their time wisely and organise an appropriate study program, assessment schedule and/or major work.
- To help students understand the importance of the work they will be doing as they work towards their HSC award.
- To encourage students to maintain a high standard of work in each of their courses. Most aspects of their work will ultimately contribute in some way to their final success this year.

This document is a valuable resource; it is available on the school's website: <https://glenwood-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting.html>. It should be downloaded for easy access. Students should review its contents regularly if they are to avoid disappointment resulting from failure to be aware of the school and course assessment policies, and other matters pertaining to assessable tasks. The assessment booklet and rules contained in this document are designed to be equitable for all students and to prevent students from gaining an unfair advantage over others. Ignorance of these rules will not be accepted as grounds for appeal by students.

This document outlines **your rights and responsibilities** in the assessment process and provides you with the basic rules of assessment. It also gives you the guidelines to ensure that the assessment process is applied consistently and without discrimination.

It is important for students to understand they cannot leave their study to the end of Year 11 as their performance is being assessed throughout Year 11. Students cannot afford to treat their studies lightly if they expect to do well.

As Glenwood High School strives to maintain a tradition of academic excellence, we trust all our students will work tirelessly to do their personal best in this year of school. We will provide you with the very best educational support but, ultimately, your success will come from your desire and ability to commit to your studies and challenge yourself through a focus on continual improvement.

Good luck, Year 11!

Mrs Sonja Anderson
Principal

Mr Steve Fennech
Deputy Principal

“The rules contained in this document are designed to be equitable for all students and to prevent students from gaining unfair advantage over others.”



Section I – NESAs Requirements

The NSW Education Standards Authority (NESA) set out the requirements for the award of the Higher School Certificate (HSC) within the **Assessment Certification Examination (ACE) Manual**. The specific sections of the manual can be found throughout this section of the policy, and can be accessed online.

1.1 Eligibility requirements for the HSC – ACE 1.2.2

To be eligible for the award of the HSC, students must:

- have completed Year 10
- have attended a school recognised by NESA;
- have completed the **HSC: All My Own Work (AMOW)** program (see Part 1.1.1), which is not required for those students undertaking Life Skills courses;
- have demonstrated a **minimum standard of literacy and numeracy** (see Part 1.1.2), which is known as the Minimum Standards tests;
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC (see Part 1.1.3); and
- sit for and make a serious attempt at the requisite HSC examinations.

1.1.1 HSC: All My Own Work – ACE 10.2.1

This is a program designed to help HSC students 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** (see Part 1.5) when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work before they submit any work for Preliminary or HSC courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

1.1.2 Minimum standard of literacy and numeracy – ACE 8.1.1, 8.1.2, 8.1.3

From 2020, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the HSC. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy. The HSC minimum standard is set at the **Australian Core Skills Framework (ACSF) Level 3**. This describes the functional literacy and numeracy skills required for life after school, for work and further education. Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

Students who leave school and have not met HSC eligibility requirements will receive a RoSA, or a Transcript of Study. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with an HSC testamur and have their results re-issued on a Record of Achievement.

School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

1.1.3 Pattern of study for the Preliminary and HSC years – ACE 12.1.1

To qualify for the HSC, students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units (which **must be studied at Glenwood High School**, with any additional subjects counted on top of the mandatory 12 units) and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects

To satisfy pattern of study requirements for the HSC, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12 (this allows for the study of Science Extension).

Glenwood High School **strongly recommends** the study of a minimum of 12 units **in the HSC year**. Students who choose to complete other courses offered externally must do so in addition to the 12 units completed at school for Year 11 and may only reduce their pattern of study to 10 units for Year 12 if they have shown continued diligence and application for the duration of their preliminary studies. This provides a number of **safeguards** for students pursuing an ATAR and allows room for error as the ATAR is calculated on the results of the best 10 units, including English. In the case of **extenuating circumstances**, students may discuss the possibility of altering their pattern of study with their deputy **before Year 12 Semester 1 reports** have been issued.

After Year 12 Semester 1 reports have been issued, students who have demonstrated continued diligence and application across all of their subjects may meet with their relevant Deputy Principal to discuss the possibility of altering their pattern of study. The Deputy Principal will advise the student regarding their request, and if this is a possibility, then the student will be directed to complete and submit the online **GHS Application to Withdraw from a Subject** form. Evidence will need to be provided. The Deputy Principal will review the request in consultation with the senior review panel comprised of relevant executive staff.

1.1.4 Course completion criteria – ACE 4.1.2

The following course completion criteria refer to both Preliminary and HSC courses. 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:

1. followed the course developed or endorsed by NESAs; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes

1.1.5 Life Ready program

Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school. The planning, delivery and evaluation of Life Ready is guided by student learning needs and community context. Year 11 students will complete this program during their Preliminary year.

<https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12/about-life-ready>

1.2 Satisfactory completion of a Vocational Educational Training (VET) course – ACE 14.6.1

As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria. The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course;
- the HSC course structure;
- mandatory **work placement** requirements (see Part 1.2.1);
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks and
- competency-based assessment requirements.

HSC unit credit for a VET course is withheld if there is no evidence of training activity (VET data). This includes where there is no RTO assigned, no enrolment in a qualification, no competency outcomes, or 'Did not start' outcome for all competencies. Schools in partnership with an RTO delivering a HSC VET course must ensure that the scope and sequence and program for delivery of the course address all of the HSC course requirements.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine. Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

1.2.1 Work placement – ACE 14.6.1

The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school. For each VET course, a minimum amount of 70 hours is required in the workplace, although the amount of workplace learning needed to achieve the competencies will vary from student to student.

If a student fails to undertake any mandatory work place component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a **N-Determination (non-completion)** (see Part 1.7).

1.3 Attendance – ACE 4.1.2, 4.2.2

While NESAs does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria (see Part 1.1.4) may not have been met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

1.4 Preliminary school-based assessment requirements – ACE 2.1.1

NESA's syllabus packages, including assessment and reporting documents, indicate the mandatory components for Preliminary assessments and the weightings to be attached to those components.

Each school will determine:

- a. the practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based; and
- b. the weightings to be allocated to each task, except when these are specified in the syllabus package.

Schools are required to develop an assessment program for each of their courses. This involves the following responsibilities:

- a. number of tasks – identifying the number of tasks that will be used to measure students' achievement in each syllabus component;
- b. weightings – allocating weightings to each of the tasks in accordance with the components and weightings in the Assessment and Reporting document for the course;

- c. scheduling tasks – scheduling the assessment tasks for the Preliminary courses, being mindful of the demands these tasks will place on students and teachers;
- d. written advice to students – providing students with written advice about the school’s requirements for assessment in each course which **must include**:
 - i. the components and their weightings as specified in the assessment and examination materials on NESAs website;
 - ii. the general nature of each assessment task;
 - iii. a schedule of when assessment tasks are planned to take place (in addition, there must be provision for adequate notice of the precise timing of each assessment task);
 - iv. the weight value of each task in relation to the total weighted mark for the course;
 - v. details of administrative arrangements associated with each task (e.g. how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task, etc.);
 - vi. details of the school’s policy on **malpractice** in assessment tasks;
 - vii. details of the procedures for dealing with student appeals arising from assessment tasks.
- e. appropriate procedures: marking, recording, reporting.

For all Board Developed courses (except VET courses and Life Skills courses), NESAs requires all students to follow an assessment program and have a school-based assessment mark submitted.

A student who does not comply with the assessment requirements and receives an **N-Determination (non-completion)** in a course will not have an assessment grade awarded for that course. Please note: if the student receives an N-Determination in the Preliminary course, they will not be able to study the related HSC course. Students must successfully complete **12 units** in the **Preliminary** year to qualify for the Year 11 RoSA. For more information on **N-Determinations**, see Part 1.6.

1.5 Malpractice – ACE 2.1.1

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student’s own or must be acknowledged appropriately. Malpractice, including **plagiarism**, could lead to students receiving zero marks and will jeopardise their Preliminary results.

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

- a. Misrepresentation- when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation includes but is not limited to:
 - i. making up journal entries for a project, and/or
 - ii. submitting falsified or altered documents, and/or
 - iii. referencing incorrect or non-existent sources, and/or
 - iv. contriving false explanations to explain work not handed in by the due date.
- b. Plagiarism- when a student pretends to have written, created or developed work that has originated from another source. Plagiarism includes but is not limited to:
 - i. copying someone else’s work in part or in whole, and presenting it as their own, and/or
 - ii. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - iii. building on the ideas or words of another person without appropriate acknowledgement, and/or
 - iv. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- c. Collusion- when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:
 - i. sharing answers to an assessment with other students, and/or
 - ii. submitting work that has been substantially contributed to by another person, such as a student parent, coach or subject expert, and/or
 - iii. contract cheating by outsourcing work to a third party, and/or
 - iv. unauthorised use of artificial intelligence technologies.

- d. Breach of assessment conditions including any breach of:
 - i. HSC exam rules and procedures, and
 - ii. HSC minimum standard test rules and procedures.

The above are examples of malpractice and are not conclusive. The principal or principal's delegate may determine if an act performed by the student is deemed as malpractice. Use of any type of software assistance, for example AI software, is considered malpractice. From the 2014 HSC year, NESAs implemented the **Register of Malpractice in HSC Assessment Tasks**, where schools will collect and detail information on students where malpractice has occurred, the type of offence and the penalties applied. This record is then kept and maintained by NESAs.

1.6 Warning of non-completion of Preliminary course – ACE 4.2.1

NESA has delegated to principals the authority to determine if students seeking the award of the HSC at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESAs. Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school.

If at any time it appears that a student is at risk of being given an **N-Determination (non-completion)** in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent or guardian in writing.

This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences on Preliminary eligibility of an N-Determination in a course.

The principal **must**:

- a. advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- b. advise the parent or guardian in writing;
- c. request from the student or parent/guardian a written acknowledgement of the warning;
- d. issue at least one follow-up warning letter if the issue has not been corrected; and
- e. retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue an **N-Determination** and advise NESAs. Students who have not met the requirements of the Preliminary course **cannot progress to the HSC course.**

1.6.1 Failure to submit tasks – ACE 2.1.1

If a student has a upheld illness/misadventure application, the school must provide the student with an opportunity to attempt the assessment task by either providing an extension of time to complete the original assessment task or providing the student with a substitute assessment task.

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

1.6.2 Non-completion determinations – ACE 4.2.1

When a principal issues an N-Determination in a course, this must be indicated via *Schools Online*. The school must also submit an assessment mark which will be reported if the student appeals successfully to the school or to NESAs.

If a student is to be given an N-Determination because of failure to complete the tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal must submit the N-Determination via *Schools Online*, advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to NESAs using the form supplied by NESAs at *Schools Online*. The school must calculate an assessment mark incorporating the marks for those tasks submitted and a zero for each task not submitted. This information will be required if the student makes an appeal to NESAs which is upheld.

1.6.3 Review of non-completion determinations – ACE 4.2.1

The procedures for a school review of an N-Determination will follow those laid down for other school reviews of assessments as follows:

- a student seeking a review of an N-Determination must apply to the principal by the date listed in the key dates and exam timetables schedule;
- if the school upholds the appeal, the school advises NESAs by the date stipulated in the timetable;
- if the appeal is declined, a student may appeal to NESAs where the review will focus on whether the school reviewed properly and correctly considered the matters before it; and
- appeals must reach NESAs by the date stipulated in the HSC key dates and exam timetables schedule (NESAs will advise students and principals of the outcomes of any appeal as soon as possible).

Section II – Glenwood High School Requirements

This section outlines the application of the NESAs requirements detailed in Section I within our school context.

2.1 Guiding Principles

2.1.1 Responsibilities of the school

The school is responsible and commits to providing:

- students with the **Year 11 Assessment Policy** booklet, which outlines the NESAs and school practices of assessment;
- students with the **Year 11 Assessment Schedules** document for all courses, which outlines the components to be assessed, the scheduling of the tasks, and their respective weighting (these can be accessed on the school's website);
- NESAs with information on each successful completion of the courses;
- a review/appeals procedure for students in relation to disputes or concerns that arise;
- appropriate reporting procedures;
- procedures that are consistent with the NESAs syllabus guidelines and Assessment and Reporting document for all Board Developed courses;
- an assessment plan devised by the school or TAFE and approved by NESAs for all Board Endorsed courses.

2.1.2 Responsibilities of faculty head teachers and their staff

Faculty head teachers and their staff are responsible for and commit to:

- setting assessment tasks that:
 - will be used to measure student performance in each component of a course;
 - are effective at discriminating between each student's achievement of outcomes in order to determine assessment rank and/or grade;
 - specify a mark/weighting for each assessment task;
 - are of the same type and have the same weighting for all classes studying that course.
- providing students with a written assessment notification for each assessment task that contains a detailed explanation of the specific nature of the task, which will be issued at least **two weeks in advance**;
- maintaining a register for all assessment tasks that acknowledges the receipt of the

assessment notification, submission of the assessment task and the return of the assessment task;

- providing students with assessment task feedback at the completion of each task, which includes a mark or grade, detailed marking criteria and written feedback;
- establishing procedures for recording and reporting student performance on all assessment tasks;
- ensuring that final cumulative school-based assessment marks are not provided to students;
- issuing official **N-Warning letters** (see Part 2.3) to students and parents/caregivers outlining the areas of **unsatisfactory completion of course requirements** as required (see Part 1.1.4); and
- arranging any necessary excursions on dates that do not conflict with assessment tasks (should a conflict occur, teachers will work to negotiate an alternate time).

2.1.3 Responsibilities of the student

Students are responsible for:

- being familiar with the procedures, course information and assessment schedules contained within the **Year 11 Assessment Policy** and the **Year 11 Assessment Schedules** document (accessible on the school website);
- attending all classes and ensuring their **attendance** enables them to achieve course outcomes;
- demonstrating **sustained diligence and effort** in each subject and participating in all lessons constructively;
- making a **serious attempt at all assessment tasks** and completing all other set tasks in order to achieve course outcomes;
- catching up on missed work when **absent from school** and being aware that it is their responsibility to know what work has been missed and to complete all missed work;
- ensuring when **absent from school on the day an assessment task notification is issued** that it is their responsibility to contact their teacher and/or the relevant faculty head teacher to obtain the task notification (no extension or leave will be granted if a student fails to carry out this action);
- speaking with their teacher or the relevant faculty head teacher for clarification about the requirements of the subject/course assessment program;
- being present for the whole day an assessment task falls due for class submission;
- submitting **work that is their own**, as any material copied without acknowledgement of the original source will be regarded as plagiarism and penalties will be imposed (acknowledged work will not be counted as part of any required word count);
- lodging any request for assessment review within **two school days** of receiving the marked assessment task (note: two school days does NOT include weekends, public holidays or school holidays); and
- informing the relevant teacher, faculty head teacher or deputy principal if there is a clash with an excursion or other school approved activity and completing and submitting the **GHS Assessment Task Appeal** with supporting documents (see Part 2.11). This online form is available on the school website.

The school reserves the right to substitute or alter any part of this policy at any time, provided that such alterations are consistent with the policies of NESAs, students and parents are notified and that all students involved are affected equally. The variations table in this document (see p.25) will identify such changes that have occurred throughout the academic year on the digital copy of the policy located on the school website.

Students are to complete and submit the **Confirmation of Assessment Policy Form** online indicating that they have read and understood this document.

2.2 Examination periods

A formal examination period is typically in the same format as the HSC examinations, and draws from most or all content areas, topics or modules. For Year 11, their examination period is known as the Yearly Examinations. During this time, normal lessons are suspended and students will only be required at school when their specific examinations are scheduled.

Examinations are an important part of your progress throughout Year 11. Expected examination conduct and student expectations at Glenwood High School are outlined below:

2.2.1 Organisation

BE AT YOUR EXAMINATION VENUE at least 20 MINUTES BEFORE THE START OF YOUR EXAM.

- Students must follow the daily Positive Behaviour for Learning expectations of Glenwood High School.
- Students are expected to wear full school uniform during examinations.
- Students should go to the toilet before entering the examination so that there are no disturbances.
- Students must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
- Students should ensure they have all the necessary equipment for each examination. No borrowing of equipment is permitted in the examination room. All equipment is to be kept in a CLEAR PLASTIC SLEEVE – NO PENCIL CASES ALLOWED!
- Students are not permitted to leave early during the examination.
- Students are not permitted to have any notes, aides or technology device including mobile phones.
- If you do not make a serious attempt at an examination, you will be referred to the Deputy Principal for further action.
- Students absent during an examination period must complete and submit the online **GHS Assessment Task Appeal** with appropriate contemporary supporting documentation. In the case of illness, the **GHS Medical Certificate** must be submitted.
- All work produced for marking in examinations must be the student's original work, otherwise, it will be considered malpractice.

2.2.2 Behaviour expectations

To be fair to all students attempting to complete their examination, strict rules governing behaviour are necessary.

DISRUPTIVE BEHAVIOUR OF ANY SORT WILL RESULT IN REMOVAL FROM THE EXAMINATION. A non-serious attempt will be recorded and a zero mark may be given.

- **No food, drink**, notes, digital devices or **mobile phones** are permitted in the examination room.
- All phones and smart watches are to be switched off, locked in Yondr pouches and kept in student bags. Any disruption to an examination due to a phone will result in serious consequences.
- **Only equipment needed for the examination** should be taken into the examination venue. All other materials (including notes, magazines and novels) are not permitted.
- Electronic devices such as an organiser, dictionary or computerised watch are not permitted into the test room unless approved by NESAs.
- Once seated, students should **remain silent**, face the front and not communicate with other students.
- Students must behave in a way that is not likely to disturb the work of any other student or upset the conduct of the examination/test.
- Students must make a serious attempt at answering all questions in the examination/test.
- Students caught cheating will have their examination paper cancelled and will be dealt with in accordance with the School Discipline Code. Cheating includes, but is not limited to, bringing into the examination room notes, devices and non-approved calculators, as well as reproducing work with which is not their own.
- Non-serious attempts at any examination will not be marked. In addition, examination papers with offensive writing or graffiti **WILL NOT BE MARKED**.
- Students **will not be permitted to leave the examination room** for the toilet. If a student has a medical issue which makes this necessary, that information should be provided to the Head Teacher Welfare in advance of the examinations. This will then be recorded and examination supervisors will be notified.
- Students must stop writing when advised to do so by the supervisor.

- Test material cannot be removed from the examination room.
- Students arriving late to an examination without a justifiable reason will complete the examination in the time remaining. Students late to examination where circumstances were outside of their control or are not in a fit state to sit an examination are to see a Deputy Principal before entering the examination hall.

2.3 N-Warnings and non-serious students

An **N-Warning** is a written warning letter provided to students and their parents/caregivers that a student is at risk of non-completion of a Preliminary course (see Part 1.6). There is a **minimum of 2 N-Warnings before students are at risk of receiving an N-Determination**. Glenwood High School will follow the DoE Suspension and Expulsion Policy regarding students who are deemed non-serious or at risk of then being subsequently **N-Determined** in any subject (see Part 1.6). The policy is available on the DoE website.

If a student is issued with a N-warning, they must remain at school on Wednesdays during period 4 to complete the required work in the library.

2.4 Attendance

The NESAs guidelines in regards to attendance are outlined in Part 1.3 of this document. In light of this, **attendance of all senior students at Glenwood High School is expected to be above 90%**. Students who do not attend class are missing valuable learning experiences provided and are at risk of not meeting **course completion criteria** (see Part 1.1.4).

Any student whose attendance is of concern will be referred to the appropriate Head Teacher Secondary Studies, with parents contacted. Students deemed 'at risk' due to attendance will be referred to the Home School Liaison Officer (HSLO) for further action. In the instance that a student is not meeting course requirements due to attendance issues, the student and parent will be notified as per the **N-Warning** process (see Part 2.3). Students who have not met attendance requirements may also be considered as 'non-serious' as per the DoE Suspension and Expulsion Policy.

2.5 Assessment tasks

2.5.1 Types of tasks

Each course requires students to complete a number of assessment tasks, in order to demonstrate satisfactory application and completion. These tasks are set in the respective course assessment schedules.

As well as this, students may also be required to complete set class/course-based tasks which do not contribute to their formal assessment program. Tasks that do not contribute to the final assessment are designed to prepare students for the HSC external examinations. Students must complete all required tasks in each course (not just the formal assessment tasks) if they wish to qualify for the award of the HSC. Other tasks are equally important as the formal tasks because they lay down the background knowledge and skills in each subject.

2.5.2 Number of Preliminary assessment tasks

At Glenwood High School there will be **three formal assessment tasks, including major examinations**, per 2-unit subject for Board Developed Courses. This is in line with NESAs Stage 6 Assessment and Reporting guidelines.

Final assessment of students is completed by the end of Week 10 in Term 3 of the Preliminary year in all subjects.

2.5.3 Multiple assessment tasks

There is an assessment calendar available on Sentral and an assessment schedule document to check how many tasks you have. If you have more than **four** assessments due/in one week (excluding examination periods) or have more than **two** in a day, you need to see your classroom teacher, the faculty head teacher, your Head Teacher Secondary Studies or your deputy principal.

2.5.4 Nature of Preliminary assessment tasks

The assessment schedule incorporates tasks which will reflect a balance of the syllabus objectives and outcomes statements as set out in the syllabus (or course outline for Board Endorsed Courses) for each course.

These tasks are designed to rank/grade each student's achievement of the syllabus outcomes. In designing tasks, teachers aim to achieve an appropriate balance between aspects such as recall, analysis, synthesis; individual work vs group work; practical skills, excursion and fieldwork tasks; research skills, oral skills and written communication skills.

Assessment tasks are designed to discriminate between students, provide a rank order of students, and highlight relative gaps between students.

It is important that teachers are able to ensure the **work submitted by each student is all their own work** and ensure that the proportion of contribution of each student in a group is recognised and are allocated marks accordingly.

2.5.5 Completion and submission of assessment tasks

The **Year 11 Assessment Schedules** document (accessible on the school website) shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time **will result in a zero mark** being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in Part 2.13.

It is the **student's responsibility to check the submission method** detailed on the assessment notification, as this may vary due to the nature of the assessment task, or method required:

- for digitally submitted tasks through **Turnitin**, assessment tasks must be submitted on the specified **due date by 8:30am**;
- for hard copy tasks, they must be handed in on the specified due date, and **during the period** in which the lesson is timetabled, *personally to the class teacher or head teacher only*; and
- for in-class tasks, students must be prepared to complete the task during the relevant period on the specified due date

2.5.6 Unfair advantage in assessment

NESA outlines that no student is to gain an unfair advantage over other students, whether that be on the day of, or in the days prior, to an assessment task.

Causes of unfair advantage include:

- for a student to absent themselves from **any lessons** or normal school routine (including Connect, Period 0 classes, etc.) on the day an assessment task is scheduled or a hand-in/in-class task is due; and
- arriving **late to school** on the day of a scheduled assessment task or hand-in/in-class task is due.

Any breaches will be considered malpractice (see Parts 1.5, 2.9).

If it is deemed that a student has gained an unfair advantage, a **zero mark** may be awarded. Should the student wish to apply for a review of this decision, they must complete and submit *the GHS Review of Assessment Task Appeal* with appropriate supporting documentation within **two school days** of the decision being taken (see Part 2.17). This online form is available on the school website.

2.6 Communication of assessment

2.6.1 Communication to students

Students are to be informed of writing of:

- the assessment program for each of their courses, provided in the form of their **Year 11 Assessment Schedules** document; and
- the specific requirements of each assessment task, including the components and syllabus outcomes being assessed, and weightings of the task.

Following the completion, submission and marking of an assessment task, students will receive clear feedback on their performance, which should indicate their attainment in the task relative to the outcomes, and cumulative rankings on school reports.

The **Year 11 Assessment Schedules** document is accessible on the **school website**. A minimum of **two weeks' notice of any task** is to be given to the students. In most cases, tasks should not be scheduled in the moratorium period of **two weeks prior to the Yearly Examination**, excluding tasks of a purely practical nature conducted exclusively in school time which requires the use of school equipment. This also excludes in-class tasks or tasks that have been developed over a period of time and/or assist in the preparation for formal examinations.

If a student is **absent from school on the day an assessment task notification is issued**, it is their responsibility to contact their teacher and/or the relevant faculty head teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.

2.6.2 Communication to parents

Both the **Year 11 Assessment Policy** and **Year 11 Assessment Schedules** are available on the **school website**. As well as this, a regular guide to individual student progress will be provided by:

- teacher comments on assessment tasks and school reports;
- marks and comments on completed assessment tasks;
- marks and comments for other tasks completed;
- school reports;
- communication with parents as needed for individual cases (e.g. Senior Review Program, year advisor/head teacher concerns, etc.); and
- parent/teacher evenings.

2.7 School leave affecting assessment tasks

Leave from school *may* be granted by the principal upon completion of an **Application for Extended Leave – Travel Form**, accessible on the school website, from the deputy principal or the front office. Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should **NOT assume leave will be granted**, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with assessment tasks.

The Department of Education's position in relation to student leave is stated in the **Student Attendance in Government Schools Procedures School Attendance Policy**, in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- **14.1** – 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.
- **14.3** – 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.

2.7.1 Student leave clashes with an assessment task

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 **relevant faculty head teacher at least two weeks prior**, or as soon as they are aware, of the scheduled task.

Students should then speak with the deputy principal and complete and submit the online **GHS Assessment Task Appeal** with appropriate supporting documentation (see Part 2.12). This online form is available on the school website. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a **zero mark** being awarded.

All hand-in tasks due during the period of approved leave **MUST** be submitted prior to leave commencing. Failure to do so may result in a **zero mark** being awarded.

Students with a scheduled in-class task, such as an examination, test, presentation, or group work task, may not be able to complete this prior to leave commencing. In this case a student must complete and submit the online **GHS Assessment Task Appeal** with appropriate supporting documentation. The deputy principal in consultation with the head teacher will determine if an extension of time to complete the original assessment task or a substitute assessment task is to be given. In extenuating circumstances, the school may provide an estimate.

2.7.2 Student absence due to school business including work placement

If a student will be absent on the day of an assessment task with prior knowledge due to school business, the student must give notice to the head teacher when they are first notified of the event, and complete and submit the online **GHS Assessment Task Appeal** with appropriate supporting documentation. This online form is available on the school website. The deputy principal in consultation with the head teacher will determine if an extension of time to complete the original assessment task or a substitute assessment task is to be given if approval is obtained.

In the case of mandatory work placement, the form must be submitted to the deputy principal **at least one week prior** to the student attending the work placement to ensure an alternative arrangement can be made to complete the assessment task. The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

2.7.3 Student absence from examinations due to school business including work placement

Students who have prior knowledge of absence for an examination period **may not be able to complete an examination before the scheduled time**. The student must complete and submit the online **GHS Assessment Task Appeal** with appropriate supporting documentation. This online form is available on the school website. If approved, the deputy principal, in consultation with the head teacher will negotiate a substitute task or re-schedule the original task. In extenuating circumstances, the **Assessment Review Panel** may negotiate an estimated mark for the student.

In the case of mandatory work placement, the form must be submitted to the deputy principal **at least one week prior** to the student attending the work placement to ensure an alternative arrangement can be made to complete the assessment task. The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

2.7.4 Student absence due to suspension

All assessment tasks must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT be entitled to apply for an extension or assessment reschedule**. At the time of suspension, the deputy principal will notify the relevant teachers of the student's suspension. The following procedures will then apply:

- **hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable;

- **in-class assessment tasks** – the relevant faculty head teacher and/or class teacher will reschedule an alternative date for the task, which will be communicated to the student; or
- **examinations** – the deputy principal will arrange for the student to sit the examination at the scheduled time in an alternative school-based location, which will be communicated to the student.

The consequences of not following these procedures may result in a **zero mark** being awarded.

2.8 Notification of concern in completion of assessment task

It is *necessary* that a parent and/or student contacts the school *immediately* if one or more of the following occurs:

- there is a problem completing assessment tasks by the due date (*only in exceptional cases will an extension be granted*);
- a student's performance in an assessment task has been affected by illness or unforeseen misadventure, suffered immediately before or during the assessment period;
- a student is prevented from attending an assessment task due to illness and/or misadventure; or
- a student is prevented from submitting an on-going assessment task in person (this includes practical projects, reports, speeches etc. requiring preparation before the due date) due to illness and/or misadventure (the school expects the student to make alternative arrangements to have the task submitted on the due date, which will ensure that the assessment process is not compromised).

In these instances, students will be directed to complete the appropriate application, as outlined in Parts 2.11, 2.12 and 2.13. Please note:

- difficulties in preparing for assessment tasks will not be considered for compensation (in exceptional circumstances, the **Assessment Review Panel** will consider reviewing results gained under adverse conditions); and
- students cannot submit an appeal on the basis of misreading an assessment task/examination timetable (if a student misses an assessment task or arrives late to an assessment task, they cannot submit an appeal, however, the deputy principal should be notified immediately).

2.9 Malpractice

Malpractice is determined by NESAs, and outlined in Part 1.5 of this policy. It essentially relates to any activity that allows students to gain an unfair advantage over others, and may result in the student receiving a **zero mark**. Use of any type of software assistance, for example AI software, is considered malpractice. Student malpractice in assessment tasks and examinations will be referred to the relevant head teacher, and deputy principal. Following a determination of malpractice, the deputy principal (or their delegate) will notify the student of the decision, and contact the parent/caregiver.

Instances of malpractice in HSC courses will also be reported to the **Register of Malpractice in HSC Assessment Tasks**, which is kept and maintained by NESAs.

Should the student wish to apply for a review of this decision, they must complete and submit the online **GHS Review of Assessment Task Appeal Outcome** with appropriate supporting documentation within **two school days** of the decision being taken (see Part 2.17). This form is available on the school website.

2.10 Technological Failure

Students are solely responsible for maintaining backups of all personal data files, independent of the school's computers and network. Technology and computer problems (e.g. broken computer, faulty USBs, printing issues, Turnitin issues) will not be accepted as valid excuses for late work unless:

- students can provide independent evidence of the technological failure, e.g. attempts to rebuild or recover printouts of drafts or partial drafts or associated notes and summaries in order for extensions etc. to be granted; or
- an online **GHS Assessment Task Appeal** with appropriate supporting documentation has been completed and submitted.

The **Assessment Review Panel** will determine the appeal, in consultation with the respective faculty head teacher. *No further appeal will be considered after determination.*

2.11 Procedures for requesting a rescheduling of an assessment task due to an official school activity

All students are provided with the opportunity to request a rescheduling of their assessment task if the **due date clashes with an official school activity in which they are involved**.

Students are to complete and submit the online ***GHS Assessment Task Appeal*** with appropriate supporting documentation. This form is available on the school website.

All applications for a rescheduled assessment task must be submitted **at least one week prior** to the due date. If the student becomes aware of a situation requiring a reschedule within this period, students are required to seek advice from their deputy principal.

Students wishing to request an assessment task rescheduling must follow the procedure outlined below:

Step 1 – Complete and submit the form at least one week prior

Students are to complete and submit the online ***GHS Assessment Task Appeal*** with appropriate supporting documentation. This form is available on the school website.



Step 2 – Resolution and feedback

- a. The application will be considered by the deputy principal and relevant faculty head teacher.
- b. The decision will be communicated via School Bytes to the student.

If approved, the student will be required to submit the work at a time specified by the relevant faculty head teacher and/or teacher. Students who fail to follow this procedure must submit the task by the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to apply for a review of this decision, they must complete and submit the online ***GHS Review of Assessment Task Appeal*** with appropriate supporting documentation within **two school days** of the decision being taken (see Part 2.17). This form is available on the school website.

2.12 Procedures for requesting an extension of the due date of an assessment task

Extensions will only be granted in cases of exceptional circumstances. Students are to complete and submit the online ***GHS Assessment Task Appeal*** with appropriate supporting documentation. This form is available on the school website.

All applications for an extension must be made **at least one week prior** to the due date. Students wishing to request an extension must follow the procedure outlined below:

Step 1 – Complete and submit the form at least one week prior

Students are to complete and submit the online ***GHS Assessment Task Appeal*** with appropriate supporting documentation. This form is available on the school website.



Step 2 – Resolution and feedback

- a. The application will be considered by the deputy principal and relevant faculty head teacher
- b. The decision will be communicated via School Bytes to the student.

If an extension is approved, the student will be required to submit the work at a time specified by the relevant faculty head teacher and/or teacher. If an extension is not approved, the student must submit the task by the original due date. The late submission of a task will result in a **zero mark** being awarded for that task. Should the student wish to apply for a review of this decision, they must complete and submit the ***GHS Review of Assessment Task Appeal*** to the deputy principal within **two school days** of the decision being taken (see Part 2.17).

2.13 Procedures for applying for illness/misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

Procedures to follow in the event of:

1. Absence due to illness/misadventure on the day of an in-school assessment task.

- The student or parent/caregiver **MUST** contact the school **by 8.30am** on the day the task is scheduled, either by phone: 02 9629 9577; or email: glenwood-h.school@det.nsw.edu.au
- Students must complete and submit the online ***GHS Assessment Task Appeal*** with supporting contemporary documentation. In the case of illness, the ***Glenwood High School Medical Certificate must be submitted***. The medical certificate must be completed by the doctor for the period of absence and not backdated to cover any missed assessment tasks. Both forms are available on the school website.
- Student must report to the deputy principal **before school on their first day back to school**, and be prepared to complete the task on that day.

2. Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted in class.

- The student or parent/caregiver **MUST** contact the school **by 8.30am** on the day the task is scheduled, either by phone: 02 9629 9577; or email: glenwood-h.school@det.nsw.edu.au
- Students should attempt to have the task either delivered in person (e.g. by a third party) or submitted electronically **by 8.30am** (e.g. school email, class teacher email).
- Students must complete and submit the online ***GHS Assessment Task Appeal*** with supporting contemporary documentation. In the case of illness, the ***Glenwood High School Medical Certificate must be submitted***. The medical certificate must be completed by the doctor for the period of absence and not backdated to cover any missed assessment tasks. Both forms are available on the school website. The form must be completed and submitted during the student's absence or on the first day of return to school.

3. Illness/misadventure during an in-school assessment.

- If a student presents ill during an in-class task or examination, **they must inform the supervising teacher immediately and then report to the deputy principal.**
- Students must complete and submit the online ***GHS Assessment Task Appeal*** with supporting contemporary documentation. In the case of illness, the ***Glenwood High School Medical Certificate must be submitted***. The medical certificate must be completed by the doctor for the period of absence and not backdated to cover any missed assessment tasks. Both forms are available on the school website.
- The **Assessment Review Panel** will determine whether a substitute task or in extenuating circumstances an estimate mark shall be given.

4. Absence due to illness/misadventure during examination periods

- Students who are **absent during examination periods** must inform the deputy principal two weeks before the scheduled examination period.
- Students must complete and submit the online ***GHS Assessment Task Appeal*** with appropriate contemporary supporting documentation. In the case of illness, the ***Glenwood High School Medical Certificate must be submitted***. The medical certificate must be completed by the doctor for the period of absence and not backdated to cover any missed assessment tasks. This form is available on the school website. The form must be completed and submitted during the student's absence or on the first day of return to school.
- If the assessment task appeal is approved, a **substitute task** may be administered upon the students' return to school.

In extenuating circumstances where a student cannot complete the assessment task, an estimate may be provided based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.

The consequences of not following these procedures may result in the application for illness/misadventure being rejected and a **zero mark** being awarded.

Please note – The distinction is clear that students are expected to complete this process **before or on their first dayback to school, NOT the first day they have their next lesson of the impacted subject**. Failure to follow this process may result in the application being rejected and a **zero mark** being awarded.

The Illness/Misadventure program does not cover:

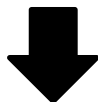
- a. attendance at a sporting or cultural event, or family holiday, or
- b. alleged inadequacies of teaching, or
- c. long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- d. disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the exam, eg a diabetic student who has an extraordinary hypoglycaemic event and is unable to recover; or
- e. long-term illness, eg glandular fever, asthma, epilepsy, unless the student has a 'flare-up' of the condition immediately before or during the examination, or
- f. matters avoidable by the student, eg misreading the examination timetable.

2.14 Summary procedures for applying for illness or misadventure

Students missing an assessment task and wishing to make an application for illness/misadventure must follow the procedure outlined below (in conjunction with the specific steps outlined in Part 2.13):

Step 1 – Contact the school

The student or parent/caregiver **MUST** contact the school **by 8.30am** on the day the task is scheduled, either by phone: 02 9629 9577; or email: glenwood-h.school@det.nsw.edu.au



Step 2 – Complete and submit the form

- a. Students are to complete and submit the online **GHS Assessment Task Appeal** with appropriate supporting documentation. This form is available on the school website. The form must be completed and submitted during the student's absence or on the first day of return to school.
- b. For illness, the student **MUST** obtain the **Glenwood High School Medical Certificate** from the school website, and ensure it is completed by the doctor for the period of absence and not backdated to cover any missed assessment tasks
- c. For misadventure, the student should obtain a statutory declaration, or any supporting documentation (see Part 2.15), where possible, outlining the situation.



Step 3 – Resolution and feedback

- a. The deputy principal will consider the application.
- b. The decision will be communicated via School Bytes to the student.

Please note – The distinction is clear that students are expected to complete this process **before or on their first dayback to school, NOT the first day they have their next lesson of the impacted subject**. Failure to follow this process may result in the application being rejected and a **zero mark** being awarded.

If the application is not accepted, a **zero mark** will be awarded for that task. Should the student wish to apply for a review of this decision, they must complete and submit the online **GHS Review of Assessment Task Appeal Outcome** with appropriate supporting documentation within **two school days** of the decision being taken (see Part 2.17). This form is available on the school website.

2.15 Supporting evidence

The submission of contemporary supporting evidence is crucial to any application process. When seeking a medical certificate, the **Glenwood High School Medical Certificate** is mandatory. **The submission of a non- Glenwood High School Medical Certificate will NOT be accepted.** Students are to access a copy of this document from the school's website, and present it to their relevant doctor to complete in full. The submission of the **Glenwood High School Medical Certificate** *does not automatically mean the illness/misadventure appeal will be upheld*. Certificates that cite stress, anxiety or insomnia as a reason for absence will be looked at critically. As a general rule, these may not be accepted.

The **Glenwood High School Medical Certificate** should cover the **entire period of the student's absence, not simply the day of the task**. The medical certificate is not to be backdated to cover any missed assessment tasks.

Any **subsequent certificates** should be from the same doctor or medical centre, so the school is confident students are genuinely sick and not trying to undermine the assessment procedures which are in place for equity reasons.

If a student **cannot supply a *Glenwood High School Medical Certificate*** to support their illness/misadventure application, other supporting evidence **MUST** be supplied. A **statutory declaration** must be completed and signed. Other forms of documentation that may be presented to support their application can include travel itineraries, court proceedings, legal documents, death notice, etc.

2.16 Outcome of illness/misadventure application

All illness/misadventure applications will be considered and determined by the deputy principal.

A **substitute task** may be administered or an extension of time to complete the original assessment task granted.

If the application is **accepted**, the task is marked **without penalty** and the student will be informed.

If the application is **declined**, then the **task must be submitted or attempted if not already done so**, in accordance with NESA rules and procedures. One of two outcomes may then occur:

- *original task submitted or attempted on time* – the original task will be marked with feedback provided, and this earned mark will apply; or
- *original task was submitted or attempted late* – the original task will be marked with feedback provided; however, a **zero mark** will be officially awarded.

Irrespective of the outcome of the illness/misadventure appeal, all students will be required to complete the task/substitute task to show evidence that the student has met the course completion requirements.

The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 percent** of available marks in the course. This means that if this requirement is not met, the student will not receive an assessment mark or an examination mark for that subject.

If a student is to be given an N-Determination because of failure to complete tasks which contribute in excess 50% of the final assessment mark, the principal will advise the parents and the student of the **N- Determination** and its consequences (see Part 1.6).

The **Assessment Review Panel** will determine appropriate measures for:

- a student who is absent for a prolonged period with a valid reason; or
- a student who suffers from an ongoing medical situation.

In all cases, should the student wish to apply for a review of this decision, they must complete and submit the online ***GHS Review of Assessment Task Appeal*** with appropriate supporting documentation within **two school days** of the decision being taken (see Part 2.17). This form is available on the school website.

2.17 Procedures for review of application decision

All students have the right to request a review of a decision made regarding:

- an assessment task result;
- an application for an assessment task rescheduling;
- an application for an exceptional circumstance meaning an inability to submit a task on the scheduled due date;
- an application for illness/misadventure;
- a decision made in regards to student malpractice; or
- a decision resulting in a student receiving a zero mark.

In reviewing the determination of a student's appeal, the **Assessment Review Panel** will consider the following as applicable:

- the student's relevant original application form;
- documentation submitted with the original application;
- any additional statement and/or documentation submitted with the student's review form; and
- all evidence presented which relates to the reason for review.

Please note: there is **NO provision to appeal for a determination made in regards to technological failure** (see Part 2.10).

To appeal an **assessment task result**:

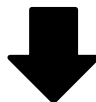
Step 1 – Contact classroom teacher within 24hrs

- a. Student identifies what they suspect to be an irregularity in the marking of an assessment task
- b. Student to inform classroom teacher of concerns **within 24 hours** of receiving the assessment task result
- c. If queries cannot be resolved, move onto Step 2.



Step 2 – Submit the application within 2 school days

Student to present copy of original assessment task, along with a **written request outlining the reasons to support their claim in relation to the marking criteria**, to the respective **head teacher within 2 school days** of having received the marked task.



Step 3 – Resolution and feedback

- a. The head teacher (or their delegate) will consider the application and additional feedback.
- b. The resolution may result in the final mark remaining the same, higher or lower than the original mark.
- c. The decision will be communicated to the student by the head teacher (or their delegate) within two weeks of the task being returned.

If the student wishes to, they can then have this decision reviewed by undertaking the next stage of the review process **within 2 school days** (see following page).

To appeal an illness/misadventure, malpractice, zero mark, assessment application decision, outcome of assessment task result

Step 1 – Complete and submit the application

Students are to complete and submit the online ***GHS Review of Assessment Task Appeal*** with supporting documentation including the *original assessment task and feedback* and written request to head teacher, **within two school days of original decision**, regardless of student absence. This form is available on the school website.



Step 2 – Resolution and feedback

- a. The application and additional documentation will be considered by the **Assessment Review Panel**.
- b. The decision will be communicated to the relevant head teacher, class teacher and student

2.18 Procedure for final grade appeals

A review of student grades may be requested, should any grading differ from that expected based upon previous information provided, before the due date indicated by NESAs. Final school assessment marks are not available to students, therefore, any assessment review will be based on the grade placement. Individual assessment tasks are not subject to this appeal process, any disputes over an individual task must be resolved at the time the task is returned to the student (see 2.18).

The Assessment Review Panel will conduct an assessment review to establish whether:

- The weightings specified by the school in its assessment schedules conform with NESAs requirements
- The procedures used by the school for determining the final assessment mark conforms with its stated assessment schedule – in particular the weightings used for the various assessment tasks should be consistent with those specified in the assessment schedule
- There are no computational or other clerical errors in the determination of the assessment mark to be rectified

If the Assessment Review Panel is satisfied these conditions have been met, there will be no change to the assessment and the final rank will remain the same. The school will inform the student of the outcome of the review of assessment rank.

A further appeal may be lodged through the Principal to NESAs if the student is dissatisfied with the school review procedures (ACE 2.2.6). All supporting documentation, including the original appeal and documentation accompanying the online ***GHS Review of Assessment Task Appeal***, are to be **submitted to the principal within 2 days of the decision**, regardless of student absence.

To appeal a final grade placement:

Step 1 – Complete and submit the application

Students are to complete and submit the online *GHS Review of Assessment Task Appeal* with appropriate supporting documentation **at least seven school days before the official NESA due date for appeals**, regardless of student absence.



Step 2 – Resolution and feedback

- a. The application and additional documentation will be considered by the **Assessment Review Panel**.
- b. The decision will be communicated to the relevant head teacher, class teacher and student.

2.1.9 Further Advice

Further information on both the NESA and Glenwood High School's HSC Assessment Policy may be sought from the Deputy Principal, Head Teacher – Secondary Studies, Faculty Head Teachers or respective class teachers.

Outside the school, you can seek advice from NESA and the school-based assessment team, on (02) 9367 8451; or the NESA website: www.educationstandards.nsw.edu.au

Variations to policy

This table outlines any changes made to the policy since its publication in Term 1, Week 1, which can be viewed on the digital copy of the policy on the school website.

<i>Section of policy</i>	<i>Date of change</i>	<i>Details of change</i>

Glossary

<i>Assessment Review Panel</i>	The Assessment Review Panel is a team of staff members who have been given the role to ensure that the Glenwood High School's Assessment Policy is implemented and followed consistently in the spirit of its written intentions. The committee will consist of at least <i>two</i> of the following: principal, deputy principal, head teacher secondary studies, the relevant KLA head teacher and/or head teacher from another KLA.
<i>ATAR</i>	The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (i.e. all 16 to 20-year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group). Universities use the ATAR to help them select students for their courses and admission to most tertiary courses. Most universities also use other criteria when selecting students (e.g. a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).
<i>Board Developed Course</i>	These courses are developed by NESA and help develop and prepare students for a higher level of study at tertiary institutions on completion of their Stage 6 studies. These subjects are taught at school. There is a syllabus for each course with contains the course objectives, structure, content and outcomes specific course requirements and assessment requirements. These courses are examined externally at the end of the Year 12 course, and contribute towards the calculation of the ATAR.
<i>Board Endorsed Course</i>	These courses are designed for students with specific interests. These courses are more practical orientated and will advance students in chosen career paths. More than one of these courses may be studied; however, only one of these courses may be selected for inclusion in the ATAR. These subjects may be taught at TAFE and some are taught by the school, and are usually referred to as VET courses.
<i>DoE</i>	Department of Education of the NSW Government, who oversee the facilitation of education, schools and staff.
<i>HSC</i>	Higher School Certificate, the award provided to students for the successful completion of their Year 12 studies.
<i>HSLO</i>	Home School Liaison Officer, employed by the DoE, who investigate students identified as having concerning levels of attendance.
<i>N-Warning</i>	Issued by classroom teacher and/or head teacher to a student and their parent/caregiver, informing them of the concerns surrounding the completion of course requirements. There is a minimum of 2 N-Warnings before students are at risk of receiving an N-Determination.
<i>N-Determination</i>	Issued by the principal when a student has been found to not complete relevant course requirements. See Part 1.6 for more information.
<i>NESA</i>	NESA stands for the NSW Education Standards Authority, who oversee the application and administration of syllabuses and assessment.
<i>Plagiarism</i>	Plagiarism is the representation of someone else's work as their own, either deliberately or through careless action.
<i>RoSA</i>	The Record of School Achievement is the default credential awarded to students once they have successfully completed their studies in either Year 10, Year 11 or Year 12. Students who successfully complete Year 10, 11 or 12 will receive their RoSA from NESA once they leave school, via their student online account.
<i>Senior Review Program</i>	This is a program that looks to provide one-on-one support to identified students who may exhibit concern in regards to their application to learning, or are at risk of successfully completing their studies. This program is overseen by the head teacher secondary studies, in consultation with the year advisor, deputy principal and/or principal when required.
<i>Turnitin</i>	Turnitin is a digitally-based assessment submission tool that allows both students and teachers to ensure the work produced fulfils the expectations relating to academic integrity. The web-based software allows for the production of an 'Originality Report', which checks the submitted works of students for plagiarism. Being an online tool, it also allows students to submit assessment tasks (as directed by teachers) digitally. Turnitin is an effective method in which to allow students the opportunity to check their work, utilise technology in the submission of their work, and prepare them for future tertiary applications and workplace expectations.

Appendix

The information and forms outlined below can be accessed in the subsequent pages:

- Appendix 1** - Confirmation of Assessment Policy
- Appendix 2** - Senior Student Agreement to Contracts
- Appendix 3** - Disability Provisions
- Appendix 4** - Glenwood High School Medical Certificate
- Appendix 5** - GHS Assessment Task Appeal
- Appendix 6** - GHS Review of Assessment Task Appeal
- Appendix 7** - Frequently asked questions



APPENDIX 1

Students will complete this form online at the beginning of their Year 11 studies

CONFIRMATION OF ASSESSMENT POLICY (Year 11)

On receipt of your Assessment Policy, please complete the form below. A copy will be kept on file.

The Preliminary/HSC Assessment Policy contains:

- Information about eligibility for the HSC
- NESA assessment requirements and the school policy
- The appeal processes
- Student rights and responsibilities
- Expectations and positive behaviour as a student of Glenwood High School
- Details on accessing the assessment schedule for each subject.

Receipt of Assessment Policy:

1. We have received the Preliminary/HSC Assessment Policy
2. We undertake to read this policy and fulfil our responsibilities with regard to it
3. We have downloaded subject specific assessment schedules and are aware of the due date for all tasks

Please Complete

Student's Full Name: *

Student Signature: *

Parent/Carer's Full Name: *

Parent Signature: *



Students have previously completed the Wednesday Study Agreement document in Year 10 for their Stage 6 studies.

GHS Senior Student Agreement to Contracts

Senior Student Agreement to Contracts

Before signing the agreements below, please ensure all three documents to which this contract is referring are read and understood. The agreements below are to be signed by the student and their parent/carer, and submitted online prior to the Subject Selection Interview.

Senior Student Code of Conduct Agreement

- I agree to attend and participate in all lessons and all school activities, including sports carnivals.
- I agree to wear the school uniform in accordance with the uniform code at all times.
- I will treat all members of the Glenwood High School community, staff, students and community members with respect.
- I agree to support the school's Positive Behaviour for Learning expectations.
- I accept responsibility for my own learning and study. With the help and support of my teachers, I will complete all my tasks on time and to the best of my ability.
- I agree to accept the school's discipline policies and procedures.
- I will ensure that my work ethic and behaviour does not disrupt the good order of the school and the learning of the students.

Wednesday Afternoon Study Agreement

- I/We agree that if my child is not participating in school sport, then they will leave school grounds at the beginning of lunchtime and travel directly home to undertake personal study.
- I/We acknowledge that this is time has provided for private study, not other activities such as part-time work or going to the gym.
- I/We understand that leaving at lunchtime on Wednesdays is a privilege that may be revoked if students do not comply with school rules and expectations and will need to participate in Wednesday afternoon sport. Furthermore, if students receive and N-Warning for any course and will be required to attend the Library to complete the N-Warning.
- I give consent to my child leaving school at the beginning of Period 4 on Wednesday afternoons in Year 11/12.

Student Use of Digital Devices Agreement

- I have read the Glenwood High School Student Use of Digital Devices and Online Services policy and procedure and understand the included responsibilities.
- As a parent I understand that my child will be responsible for abiding by the Glenwood High School Student Use of Digital Devices and Online Services policy.
- I have read and discussed them with my child, who understands his/her responsibility in the use of a digital devices and online services at Glenwood High School.
- I hereby give permission for my child to engage with learning opportunities involving digital devices and online services as outlined in the policy.

Consent Section:

Student Name: *

Parent Name: *

Parent / Carer Email *

Student Signature: *

Parent Signature: *



PRACTICAL SUPPORT FOR HIGHER SCHOOL CERTIFICATE EXAMINATIONS INFORMATION FOR STUDENTS AND PARENTS

NESA has a program to help students with practical support in their Higher School Certificate examinations. This practical support, known as provisions, assists students to read examination questions and to write their answers. Provisions include rest breaks and extra time.

The use of any provision is not written on the student's results.

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.

It is not embarrassing to apply for or use provisions. More than 5000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

To apply for provisions, the school submits an online application to NESA. This application tells us which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Much of the evidence can be collected by the school, but the parents' role is welcome and needed. Parents help by talking with the school, describing the student's needs, and providing the school with medical or other reports.

Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations.

Once NESA has made a decision about which provisions are approved or declined, a decision letter is provided to the school. The school will provide the student with a copy of the letter.

If you or the school are not satisfied with NESA's decision, it is possible for the school to lodge an appeal. Appeals must state why NESA decision is unsuitable and must include new evidence to support the appeal.

If you think that you or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with the Learning and Support Teacher (LaST) in the Learning Centre, Year Advisor, School Counsellor or teacher.

Applying for support at Glenwood High School

Please refer to NESA website for an explanation on the procedure in applying for disability provisions and how evidence can be collected:

<https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions/applying>

If your child is eligible for disability provisions:

- Collect a 'Medical Provisions Form' from the Learning Centre (in the library) to take home
- The form **requires completion by the treating doctor**

If you have any questions regarding disability provisions, contact the Learning and Support Teacher (LaST) in the Learning Centre on 96299577.

Disability provisions for Year 12 assessment tasks and examinations in school are based on the NESA guidelines, however, this does not guarantee that your child will be granted disability provisions for their HSC.



APPENDIX 4

MEDICAL CERTIFICATE

To be completed by **Stage 6 students only**.

TO THE INDEPENDENT PROFESSIONAL AUTHORITY PROVIDING DOCUMENTATION

Glenwood High School requires a student to notify you that they are using this medical certificate to claim illness or misadventure for a scheduled Stage 6 assessment task or examination. Your help in providing information regarding the **impact** of this student's illness is appreciated, and will be used to assess the validity of this application.

I,, a legally qualified medical practitioner, certify that on
.....(date) examined (patient's name).

The patient is suffering from:

OR *(diagnosis provided with patient's consent where possible)*

The patient is suffering from a medical condition of a confidential nature

In my professional opinion, this condition will affect the completion of the following: *(please tick)*

	In a minor way	Moderately	Severely	Please specify:
CLASS ATTENDANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITTEN ASSESSMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICAL ASSESSMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIVATE STUDY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the period of:.....to

Examinations: I certify that the student is medically unfit to sit for examination/s on:

Other remarks:

Details of Independent Professional Authority OR Stamp of Independent Professional Authority

Name:
 Profession:
 Provider Number:
 Address:
 Contact Number:
 Signature:



Link to GHS Assessment Task Appeal online form:

[GHS Assessment Task Appeal](#)

Link to GHS Review of Assessment Task online form:

[GHS Review of Assessment Task Appeal](#)



Frequently Asked Questions – Changing My Pattern Of Study

I am studying 12 units at school AND 2 units of a language through the Secondary College of Languages. Am I able to remove a subject from my pattern of study at school?

Yes, you can, at the end of Term 4. You will need to provide evidence of attendance, continued diligence and sustained effort in the community language for your application to be considered. This means you will need to provide a copy of your end of Year 11 report from the Secondary College of Languages that indicates your progress and sustained effort. The Secondary College of Languages does not provide us with your progress records, so you will need to obtain them yourself.

For those students aiming for an ATAR, this is to ensure that your chosen pattern of study will maximise your marks and ATAR, and having this information from the Secondary College of Languages will assist in making informed decisions about your HSC. For those of you not aiming for an ATAR, this will allow time to ensure that you have settled into your HSC studies and have demonstrated the expected attitudes and skills to achieve your personal best in the community language. If approved, your new pattern study will come into effect at the start of Term 1 in Year 12.

I am studying 12 units at school AND 2 units of a TAFE course that contributes to my HSC. Am I able to remove a subject from my pattern of study?

Yes, you can, at the end of Term 4. You will need to provide evidence of regular attendance, continued diligence and sustained effort in the TAFE course for your application to be considered. This means you'll need to provide a copy of your progress report from TAFE that indicates your progress and sustained effort. TAFE does not provide us with your progress records, so you will need to obtain them yourself.

For those students aiming for an ATAR, this is to ensure that your chosen pattern of study will maximise your marks and ATAR, and having this information from TAFE will assist in making informed decisions about your HSC. For those of you not aiming for an ATAR, this will allow time to ensure that you have settled into your HSC studies and have demonstrated the expected attitudes and skills to achieve your personal best in the TAFE course. If approved, your new pattern study will come into effect at the start of Term 1 in Year 12.

I completed an accelerated course, and I have already sat the HSC exam for that course while in Year 11. Am I able to remove a subject from my pattern of study?

Yes, you can, after your HSC results in the accelerated course are released by NESA. We want to be sure the HSC results that you achieved in the accelerated course are the results you hoped for. You might be disappointed with the results you achieved. If you are disappointed, we want you to have options on how to maximise your HSC performance, which may include avoiding the early removal of a subject which could be a strong contributor to your ATAR, or the opportunity to repeat the subject in Year 12. This needs to be an informed decision that cannot be made until you have your results.

I already study a course through a School of Distance Education or through the NSW School of Languages. Am I able to remove that course from my pattern of study?

If this course is part of your 12 unit pattern of study, you will need to go through the application process, and follow the stipulated requirements and timelines, like everybody else, and seek approval from your Deputy Principal. This means as per our policy that you cannot remove from this subject until after your Year 12 Semester 1 results.

I'm studying an Extension course, can I remove one of my two unit subjects from my pattern of study?

Mathematics Extension 1, English Extension 1

For students studying these Extension courses from the beginning of Year 11, yes you can, on the condition your Year 11 semester 2 report demonstrates your sustained effort, diligence and academic commitment.

History Extension, Science Extension, Mathematics Extension 2, English Extension 2

For students who are studying these Extension courses from Term 4, yes you can, following your teacher's endorsement at the end of Term 4 on the condition that you have demonstrated the requisite ability and attitude to successfully engage in the extension course. Withdrawing from the 2 unit course will then take place in the following term.



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