

ASSESSMENT POLICY

Attachment/s include:

Illness and Misadventure Application (Attachment 1)
Reporting Grades in 7 – 12 (Attachment 2)

This document should be read in conjunction with, but not limited to the following other related policies and procedures:

Relevant government legislation impacting on policy content:

- NESAs *Assessment, Certification and Examination (ACE)* website, and with the relevant NESAs Official Notices for each subject.

Endorsed: April 2026

Revised: March 2026 (administration purposes only)

Policy

Blacktown Youth College (BYC) has in place and implements procedures to comply with *ACE* requirements and NSW Education Standards Authority (NESA) Official Notices for RoSA and HSC for assessing, monitoring, and recording student performance.

Introduction

Assessment is the process of identifying, gathering and interpreting information about students' learning. It is integral to teaching and learning and has multiple purposes. Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally, or informally, to improve student learning and gather evidence about student achievement. The assessment strategies used by the teacher in assessment for, as, and of learning activities and tasks are directly linked to syllabus outcomes and content in each subject/course.

Assessment for Learning

Assessment for learning activities is included in the teaching/learning experiences within each unit of work. These activities together with clear, meaningful teacher feedback assist students in their learning and help them to learn better. Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Through these formal and informal activities that take place during throughout the units of work teachers gather information about the student's learning progress and adjust the planned learning experiences to engage students in and improve learning.

Assessment as Learning

Assessment as learning activities is provided within the teaching and learning experiences of the units of work. These experiences provide opportunities for students to reflect on and ask questions about their learning. They use formal and informal feedback and self-assessment to help them understand the next steps in their learning. The assessment as learning activities assists teachers in gathering information about what further learning experiences to consolidate student's knowledge, understanding and skills.

Assessment of Learning

Assessment of learning assists teachers in using evidence about student learning at key points to make informed judgements about students' level of achievement against syllabus outcomes. These assessment of learning tasks are identified in the subject/course assessment plans. Assessment of learning is used to grade students for Record of School Achievement (RoSA) in Years 10 and 11 and student rankings in HSC courses. The information gathered in these tasks provides evidence of achievement for reporting to students, Caregivers, and the wider community.

Teachers use a range of types of assessment for, and as learning activities, and assessment of learning tasks. Appropriate assessment strategies should be chosen that will provide opportunities:

- to gather information about student progress and achievement as well as diagnosing strengths and needs
- that give students opportunities to show what they know and can do in relation to syllabus outcomes
- for students to display their achievements in different ways and to work in a range of situations.

These strategies may include but are not limited to: observation, discussion, questioning; checklists of skills and knowledge; work samples; collaborative activities eg., inquiry research tasks; class tests; practical activities; oral presentations; inquiry research projects; self-assessment and peer-assessment; physical fitness tests; performances; online tools.

The effectiveness of the school assessment program requires teachers to design assessment activities and tasks that are:

- valid and reliable
- fair and accessible to all students
- engage and value the learner
- time efficient and manageable
- designed to suit our particular cohort.

Teachers should provide clear, meaningful feedback to assist students in their learning. Feedback on assessment for learning activities and assessment of learning tasks should provide students with an indication of their progress relative to the outcomes being assessed. This should include what they are able to do and what they need to do in order to improve their performance. It is sometimes referred to as summative assessment.

Resources

Refer to NESA website for assessment information at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>

<http://syllabus.nesa.nsw.edu.au/support-materials/7-10-assessment-strategies/>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Procedures for Planning the Assessment Program

Assessment for and as learning activities

Teachers are to:

- include in each unit of work, a variety of types of assessment for and as activities that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes
- conduct appropriate assessment for and as learning activities at relevant points in the units of work, so that students have opportunities to apply the feedback provided
- maintain up-to-date records of observations/findings/notes for all assessment for learning activities in the Sentral – Markbook which can be accessed at any time by the Head of School (HOS)
- Maintain up-to-date records of observations/findings/notes for evaluations of students on the Life Skills curriculum.

Assessment of learning tasks

- In each subject teachers will develop:
 - 1) an assessment of learning plan of 3-4 tasks for the calendar year that includes a variety of types of tasks appropriate to the subject
 - 2) the draft task notification with marking guidelines for each task. The relevant syllabus outcomes, task requirements with the marking guidelines clearly described.
- Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. Typically this will be identified in the task notification (or task brief) provided to the students prior to the commencement of the task.
- The Assessment Plan in each subject will be provided electronically and in hard copy and will include:
 - a clear, concise statement of the type of task
 - the timing of the task (term and week)
 - a range of types of tasks appropriate to the outcomes being assessed
 - a manageable grouping of a range of outcomes (code only) based on the teaching, learning and assessment for learning experiences in the units of work
 - the full range of outcomes (except values and attitudes) that have been covered in the stage
- Each task is to carry a weighting (%) that reflects syllabus requirements and the emphasis given in the teaching and learning program. An individual assessment of learning task should not be worth less than 10%, nor more than 40%, of the total assessment marks. Later tasks should carry more weight than earlier tasks, unless approved by the HOS.
- At BYC all assessment of learning tasks will be conducted in class. No tasks are to be completed outside of the classroom or without direct teacher supervision.
- The HOS/authorised delegate will by Week 8 Term 4 in each calendar year:
 - collaborate with staff to develop an assessment calendar for each year that, as far as possible, spreads the timing of tasks from different key learning areas

Administering the Assessment Program

According to the NESAs timetable of actions for Secondary Schools, at the conclusion of the Preliminary and HSC, student competencies and grades will be awarded for each subject. Performance of students at BYC will be determined by how well they complete the criteria related to tasks that form each of the schools individual subject assessment plans.

Prior to the commencement of a course, teachers at BYC must develop an Assessment Plan identifying formal opportunities for students to demonstrate their achievement at certain points in the course.

The purpose of a formal Assessment Plan is to provide an overview of mandatory components and weightings, and the number, type, timing and weighting of each task. When developing a formal assessment plan, teachers at BYC:

- use course-specific assessment and reporting materials to ensure the mandatory course components, weightings and task requirements are addressed
- provide opportunities for a range of task types that allow students to demonstrate what they know and can do in relation to course outcomes
- identify the appropriate timing of tasks in relation to the teaching and learning cycle, being mindful of the demands these tasks will place on students and teachers
- plan for assessment of a range of course outcomes, recognising that there is no requirement to formally assess all course content areas, topics or modules.

Measures of objectives and outcomes that address values and attitudes, or measures that reflect student conduct, should not be included in formal school-based assessment. Schools may choose to report on these separately.

Twice yearly report grades in each subject will be indicated by the letters A, B, C, D and E. Student outcomes achieved will be matched against a set of Performance Descriptors to decide which best describes achievement. Individual assessment tasks will be awarded a numerical weighted mark.

Assessment at BYC will be a continuous process and it is important students complete all tasks to the best of their ability. It is a students' responsibility to ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back by the teacher.

Notification of assessment of learning tasks

If possible, at the start of each calendar year, and/or upon enrolment, students will be given a booklet by their roll call teacher that contains the Assessment Plans for each subject for that year. In the event changes are made to an Assessment Plan during the year students will be notified at the earliest convenience and task notifications will reflect these changes.

Schools are required to provide students with written advice about the formal assessment requirements for each course. BYC students in Stages 4, 5 and 6 will receive an Assessment Task Notification at least two weeks prior to each task being administered. For each formal task, schools must provide adequate written notification in advance of the task (typically, two weeks) with details including:

- task number
- task weighting
- timing

- outcomes assessed
- description of the nature of the task
- marking criteria with feedback to be provided.
- the task number, weighting, timing and outcomes must reflect the assessment plan for a course.

The nature of the task should clearly describe for students the requirements and expectations of the task.

- Marking criteria for the task should outline for students what will be assessed in relation to the outcomes.

Feedback will be provided to students relating to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes. Where appropriate, marking guidelines should be provided at the time of the written notification.

Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. 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 print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a Caregiver, tutor or subject expert, has contributed to substantially
- submitting work that has been AI generated and/or enhanced and presenting it as your own
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Deliberate acts of malpractice may occur if a student feels that their own efforts may be inadequate, or if they feel unable to cope with the consequences of poor performance.

Unintentional acts of malpractice may occur if students are poorly prepared or do not know how to acknowledge the contribution made by others to their work.

Malpractice in school-based assessment at BYC is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual and disadvantaging other students. Malpractice may affect the order in which HSC students are ranked and distort the moderation process applied to internal assessment marks.

Any malpractice of any sort at BYC, including plagiarism, usually will result in the student:

- receiving a mark of zero and having to resubmit the task,
- possible disciplinary action, and
- in this instance the Caregiver will be contacted by the HOS and/or their delegate.

Due to the vast range of academic abilities at BYC and the nature of the school's ethos and mission statement, instances of student malpractice will be adjudicated on a case-by-case basis with the final decision of consequence to be made by the HOS.

Assessing and monitoring student achievement

Teachers will collect assessment information about student achievements in a course and relate it to the Course Performance Descriptors. Grading feedback on each individual assessment task will be provided back to students NO LATER than two (2) weeks after task completion. When tasks have been marked, students will be supplied with:

- Sample answers, where appropriate
- Criteria used in judging students' performance
- Marking guidelines
- Comments on the individual student's performance, where appropriate

Information relating to grades will be entered into BYC's SENTRAL mark-book section.

For all courses, student grades will be determined by the school by comparing a student's level of achievement to a number of course Performance Descriptors. While each subject has its own set of descriptors, all grades for all courses will relate to the school's cohort of students and the general descriptors listed in the table attached as Appendix 1. Individual assessment tasks will be awarded a numerical weighed mark.

Recording of students assessment results

The assessment results for each student will be recorded in the Sentral Markbook by each of their subject teachers. Except for Stage 6 where a physical copy will be filled with the Stage 6 Coordinator for a minimum of 7 years. The electronic record must be available to the HOS at all times. It is the responsibility of the HOS at BYC to ensure that the marks are stored in such a way that they are protected from fire, theft or use by unauthorised persons.

What Happens If:

(a) A Student misses an Assessment Task

No student at BYC will be disadvantaged in assessment because of illness, accident or misadventure. If a student is absent for an assessment task, valid written evidence must be provided eg) a medical certificate. Students are required to complete the Illness and Misadventure Application form (**Attachment 1**) and submit this to the relevant executive staff member, (at Hebersham, Stages 4 & 5 to the Deputy Principal – Hebersham and Stage 6 to the Stage 6 Coordinator and, at Lawson all years to the Head of Campus - Lawson), who will, confer with the HOS to determine the outcome. Students are required to complete

any missed assessment tasks, although without the appropriate justification, the student will receive a mark of zero (0) for the missed assessment. If a student does not attempt to catch up the missed task, the student may be endangering their RoSA or Higher School Certificate through a judgement of non-completion of the course.

(b) A Student is unable to attend or submit an assessment task on time due to illness or misadventure?

It is necessary that a Caregiver (or the student, if living independently) contacts the school (direct a message to the Deputy Principal, Head of Campus - Lawson, Student Services Coordinator or the HOS) if one or more of the following occurs:

- There is a problem completing an assessment tasks by the due date.
- A student's performance in an assessment task has been affected by illness or unforeseen misadventure suffered immediately before or during the assessment period.
- A student is prevented from attending or submitting an assessment task due to illness and/or misadventure. The school expects the student to make alternative arrangements to have the task submitted on the due date.

Students are required to provide evidence of the illness/misadventure to the HOS immediately on their return to school. Where individual circumstances are of a highly confidential and exceptional nature, special cases may be presented to the HOS for consideration.

Note: Students cannot submit an appeal based on misreading an assessment task/exam timetable. If a student misses an assessment task or arrives late to an assessment task because they have misread an assessment task/exam timetable, contact the college immediately.

(c) A Student needs an extension of time?

Extensions can only be granted by BYC's HOS. An extension will be given only when the student can prove a case of 'extreme' difficulty in meeting an assignment deadline.

(d) A Student is late handing in an assessment task without an acceptable reason?

The following will apply in the case of an assessment task not being submitted on time and where there is no acceptable reason or supporting documentation.

- 20% of the total mark awarded will be deducted for one school day late.
- 40% for two school days late
- Zero will be awarded after three or more school days late.
- The task must still be submitted to avoid an 'N' determination.
- The task will be marked and returned to the student with feedback.

(e) A Student cheats or truants on the day/lesson a task is to be completed?

If a teacher is confident a student cheated in any assessment task or truanted on the day or period of the task, a zero mark will be awarded. Students at BYC are subject to normal school rules when an assessment task is due, particularly in regards to attending all classes. BYC uses the NESAs definition of malpractice (ACE 9023).

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged

appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their RoSA and/or Higher School Certificate results.

In the case of suspected plagiarism, the HOS must be informed immediately. The HOS will require students to provide evidence that all unacknowledged work is entirely their own.

Students who attempt to gain unfair advantage over other students by actions such as plagiarism or cheating, or who abet such activities will be subject to disciplinary action. This may take the form of:

- A written reprimand, providing the student does not gain any unfair advantage;
- Making alternative arrangements for assessment;
- Cancellation of the result in the particular component of the assessment concerned.

Any action taken will relate only to the particular assessment item concerned. The penalty will be determined by HOS in consultation by the subject teacher. The Caregiver of the student will also be advised and the incident entered into the student's record on SENTRAL.

Subsequent or more serious breaches of discipline such as an attempt to gain access to, or alter, computer records of student assessments, may lead to:

- Cancellation of the total assessment in the unit or course concerned;
- Cancellation of all the candidate's results for a period of study, with that period of time being determined by the school.

All instances of alleged malpractice will be reported to the HOS. Where the HOS is satisfied there is clear evidence of malpractice, the award of zero (0) will be recorded for the assessment task.

In the case of proven malpractice for Year 12 courses, the HOS will follow procedures to record the event; The NESAs Official Notice 28/13 provides guidance for the Head of School in such an event.

(f) A Student is suspended on that date?

The task is to be submitted to the HOS at the re-instatement interview. For an in-class task or assessment excursion, the relevant Teacher will advise you of the arrangements that will apply e.g. an alternative task may be set for the first day you return from suspension.

(g) Non-serious attempt

Any student who hands in a non-serious attempt, including inappropriate or derogatory comments, will receive zero marks for that assessment task. Students will be required to reattempt a task during the task make up/redeem period in order to satisfy course outcomes and requirements but will receive a mark of zero (0).

(h) A student wishes to appeal their assessment grade?

Where a student wishes to appeal their mark or grade they must be referred to the HOS who will investigate the students appeal using NESAs procedures and guidelines. Students and their Caregiver will be told that they can appeal the HOS's decision to NESAs.

(i) An assessment is found to be unreliable, invalid or fails to discriminate between students?

Cases where results of a task are considered to be invalid or unreliable or where tasks fail to show the achievement of outcomes, or where there are problems with the administration of a task are to be referred to the HOS.

The HOS will investigate the problem to propose a solution. In exceptional circumstances the HOS may determine:

- the setting of additional task.
- the setting of an alternative task.
- the modification of the results of a task.
- the discarding of a task or part of a task.

In the event of a task being discarded an alternative task will be set. In the event of an additional or alternative task being set, the subject teacher and HOS will decide on a reasonable period of notification. The two week notice stipulation does not apply. Students are to be informed in writing of any amendments/modifications to the original task or its results.

(j) What happens if a student leaves before receiving their HSC?

If a student at BYC decides to leave school before completing their HSC, they have three other options to show their achievements and credentials:

- eRecord: They can retrieve a record of their grades from Students Online at any time.
- Record of School Achievement (RoSA): They may be eligible for a RoSA if they meet certain criteria. The RoSA shows their courses and grades for Years 10 and 11, and any HSC courses the student has taken.
- Literacy and numeracy test results: BYC students may take the NESA Minimum Standards Test/s, if not previously completed. The results, including those of previously completed tests, may be provided to the student by the school, at their request.

Process for Allocating Grades

- For Years 7 – 10 at BYC subject teachers will allocate A-E grades for the half-yearly and yearly reports using the Common Grade Scale developed by NESA to report student achievement in both primary and junior secondary years in all NSW schools.
- For the RoSA grades to be allocated to students at the end of Year 10 and submitted to NESA, teachers use the subject-specific Stage 5 Course Performance Descriptors (CPDs) developed by NESA for this purpose.
- For Year 11 at BYC, subject teachers will allocate A-E grades for the half-yearly and yearly reports using the Common Grade Scale developed by NESA to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The process to be applied in determining the student's grade in each subject is to be based on the marks for the assessment of learning tasks in the subject Assessment Plan. In each subject:

- the marks awarded in each task are combined to obtain a total mark for each student
- on the basis of the total marks, the order of merit for the group is determined

- the relevant NESA Common Grade Scale (or the CPDs for the grades to be submitted to NESA at the end of Year 10) is used to relate the order of merit to the grades to be awarded.
 - each grade descriptor should be considered alongside the descriptors for the adjacent grades
 - the grade awarded to each student will be reviewed to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off
 - teachers at BYC make professional on-balance judgements to decide which grade descriptor best matches the standards their students have achieved.
- Stage 6 to Life Skills – There is no requirement for formal assessment of Life Skills outcomes. Stage 6 Life Skills courses do not have external examinations. Students may achieve Life Skills outcomes either independently or with support. Students can demonstrate independent achievement of outcomes either: without adjustments with adjustments. These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers. The collaborative curriculum planning process will have determined these adjustments. The type of adjustments will vary according to the needs of the student and the requirements of the activity. Some students will only be able to demonstrate achievement if they are given additional support. Support is provided when a student needs help to demonstrate the achievement of an outcome. Teachers may record the support necessary for the student to demonstrate achievement of the outcomes.

(Refer to the NESA RoSA website at <http://www.boardofstudies.nsw.edu.au/rosa/>)

- RoSA grades must not be disclosed to students until they are released to schools.
- Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E available for a selection of courses on the NESA Assessment Resource Centre (ARC) website for Stage 5 at <https://arc.nesa.nsw.edu.au>.
- Teachers are encouraged to make work samples available to students as a standards reference.

HSC reports and rankings process (not including Life Skills courses)

- The HSC mark the average of a student's reported examination mark and moderated school-based assessment mark for each course.
- School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students at BYC are required to complete a number of assessment tasks for their HSC courses. This may include tests, written or oral assignments, practical activities, fieldwork and projects.
- The HOS/authorised delegate will submit an HSC assessment mark for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.
- The examination mark for each course shows the student's performance in the HSC examination for that course, which was set and marked by NESA. The examination consists of a written paper and, for some courses, speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

- A unique part of the standards approach is a special procedure called 'judging'. Judging means a student's raw exam marks can be matched to the standards and the reporting scale used by NESAs. It means a student is rewarded for their performance with the mark they deserve, no matter how many other people performed at a similar, higher, or lower level.

Refer to **Attachment 2** for the detailed HSC ranking process and allocating of grades.

Recording assessment of learning marks and grades

- Teachers at BYC are responsible for:
 - marking formal assessment tasks in accordance with the marking criteria and marking guidelines provided with the Task Notification
 - returning the students assessment tasks within 10 school days and providing meaningful feedback that identifies for students their strengths and how to improve and progress their learning
 - securely maintaining all the marked tasks until all matters relating to the marking of the task have been resolved.
- If a student considers that there is an issue regarding the marking of the assessment tasks and/or the mark assigned they should, in the first instance, discuss the issue with the teacher. If an issue cannot be resolved through discussion with the teacher the student should put the matter in writing to the HOS. Refer to BYC Complaints or Grievances Policy.
- When all matters relating to the marking of the assessment of learning task have been finalised the subject teacher is responsible for entering and checking that all marks have been accurately recorded in the schools' Sentral database under the 'Markbooks' tab.
- The HOS/authorised delegate will maintain secure records of assessment task marks and grades that will be continuously and consistently collected and uploaded during each term.
- The location is locked once marks and/or grades are entered, after which any changes to the student data can only be made by the HOS/authorised delegate.
- The HOS/authorised delegate is responsible for uploading student grades to NESAs by the required time set by NESAs.
- In the event that a student considers that they have been disadvantaged by any of the following in relation to the NESAs RoSA grade or HSC ranking:
 - the Assessment Plan does not meet the syllabus requirements
 - the assessment procedures used do not conform with the school's assessment policy
 - procedural errors have occurred in the determination of the subject mark and/or grade
 - computational errors have occurred in the determination of the subject mark and/or grade,

The student (or the Caregiver) should put the matter in writing to the HOS. The HOS/authorised delegate will conduct a review. The reviewer will meet with the

student and the teacher independently and prepare a written report. The HOS will meet with student and their Caregiver to discuss and provide the report.

Overview of Processes for Reporting Student Achievement

Reporting is the process of providing feedback about student progress and achievement to students, Caregiver(s) and other teachers. At BYC we believe that sound and equitable assessment practices are the basis for reporting on student's progress level of achievement; and give credibility on student achievement with students and Caregiver. Teachers report to students and Caregiver during the year about what the teacher, the student and their Caregiver can do to assist the student to improve their performance. BYC follows NESAs guidelines and mandatory requirements for reporting students' achievements for the RoSA and HSC.

Evidence about each student's learning is gathered using a variety of types of assessment for and as learning activities and assessment of learning tasks. Based on this evidence teachers are able to report to students, Caregiver and other teachers through a range of formal and informal means, that include written and verbal communications to identify what students know, can do, their particular strengths and areas for improvement.

Reporting is also the process of communicating information to a range of stakeholders about student learning. This includes a student's level of attainment, with an A – E grade based on state and nation-wide syllabus standards. The purpose of reporting is to improve students' learning. This is a partnership between the school, Caregiver and students. Caregiver at BYC are provided with a range of information in the current school report. This includes:

- An overall grade for achievement in the course at a point in time (A-E)
- Grades for achievement of specific course outcomes, based on assessment, coursework and examinations completed over a semester
- Profiles of student attitudes to learning, effort and social development
- A teacher comment which provides specific information about student performance over the semester and suggestions for improvement

For Stage 6 courses, a course rank is also provided.

Regarding Life Skills; Schools are not required to use the Common Grade Scale (A-E) or equivalent to report achievement for Life Skills courses. Personalised outcome worksheets from School Online (Administration) for students entered into Life Skills courses in Year 10 and Stage 6, will be used to record achievement of outcomes. In formal twice-yearly reports, targeted Life Skills outcomes, will be reported on as 'achieved independently', 'achieved with support', or 'working towards'.

Formal twice yearly academic reports

- The twice-yearly reports are written by BYC subject teachers and include:
 - an A, B, C, D or E grade (excluding Life Skills reporting)
 - information on the students record of attendance, conduct, values development, work habits
 - a comment by the teacher identifying the student's strengths and advice on areas for improvement.
- The twice-yearly academic reports will be submitted in Sentral and subject teachers are responsible for completing reports by the calendar dates set each year. The

school will use a 'buddy system' for teachers to check one another's reports and comments before they are finalised.

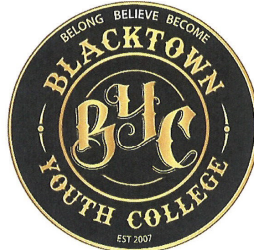
- The twice-yearly academic reports will be reviewed and approved by the HOS and then sent out to Caregiver by the HOS and /or their authorised delegate.
- A progress report can be requested by Caregiver at any time. This can take the form of a one on one interview with the teaching staff and/or a written report that focuses on the students attitude, work habits, record of attendance and conduct, as well as suggestions on how to improve learning.
- At the time of enrolment the HOS/authorised delegate will ask the Caregiver to carefully read the formal reports when they are issued and contact the HOS should they have need to discuss any aspect of their student's progress and/or report.
- Although some Caregiver may be reluctant to attend Caregiver / Teacher nights, every effort is made to encourage them to attend functions where their student's progress can be discussed.
- At BYC it is the responsibility of the HOS and teachers to provide timely and effective informal and formal communication about a student's progress and achievement to the student and Caregiver. The HOS may use meetings, phone calls and emails to maintain regular contact about student wellbeing and progress.

Teachers use a variety of approaches on a regular basis to provide feedback to students and Caregiver about the student's progress and achievement. These may include:

- individual and class feedback on assessment activities and tasks
 - comments/notes in student workbooks
 - informal discussions
 - phone call to Caregiver.
- At BYC the following are available on the school website or from the office:
 - Assessment Policy
 - Monitoring Students Eligibility for the Awards of RoSA and HSC Policy

ATTACHMENT 1

Hebersham Campus
 39 Mackellar Road,
 Hebersham NSW 2770
 PO Box 93, Plumpton NSW 2761
 Ph: 02 9011 5335
 Office Hours: Mon – Fri 8:00am – 3:30pm
info@blacktownyouthcollege.nsw.edu.au
www.blacktownyouthcollege.nsw.edu.au



Lawson Campus
 1 Yileena Avenue,
 Lawson NSW 2783
 PO Box 197, Lawson NSW 2783
 Ph: 02 4759 1012
 Office Hours: Mon – Fri 8:30am – 3:30pm
lawson@blacktownyouthcollege.nsw.edu.au
www.blacktownyouthcollege.nsw.edu.au

ABN: 82 125 846 982

ILLNESS AND MISADVENTURE APPLICATION

Student: _____

Course Name: _____ Year: _____

Task Missed: _____ % Value _____

Date Due/Scheduled: _____

Teacher's Name: _____

Student statement outlining details of impact on performance: (Describe how illness or unforeseen misadventure affected your performance or prevented your attendance.) _____

Documentary Evidence Attached: Yes No

1. Student's Signature: _____ Date: _____
2. Parent's Signature: _____ Date: _____
3. **This completed form is now to be handed to the Director by 2.00 pm within three school days of the due date of the assessment task or upon returning to school (if more than 3 days).**

Director's Determination:	
• Task to be accepted without penalty	<input type="checkbox"/>
• Penalty to be applied	<input type="checkbox"/>
• Penalty to be applied (10% of task value per school day late – up to 5 days) Number of days late	<input type="checkbox"/>
• Missed task to be completed on (date)	<input type="checkbox"/>
• Alternative task to be completed on /by (date)	<input type="checkbox"/>
• An estimate to be awarded	<input type="checkbox"/>
• A zero mark to be awarded	<input type="checkbox"/>
• Extension granted. Due date: _____	<input type="checkbox"/>
Director's Signature: _____ Date _____	

4. Student acknowledgement of Director's determination _____ Date: _____
- Parental acknowledgement of Director's determination _____ Date: _____

You will be informed of this decision within 5 school days of lodgement of this Illness/Misadventure Application.

IF YOU ARE NOT SATISFIED WITH THE DETERMINATION YOU MAY APPEAL IN WRITING TO THE DIRECTOR OF THE COURSE WITHIN FIVE SCHOOL DAYS OF RECEIVING THE RESULT OF THIS APPLICATION.

Original to be filed in student file Copy to Teacher for folder Copy to parent/student

Reporting Grades in Years 7 – 10

The Common Grade Scale developed by NESA to report student achievement in both primary and junior secondary years in all NSW schools is shown below.

GRADE	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 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.

Reporting Grades in the Preliminary Stage 6 Year

The Common Grade Scale developed by NESA to report student achievement in the Preliminary Stage 6 year in all NSW schools is shown below

The scale describes performance at each of five grade levels.

GRADE	DESCRIPTORS
A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

NESA Information on Reporting in the Higher School Certificate:

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range.

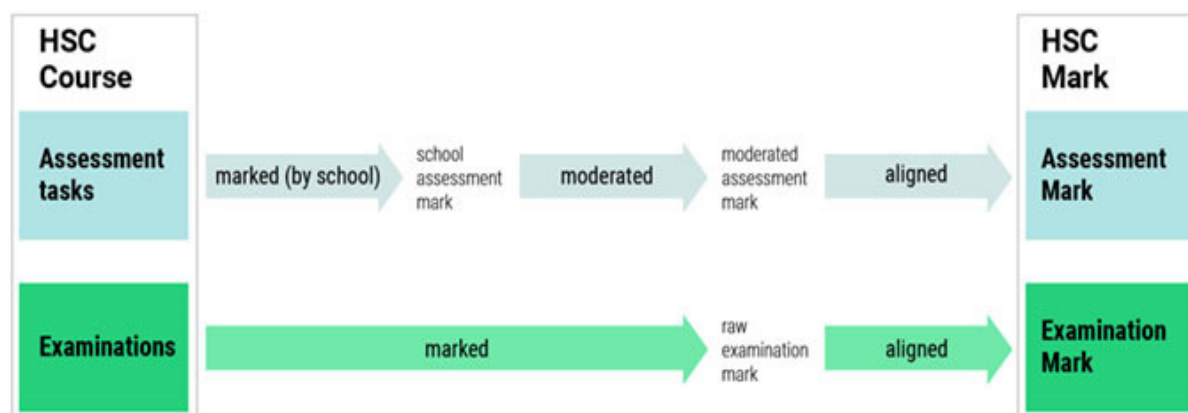
The performance bands and descriptions give meaning to the HSC mark. For a 2 unit course, Band 6 indicates the highest level of performance and the minimum standard expected is 50.

- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

Determining HSC results

HSC achievement is assessed and reported against set standards of achievement ensuring students are rewarded for their performance with the mark they deserve, no matter how many other students performed at a similar, higher, or lower level.



For subjects which do not have a HSC examination (HSC Board Endorsed Courses (including Content Endorsed Courses)), NESAs have provided performance descriptions that describe the standards to be used when submitting assessment marks to NESAs.