



Assessment Policy

1. Rationale

Kirrawee High School actively incorporates the principles of *assessment for, as and of learning*. Fundamental to assessment goals is *motivating personal best achievement* and *academic risk taking*. Assessment is therefore a means of providing quality feedback against standards and equipping a student with the skills to self-evaluate, monitor and strengthen learning and its practices.

2. Aims

This policy aims to support quality teaching and transferable higher order learning based on minimal tasks and clear standards. Quality, timely, and ongoing feedback, including an emphasis on assessment for learning, is the primary way in which these aims will be achieved.

3. Implementation

- 3.1. Component weightings will accord with syllabus requirements. Three and four formal tasks will be set in Year 11 and Year 12 courses respectively, organised in Assessment Weeks. Stage 6 mid-year reporting will include formal and minimal additional tasks. Stages 4-5 will set two to four tasks per semester.
- 3.2. Student achievement will be primarily indicated through quality feedback and reporting, emphasising standards and improvement. Marks and grades will also indicate progress for Years 10-12. NESA standards terminology (e.g. *excellent, high*) will be used for feedback/reporting. Group tasks require an individual indication of student achievement.
- 3.3. Assessment notification as a common grid will be published (Sentral/Moodle) at the start of a course. A minimum of two weeks' notice is required for all tasks. Absence on the day of task notification is not grounds for extension. Class teachers will use a system to record notification and receipt of tasks (e.g. sign-on sheets, day book, pxp etc). Rescheduled tasks will be notified in writing and in consultation with DP Curriculum.
- 3.4. *A Variation to Assessment* can be applied for when a student is absent for a well-planned reason of which timing cannot be controlled (e.g. CHS representative sport). This requires the parent/carer to provide a written explanation to the Head Teacher/DPC before the task with supporting documents and the correct application form. If a Year 7-9 student is ill on the day of a task, their parent/carer is to inform school attendance and the student is to inform their teacher upon return to school. If a Year 10-12 student is prevented from attending or their performance is affected on the day of an assessment task, they may apply for *illness/misadventure*. The DPC and related HT should be notified immediately with supporting documents and the correct application form submitted. The usual practice for both applications will be either an alternative task or an estimate. Estimates are calculated at the end of a course if there are sufficient completed tasks to do so. An





estimate cannot be calculated for 50% or more of a student's assessment (including illness/misadventure). The Head Teacher of the faculty whose assessment is missed may petition the DPC for a delayed sitting of a task. The DPC will make the final decision on the petition. Family holidays, Technology issues and other foreseeable variations may be grounds for zero.

- 3.5. Appeals – any student may appeal an assessment result based on *a breach of process*, but not the disputed award of marks/grades. For Stages 4 and 5, the HT will determine the legitimacy and outcome of the appeal. For Stage 6, students can submit the Appeal no later than one week after task results have been returned. The outcome will be determined by a panel (Principal or DP, HT T&L, one other Executive), noting that a further appeal to NESAs is open to students. If the panel deems a section of a task to be invalid or unreliable an estimate may be calculated for that section based on the remainder of the task. If a whole task or any stage 6 task is deemed invalid or unreliable the HT will arrange for an alternate task.
- 3.6. Penalties are given for late submission, malpractice (behaving dishonestly resulting in an unfair advantage, including copying and plagiarising), non-serious attempt, and unexplained absence. Graduated deductions regarding late submission for Years 7-9 will be made each day after the due date: 10%, 20%, 50%, zero. A weekend counts as two days. Years 10-12 students will incur an immediate mark of zero. Any student who engages in malpractice will receive a mark of zero for the assessment. For Years 10-12 *N-Award Warnings* will be issued when there is a mark of zero, a non-serious attempt, malpractice, and for a lack of *diligence and sustained effort*. Multiple warnings may lead to a Non Award Determination at the end of the course. Penalties may apply to students who miss timetabled classes in order to study for, or prepare, tasks. It is considered good practice for teachers to inform parents (Years 7-12) of issues that may attract penalties, deteriorating standards, and sub-standard or non-serious work.
- 3.7. Integrity - teachers will take every measure practicable to ensure security, confidentiality, validity, reliability, discrimination of standards, and objective marking free from unintended bias. Tasks and quality feedback will be marked and returned to students in a timely manner. Where possible for Stage 6 tasks, strategies such as double and/or blind independent marking, guest markers, benchmark and annotated examples, example answers, will be used to support marking integrity.
- 3.8. Grades will be allocated in Years 7-9 based on NESAs's common grade scale descriptors, in Year 10 based on the Stage 5 RoSA course performance descriptors in each subject, and in Year 11 based on the common grade scale descriptors for preliminary courses (with the exception of English Studies and Mathematics Standard 1 which use NESAs specific achievement level descriptions). Year 12 students will be reported on their mark and rank in assessments. Outcomes will be determined by students performance assessments and/or class performance, but overall grades may be affected by penalties described in 3.6.





4. Associated Reference Material and Policies

- 1.1. ACE Manual - <https://ace.nesa.nsw.edu.au/about/using-ace>
- 1.2. NESA student guide Years 10-12
<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>
- 1.3. NESA parent guide Years 7-12
<http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide>
- 1.4. Assessment Resource Centre - <https://arc.nesa.nsw.edu.au>
- 1.5. Department of Education Assessment and Reporting –
<https://education.nsw.gov.au/teaching-and-learning/student-assessment/assessment-and-reporting/assessment>

5. Evaluation - This policy is comprehensively evaluated and updated. It will continue to be monitored in practice and respond to emerging policy change and issues that arise in schools. Last update 2020.

6. Contact - Deputy Principal Curriculum (DPC), and Head Teacher Teaching and Learning.

