

Chester Hill High School

Strength in Unity, Excellence in Education



Stage 6 - Preliminary

Year 11

2019

Assessment Policy and Subject Assessment Schedules

Student Handbook

Preliminary Assessment Information – 2019

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Chester Hill High School

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YEAR 11 STUDENT & PARENT/GUARDIAN AGREEMENT

I have read the **Chester Hill High School Student Assessment Policy Handbook** and understand that:

- All assessment, including informal tasks such as classwork and homework will be used in assessing my progress and determining the grade on my reports.
- Regular attendance plays an integral role in my ability to meet course requirements and learning outcomes in each of my subjects.
- I must sign to acknowledge receipt of an assessment task every time I receive a notification.
- I must keep a copy of my submitted task.
- I must ensure that I receive a receipt upon submission of my task.
- All work submitted by me is entirely **my own work**.
- I will follow the referencing guidelines as set out on the school's website or in the School Diary.
- I must meet all assessment deadlines as set out in the schedules for each of my subjects.
- If I miss an assessment task due to illness, I will provide the Head Teacher with a **doctor's certificate (not backdated) on the first day of my return to school**.
- If there is no valid reason for missing a task, I will receive a zero mark for that task and an 'N' Determination letter will be sent home. The task must still be completed in order to meet course outcomes.
- If I receive an 'N' Determination letter, **I must attend the Homework Centre on Tuesday, Wednesday or Thursday afternoons until the task is completed.**
- If I submit assessment tasks electronically, I must receive a reply email from my teacher to confirm the task has been received.



.....
I understand that failure to meet my obligations as a student of Chester Hill High School may compromise my progression into the following year.

I understand and accept the conditions and guidelines set out in this handbook.

Student name: _____ Year: _____

Student signature: _____ Date: _____

I acknowledge that I have received and read the 2019 Assessment Policy Handbook and have discussed it with my child. I understand and accept the conditions and guidelines set out in this handbook.

I will support my child in meeting their obligations as a student of Chester Hill High School and I understand that failure to do so may compromise their progression into the following year. I will make travel arrangements for my child at 4.30pm after the Homework Centre.

Parent/Guardian name: _____

Parent/Guardian signature: _____ Date: _____

Please return slip to the Deputy Principal or place it in the box for your relevant year.

Section 1: Senior School Expectations and Information

An introduction to a different way of learning

It is generally recognised that older students learn more effectively when:

- they have as much choice and control as possible over their own studies;
- they enjoy a variety of teaching and learning techniques and experiences;
- they understand how learning happens;
- they are responsible for their own learning.

At Chester Hill High School, the senior school is structured to allow this to happen. **We have:**

- students studying TAFE subjects, attending TAFE at the timetabled time.
- NESA requirements for the HSC qualification monitored by teachers in each subject.
- a Homework Centre, staffed by teachers that operates in the library Wednesdays and Thursdays from 3.30pm – 4.30pm and on Tuesdays, 2.30pm – 3.30pm for students from an EAL/D background.
- a Learning Centre with access to the internet and a qualified teacher for assistance and guidance with assessments.

Study Expectations of our Preliminary Year 11 Students

Students **ARE** expected to ...

- demonstrate the school's PB4L values relating to safety, pride, inclusiveness, respect, inquisitive learning and trustworthiness; this is particularly important when travelling to and from school, or representing the school or in the public eye.
- wear full school uniform at all times, including travelling to and from school and on school activities.
- maintain our high standard of behaviour by following all school rules and responsibilities, be polite and considerate and be seen as role models for junior students by setting a good example.
- apply self-discipline to work and be motivated independently; they need to apply themselves to their studies to the best of their ability.
- be on time for each class in order to meet HSC requirements for application to studies.
- attend whole school assembly on Mondays.

Senior Students MAY NOT ...

- be in the playground playing games or go to the canteen during lesson time.
- interfere with PE lessons.
- disrupt the learning of any other student within the school.
- loiter in cars or in areas near the school.
- drive their car onto school grounds or be a passenger in a student-driven car.
- go to their car during the school day.
- leave school grounds to go to the shops or for any other reason without approved leave, including school and parental consent.

The Deputy Principal and Head Teacher Administration will monitor students' attitude, academic performance and attendance. If there are any concerns, parents will be notified and parent interviews will be conducted to discuss these issues.

Attendance

- Students are expected to attend all timetabled lessons. If a student is absent because of illness or for some other acceptable reason, a note giving the reason for the absence must be brought to their roll call teacher on the first day of return from absence.

- A doctor's certificate **MUST** be supplied if absent from an assessment task and be provided to the Head Teacher of the faculty **the next day the student returns to school after their absence**.
- Students must attend school every day in order to meet the requirements for the Preliminary and HSC course.
- A child who has completed Year 10 and is below 17 years of age must continue schooling unless he or she participates, on a full-time basis, in approved education or training, or paid work (more than 25 hours) or a combination of approved education or training and paid work. A letter of proof of employment is needed from the employer.
- Students must remain on the school grounds all day, including recess and lunch. The school canteen is open before school and during break times.
- Truancy means that valuable work is missed as the student has not been in class. Parents will be notified and letters sent home. Students will be expected to make up class time missed.
- Attendance may impact on any government assistance students may be receiving, for example, Youth Allowance payments may be reduced/cancelled.
- Leave will not be granted during examination periods, unless there is a known medical condition.
- Extended leave: Students must see the office staff to collect an application form for extended leave which needs to be returned to the Head Teacher Administration, with documented evidence of travel (for example, airline tickets).
- International students are **not** allowed to travel overseas during the school term.
- Any long-term leave during the senior years may result in a student not progressing to the following year. All holiday leave **MUST** be approved by the school prior to its commencement.
- Student absences are recorded on the cover page of student reports, documenting explained and unexplained whole day absences and partial day absences.

STUDENTS MUST MAINTAIN AN ATTENDANCE RATE ABOVE 85% TO FULFIL HSC REQUIREMENTS. Extended absences must be justified by a doctor's certificate.

TAFE (EVET) Attendance

A student's performance and requirements in a TAFE course **COULD** affect their Preliminary RoSA qualification and Higher School Certificate. The Careers Adviser coordinates all TAFE applications. Students must:

- scan out at the front office each week when leaving for TAFE;
- attend all TAFE classes. **TAFE classes take priority over everything else. This includes examinations, assessment tasks, excursions etc. Where clashes occur, it is the responsibility of the student to make alternate arrangements with their subject teacher.** If problems are not resolved, they must see the Careers Adviser;
- complete all set assessments;
- complete work placement where relevant;
- attend all meetings, as they are called.
- behave in an appropriate manner, while on public transport and at TAFE;
- have their attendance card signed every week by the TAFE teacher. This will be the student's record of attendance;
- report to the Senior Learning Centre each Tuesday at recess to have their attendance card signed and to address any issues.

TAFE has strict rules regarding attendance to courses. Students will be putting their Preliminary RosA qualification and Higher School Certificate at great risk if they do not meet TAFE course requirements.

NOTE:

- (1) Students may not study a course at TAFE or Distance Education if it is available to be studied at school.
- (2) Most courses require a work placement component to be completed by students. The school must be informed of these arrangements and students are still required to complete work in their other subjects.
- (3) The majority of TAFE courses will conclude at the end of Term 3.

Medical Appointments

It is expected that all medical/dental appointments will be made outside of school hours whenever possible. If time is taken away from school due to medical appointments, please request a doctor's certificate where appropriate.

Senior Course Requirements

The senior courses are based on a number of periods for each course. A 2-unit course equals 9 periods per cycle and a 1-Unit course equals 4/5 50-minute periods per cycle.

To be awarded the HSC, a student must successfully complete all requirements for each course and a minimum of 12 units of Preliminary courses and Sport and 10 units of HSC courses.

At Chester Hill High School we require all students to study 12 units in Year 11 and a minimum of 10 units in Year 12 at school. Saturday School is in addition to this. Students may elect to undertake additional units of study via TAFE, Distance Education or Saturday School as part of the HSC. These units of study may not be substituted for units at school.

In Year 12, a student may only reduce the number of units studied for the HSC from 12 units to the minimum requirement of 10 units **with parental consent**. Students and parents complete a **Change of Subject Form**, indicating the course they wish to discontinue and a change in the number of units. Students may also elect to change their HSC pathway to a Non-ATAR HSC with parental permission, following consultation with the school.

Examination and Reports

Our school has undertaken a new initiative, the Student and Parent Portal, to provide parents/guardians and students discreet information about each student's progress in our school. Parents/guardians can access student reports by logging on to the internet and registering for access:

<https://web2.chesterhil-h.schools.nsw.edu.au/portal/register>.

Once registered, parents/guardians will be prompted to enter their username (email address) and the password they created. To see their child's report, they will need to use the access key code already provided by the school.

The school has one formal examination in Year 11, at the end of Term 3 (Preliminary/Yearly Examination).

A report is prepared for parents after the Preliminary/Yearly Examination with the following information ...

- the student's progress in various subjects
- the student's Grade, Examination Mark, Examination Rank and Course Rank
- teachers' comments and feedback

You are reminded of the importance of school reports and the need to keep filed copies of all school reports, as these may be required for job interviews.

Learning Charges

There are learning charges for Years 7 – 12. These are used to supplement government funding and make possible such purchases as library books, photocopies of worksheets, reports, sporting equipment, musical instruments and textbooks. There is also a technology cost towards computer software/hardware resources etc.

The learning charges are expected to be paid by students in Term 1, 2019. This allows for appropriate resources to be purchased.

Textbooks

Senior students may require many textbooks. These are supplied to students by the school and may be taken home. These books are expensive and once borrowed, they are the student's responsibility. Students will need to pay the cost of replacing books if they are lost or damaged.

The Student Representative Council (SRC) and Prefect Body

All Year 12 students elected into the SRC (Student Representative Council) are Senior Prefects. They represent the ideas of their fellow students and are involved in activities that enhance and assist our school and our community. They volunteer in the Library, assisting juniors with work and assignments and they chair whole school Monday Assemblies and other formal assemblies.

All proposals made by the SRC must be presented to the Executive and approved by the Principal.

By being involved in the SRC, students have the chance to be part of the decision-making process in the school and they develop their confidence, leadership skills and public speaking skills.

Driving guidelines

Students who drive to school **MUST NOT** park within the school grounds. They should not obstruct our neighbours' driveways and must observe the restricted parking areas around the school during school hours. Police do make regular visits to the school and may take note of vehicle activities in the area around the school. **Students are not permitted to go to their cars during the day.** If these guidelines are not followed, it is a breach of senior school expectations and a parent interview with the Deputy Principal will occur.

Mobile Phone Policy

Students are **NOT** to bring mobile phones/iPods to school. The school takes NO RESPONSIBILITY for lost or stolen phones/iPods, including when they have been confiscated.

Students who do bring mobile phones/iPods to school must follow the DoE (Department of Education) guidelines and the School's Mobile Phone Policy as outlined below:

- ✓ Mobile phones **must be switched off** and placed **in the student's bag** during school hours.
- ✓ Mobile phones must be out of sight during school hours. They are not to be used for checking the time, as every classroom has a clock.
- ✓ Mobile phones cannot be used during recess or lunch for any reason. If a parent needs to contact their child, they can do so through the front office and a message will be sent to the child.

Failure to comply with the policy will result in the following actions by staff:

- If the student uses or touches the phone in class or in the playground, the phone is taken by the teacher.
- The teacher will hand the phone to the office and parents will need to come to the school to collect the phone.
- Every time a phone is confiscated and brought to the office the student's name will be recorded.
- The phone will be kept by the school for a period of time equivalent to the number of phone infringements by the student in a calendar year. That is –
 - The **first** time the phone is confiscated, it may be collected by a parent on the same afternoon (1 day).
 - The **second** time the phone is confiscated, it may be collected by a parent the following day in the afternoon (2 days).
 - The **third** time the phone is confiscated, it may be collected by a parent 3 days after it was confiscated (3 days).

- If this behaviour continues, then the student may be suspended for continued disobedience and non-compliance of school rules.
- Complete refusal to hand over a mobile phone is an act of disrespect and non-compliance of the school rules and the school policy, leading to more serious consequences and possibly suspension.

Student Services

Year Adviser

Students can discuss any problems that they may be having at school with their Year Adviser. This can include problems about learning difficulties, relationships with other students or teachers and personal problems.

The Year Adviser gathers information about their progress and behaviour from the teachers. Parents can make an appointment with the Year Adviser to discuss their child's progress. The Year Adviser is responsible for developing the self-esteem of students by encouraging and recognising the good work of individuals.

Careers Adviser

The Careers Adviser can give students information, guidance and counselling about:

- careers and courses
- subject selection for students who want to continue with further education
- work experience
- part-time traineeships
- school delivered Vocational Education courses (VET)
- TAFE Delivered Vocational Education courses (EVET)
- apprenticeships/traineeships
- the world of work
- making the transition from school to work
- links to employers
- links to local community partnerships

Senior students should check their school email as a CAREER NEWS ISSUE every month will be sent to them via their school email. This will contain valuable information and other important notices will also be sent to their email. Students should start a good practice of checking regularly.

To start researching careers students have access to www.jobjump.com.au, an online resource website. Password: *frog*.

Transition Adviser

The Transition Adviser can provide students with advice about alternative pathways while at school. They can also provide students with guidance in terms of career and subject selection. The Links to Learning program is coordinated by the Transition Adviser and this provides identified students with the chance to obtain a number of career-related skills and certificates.

The Transition Adviser interviews Year 11 and 12 students to assist them with developing a plan for their future whether this is at university, TAFE or work.

If students have any concerns about their progress at school and are uncertain about which pathway to follow to achieve success, they should make an appointment with the Transition Adviser. Many students are also referred by their Year Adviser or Deputy Principal.

The Careers Adviser and the Transition Adviser work very closely as part of the transition team in the school.

Head Teacher Wellbeing

The Head Teacher Wellbeing will coordinate opportunities to promote awareness of student wellbeing issues and will assist all students in the school with any problems which they feel they need to discuss or solve. The Head Teacher Wellbeing will be available at any time for special requests or assistance. Parents can also make appointments with the Head Teacher Wellbeing.

Library

The school Library is available to all students from 8.00am until 3.15pm Monday to Friday. The Homework Centre takes place on Tuesday until 3.30pm and Wednesday and Thursday afternoons until 4.30pm. The Library provides books and magazines to read for pleasure and general interest, as well as, books, encyclopaedias, magazines and pamphlets to support your studies. There are a number of computers available for student use. The Library has the facility to provide internet usage for students using their DoE student log-in.

Students must have their ID card in order to borrow books. Senior students may borrow up to six books per cycle. DVDs may be borrowed overnight by senior students.

Printing and photocopying are available in the Library at a cost of 10 cents per black and white copy and 50 cents per colour copy. Students must go to the library counter to place money on their ID cards to photocopy or print.

School Counsellor

Our School Counsellors are trained to help students when they have emotional problems. Students can ask the Counsellor for help when they have problems in:

- their friendships with others
- preparing for exams
- their relationship with teachers or parents

Appointments to see a Counsellor may be made by students, their parents/guardians or their teachers, by contacting a Counsellor or the Deputy Principal.

Computer and Internet Usage at School

Students have access to computers and the internet in the Library, before school, during Recess and Lunch and after school hours at the Homework Centre.

Students are expected to treat school equipment with respect and follow the DoE Online Communication Services Policy regarding the use of the internet and online communication.

Any student found misusing computer facilities at the school will have their privileges removed and parents will be contacted.

Section 2: Requirements for the Higher School Certificate and Record of Achievement

This section deals with the specific requirements for eligibility for the award of the Higher School Certificate and Record of Achievement from Year 11.

Credentials

- (a) The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements.
- (b) The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Preliminary or HSC course. For each Board Developed HSC course (not including Life Skills courses, VET, or EVET courses) the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

If the student elects to sit for the examination(s), the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark(s). If the student elects not to sit for the examination(s), these courses are reported without a mark(s). An examination mark is reported for the Board Developed TAFE delivered courses. The VET Content Endorsed courses and TAFE delivered Content Endorsed courses are reported without a mark.

The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

The Higher School Certificate Record of Achievement contains a statement indicating whether or not the student is eligible for the award of the Higher School Certificate.

- (c) Course Reports are issued to students for every Board Developed HSC course (except for Life Skills courses) they present in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the state-wide candidature of that course. The student's HSC mark for the course is shown on the performance scale.
- (d) Higher School Certificate Result Notices are issued to students who are not enrolled at an accredited school or a school recognised by NESAs. Such students are not eligible to receive either a Record of Achievement or a Higher School Certificate testamur. The Result Notice is a cumulative record which lists the courses satisfactorily completed and the results achieved.
- (e) A Certificate is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate. The certificate lists all units of competency satisfactorily achieved and is issued by NESAs jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the case of TAFE-delivered VET courses, the certificate will be issued by TAFE. The qualification is recognised within the Australian Qualifications Framework.
- (f) A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered VET courses the statement is issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework.

Eligibility

To be eligible for the award of the Higher School Certificate, students must:

- (a) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESAs or a college of TAFE;

- (b) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- (c) sit for and make a serious attempt at the requisite Higher School Certificate external examinations;
- (d) have achieved the Minimum Standards in Literacy and Numeracy, as per NESA requirements to receive the HSC, by:
 - passing the online reading test or have achieved Band 8 or above in reading in Year 9 NAPLAN in 2017 and
 - passing the online writing test or have achieved Band 8 or above in writing in Year 9 NAPLAN in 2017 and
 - passing the online numeracy test or have achieved Band 8 or above in numeracy in Year 9 NAPLAN in 2017.

Pattern of study requirements

To qualify for the Higher School Certificate, students must satisfactorily complete a **Preliminary** pattern of study comprising at least 12 units and an HSC 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);
- at least four subjects.

Satisfactory Completion of a Course

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

Course Completion Criteria

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; and
- (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.

"Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied." (*NESA ACE Manual*, pp. 90-92)

At Chester Hill High School the attendance pattern required is a minimum of 85%. Any attendance which falls below 85% may jeopardise course completion and may lead to non-progression.

Warning letters relate students' absence to the non-completion of course requirements. If at any time it appears that a student is at risk of being given an 'N' (Non-Completion of Course Requirements) Determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' Determination.

Work placement for VET courses is mandatory for the successful completion of the units for the course to count towards Preliminary or HSC credit.

RoSA

Students choosing to leave school in Year 11 will receive their RoSA (Record of School Achievement) and a transcript of study.

HSC Information Subject Checklist

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC -

You must have studied a minimum of 12 units in the Year 11 Preliminary Course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

- At least six units from Board Developed Courses including at least 2 units of a Board Developed Course in English
- At least three courses of 2 units value or greater
- At least four subjects
- Successful completion of work placement for VET courses.
- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the required Higher School Certificate examinations.
- You must have achieved the Minimum Standards in Literacy and Numeracy.

Will you meet these requirements?

Section 3: Preliminary Assessment Information

Why a School Assessment?

The school assessment allows for the measuring of ALL of the stated outcomes of the HSC courses as contained in the syllabus documents and not just those which are easily examined in an external (public) examination. The assessment allows for the assessing of a student's progress in Year 11 and Year 12 and is therefore not a guess of a student's performance in the final examination, the HSC. In particular, it allows for the assessing of practical and oral skills.

What Should Students Know about Assessment?

- The assessment will measure the student's achievement of the course outcomes.
- The assessment will measure examinable and non-examinable course outcomes.
- The assessment will be moderated against the school's performance in the external (public) examination.
- The weightings for the component parts of the course will vary from subject to subject, but not class to class.
- Students in 2-Unit and Extension courses with a 'common component' (the same basic course) will be assessed as a single unit, that is, as a 2-Unit student, then as Extension.
- VET subjects will be assessed as competencies as defined in the syllabus. These courses are based on National Training Packages that allow articulation into further education and are assessed to industry standards.
- The school assessment will be based on student performance in assessment tasks undertaken during the course compared to the standards for that course.

When Will Assessment Begin?

The Preliminary Courses will have ongoing assessment, as per the assessment schedules. The school will report the final assessment results to NESA as a Grade. A satisfactory assessment in Preliminary courses is necessary to progress to the Higher School Certificate course. The Preliminary Course assessment **will not** contribute to the Higher School Certificate assessment. However, all students must have completed all assessment requirements for each Preliminary course prior to proceeding to the HSC courses.

This Assessment Handbook is issued to each student in addition to each subject's assessment schedule. Students will be advised **at least two weeks in advance** of any task that is to be used for assessment purposes. In the event of a student being unable to complete an assessment task for an approved reason, a substitute task or an estimated assessment may be given. All students will be advised of the progressive ranking at the end of Year 11, midway through Year 12 and again before the Higher School Certificate begins. (Assessment in a VET course will not be estimated.)

Any students failing to complete assessment tasks will have their name submitted to the NESA which may result in the subject being deleted from their Higher School Certificate.

Assessment Task Notifications

Assessment task notifications will be issued to students **AT LEAST TWO (2) SCHOOL WEEKS** before an assessment task is due (other than formal examinations).

Students must be informed in writing of –

- the assessment components of the course;
- the outcomes being assessed in each task;
- the date due at least two weeks prior to the task being due;
- the task and what is required;
- the assessment criteria and marking guidelines that will be used in each task.

STUDENTS MUST SIGN TO ACKNOWLEDGE RECEIPT OF THE ASSESSMENT TASK NOTIFICATION.

Students receive adequate feedback in relation to the task and their performance.

Reports will be given TWICE a year – a progress report and an end-of-course report.

Submission of Assessment Tasks

Tasks completed at home must be submitted directly to the teacher. **Every written assessment task will have an official Chester Hill High School cover sheet (see Appendix 3).** In the event of the teacher being unavailable, assessment tasks must be submitted to the Faculty Staffroom, or failing that, to the Deputy Principal. **Students must always ensure that they receive the receipt slip for the submission of the task (see Appendix 3).**

In the case of all written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

Electronic Submission of Assessment Tasks

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, on some occasions, the Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When this is required or permitted, the task may be submitted on CD, DVD or USB or by email. When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable.
4. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher reply to their email confirming work has been received. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work.

Failure to Submit, Undertake or Make a Serious Attempt at an Assessment Task

If you fail to complete or submit an assessment task, or fail to make a serious attempt, the Head Teacher will contact your parents, by letter, informing them of the penalty involved. The penalty is ZERO marks for the task, as per NESA guidelines.

An 'N' Determination warning letter is sent to your parents/guardians providing you with a new extended date for submission of the assessment task. Your parents/guardians will be asked to acknowledge receipt of this letter by returning the tear-off slip.

Students **must attend the Homework Centre** after school until the task is completed. All tasks must be completed in order to meet the course outcomes.

Failure to complete the assessment task by the new extended date, or failure to submit further assessment tasks for that subject, will result in parent interviews with the Deputy Principal and where possible, the Head Teacher.

If it appears that a student is at risk of not meeting assessment requirements in a course, an 'N' Determination warning must be given in writing in time for the problem to be rectified, and alert the student to the consequences of an 'N' Determination.

Work placement, excursions, extra-curricular activities are not a reason for non-completion of an assessment task. In practical subjects, non-completion of Major Works at progress checks will be considered by the teacher and Head Teacher as not meeting assessment task deadlines and NESAs policies will be followed. This may result in an 'N' Determination in the course.

Request for extension of a due date

If a student requires additional time to complete a task, negotiation before the due date must be made with the teacher or the Head Teacher. Students must apply in writing using the **Extension of Time for an Assessment Task form (see Appendix 1)**. This form is used when a student has a **satisfactory** reason to request an extension of time for an assessment task and it must be signed by a parent or guardian. The form must be handed in to the Head Teacher **three days prior to the task deadline**. The relevant Head Teacher will decide if the reason stated is satisfactory.

Computer issues and technical problems are **NOT** valid grounds for an extension. You are expected to follow responsible practices when using technology, including ensuring that your equipment is reliable and you have extra copies saved on USB.

The Head Teacher may consider a student's circumstances prior to an assessment task and a negotiated arrangement may be made. A student should not assume that an extension will be given to complete an assessment task.

Absence from an Assessment Task or Examination and Other Cases of Misadventure

Absence due to illness

Students absent on the day of assessment task or examination must ring and notify the school of the absence before 9.00a.m.

Students must bring a valid doctor's certificate the day **immediately on return to verify absence**. Certificates must **not** be back-dated and **must be handed in on the day of return** to the relevant Head Teacher.

Other cases of misadventure

There may be some other unavoidable personal circumstances making it impossible for a student to attend. Such circumstances do not include family holidays (whenever booked) or social engagements.

A letter from a parent/guardian must be handed in to the relevant Head Teacher, indicating in sufficient detail the nature of the difficulty and the reason why a student was not able to attend an examination or complete a task. The Head Teacher will decide whether or not the student may do a similar task or instead be given an estimated mark. An estimated mark is based on information that the teacher has collected about that student's learning.

An **Assessment Task Illness/Misadventure form (see Appendix 2)** must be completed, signed by the parent/guardian and handed in to the Head Teacher. These documents should be submitted to the Head Teacher **on the day of return to school**, or earlier in the case of a prolonged absence.

Other circumstances relating to illness or misadventure

When students present for an examination or assessment task while ill, or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must obtain a doctor's certificate covering the day of the assessment. This should be submitted to the Front Office and Head Teacher on the day of return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their appeal, the following procedure will be followed:

1. The paper will be marked along with all the others.
2. The Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
3. If the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken.
4. If the new mark is significantly below expectations, it will be set aside and an estimated mark will be given instead.

In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise his or her professional judgement, using all available evidence of achievement, to provide for the most accurate estimate possible.

Illness or misadventure BEFORE an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. However, if symptoms or effects of prior illness or misadventure are still in evidence on the day of the assessment task or examination, they may be accepted as grounds for a misadventure appeal.

Late attendance for an assessment task or examination

Students who arrive late for an assessment task due to circumstances beyond their control should report to their classroom teacher or the Head Teacher concerned. The Head Teacher will determine an appropriate course of action.

Alleged Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is "dishonest behaviour by a student that gives them an unfair advantage over others". Plagiarism is copying someone else's work and pretending that it is your own.

Malpractice includes:

- Plagiarism (copying someone else's work and claiming that it is your work);
- Collusion (allowing someone to copy your work);
- Using materials from books, journals, CDs or the internet without acknowledging the source (follow the referencing guidelines on the school's website and in the School Diary, page 26);
- Submitting work that has a large contribution from another person that is not acknowledged;
- Communicating with other students during an assessment or examination; and
- Using forbidden aids (this includes bringing secret notes, or any electronic device not specifically allowed into an assessment or examination, whether or not it is used).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised. In the case of cheating or using an electronic device, the whole examination **will** be cancelled and parents notified.

Students are guided to avoid malpractice by:

- (i) Ensuring all students have completed NESAs "All My Own Work" program to be eligible for the HSC;
- (ii) Teachers constantly reminding students of good and ethical practice;
- (iii) Signs are displayed in appropriate areas, including the Library, explaining aspects of good practice.

It is a requirement of NESAs that any acts of malpractice be reported in a malpractice register on the NESAs website.

School 'N' Determination Procedures

To be eligible for the award of the Higher School Certificate, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESAs. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESAs policy on satisfactory completion of course requirements.

If course requirements aren't completed satisfactorily, the following will occur:

Stage One – Warning No. 1

1. Classroom teacher sends an 'N' Determination warning letter home because of non-completion of an assessment task, non-completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements or non-completion of work placement (VET subjects only),
2. A new due date for the task is recorded on the letter.
3. Letter is signed by teacher, Head Teacher and Principal then posted home.
4. Tear off slip is returned to Head Teacher or Classroom Teacher.
5. Student is required to attend the Homework Centre every day of operation until outstanding work is submitted.
6. Task is redeemed but a 'zero' mark recorded.

Stage Two – Warning No. 2

1. Head Teacher issues a second warning letter (if another task is not completed) or if initial task has not been completed by the new due date.
2. Letter is signed by class teacher, Head Teacher and Principal.
3. Parent is contacted and student is interviewed by the Head Teacher. This is recorded on *Sentral*.
4. The second letter is sent to the parent after the phone call. Parent signs slip to acknowledge receipt of 'N' Determination warning.
5. Parents are informed that if the work is not completed on time, then a warning letter No. 3 is generated and this may lead to unsatisfactory completion of the course if not completed by due date. This is recorded on *Sentral*.

Stage Three – Warning No. 3

If the student has not:

- redeemed the assessment tasks,
- completed course requirement, or
- completed 50% of course assessment tasks,

a third and final letter is issued by the Head Teacher. Letter is signed by class teacher, Head Teacher and Principal. Parents are invited for an interview with the Deputy Principal and informed that their child may not meet requirements in that subject for the HSC if he/she doesn't complete the required work by the allocated time on the letter. This is recorded on *Sentral*. If parent fails to attend the interview, the student will not be allowed to return to school until the interview takes place.

Stage Four

- If the student hasn't completed the work required by the due date on Warning Letter No. 3, then a parent meeting is organised with the Principal informing the parents and the student that they will be 'N' Determined as they have not qualified to complete the course, or alternate options may be discussed.
- Parents will have the option to appeal this process to the school Principal. If the appeal is not upheld, then parents may wish to appeal to NESAs (see pages 21-22).

Disability Provisions

A student may be granted disability provisions if they have:

- visual or auditory difficulties;
- learning difficulties;
- fine motor difficulties;
- illnesses such as diabetes;
- ongoing injuries that will impact on your ability to complete an assessment task;
- psychological difficulties.

Parents/guardians are responsible for providing all documentation and informing the school of their child's disability.

Successful applicants will be granted provisions that are appropriate as determined by the NESAs or the school. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NESAs, then the student may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

Administration of Disability Provisions in the School

Some disability provisions, such as the provision of a writer and/or reader, require resources which may, at times, be difficult for the school to provide. Students in senior years will have a reader/writer from Year 10 or Year 11.

1. For extra time for assessment tasks (such as in-class tests), a student should notify their teacher as soon as they receive their assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
2. Once NESAs approve disability provisions, arrangements are made with NESAs officers and the parents/guardians and student(s) will be notified.

Appeal Process

Higher School Certificate and Record of Achievement Appeals

Introduction

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of Achievement on the following bases:

- (a) student appeals against 'N' Determinations;
- (b) student appeals against assessment rankings in HSC courses.

Non-completion of Course Requirements

Principal's delegation

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate 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 NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Any course for which the Principal makes an 'N' Determination will not appear on any NESA credential. Students who receive an 'N' Determination in any Preliminary course may be permitted to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements.

Students who receive an 'N' Determination in any HSC course will have neither a moderated assessment mark nor an examination mark awarded for that course in that year. In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 per cent of available marks.

Warnings

If, at any time, it appears that a student is at risk of receiving an 'N' Determination in any course for any reason, the Principal must advise the student of the possible consequences of an 'N' Determination in a course on Higher School Certificate eligibility. The Principal must:

- (a) advise the student in writing in time for the problem to be corrected;
- (b) advise the parent or guardian in writing (if the student is under 18 years of age);
- (c) request from the student/parent a written acknowledgement of the warning;
- (d) issue at least one follow-up warning letter;
- (e) retain copies of the warning notice(s) and other relevant documentation.

Principal's Determination

The Principal's Determination is the initial decision made by the Principal under delegated authority from NESA. The criteria used in making determinations are provided in Section 11.4 of this manual. Where a Principal has determined that a student has not satisfied the Board's requirements in a course, the Principal must advise NESA on the appropriate schedule.

Completion of Appeal Forms

The Principal's Determination Form should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. Principals must also advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's Determination. NESAs will review appeals only on the information submitted with the School Review Principal's Report Form and the Student Appeal Form. No further information will be sought, thus copies of all warning letters must be provided.

If a student does not wish to appeal, the Determination Form should be retained at the school.

If the student's appeal is successful at the school level, the Principal's Determination Form, the Student Appeal Form and the School Review Principal's Report Form should be retained at the school. Notification must be sent to NESAs so that the 'N' Determination can be removed. Principals are to complete and send to NESAs the appropriate page of the School Review Principal's Report Form.

If the student's appeal is unsuccessful at the school level, the Principal's Determination Form, the Student Appeal Form, the School Review Principal's Report Form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESAs. The appropriate forms relating to 'N' Determinations must be submitted to NESAs by the dates specified in the timetable.

VET Appeal Process

See Section 4.

Section 4: Vocational Education & Training (VET) Courses

Definition of a VET course

A course is regarded as a VET course when it meets all of the following criteria:

- It is designed to meet industry training needs.
- It has industry support in course design and delivery.
- It is based on national training packages where available.
- It is derived from national industry standards where available.
- It is written and assessed in competency-based terms.
- It provides a clearly defined pathway through recognition by TAFE and/or industry.
- It is credentialed by NESAC and is nationally recognised through the Australian Qualifications Framework.

Vocational Education Courses Available at Chester Hill High School

These courses include:

- Business Services
- Construction
- Retail Services
- Sport Coaching

Students will be informed of the following aspects of the course by their teacher in class:

- Course requirements
- Work placement information
- Assessment procedures

1. Completion of Course Requirements in a VET Course

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. [Refer to 'Work Placement' on page 21 regarding VET courses]. If at any stage a student appears to be at risk of receiving an 'N' Determination in a VET course, the Principal should follow the same procedure as for any other HSC course.

2. VET Assessment

Competency Assessment

VET courses are competency-based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor they can effectively carry out the various tasks and combination of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency based assessment. Students are assessed as either **Competent** or **Not Yet Competent**. Students will be progressively assessed as either competent or not yet competent in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Competency-based assessment determines the vocational qualifications that a student will receive.

External Assessment – HSC examination

This is an optional examination which can be used **for inclusion in the ATAR** as a 'Category B' subject. This exam is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive AQF qualifications. Check with your VET teacher for more information.

The estimated mark for NESA will be made up of ongoing assessments and the Trial HSC Examination. This mark is required by NESA as an estimate for the HSC Examination and may be used if an accident or misadventure occurs.

3. Credentialing Courses in the VET Curriculum Frameworks

If the student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark. For all courses within the VET Curriculum Frameworks reference is made to other documentation. Schools are required to enter either an 'S' (Satisfactory) or an 'N' (Non-Completion of Course Requirement) on the HSC Student Result Sheet using NESA's course completion criteria as the basis for this decision. Schools are also required to inform NESA of units of competency achieved.

4. Credentialing TAFE Delivered VET (EVET) Content Endorsed Courses

TAFE delivered VET courses will be reported on the Higher School Certificate, Record of Achievement without a mark. Instead, reference will be made to separate documentation. Providers of these courses are required to enter either an 'S' (Satisfactory) or an 'N' (Non-Completion of Course Requirement) on the HSC Student Result Sheet.

The Record of Achievement will report only the primary descriptor of the TAFE delivered VET course title. Students receive additional documentation from TAFE which provides more detailed information regarding the TAFE subjects studied and results obtained.

5. Work Placement

It is very important to consider the following information taken from the *ACE Manual* in relation to Work Placement, as part of NESA's mandatory course requirements. It should be noted that, if a student fails to undertake any **mandatory work placement** 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 eligible for an 'N' Determination. For the award of a Preliminary HSC Certificate, the successful completion of 35 hours work placement is required by NESA. For each 120 hours of course, 35 hours of work placement must be satisfactorily completed, that is, 240-hour course = 70 hours work placement.

For students enrolled in a 240-hour course who intend to withdraw from the course at the end of the Year 11 Preliminary course – they must have satisfactorily completed their Work Placement. This is a NESA requirement. For most students, this will not be a problem as they may be able to complete their work placement at any time during the school year prior to the HSC Examinations.

Work placement opportunities will be offered to all students by the School. **It is the student's responsibility** to be ready to attend placement offered and refusal to complete placement may result in an 'N' Award. Students may negotiate to organise a suitable work placement and it must be approved by the school prior to commencement.

6. Recognition of Students' Employment for Work Placement Purposes in a VET Course

Students' outside employment (that is, not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course either -

1. under NESA policy on the Recognition of Prior Learning for the Higher School Certificate, through which students may be granted advanced standing within a VET course following assessment by a qualified assessor, or
2. if undertaken concurrently with the VET course, the employment must meet the following conditions:
 - The minimum length of employment should be greater than the minimum hours of work placement;
 - The student should undertake the employment during the duration of course;
 - The workplace supervisor/employer should provide evidence of the range of syllabus learning outcomes and a diversity of experiences in the workplace that have been addressed during the student's employment;
 - The principle purpose of the employment function is related to the industry area of the course;
 - The enterprise providing the employment operates for commercial purposes and under commercial constraints or, in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry.
 - Where a student is seeking to use existing employment for work placement purposes, teachers may consider the benefits of exposing the student to different workplace settings.
 - Student achievement of competency should continue to be assessed by a qualified assessor. The partnership arrangement existing between schools and employers in delivering VET courses should be the same for students' employment as for students' work placements.
 - Where a student's existing employment is being recognised for work placement purposes, the student will be regarded as an employee of the enterprise for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing work placements will not apply when students are working as employees.
 - Under NESA guidelines, Registered Training Organisations (other than schools) may organise work placements but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for work placement purposes remains with the school.

7. Recognition of Prior Learning for VET Courses

Recognition of Prior Learning (RPL) can be claimed prior to the beginning of and during the course. This may be of value to students who enrol from another school or may have learned skills outside of school. Students who enrol from another school will be asked to provide evidence of their competencies and work placement and any other relevant documentation. Discussion regarding RPL with course teacher and VET Coordinator is required and may be applied for at Chester Hill High School.

8. Students Transferring into VET Courses (regarding recognition of prior learning)

If a student wishes to enter a VET course at any stage after the course has commenced, he/she may be assessed by a qualified assessor using the following procedures:

1. An RPL process which includes appropriate assessment methods: This requirement may be waived if the student provides satisfactory documentation attesting to completion of identical units of competency. (Records from other school/training organisation and validated assessment tasks may be used as evidence.)
2. In assessing achievement of particular competencies, the assessor will need to make a judgement using performance criteria included in the training package (or assessment criteria in a non-framework course).

3. Advanced standing for a unit of competency should only be granted where the student is able to demonstrate that all elements of competency have been achieved. The student would then be exempted from undertaking the unit of competency.
4. If the student is not eligible for advanced standing, the school may provide additional tuition for the student.

9. Students Undertaking Multiple VET Courses

Students who undertake more than one VET course will be able to claim common units of competency in each course for credentialing of Statements of Attainment or Statements of Achievement from NESAs. However, they will be able to claim the “hours” credit for a unit of competency in *one* VET course *only*. This may impact on elective units to be studied by some students. Discussion with your class teacher will help clarify this situation.

10. VET Appeal Process

Students who wish to appeal against an assessment determination should consult their VET teacher for the relevant paperwork.

Step 1:

Student to clearly identify what it is they are appealing for – assessment task, unit of competency etc. to be specified and reason why they believe assessment was not to their satisfaction.

Step 2:

Written appeal with evidence to be presented to VET Coordinator.

Step 3:

A panel, which may consist of the Principal, the HT/VET Coordinator as well as the class teacher, will review the appeal. A third VET teacher may be involved in discussing the appeal.

Step 4:

A determination of the outcome of the appeal will be provided to the student. Evidence of the appeal, process and outcome will be recorded and stored on student records.