

St Johns College Dubbo

Whole School Assessment Policy



December 2024

Assessment Rationale at St Johns College

At St Johns College we employ a range of assessment approaches to fully explore student learning. Formative and summative assessment are used to support student learning growth and determine student progress.

Teachers utilise the principles of assessment [for, as and of learning](#) articulated by NESA, and apply these to their practice.

Teachers and students at St Johns College are expected to adhere to the following Assessment Policies.

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1. Guidelines - Learning and Assessment Responsibilities - Student



SJC Student Responsibilities

	Stage 4 & Stage 5	Stage 6
Classwork and Knowledge Check Ins	<p>Complete the work requirements for each subject.</p> <p>Complete Knowledge Check Ins as directed by the teacher</p> <p>Use feedback to develop skills and knowledge throughout the course.</p> <p>Maintain a good record of attendance, conduct and progress.</p>	<p>Complete the work requirements for each subject.</p> <p>Complete Knowledge Check Ins as directed by the teacher</p> <p>Use feedback to develop skills and knowledge throughout the course.</p> <p>Maintain a good record of attendance, conduct and progress.</p> <p>If a student in Year 11 or 12 is not completing classwork to a sufficient standard or not showing due diligence to allow them to meet course outcome requirements, the NESA Official Non-completion of Classwork warning letter will be sent home.</p>
Absence for Classwork	<p>Ensure that you catch up on missed work and tasks via Canvas or in consultation with class teacher.</p>	<p>Ensure that you catch up on missed work and tasks via Canvas or in consultation with class teacher.</p>
Assessment Tasks and Preparation	<p>Use lessons provided to prepare effectively for assessment tasks including; asking clarifying questions, seeking advice and feedback, actioning feedback.</p> <p>Complete all assessment tasks to the best of your ability.</p> <p>Ensure that all work is referenced correctly.</p>	<p>Use lessons provided to prepare effectively for assessment tasks including; asking clarifying questions, seeking advice and feedback, actioning feedback.</p> <p>Complete all assessment tasks to the best of your ability.</p> <p>Ensure that all work is referenced correctly.</p>
Behaviour in Assessment and Examinations	<ul style="list-style-type: none"> • Failure to follow teacher and/or examination supervisor instructions in an assessment task or examination will result in removal from the examination centre or classroom. • A zero mark or a percentage reduction in marks may be awarded. • You will be required to re-submit the task to ensure that learning outcomes have been addressed. 	<p>Failure to follow teacher and/or examination supervisor instructions in an assessment task or examination will result in removal from the examination centre or classroom.</p> <p>A zero mark or a percentage reduction in marks may be awarded.</p> <p>You will be required to re-submit the task to ensure that learning outcomes have been addressed.</p>
Absence for Assessment Tasks	<p>It is your responsibility to be present for all assessment tasks. If you are absent from an assessment task you:</p> <ul style="list-style-type: none"> • must have an acceptable and documented reason for your absence; • if it is an in class task, you must notify the school of your absence, prior to the commencement of the task; • must ensure that the assessment task is handed in as specified. <p>Ensure that the College and subject teacher is notified of your absence on the day of an in class assessment or examination via</p>	<p>It is your responsibility to be present for all assessment tasks. If you are absent from an assessment task you:</p> <ul style="list-style-type: none"> • must have an acceptable and documented reason for your absence, including a medical certificate; • if it is an in class task, you must notify the school of your absence, prior to the commencement of the task; • must ensure that the assessment task is handed in as specified. • Ensure that the College and subject teacher is notified of your absence on the day of an in

	<p>Compass</p> <p>If you miss an assessment, ensure that you catch up on it upon your return to school - an alternate question may be given.</p>	<p>class assessment or examination via Compass</p> <ul style="list-style-type: none"> If you miss an assessment, ensure that you catch up on it upon your return to school - an alternate question may be given.
Absence for Formal Examination	<p>Parents must notify the Year Leader. You will:</p> <ul style="list-style-type: none"> contact your Year Leader prior to the examination period if you are aware of any circumstances which may inhibit you sitting an examination; provide supporting documentation to support your absence from an examination. be offered the opportunity to sit missed examinations on subsequent days during the examination period. If you do not sit the examination and supporting documentation has been provided, you will need to complete a substitute assessment task 	<p>Parents must notify the Year Leader. You will:</p> <ul style="list-style-type: none"> contact your Year Leader prior to the examination period if you are aware of any circumstances which may inhibit you sitting an examination; provide supporting documentation to support your absence from an examination. be offered the opportunity to sit missed examinations on subsequent days during the examination period. If you do not sit the examination and supporting documentation has been provided, you will need to complete a substitute assessment task <p>HSC Examinations - The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure at the time of a HSC exam.</p> <p>You need to submit a separate application and supporting evidence for each exam or exam component affected.</p> <p>Illness/Misadventure application</p>
Evidence of Absence	<p>Parents are required to provide documentation concerning absence ASAP, using Compass.</p>	<p>Supporting documentation such as a medical certificate or appointment letter is required to support absence the day prior and day of assessment due date. Failure to supply evidence may lead to a zero mark being awarded. This must be provided to the classroom teacher ASAP via Compass.</p>
Extension Application	<p>The application for an extension of time for an Assessment task must be done by the student completing the Student Extension form at least ONE school day prior to the task due date. The form in Compass must be completed and forwarded to the KLA Leader. Documentation must be provided.</p>	<p>The application for an extension of time for an Assessment task must be done by the student completing the Student Extension form at least ONE school day prior to the task due date. The form in Compass must be completed and forwarded to the class teacher or KLA Leader. Documentation must be provided.</p>
Assessment Task Appeal	<p>Appeal forms are available from the College Website/Student Resources/Compass or from the Leader of Curriculum.</p> <ul style="list-style-type: none"> The student must appeal within THREE school days of receiving their result. The Appeal form is to be completed and handed to the Leader of Curriculum. 	<p>Appeal forms are available from the College Website/Student Resources/Compass or from the Leader of Curriculum.</p> <ul style="list-style-type: none"> The student must appeal within THREE school days of receiving their result. The Appeal form is to be completed and handed to the Leader of Curriculum. Appeals are to be resolved within 2 school weeks of the task being returned.

2. Guidelines - Learning and Assessment Responsibilities - Staff



SJC Assessment Responsibilities - Staff

	Teacher	KLA Leader	Leader of Curriculum
Teaching and Learning	<ul style="list-style-type: none"> Develop a teaching and learning program that adheres to current NESAs guidelines and that provides opportunities for students to learn the skills and content needed to be successful in the task. Provide students with a variety of opportunities for assessment of, for and as. Ensure that all students have access to teaching and learning opportunities, including adjustments for SWANs students and students who require enrichment. Inform KLA Leader of any non submission or non serious attempts for assessment tasks on the due date. Ensure that students who are absent complete any in class assessment task at the first available opportunity or under the direction of the KLA Leader. 	<ul style="list-style-type: none"> Complete assessment schedule with due dates for Summative Assessment Tasks including assessment type by the end of Week 2, Term 1. Create the Overview of the mandatory components of the course and weightings (Scope and Sequence - due to Leader of Curriculum at end of Week 1, Term 1) Ensure that assessments are fair, valid, explicit, reliable and authentic Ensure that a variety of assessment opportunities are presented to students including, project based, examination and extended response. 	<ul style="list-style-type: none"> Ensure that students have access to an assessment schedule at the commencement of the course. Audit Teaching and Learning programs to ensure that they adhere to NESAs and CEDB guidelines and all students are provided with learning opportunities.
Assessment Task Design	<ul style="list-style-type: none"> In consultation with your KLA Leader, create the assessment task, including task notification, marking guidelines and suggested Modified Assessment Task, scaffolds and exemplars. Share the task with your team for feedback on task design, outcomes, accessibility etc. Share the task with KLA Leader for further feedback at least one week prior to release to students. Ensure that a variety of assessment opportunities are presented to students including, project based, examination and extended response. 	<ul style="list-style-type: none"> Determine who is responsible for setting up Summative Assessment Task and uploading digital task notification to Canvas. 	<ul style="list-style-type: none"> In collaboration with the Leader of Learning and Teaching, provide professional development opportunities for staff regarding what good assessment looks like.

Notifications & marking criteria	<ul style="list-style-type: none"> Ensure that students are notified of an assessment task at least two weeks before the due date. Both in hardcopy and digital format (CANVAS). Unpack the task with students Teacher is responsible for printing hard copies for students. <p>NB - We are moving towards assessment notification at the beginning of each unit.</p>	<ul style="list-style-type: none"> Ensure that a copy of the assessment task, including notification is made available to the Leader of Learning at least three days prior to students receiving task 	<ul style="list-style-type: none"> Review assessment tasks before they are issued to students to ensure that notification requirements are in place, including; <ul style="list-style-type: none"> Clear and explicit directions on text type, font size, weighting of task, time and date of submission, mode of submission penalty for lateness
Extensions, Exceptional Circumstances, Malpractice, Absence, Late/non Submission	<ul style="list-style-type: none"> Ensure that any extensions, exceptional circumstances are enacted. Notify parents of non submission via Compass on the date that the assessment is due. See Compass template. Record details of lateness of task and enact the correct late penalty where applicable. Follow guidelines for Malpractice and refer to KLA Leader. For Oral Presentations - if a student supplies documentation for exemption from an oral presentation, this needs to be passed onto the KLA Leader and alternative arrangements will be made to present the speech. The teacher will convey these arrangements to the student at least 3 school days before the presentation date. 	<ul style="list-style-type: none"> Direct teachers as to how absent students will catch up on missed assessment tasks. Grant applications for extension and notify student and teacher of outcome and new due date. Ensure that the teacher is made aware of any adjustments made in regards to Exceptional Circumstances. Resolve Stage 4 and 5 Malpractice. Work with Leader of Curriculum to resolve Stage 6 Malpractice. Ensure that parents/caregivers are contacted by teachers regarding Malpractice issues, non-submission and late submission. 	<ul style="list-style-type: none"> Work with KLA Leader to resolve Stage 6 Malpractice. Distribute Applications of Extension to KLA Leaders to determine the outcome. Support when needed. Oversee any Applications for Exceptional Circumstances and with the AP, Principal, Year Leader and Stage Leader determine the outcome. Work with the KLA Leader to determine how this will impact the student. Ensure that Stage 6 students are issued with a NESAs Official Non-Completion warning letter in instances of cheating and plagiarism. Consult with student and staff regarding any Appeals.
Students with Additional Needs	<ul style="list-style-type: none"> Ensure that any adjustments and/or modifications are made to assessment tasks where necessary - record these in program. 	<ul style="list-style-type: none"> Support teachers in making adjustments for SWANs students. 	<ul style="list-style-type: none"> Work with Diverse Learning Leader to ensure that parents are contacted regarding student access to adjustments throughout the year. Work with Diverse Learning Leader to create lists of students who have access to Special Provisions rooms during examinations.
Moderation	<ul style="list-style-type: none"> Attend internal moderation meetings Use NESAs Work Samples aligned with grades to help determine grades. Work with KLA Leader to create benchmark scripts. 	<ul style="list-style-type: none"> Ensure internal moderation processes are in place. Oversee the awarding of grades and that it aligns with NESAs Work Samples. Work with teacher who set assessment to create benchmark scripts. 	<ul style="list-style-type: none"> Provide opportunities for KLA moderation during meeting time and ensure that staff are familiar with Work Samples.

Marking	<ul style="list-style-type: none"> • Meet school and external timeframes for assessment, marking and reporting • Maintain accurate records of student achievement and assessment. • Allocate a raw mark and a Grade (A - E Scale) for each task. • Scan copies of High, Medium and Low responses and store on dedicated faculty drive. 	<ul style="list-style-type: none"> • Provide staff with outlines of due dates for marks etc. • Monitor staff progress in marking to ensure that timelines are met. Being aware that all tasks should be returned to students within 10 school days of completion. • Provide staff with a central point of reference or markbook for recording student achievement. 	
Feedback	<ul style="list-style-type: none"> • Use a developmental rubric that students and teachers can check progress against. • Ensure that feedback offered during the editing and drafting and knowledge check-in phase of assessment preparation is in line with what is outlined on the Assessment Task notification. • Provide feedback to students, via Canvas, on their performance in assessment tasks in the commendation and recommendation format. • All assessments should be marked and returned to students in 10 school days 	<ul style="list-style-type: none"> • Support teachers in the creation of developmental rubrics. • Ensure that staff are following the commendation and recommendation format and that all feedback is provided on Canvas. 	
Reporting	<ul style="list-style-type: none"> • Inform students and parents of academic progress as appropriate, including notification in cases where concern for a student's progress emerges. • Meet the deadlines for formal reports. • Check class lists and notify Leader of Curriculum of any changes that need to be made. • Create reports using the guidelines that are sent out by the Leader of Curriculum. • Ensure that reports are proofed by Buddy prior to KLA Leader 	<ul style="list-style-type: none"> • Ensure that parents/caregivers are given notification of E grade two weeks prior to the release of formal reports. • Ensure that Learning Outcomes for each Semester have been reflected in the Teaching and Learning program and Assessment Tasks. • Create Learning Outcomes for reports and share with Leader of Curriculum prior to Week 6 of Terms 2 and 4. • Proofread reports within the deadline. • Meet NESA hard deadlines for Year 10, 11 and 12. 	<ul style="list-style-type: none"> • Upload and proofread Learning Outcomes for each semester to reporting program as close to Week 6 of Terms 2 and 4 as possible. • Make adjustments to class lists etc. • Meet NESA hard deadlines for Year 10, 11 and 12.
Evaluation	<ul style="list-style-type: none"> • Provide feedback to KLA Leader for teaching program and assessment task. 	<ul style="list-style-type: none"> • Provide staff with the opportunity to offer feedback on both the teaching program and the assessment task. • Use the feedback moving forward in teaching program and assessment design. 	

3. Assessment Overview

[Assessment](#) is the process of identifying, gathering and interpreting information about student achievement. Assessment has a number of roles:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing information on student learning and progress in a course in relation to the syllabus outcomes
- providing evidence of satisfactory completion of a course
- reporting on student achievement
- whole school and system planning, reporting and accountability procedures.

In a [standards-referenced approach](#), assessment programs must:

- conduct school-based assessment programs that allow students to demonstrate the breadth and depth of their knowledge, understanding and skills in relation to outcomes
- utilise quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and areas for improvement
- encourage students to take greater responsibility for their own learning

4. Assessment Requirements

Please ensure that you refer to NSW Curriculum Website

Stage 6

Assessment requirements for students studying Stage 6 courses are set by NESA. Adherence to these requirements is mandatory.

At the commencement of the course, every student studying a NESA course must be provided with:

- Overview of the mandatory components and weightings
- Overview of the NESA mandatory formal school-based assessment program
- Course outcomes
- Table which clearly portray for each task:
 - Topic studied
 - Description of the task type
 - Date (Term and week) of the task
 - Outcomes addressed
 - Components addressed and their weightings
 - Overall weighting for the course
- For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

- Teachers must:
 - give students the opportunity to demonstrate their full range of achievement relative to the [Common Grade Scale for Preliminary courses](#), and
 - at the completion of the Preliminary course and using all available assessment information, make a valid judgement to [assign a grade](#) to each student that best matches an achievement description of the Common Grade Scale for Preliminary courses, and
 - not restrict a student's access to the full range of grades if an [adjustment](#) is provided.
- Schools must:
 - [submit A to E grades](#) based on all assessment opportunities to NESa for all students completing any Preliminary Board Developed or Board Endorsed [course](#), except [VET courses](#), [University Developed Board Endorsed courses](#), and [Life Skills courses](#).

Substituting Assessment Tasks (updated September 2024)

- Students are expected to attempt all assessment tasks.
- If a student has a valid reason for not completing an assessment task, the student will be provided 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.
- Schools must ensure the substitute assessment task is in accordance with the illness/misadventure provisions in the school's policies and procedures for [school-based assessment](#).
- In exceptional circumstances where a student cannot complete the assessment task, the student may be provided 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.
 - [submit an A to E grade](#) for students assigned an '[N' for their achievement in a course](#)'. This is the grade that will be awarded to the student if they successfully appeal against the 'N' determination.

Stage 5

- Teachers must:
 - give students the opportunity to demonstrate their full range of achievement relative to the [Common Grade Scale](#) or Course Performance Descriptors, and
 - at the completion of the 100-hour or 200-hour course and using all available evidence of student achievement in the course, make a valid judgement to determine a grade for each student that best matches their achievement at the end of the course with an achievement

description of the [Common Grade Scale](#) or Course Performance Descriptor.

- Schools must:
 - submit an [A to E grade](#) to NESAs for every student entered into a 100-hour or 200-hour graded Stage 5 course (except courses based on [Life Skills outcomes and content](#) or [Stage 5 VET courses](#)), based on the available evidence of student achievement in the course, and
 - submit an [A to E grade](#) for [students assigned an 'N'](#) for their achievement in a 100-hour or 200-hour course. This is the grade that will be awarded to the student if they successfully appeal against the 'N' determination.

Stage 4 & 5

Every student will be provided with an assessment calendar at the beginning of each academic year (this will also be available through Canvas). This calendar will include due dates and titles for assessable tasks, as well as a brief outline for the type of task.

All Stages

At least two weeks prior to the assessment due date, students will be provided with a detailed task sheet for the assessment which includes:

- Clear and explicit directions on text type, font size etc.
- weighting of tasks and component weights for Stage 6 tasks
- type of task
- scheduled date and time for attempting or submitting the task
- mode of submission
- task expectations - including word length
- syllabus outcomes to be assessed
- marking criteria (where applicable)
- penalty for lateness

■ Oral Presentations

It is a mandatory requirement of some subjects that students are required to present an oral speech as part of the course program and the assessment requirements. Speeches are generally presented in front of class peers or a section of their Year Group. It is expected that each student will take the opportunity to develop their oral presentation skills and complete the task as prescribed.

If a student cannot present their oral speech in the prescribed manner, they need to consult with their classroom teacher and/or Year Leader.

The documentation must include:

- Reason why the task cannot be presented in the prescribed manner
- An alternative suggestion as to how the task can be presented
- The process that has been put in place to assist the student in developing the skills to present the task in the prescribed manner in the future.

▪ Group work

For a group work task, it is mandatory that an individual aspect is completed for submission by each student of the group as part of the overall task.

5. Absence

Assessment Task

It is the responsibility of the student to be present for all assessment tasks. If a student is absent from an assessment task they:

- must have an acceptable and documented reason
- Stage 6 students must have an acceptable documented reason, including a medical certificate for their absence;
- must notify the school of their absence, prior to the commencement of the task;
- must ensure that the assessment task is handed in as specified.

Formal Written Examinations

Stage 4 & 5

A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. Students who are unable to attend a scheduled examination due to illness, unforeseen circumstances or an important appointment or commitment must notify their Year Leader. Students will:

- contact their relevant Year Leader prior to the examination period if they are aware of any circumstances which may inhibit them sitting an examination;
- provide supporting documentation to support their absence from an examination. Failure to do so, may lead to a zero mark being awarded for the examination;
- be offered the opportunity to sit missed examinations on subsequent days during the examination period. If the student does not sit the examination and supporting documentation has been provided, the student may receive an estimate. This will be given based on the discretion of the relevant KLA Leader and Leader of Curriculum.

Stage 6

A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. Students who are unable to attend a scheduled examination due to illness, unforeseen circumstances or an important appointment or commitment must notify their Year Leader. Students will:

- contact their relevant Year Leader prior to the examination period if they are aware of any circumstances which may inhibit them sitting an examination;
- provide supporting documentation to support their absence from an examination. Failure to do so, may lead to a zero mark being awarded for the examination;
- be offered the opportunity to sit missed examinations on subsequent days during the examination period. If the student does not sit the examination and supporting documentation has been provided, the student may receive an estimate. This will be given based on the discretion of the relevant KLA Leader and Leader of Curriculum.

6. Application for Extension

The application for an extension of time for an Assessment task must be done by the student completing the Student Extension form at least **ONE school day prior** to the task due date.

The form must be given to or emailed to the class teacher or KLA Leader.

Final approval is left to the discretion of the KLA Leader and Leader of Curriculum who will stipulate the length of any extension if one is granted. The Student will be notified as soon as possible via email and in person of the decision.

Student Extension forms can be:

- downloaded from the College Website/Student Resources/Compass
- Obtained from the Leader of Curriculum

Application for an extension does not automatically mean that the extension is granted. If an extension is granted, the number of days will be clearly conveyed and why this is the case. Being “too busy” or “too many assessment tasks” is not a reason for applying for an extension.

7. Late/Non-submission of Assessment

An assessment schedule and calendar will be provided to all students at the commencement of the academic year or course. Due dates will be clearly outlined. Any adjustments to due dates needs to be approved by the Leader of Curriculum at least two weeks prior to the original due date, and students are to be informed in writing via Compass or Canvas.

- The teacher will manage the assessment schedule and ensure that notifications are given to students two weeks before the due date.
- It is the responsibility of the student to ensure that assessed work is submitted on time.
- Teachers will notify parents/caregivers in cases where concern for a student's progress emerges. e.g. D or E grade for an assessment task, non submission or late submission of an assessment task.

Exceptional Circumstances

Late submissions or non-completion of an assessment task will, in the first instance, be awarded a mark of ZERO. The waiving of a zero mark can only be considered when a student applies through the formal appeals process. In exceptional circumstances, the student may apply to the KLA Leader or Leader of Curriculum for special consideration. Applications for extension and exceptional circumstances must be made prior to the due date for an assessment task.

Where the Leader of Curriculum, Assistant Principal or Principal determines that the reasons for late or non-submission are valid, then the teacher, in consultation with the KLA Leader, may:

- grant an extension of time to complete the task without penalty;
- provide an alternative task;

- require the student to complete the task prior to the due time and date;
- record the student as exempt from that assessment;
- in exceptional circumstances, and with the approval of the KLA Leader, determine an estimate of achievement based on previous performance.

If a student does NOT apply for or receive consideration based on exceptional circumstances, then the following will apply:

Late Work Penalty

- ALL assessment tasks need to be completed. Non-submission or late submission may warrant an N award warning letter in Years 10-12.
- **Stage 4** - A deduction of 20% off the allocated mark for each day late, for up to five calendar days after the last day for submission. Tasks submitted on the fifth day will incur 100% penalty.
- **Stage 5** - A deduction of 25% off the allocated mark for each day late, for up to four calendar days after the last day for submission. Tasks submitted after four days will incur a 100% penalty.
- **Stage 6** - A deduction of 100% off the allocated mark will be issued for a late assessment.

8. Malpractice during Assessment Task or Examination

All Stages

NESA (2024) defines malpractice as 'any attempt to gain an unfair advantage over other students'. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice. Types of malpractice include:

Misbehaviour

If a student does not follow the directions as outlined in the assessment task, or the instructions of a teacher or examination supervisor when an assessment task is in progress, or is removed from the examination centre or classroom, then a zero mark or percentage reduction in marks may be awarded.

Students will also be required to re-submit the task to ensure learning outcomes have been addressed.

Cheating

If a student is found to have cheated during an assessment task, a zero mark will be awarded and a warning letter issued. All students may be required to resit the task to meet course outcomes.

Collusion

Where a direct copy is handed in, or where a student is found copying from another student, a penalty will be given to the person(s) involved. Collusion also involves the unauthorised use of artificial intelligence technologies. Students involved will be required to re-submit the task to ensure learning outcomes have been addressed.

Plagiarism

Where a student has handed in work that is not of their own creation (either in part or whole) and it has not been acknowledged or referenced, this is considered plagiarism (academic theft). In such cases, penalties will result depending on the extent of the plagiarism. Students will also be required to re-submit the task to ensure learning outcomes have been addressed.

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

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

Processes for Investigating Malpractice.

Stage 4 and 5

If a class teacher suspects malpractice, the process will be:

- Class teacher notifies the KLA Leader of the alleged malpractice and provides the KLA Leader with evidence that supports the allegation of malpractice in relation to the work submitted.
- If the KLA Leader believes that there are grounds to the allegation, based on the evidence provided, they will consult the Leader of Curriculum to confirm that the investigation process will move to the next steps.
- The student will meet with the KLA Leader and/or the Leader of Curriculum where they will be provided with the evidence that supports the alleged malpractice.
- The student will be provided with an opportunity to provide evidence that the work they have submitted is their own work.
- If the KLA Leader and/or the Leader of Curriculum determines that no malpractice has occurred, this will be communicated in writing to the students and parents/carers.

- If the KLA Leader and/or the Leader of Curriculum determines that malpractice has occurred, the KLA Leader and/or the Leader of Curriculum will determine the outcome and penalty for the student. This will be communicated in writing to the students and parents/carers.
- The student and/or their parents/carers may appeal the panel's decision by completing the "Assessment Task Appeal" form within 3 days of the original decision being communicated.

Stage 6

If a class teacher suspects malpractice, the process will be:

- Class teacher notifies the KLA Leader of the alleged malpractice and provides the KLA Leader with evidence that supports the allegation of malpractice in relation to the work submitted.
- If the KLA Leader believes that there are grounds to the allegation, based on the evidence provided, they will consult the Leader of Curriculum to confirm that the investigation process will move to the next steps.
- The student will meet with the KLA Leader and/or the Leader of Curriculum where they will be provided with the evidence that supports the alleged malpractice.
- The student will be provided with an opportunity to provide evidence that the work they have submitted is their own work.
- If the KLA Leader and/or the Leader of Curriculum determines that no malpractice has occurred, this will be communicated in writing to the students and parents/carers.
- If the KLA Leader and/or the Leader of Curriculum determines that malpractice has occurred, the Leader of Curriculum will convene a panel including:
 - The leader of Curriculum
 - A KLA Leader from an alternate Faculty
 - A member of the College Executive
- The panel will determine the outcome and penalty for the student based on the evidence provided and the professional judgement of the class teacher and panel. This will be communicated in writing to the students and parents/carers.
- The student and/or their parents/carers may appeal the panel's decision by completing the "Assessment Task Appeal" form within 3 days of the original decision being communicated.

Penalties for Investigating Malpractice.

All Stages

Penalties for malpractice may include, but are not limited to:

- Award a mark of zero for the task
- Student/s to resubmit the task with a mark penalty applied
- Student/s to resubmit the task, but a mark of zero still apply

- Student/s to submit an alternative task If a student is required to resubmit an assessment task.
- For students in Year 10-12, this will be accompanied by the appropriate N Warning documentation as required by NESAs.
- Students in Year 12 will be referred to NESAs via their Malpractice register.

9. Invalid or Unreliable Results

When designing Assessment tasks every effort will be made to ensure they produce valid and reliable results. However, if a task is not valid students will be informed in writing by the KLA Leader for the course and the Leader of Curriculum. The most appropriate action will be determined by the KLA Leader for the course and the Leader of Curriculum and include one or more of the following:

- only part of the task will be marked
- the weighting of the task may be reduced and a greater weighting applied to a future task
- both tasks will be included in the final assessment mark but the weighting of the first task will be reduced
- a substitute task and due date will be issued

Students will be informed in writing if this occurs. The original marks for the task will be retained for reference in the event of an appeal.

10. Students with Additional Needs

Some students will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that assessment tasks are accessible to students with a disability or injury. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests.

11. Feedback

All feedback for summative assessment is expected to be given within the framework outlined in the [SJC Feedback Guidelines](#).

The expected turnaround for any assessment task is **two weeks or less** from the due date (ten school days).

All marking must be done in reference to the Success Criteria provided to the students as part of the assessment task. All feedback needs to follow the Commendation and Recommendation format.

Final feedback must be given on all assessment tasks to allow students to understand their strengths and work on developing weaknesses. Where more than one class exists for a course, all classes must be given the same opportunities to speak to the markers or get cohort feedback.

Students may receive feedback during the editing and drafting phase of assessment preparation as outlined on the Assessment Task Notification. When an assessment task has the opportunity for drafts to be handed in for feedback, clear guidelines must be conveyed on the assessment notification in regard to:

- How many drafts can be submitted for feedback
- Final date for submission of drafts to get feedback
- What type of feedback can be given - Commendation and Recommendation
- Feedback should not provide marks or grades.

12. Reporting

Stage 4 & 5

Stage 4 and 5 students will receive the following formal reports:

- Term 1 week 7 - Interim reports & Term 3 Week 7 (via Canvas)
- Term 2 week 10 - Semester 1 report (all assessment completed by the end of week 6)
- Term 4 week 10 - Semester 2 report (all assessment completed by the end of week 6)
- Grades will be documented on Semester 1 and 2 formal reports.
- Grades will be completed in line with [NESA Awarding grades](#) guidelines using the [Common Grade Scale](#) for Year 7 and 8. When [determining grades for Year 9 and 10](#) course performance descriptors must be used. These are available on the [syllabus page](#) for Board developed courses. The [Common Grade Scale](#) is used for non Board developed courses.

Grades

The Common Grade Scale is used to report student achievement. The grade descriptors are as follows:

A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

St Johns College follows [this process](#) in determining grades.

Stage 6

Stage 6 students will undertake summative assessment as outlined in the NESA Assessment and reporting guidelines for the specific course.

Year 11 students will receive the following formal reports:

- Term 1 week 7 - Interim report
- Term 2 week 7 - Mid-course report
- Term 4 week 2 - End of Course report
- Grades will be documented on Mid-course and End of course reports.
- Grades will be completed in line with [NESA Awarding grades](#) guidelines using the [Common Grade Scale for Preliminary Courses](#).

Year 12 students will receive the following formal reports:

- Term 2 week 1 - Mid-course report
- Term 3 week 10 - End of Course report
- Year 12 will receive a course rank and mark for each course on Mid-Course and End of Course reports

The completion of Year 11 and 12 School based assessment marks must be proofed by the KLA leader and Leader of Curriculum.

[NESA Assessment guidelines](#) for Assessment for stage 4, 5 and 6 can be accessed on the link provided.

13. Assessment Task Appeals

All Stages

If a student feels that an injustice has occurred relating to mark penalties (e.g. Percentage reduction for plagiarism), the method a teacher has used for the implementation of a task, or lateness due to extenuating circumstances, the student can appeal their result.

Appeal forms are available from the College Website/Student Resources/Curriculum Guides/Student Appeal Application form or from the Leader of Curriculum.

- The student must appeal within THREE school days of receiving their result.
- The Appeal form is to be completed and handed to the Leader of Curriculum.
- In the case of a malpractice appeal, evidence of student authorship and/or ownership of the assessment (this could include but is not limited to - drafts, version history, teacher feedback etc) is to be submitted to the Leader of Curriculum.
- The Leader of Curriculum, with other members of the Leadership Team and the relevant KLA Leader, will:
 - Undertake an interview with the student, during which clarifying questions about elements of the task, outcomes and expected knowledge could be discussed.
 - Consult the relevant KLA or Year Leader.
 - Consult with the course teacher in conjunction with the KLA Leader.

All appeals are conducted by the school, not by NESA. Following the initial consultation and discussion process, the Leader of Curriculum or their delegate will either:

- Investigate the assessment task, student submission, feedback and teacher's mark using any evidence provided by the student and obtained during the interview process;
- convey the result to the student; and
- inform the family of the outcome.

14. Rank Order Appeals

HSC Course

If a student feels that an injustice has occurred relating to their rank order for a course based on their performance during the course the student can appeal. Students can not seek a review of teachers' judgements of the worth of individual performance in assessment tasks, or appeal marks or grades in individual assessment tasks.

- The student must appeal within THREE school days of receiving their rank.
- The Appeal form is to be completed and handed to the Leader of Curriculum.
- The Leader of Curriculum, with other members of the Leadership Team and the relevant KLA Leader, will consider whether:
 - the assessment tasks were weighted in line with NESA's requirements, and
 - the assessment tasks complied with the stated formal assessment program
 - the ranks were calculated or entered correctly when determining the student's final assessment mark,
- Appeals will be resolved within 2 school weeks of the appeal being made or at least 3 school days of the NESA Cut off date as published in the NESA Timetable of Actions for Secondary Schools.

Following the consultation and discussion process, the Leader of Curriculum or their delegate will either:

- inform the students of the outcome of rank order reviews
- inform the family of the outcome
- advise students of the provision for a subsequent appeal to NESA, including information about grounds for appeal
- Retain all documentation for 24 months.

15. Grade Appeals

Stage 5

If a student feels that an injustice has occurred relating to their grade for a course they may request a school review. Students can not seek a review of results in a single or multiple individual assessment tasks.

- Students appealing their final grade in a Stage 6 course must:
 - submit their appeal, in writing, to their principal, and
 - provide evidence that the grade awarded in the course was inconsistent with the progressive reporting from their school.
 - The Leader of Curriculum, with other members of the Leadership Team and the relevant KLA Leader, will consider whether the grade awarded in the course was inconsistent with the progressive reporting from the school.

Following the consultation and discussion process, the Leader of Curriculum or their delegate will either:

- inform the students of the outcome of their final grade appeal
- inform the family of the outcome
- revise grade(s) in Schools Online in the event of an upheld appeal.
- advise students of the provision for a subsequent appeal to NESAs if the appeal is declined.
- Retain all documentation for 24 months.

16. Appendix

[Application for Extension](#)

Notification of absence from Assessment Task

[Assessment Task - Appeal](#)

Teacher notification of Student Absence - Compass Template

[Assessment Notification Template - Stage 4](#)

[Assessment Notification Template - Stage 5](#)

[Assessment Notification Template - Stage 6](#)

[SJC Assessment Guidelines - Stage 4 - 6](#)

[Assessment and Reporting Policy](#)

[SJC Feedback Guidelines](#)