

HENNESSY CATHOLIC COLLEGE YOUNG

Seek the Truth

Learn Dynamically
Live Spirituality
Act Justly
Inspiring Futures of Hope



ASSESSMENT POLICY

2017

STAGE 5

Charism Statement

Hennessy Catholic College owes a debt of gratitude to its heritage drawn from the charisms of its founders who, inspired by the Gospel, sought to respond to the signs of their times. Through the enterprising legacy of Blessed Edmund Rice we provide an inclusive community for liberation, justice and peace.

The daring example of the Venerable Nano Nagle inspires us to value the dignity, uniqueness and excellence of all students.

We thank Bishop John Gallagher and Fr Jerome Hennessy who saw the need for Catholic Education in Young and acted to bring it to this place through the response of the Wagga Presentation Sisters and the Christian Brothers.

Today we affirm our commitment to live out that inheritance.



FORWARD

The material contained within this document is a reflection of current assessment policy and procedure throughout the State of NSW.

This document also attempts to make clear the **separate responsibilities of the College** and the **student**. These responsibilities should be studied carefully and understood because of the significant implications they have for each student's course results.

PATTERNS OF STUDY

Students in Stage 5 will follow the pattern of study outlined below:

CORE	SEMESTER BASED	YEAR LONG ELECTIVES (TWO EACH YEAR)
Religious Education English Mathematics Science Personal Development, Health and Physical Education	History Geography	<ul style="list-style-type: none">• Agriculture• Commerce• Elective History• Food Technology• Information Software & Technology• Industrial Technology - Metal• Industrial Technology - Timber• iStem (100 hr)• Music• Physical and Sports Studies• Visual Art• Hospitality[^] (Year 10 only)

Students also undertake Sport (2 periods per cycle until end of Year 10).

* History and Geography are taught across one semester each year. Classes currently swap teacher mid-year.

[^] Hospitality (VET) is offered to Year 10 students. This is an accelerated class in which

students will commence their Higher School Certificate course in Year 10 and complete it in Year 11.

SATISFACTORY COMPLETION OF A COURSE

The NESA (NSW Standards Education Authority) states that:

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- b) applied himself/ herself with diligence and sustained effort to set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the outcomes.

This means that students are expected to make a serious attempt at all tasks, which may include assessment tasks, class work and examinations.

In such cases an 'N determination' may be issued for that course if either a), b) and/or c) are not met.

PURPOSE OF ASSESSMENT

The RoSA (Record of Student Achievement) requires completion of School Assessment within a Standards Referenced Framework. Assessment is in the process of gathering information and making judgements about student achievement.

A student's achievement is measured against specified standards of performance.

It is intended to provide an indication of a student's attainment based on:

- measurements obtained throughout the course rather than a single examination;
- assessment of the student's knowledge of the course and skills outcomes, including those which require a specific setting e.g. fieldwork, practical skills, research
- using multiple measures to increase the accuracy of the final assessment of the student's achievement.

More specifically, School Assessment is intended to:

- evaluate the extent to which students have met the stated outcomes of the course;
- provide a basis of reporting to parents /carers;
- provide students with honest and reliable information about their strengths and weaknesses and so provide students with direction for future learning;
- affirm students and provide encouragement and life skills such as setting goals, negotiating contracts, meeting deadlines, determining priorities, independent learning and self-sufficiency;
- provide information that will help students plan educational and vocational choices.

CHANGES TO ASSESSMENT IN 2017

Following recommendations from the Review Panel in 2016, Hennessy Catholic College has begun implementation of moving away from formal assessment. Instead Stage 4 (Years 7 and 8) students will be assessed using an ongoing assessable model.

Instead of receiving marks, student will receive grades only and all work they complete can be assessed using the common grade scale (see below). This includes tasks such as homework, classwork and group work.

The grade on the semester report is calculated using course-based assessment and common assessment.

Level	General Performance Descriptors
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 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 ideas of the content and has achieved an adequate level of competence in the processes and skills.
D	The student has achieved 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 achieved an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Additionally students may be awarded a grade on their organisational skills for each task

(excluding test items). The scale is below:

Level	Organisational Skills
A	The student shows an extensive degree of organisation and has acted upon feedback provided throughout the task and has clearly undertaken independent learning and research.
B	The student shows a thorough degree of organisation and some evidence of independent learning and additional research is apparent.
C	The student shows a sound level of organisation and has attempted to act on some of the feedback provided.
D	The student shows a basic degree of organisation; however there is minimal evidence of independent learning and research.
E	The student shows a limited degree of organisation; no evidence of independent learning and research is apparent.

As 2017 is a transition year, some KLA's may choose to following this method of assessing students in Stage 5. That will mean students will not receive any formal assessment notifications (on green paper); however tasks may still be common tasks and students will be notified on their Google classroom page a minimum of ONE week before a task is due.

There will be no penalties imposed for late work for ongoing assessable tasks, although parents will be notified via the diary or a phone call.

Other KLA's may choose to continue using the formal assessment program which is outlined in the sections below. This will involve the issuing of green sheet notifications, late penalties and student work will receive a mark. KLA's using FORMAL assessment will be noted on the attached calendars.

This has been explained to students at the beginning of the school year.

THE FORMAL ASSESSMENT PROGRAM - RULES AND PROCEDURES

Students will be provided with an assessment calendar for both Year 9 and Year 10 for those KLA's choosing to use a FORMAL assessment program.

In very exceptional circumstances there may be a need to reset an assessment task or a component, change the nature of a task or the due date of a task. Students will be informed, in writing; of the changes as soon as possible after the decision is made. The determination of the circumstances being exceptional will be the responsibility of the Assistant Principal - Teaching and Learning Enrichment in consultation with appropriate staff.

PROCEDURE TO FOLLOW WHEN COMPLETING ASSESSMENT TASKS

Extension of Time

Extensions will be granted only in exceptional circumstances at the discretion of the Assistant Principal - Teaching and Learning Enrichment. Requests must be made **before** the due date of the task. A letter of explanation and / or a medical certificate must accompany requests of extensions. Students must complete the appropriate form, which can be obtained from the Assistant Principal - Teaching and Learning Enrichment.

PLEASE NOTE: a family vacation is not a valid reason for an extension or non-submission by the due date.

Submission of Assessment Tasks by a due date

All assessment tasks should be completed on the set date.

For those tasks requiring work to be submitted by a due date it is the **responsibility of the student** to ensure the following:

- the task must be submitted as **detailed** on the Assessment Notification Sheet
- in general, hand-in tasks of a written nature are to be submitted to the subject teacher.
- failure to submit a task as prescribed on the assessment notification **will result in a penalty of 50% of total marks being deducted per day.**

The security of the task, prior to handing it in, **is the responsibility of the student.** Students should make and retain a copy of their work where feasible (for example, a photocopy, photograph or back up in the appropriate media).

Student Procedures for Absences on the Due Date of an Assessment Task

Absence on the day of a hand-in task is not accepted as a valid reason for non submission.

Students should make every effort to submit the task. Should this not be possible and a student is absent on the day or part of the day that a task is to be completed or submitted, the following procedure **MUST** be followed:

1. On the morning of the task, the student or parent /carer must phone the school General Office and leave a message for the specific KLA co-ordinator notifying them of the absence. The student must mention her/ his name, the task, the subject and the reason(s) for the absence.
2. In the case of a hand-in task students must submit the task to the relevant KLA coordinator on the **first** day of return to school.
3. In the case of an in-class assessment task, the student must report to the relevant KLA co-ordinator on the **first** day of return to school, to organise an alternate date and time for completion of the task.

Students should be prepared to complete/submit any task missed due to absence on their first day of return to school.

NOTE: Failure to follow steps 2-3 may result in a mark of zero being given for the task.

Non-Submission of Tasks

If a task is not submitted/completed on the due date the penalty will be applied for the task unless there are grounds. Students who are deemed to have a valid reason for not attending/submitting an assessment task on the due date, due to illness, misadventure or special circumstances, may be required to:

- Submit the task without penalty; or
- Be given the same task at a different time; or
- Be given a task of a similar nature. If a student is required to complete a substitute task it will be held as soon as practical on his or her return to school.

The final action to be taken will be decided by the Assistant Principal - Teaching and Learning Enrichment in consultation with the relevant KLA co-ordinator.

In circumstances where the completion of a task is not feasible or is unreasonable, or where conditions of the missed task are difficult to duplicate, the Principal under advice from the Assistant Principal - Teaching and Learning Enrichment may authorise the use of an estimate based on other appropriate evidence.

Students may ask for consideration of illness or misadventure which occurs during a task.

PARTIAL ABSENCE ON DUE DATE OF ASSESSMENT TASK

Where an assessment task is to be completed or submitted after the first period of the day,

it is expected that students be in attendance for their normal school day as per their timetabled lessons. Students who arrive late to school on the day either to complete or submit an assessment task, will be permitted to complete or submit the task but will be the **penalty will be applied** for the task unless appropriate documentation is provided to explain the partial absence.

CLASH OF TASKS AND OTHER SCHOOL ACTIVITIES eg work placement, excursions, sporting competitions)

When an assessment task clashes with other official school activities, it is **the responsibility of the student** to negotiate alternate arrangements with the Assistant Principal - Teaching and Learning Enrichment **before the due date of the task**. This is particularly relevant to the issue of work placement in the VET Hospitality course*. Failure to follow these procedures will result in the student receiving the same penalties as previously outlined.

** Students completing HSC Preliminary Hospitality in Year 10 will be under the conditions of Preliminary students and as such will receive a mark of zero for late or non-submission of assessment tasks.*

APPROVED LEAVE OF ABSENCE

In case of leave of absence which has been approved by the Principal it is the **responsibility of the student** to negotiate alternative arrangements with the Assistant Principal - Teaching and Learning Enrichment before the absence takes place. Failure to follow these procedures will result in the student receiving the same penalties as outlined previously.

NON-COMPLETION OF ASSESSMENT TASKS (subject to Principal's discretion)

Where a student fails to complete an assessment task without satisfactory explanation a mark of zero will be awarded for that task. In such a situation, a Warning Letter will be issued by the subject teacher. This document will need to be sighted, signed and returned to the College. Copies of these notifications will be held by the student, KLA co-ordinator and the Assistant Principal - Teaching and Learning Enrichment.

USE OF TECHNOLOGY

If students use audio-visual equipment or computer technology to present an assessment task the proper functioning of the software and associated equipment is **the responsibility of the student**.

Students who fail to submit assessment tasks because they were unable to retrieve the task from a computer for any reason eg. document lost or printer malfunctions, will result in the student receiving the same penalties as outlined in the section, 'Penalties related to assessment tasks'. This also applies to audio media, video media and other electronic devices.

Students are advised to keep all rough notes and resource work in case of equipment failure or loss. A back-up of drafts and hard copies of work should be made during the preparation of a task as these may be required to ensure against penalties being incurred.

MALPRACTICE

What constitutes malpractice?

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination, and will jeopardise your results.

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

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

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

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

NON-SERIOUS ATTEMPT

NESA defines a non-serious attempt as any task, which contains any frivolous or objectionable material. If students are judged to have made a non-serious attempt in their assessment tasks they may render themselves ineligible for the award of a RoSA in that subject/s and a Warning Letter may be issued. The task will need to then be re-submitted

to satisfy requirements for the completion of the course.

STUDENT APPEALS

At the time a task is returned, students may consult with teachers and where necessary the KLA co-ordinator, if clarification is required about performance (marks, grades or comments) awarded to tasks. If a student then wishes to appeal, they may appeal through the College. There is paperwork students are required to fill out when an appeal is lodged and is required for an appeal to be considered. The appeal panel will involve the relevant KLA coordinator and the Assistant Principal - Teaching and Learning Enrichment.

The Assistant Principal - Teaching and Learning Enrichment and relevant KLA co-ordinator and subject teacher will conduct this review. The Review Committee will focus on the procedures for determining the final assessment not on the marks or grades awarded to tasks as part of this process. This review is in line with NESAs requirements.

PARENT FEEDBACK

- TERM 1, 2017 - PARENT /TEACHER/STUDENT CONFERENCE
- TERM 2, 2017 - MID-COURSE REPORTS
- TERM 4, 2017 - END OF COURSE REPORTS, PARENT/TEACHER/STUDENT CONFERENCE

Parents are encouraged to contact the College at any time to discuss their child's progress.

PRINCIPAL'S DISCRETION

All of the above procedure and policies may be altered in some way at the discretion of the Principal.

STUDENT RESPONSIBILITIES

Each student has the responsibility to:

- 1 Understand the NESA course requirements and procedures for each course of study.
- 2 Be familiar with, and fulfil the requirements of, the School Assessment Policy as set out in this policy.
- 3 Attend school, be aware of due dates for assessment tasks and complete tasks on time.
- 4 Seek information about assessment tasks set in the case of absence.
- 5 Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
- 6 Discuss with the Assistant Principal - Teaching and Learning Enrichment about due dates for assessment tasks if workloads seem unmanageable.
- 7 Discuss with subject teacher if unclear about any aspect of **a task**.
- 8 Be present to do all in-school assessment tasks. This means being present all day on the day a task is due.
- 9 Be on time for all assessment tasks.
- 10 Present work in a form specified, follow directions of a task and ensure that all the work is of an acceptable standard.
- 11 Keep a personal record of the results of assessment tasks.
- 12 Apply themselves to the best of their ability to all coursework whether an assessment task, class work or homework.
- 13 Seek help / advice from teachers at times of difficulty, while being sensitive to the demands of a teacher's role.

STUDENT'S RIGHTS

Each student has the right to:

- 1 Be fully informed of the purpose of assessment.
- 2 Receive accurate and detailed information about NESA and School Policies regarding assessment for each course.
- 3 An overview of the assessment program for each course, detailing: the number of tasks, the form of tasks, the weight of the tasks (if applicable) and the components of the course being assessed by the task.
- 4 A detailed outline of the requirements of each assessment task usually two school weeks prior to the due date, detailing: form, task outcomes, component weightings, style, length, due date, submission details.
- 5 Consultation with teachers or subject co-ordinators if clarification is needed about marks, comments or grades awarded for tasks at the time that the task is returned.
- 6 Be aware of the process followed by teachers when an estimate is to be used to determine a mark for a task.
- 7 Meaningful feedback from teachers about performance in assessment tasks and class work.
- 8 Be listened to and be provided with well-informed advice when difficulties are experienced in achieving learning or assessment goals.
- 9 Privacy of results. Assessment tasks will be returned to the student concerned and not to others to pass on to them.
- 10 Know the consequences of non-completion task in excess of 50% of the total assessment mark.

SUBJECT COORDINATORS

Students may speak with their Subject Teacher, KLA Co-ordinator or the Assistant Principal - Teaching and Learning Enrichment at any time about curriculum or assessment matters. The list below provides the names of the teachers responsible for the various subjects.

Assistant Principal – Teaching and Learning Enrichment	Mrs Sharon Hibbert
Religious Education	Mr Gareth Logan (Acting)
English	Ms Patricia Stadtmiller
Mathematics	Ms Camille Carberry
Science	Mr Charles Boshier
HSIE	Ms Megan Jasprizza
TAS	Mr Mark Schmidt
VET	Mr Mark Schmidt
Creative Arts	Ms Marianne McLachlan
PDHPE	Ms Brooke McCann Mrs Janice Dunk
Diverse Learning Needs	Mrs Tracey Cullen

ASSESSMENT CALENDARS

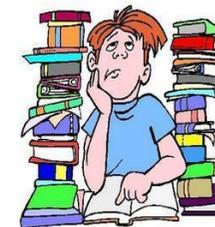
FOR FORMAL* ASSESSMENT TASKS ONLY.

***Please note some KLA's will be using the ongoing assessable task model in 2017.**



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Year 9 Assessment Calendar 2017

Week	Date	Term 1, 2017	Date	Term 2, 2017
1	28 to 29 January		27 to 29 April	
2	1 to 5 February		2 to 6 May	PASS practical - Issues in Sport Weeks 2-6 PDHPE practical - Football Codes Weeks 2-6
3	8 to 12 February	PASS - water safety practical Weeks 3-10 PDHPE - practical gymnastics Weeks 3-10	9 to 13 May	
4	15 to 19 February		16 to 20 May	History Elective - Source Analysis
5	22 to 26 February	Art- Essay	23 to 27 May	PASS - examination
6	29 Feb to 4 March		30 May to 3 June	Art - report
7	7 to 11 March	History Elective - Extended Response	6 to 10 June	Commerce - Exam Mathematics - Semester Examination
8	14 to 18 March	Commerce - Report	13 to 17 June	
9	21 to 24 March	PDHPE - Positive Wellbeing Report	20 to 24 June	
10	29 March to 1 April		27 June to 1 July	

Week	Date	Term 3, 2017	Date	Term 4, 2017
1	19 to 22 July		9 to 13 October	PASS - sports practical Weeks 1-6
2	25 to 29 July		16 to 20 October	
3	1 to 5 August		23 to 27 October	
4	8 to 12 August	Art - analysis	30 Oct to 3 Nov	
5	15 to 19 August		6 to 10 November	History Elective - IRP
6	22 to 26 August	History Elective - IRP PDHPE - research task	13 to 17 November	Commerce - Exam Mathematics - Semester Examination
7	29 Aug to 2 Sept	PDHPE - organising and participating practical task - TM3 Wk 7 - TM 4 Wk 4	20 to 24 November	
8	5 to 9 September	Commerce - Oral Presentation	27 Nov to 1 Dec	
9	12 to 16 September	PASS - coaching research task	4 to 8 December	
10	19 to 23 September		11 to 15 December	

For the most up to date and accurate timetable, please refer to *skoolbag* or the College website

E&OE



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Year 10 Assessment Calendar 2017

Week	Date	Term 1, 2017	Date	Term 2, 2017
1	28 to 29 January		27 to 29 April	
2	1 to 5 February		2 to 6 May	PDHPE Practical - Invasion Games Weeks 2-6 PASS practical - Issues In Sport - Weeks 2-6
3	8 to 12 February	PDHPE - Practical Dance - Week 3-10 PASS - Practical Water Safety Task - Week 3-10	9 to 13 May	
4	15 to 19 February		16 to 20 May	History Elective - Source Analysis Music (week 4-5) composition, listening & performance
5	22 to 26 February	Art- essay	23 to 27 May	Science - Examination PASS - examination
6	29 Feb to 4 March		30 May to 3 June	Art Report
7	7 to 11 March	History Elective - Extended Response Science - Investigation report	6 to 10 June	Commerce - Exam Mathematics - Semester Examination
8	14 to 18 March	Commerce - Report Music - composition	13 to 17 June	
9	21 to 24 March		20 to 24 June	
10	29 March to 1 April	PDHPE - Play it Safe Research task	27 June to 1 July	

Week	Date	Term 3, 2017	Date	Term 4, 2017
1	19 to 22 July		9 to 13 October	PASS - practical Sports - Weeks 1-6 PDHPE practical Summer Sports Weeks 1-5
2	25 to 29 July	PDHPE - practical fitness - Week 2-10	16 to 20 October	PDHPE - examination
3	1 to 5 August		23 to 27 October	
4	8 to 12 August	Art - analysis	30 Oct to 3 Nov	
5	15 to 19 August	Music week 5 listening & performance	6 to 10 November	History Elective - IRP Science - Examination
6	22 to 26 August	History Elective - IRP Science - Major Research Project due	13 to 17 November	Commerce - Exam Mathematics - Semester Examination
7	29 Aug to 2 Sept		20 to 24 November	
8	5 to 9 September	Commerce - Oral Presentation	27 Nov to 1 Dec	
9	12 to 16 September	PASS - coaching principles research task	4 to 8 December	
10	19 to 23 September	Music - composition	11 to 15 December	

For the most up to date and accurate timetable, please refer to *skoolbag* or the College website

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