



THS ASSESSMENT -25

Procedures and Protocols

Years 10-12

CONTENTS

Rationale	3
Aim	3
Document History and Access	3
1 The Record of School Achievement	4
2 The Higher School Certificate	4
3 Life Skills Stage 6.....	10
4 Assessment and Principles of Effective Assessment.	11
5 Malpractice	25
6 Appeals	27
7 Course Completion.	29
8 Establishing Student Performance.....	31
9 Communication of Performance, Procedures and Protocols.....	35
10 Reporting Performance	36
11 Appendix	38
Illness/Misadventure Procedures	38
Illness/Misadventure Form	39
Application for Extension of Assessment Form.....	40
Assessment Results Collection and Certification Process	41
Toronto High School Faculty Warning flowchart.....	44
Assessment Task Development Process and Tool	45
Toronto High School Assessment Notification Templates	49
Toronto High School Assessment Notification, Submission and Return Register	53

RATIONALE

The Toronto High School Assessment Procedures and Protocols Years 10-12 document aims to provide consistency and fairness for all procedures related to assessment, the RoSA, and the award of an HSC at Toronto High School.

AIMS

At THS, in order to establish an effective and successful assessment program, collaborative planning practices within faculties aim to ensure that:

- outcomes are central to the decisions made about teaching, learning and assessment;
- evidence about student learning directly relates to the assessed outcomes;
- teachers use evidence to determine how well students are achieving in relation to the outcomes;
- teacher feedback and student reflection plays an integral part of the assessment process, and
- evidence of student achievement informs future teaching and learning.

Document History and Evaluation

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1.0	Collins	26 August 2024
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<i>This procedure document will be reviewed as part of the school's three-year review cycle or when required.</i>		

This document contains hyperlinks and is best accessed digitally.

The full assessment protocols and procedures will be published on the school website.

A copy can be found on THS SharePoint>Teacher>Procedures and Protocols.

THS Staff must ensure that they are subscribed to and read NESAs Updates, taking action where required.

1.0 THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

1.1 Achieving the RoSA

The RoSA provides information on a student's performance throughout Stage 5 and Stage 6, up to a student's completion of HSC requirements.

To be eligible for the receipt of a RoSA students must satisfactorily complete mandatory study in English, Mathematics, Science, HSIE, and PDHPE. In Years 9 and 10 at Toronto High School, students will also study two elective subjects.

From the end of Year 10, students can access their cumulative results and the courses they are enrolled in by downloading their eRecord in Students Online. The Student eRecord is an interim report, not a formal credential.

Students who leave school before the completion of Year 10 are not [eligible for the RoSA](#) or Transcript of Study.

Students who leave school prior to the Higher School Certificate examinations will receive a RoSA. It records grades for their completed Stage 5 and Year 11 courses and any participation in Stage 6 courses that were not completed.

2.0 THE HIGHER SCHOOL CERTIFICATE (HSC)

2.1 Achieving the HSC

NESA will grant the award of the HSC credential to students who meet the eligibility requirements for the award of the HSC.

To be eligible for the award of the HSC, students must:

- a. have completed Year 10, and
- b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- c. have completed [All My Own Work \(AMOW\)](#) or its equivalent, and
- d. have demonstrated the [minimum standard of literacy and numeracy](#), and
- e. have satisfactorily [completed courses](#) that comprise the [pattern of study](#) required by NESA for the [award of the HSC](#), and
- f. undertake and make a [serious attempt](#) at the requisite [HSC exams](#).

Satisfactory completion of the Year 11 course is a prerequisite for entry into an HSC course.

At Toronto High School, teaching staff will monitor HSC course completion maintaining a course monitoring folder for all classes taught. This process is outlined in the THS HSC Monitoring Document.

2.2 [Pattern of Study - HSC](#)

To be eligible for the award of the HSC credential, students must satisfactorily complete:

- a. a Preliminary pattern of study comprising at least 12 units, and
- b. an HSC pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- a. 2 units of a Board Developed course in [English](#)
- b. at least 4 more units of Board Developed courses
- c. at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- d. at least 4 subjects.

Students may study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses.

For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses. Mathematics Extension 1 is a 1-unit course when studied with Mathematics Advanced.

Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.

Students may accumulate HSC courses towards the award of the HSC credential within a consecutive five-year period.

At Toronto High School, students will engage in an in-depth subject selection process ensuring a student's chosen subjects meet pattern of study requirements.

At multiple times throughout their studies, students will review their confirmation of entry to cross-check their enrolment details including pattern of study. Students must review and sign their Confirmation of Entry physically or digitally. Students with disability may have a parent/carer sign on their behalf.

2.3 HSC Minimum Standard

Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the HSC. To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

Students planning to leave school in Years 10 to 12 may choose to attempt the NESA minimum standard tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests whilst they are enrolled in a school.

At Toronto High School, the Head Teacher Secondary Studies coordinates the delivery of this testing. In exceptional circumstances, as determined by NESA, a student may demonstrate the HSC minimum standard using alternative evidence. Students may also be eligible for an [exemption from the HSC](#).

[minimum standard](#). Students should consult directly with the Head Teacher Secondary Studies should they consider themselves eligible for this special consideration.

Post-school leavers who have fulfilled all other eligibility requirements for the award of the HSC however did not meet the HSC minimum standard while at school may apply to NESA within the five-year accumulation period, to attempt one or more minimum standard tests, to demonstrate the HSC minimum standard.

2.4 [All My Own Work](#)

To be eligible for entry into a Preliminary and/or HSC course, and for the award of the HSC, all students must complete AMOW (before the submission of entries for Preliminary and HSC courses) and all other eligibility requirements.

AMOW is an educational program designed to instruct students about scholarship principles and ethical practices, and comprises content across 4 modules related to locating and acknowledging sources of information, plagiarism, copyright, and working with others.

Students undertaking a pattern of study that comprises [Stage 6 Life Skills](#) courses only, are not required to complete AMOW.

At Toronto High School, students complete their All My Own Work course towards the conclusion of Year 10 studies. AMOW is presented as modules on Canvas. The Year Adviser has oversight in the delivery of this program, in consultation with the Deputy Principal and Careers Adviser.

2.5 ATAR Eligibility

From 2025, there will be no distinction between Category A and Category B courses.

To be eligible for an ATAR students must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of HSC Board Developed courses
- 2 units of English
- three [HSC Board Developed courses](#) of 2 units or greater
- four subject areas.
-

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

2.6 Course Changes

Principals have discretion to make decisions regarding students' changes of Preliminary courses. In allowing a change of a Preliminary course, principals must be satisfied that the student can satisfactorily complete the new course in the time available.

Principals have discretion to make decisions regarding students' changes of HSC courses. In allowing

students to start a new HSC course during the HSC year, principals must not [enter](#) students in HSC courses after 30 June in the HSC exam year; and be satisfied that the student has satisfactorily demonstrated achievement in the Preliminary course outcomes (or equivalent) of the course they wish to enter, and will be able to [complete](#) all HSC course requirements, including assessment requirements,

At Toronto High School, students wishing to make changes to their pattern of study must first consult with their Year Group Deputy Principal. The Deputy Principal will advise students of any consequences arising from the change including but not limited to the completion of substitute assessment tasks in lieu of assessment tasks completed by the class cohort prior to the student joining the class. The Deputy Principal will also review eligibility and pattern of study requirements aligned to a student's learning goals. Students must complete an online Course Change Form with approval from parents and Head Teachers prior to any class change coming into effect.

Furthermore, students in Year 11 and 12 will not be permitted to change courses if more than 50% of the school-based assessment weighting in the new course has been completed (unless a Senior Executive member deems circumstances to be extraordinary). Therefore, Year 11 students may need to wait until the Year 12 academic year commences before changing courses within faculties e.g. English Advanced to English Standard.

Head Teachers, in consultation with Senior Executive will manage the coordination of substitute assessment tasks for students who have moved into courses after assessment tasks have been completed.

For course changes within the faculty and courses deemed to be linked e.g. Maths Advanced to Maths Standard, it may be possible to assess a student's suitability to undertake a course change. Summative assessment data can be used formatively to inform the progress of teaching and learning. Students must still complete substitute assessment tasks in lieu of assessment tasks completed by the class cohort prior to the student joining the class.

For course changes outside of the faculty or in courses not deemed to be linked e.g. Modern History to PDHPE, students will complete alternative task/s and the remaining 50% or more of assessment remaining in the course.

2.7 HSC Course Commencement

Schools must be satisfied that students, including those undertaking a compressed curriculum delivery model, have satisfactorily completed the Preliminary course before commencing the HSC course. At Toronto High School, teachers must not commence the delivery of HSC course material before Week 3, Term 4.

During the first two weeks of Term 4 students will:

- Receive feedback from final assessment completed in Year 11 course
 - Resolve any Illness/misadventure applications
 - Commence the Life Ready course completing both online and face-to-face components
 - Discuss their individual pattern of study with key staff including course teachers and Head Teachers, their year group Deputy, Careers advisers
 - Complete SchoolBytes form/s to formally change their pattern of study, if required
- While [Stage 6 VET courses](#) do not distinguish between Preliminary and HSC courses the course commencement rules still apply.

2.7 HSC Course Prescriptions

Teachers must not teach any HSC course prescriptions for any course in or across any learning area until the commencement of the HSC course(s).

It is the responsibility of Head Teacher Faculty to ensure the exclusion of all HSC course prescribed texts in course delivery Years 7 – 11 at Toronto High School.

2.8 Accelerated Students

Acceleration occurs when individual students access a course(s) that is beyond their chronological stage of schooling. NESA allows students to accelerate into one course, a number of courses, or all courses (grade advancement).

NESA has delegated authority to principals to make decisions about students accelerating into courses. Principal decisions about students accelerating into a course(s) must be made in consultation with the student, their teacher(s), and parent/carer(s) using relevant evidence and data about the student's academic achievement. Decisions about students accelerating into a course(s) is made on an individual case-by-case basis as led by the Head Teacher Teaching and Learning.

For students accelerating by less than two years, schools should simply enter students for their accelerated course(s) for Stage 5, Year 11 or HSC study pattern(s) via Schools Online. Where the proposed advancement is for two years or more and is likely to lead to early entry for the secondary credentials, the principal must inform NESA prior to the acceleration of the student.

Accelerating students may count results, obtained in advance of their cohort, towards their Higher School Certificate. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

2.8.1 Procedures for Accommodating Accelerated Students

The Head Teacher Teaching and Learning will provide a list of accelerated students to all staff at the commencement of each academic year.

As assessment tasks are in the planning phase, teachers need to cross-reference this information with Stage 6 assessment handbooks. When finalising task due dates, teachers are encouraged to consult with the Head Teacher Teaching and Learning and Senior Executive. Consultation should include, but is not limited to, the timing of end of course assessment for Year 11 and Year 12 subjects.

2.8.2 School Business Examination Preparations for Accelerated Students

Accelerated students will be provided school leave prior to Year 11 Yearly Examination, HSC Trial Examination and HSC Examination periods. This leave will be recorded as "School Business", allowing students to prepare prior to examinations. The Head Teacher Teaching and Learning will communicate the list of accelerated students to the front office for processing.

Year 11 accelerated students will be given one school day prior to the examination to prepare. HSC accelerated students will be given two school days prior to the examination to prepare. This will be recorded as “School Business” and will be included on the examination timetable. For school based examinations, this provision will be communicated to students and families on the examination timetables. For the HSC examination period, students will be notified by the relevant Deputy.

When the HSC Timetable is published by NESA, the Head Teacher Teaching and Learning will consult with the Year 12 Deputy Principal regarding “School Business” time allocated for preparation prior to the HSC Examination for accelerated students. This information will be communicated to students and families via correspondence in the form of a letter generated by the Deputy Principal and Head Teacher Teaching and Learning. Generally, at least two days of “school business” is provided for examination preparation prior to a formal HSC Examination.

2.9 Procedures for Accommodating Students Eligible for Accumulation of Year 11 Courses

There is no time restriction on the accumulation of Year 11 courses. Students may accumulate HSC courses towards the Higher School Certificate up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a ‘rolling period’ so that students wishing to go beyond the five years will have the earliest year’s presentation deleted.

On completion of the accumulation, all pattern of study requirements must have been met for both the Year 11 and HSC study patterns. They need not be met for each calendar year of accumulation. Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period.

2.10 Learning Support

Students at Toronto High School are supported at all stages during their learning.

Identification of a child with a disability or a learning difficulty can occur at any age or stage of the child's development. The school learning and support team assists teachers to meet the educational needs of their students and to identify appropriate adjustments that may be needed. Parents and carers have a vital role to play in the work of the school learning and support team by taking part in discussions and planning. Adjustments made in consultation with a student's parents and carers are based on the personalised needs of the student.

Consultations may also involve the principal, class and support teachers, professional therapists, and community service providers as well as family members and carers. Schools may also consult with specialist staff who can help to identify how adjustments can be made. Adjustments must be regularly reviewed through this consultation process and should be changed or withdrawn if necessary.

If adjustments are made for teaching and learning, then similar adjustments should be made for

assessment tasks. This allows students to demonstrate what they know and what they can do in relation to curriculum outcomes. Adjustments to assessment tasks can be applied to:

- assessment processes, e.g. scaffolds, additional time, use of a reader and or writer, rest breaks
- assessment tasks, e.g. rephrasing questions, using simplified language
- the content being assessed, e.g. fewer or alternative syllabus outcomes
- the format of a task, e.g. written point form instead of reports or essays, oral or PowerPoint presentation instead of essay.

At the discretion of THS Senior Executive or Head Teacher Faculty, the delivery or mode of the assessment may be adjusted without changing the way in which the assessment is marked. The Head Teacher Secondary Studies coordinates learning support for students in mainstream classes.

2.11 Disability Provisions

Disability provisions for the HSC Examination provide practical support for students with disability to access HSC examinations, assist a student to make a fair attempt to show what they know in an examination room, and are determined on the basis of functional evidence of impact. Regardless of the nature of the special need, the provisions granted will be solely determined by the student's exam needs, that is the student's functioning in an examination situation.

NESA determines disability provisions for the Higher School Certificate examinations. NESA may approve disability provisions that provide access to the [HSC exams](#) for students whose permanent or temporary disability prevents them from doing so in a normal exam situation.

Disability provisions address students' exam needs related to learning, medical, vision or hearing disabilities. For example, students with a:

- learning disability may be granted the provision to use a reader or writer
- medical disability may be granted the provision to access toilet breaks or use adapted furniture
- vision disability may be granted the provision to use braille or large-print papers
- hearing disability may be granted the provision to use an oral or sign interpreter.

The Head Teacher Secondary Studies is responsible for coordinating all disability provisions applications in consultation with families for students with known conditions. These applications will include all relevant evidence (including a diagnosis and the precise nature of the disability and the effect on exam performance) and address all other requirements. As part of this application process, students must:

- obtain and complete the student declaration form, and
- bear responsibility for any costs incurred when obtaining independent reports, such as health reports for medical conditions.

3.0 [LIFE SKILLS STAGE 6](#)

Years 11–12 Life Skills courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

Students can, at any time, access Life Skills. The appropriate timing of the decision to access one or

more of these courses is guided by the needs of the student and the collaborative curriculum planning process involving the individual student (where appropriate), their parents/carers, and their teachers.

A student accessing Life Skills outcomes and content cannot return to studying stage or prior stage outcomes and content in that particular course once a decision to access Life Skills has been made. Students accessing Life Skills outcomes and content must continue studying Life Skills outcomes and content in current and subsequent stages of schooling. For example: Students accessing Stage 6 Life Skills courses must continue studying Stage 6 Life Skills courses in the current stage of schooling.

A student studying any Stage 6 Life Skills course(s) will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10.

For all Support class (SCAS) enrolments, this process is led by Head Teacher Support in consultation with Deputy Principal Inclusion and Support.

For all mainstream enrolments, this process is led by Head Teacher Secondary Studies in consultation with Deputy Principal Inclusion and Support.

4.0 ASSESSMENT AND PRINCIPLES OF EFFECTIVE ASSESSMENT

At THS, assessment is aligned with curriculum, teaching and reporting. NSW syllabuses provide the content, skills, values and attitudes that students at each stage are expected to learn.

4.1 Collaborative Planning

So that the best learning outcomes are delivered, THS faculties engage in collaborative planning to ensure that:

- the needs, strengths, goals, interests and prior learning of students are considered
- consideration is given to the sequence and emphasis given to particular areas of syllabus content and how students will demonstrate their achievement of learning outcomes
- [adjustments](#) are provided allowing equitable access to teaching, learning and assessment for all students
- assessment directly relates to what students have been provided opportunity to learn and are supported with clear instructions outlining requirements and expectations
- tasks allow students to demonstrate their level of achievement by engaging in deeper learning
- notifications and assessment items use appropriate level of language and rigour and can be completed successfully within the given timeframe
- students are provided feedback, in a timely manner, on how to progress towards improved learning outcomes
- reporting processes, to students, parents/carers and other teachers, are aligned to what has been learned and assessed from the implemented curriculum.

4.2 Comparable Judgments

Assessment provides evidence of student learning at every stage of the secondary curriculum. So that judgments about student work are fair and comparable, THS refers to the NSW Education Standards Authority school-based assessment guidelines:

- Evidence of learning is to be collected from a range of tasks that are varied in nature (modes and conditions) and address a depth and breadth of content and skills.
- Assessments should provide multiple opportunities for students to demonstrate depth and breadth of their learning.
- Established standards such as the common grade scale (Years 7- 11) and course performance descriptors (Year 11) are used to report achievement.

Assessment provides evidence that students' current understanding is a suitable basis for future learning.

4.3 Multiple Classes Following the Same Course

Common tasks, conditions and marking procedures will be followed in the instance of more than one class following the same course.

Task notifications and additional common verbal or written instructions, for Year 11 and 12 courses with more than one class, will be provided to the students on the same day. Verbal instructions will be delivered to all students sitting the task by either the teacher in charge of the assessment item or the Head Teacher Faculty.

Common procedures and practices for offering student support during the assessment task period should also be in place to avoid advantage being provided to some groups. Each faculty will determine an appropriate drafting process as relevant for each assessment task and provide equity of opportunity for all students to access this.

For examination or test style tasks, the teacher in charge of the task will attach a set of sample responses or a marking guide to the notification so that all class teachers are aware of the need to mark from a common set of answers. This guide is not distributed to students. For project-based learning items, the notification will be supported with a marking rubric which is distributed to students and used by staff to mark the submitted tasks.

Blind marking, cross class section marking and cross class blanket marking are to be engaged for all year groups where more than one class undertakes a course. Sample responses across the full range of A-E grades will be moderated to ensure that there is a shared understanding of each standard of performance.

Faculties are required to have established processes to accommodate shared marking and moderation practices and be able to present faculty processes to Senior Executive at audit.

4.4 Assessment- Total Number and Assessment Types

4.4.1 Number of Tasks for Each Course

Each Stage 6 Assessment Schedule must be designed in a way that:

- follows mandated components and weightings for Year 11 and Year 12
- caps the number of school-based assessment tasks to three in Year 11 and four in Year 12

- ensures that the specified minimum and maximum weightings for formal tasks are implemented
- develops a variety of tasks to assess student knowledge, understanding and skills.

Further to Stage 6 NESA guidelines, at THS:

- unless approved by the Senior Executive, one of the Year 12 assessment tasks will consist of an assessment undertaken in the scheduled HSC Trial examinations
- no assessment tasks are to run within two weeks of the start of the HSC Trial or Year 11 Yearly Examination periods
- assessment tasks scheduled after the HSC Trial examinations must have approval from the Senior Executive
- VET subjects will be assessed according to RTO Assessment Schedules.

Students cannot be recorded as competent for a unit of competency until all assessments for that unit of competency are demonstrated or successfully complete. Work placement hours must also be completed by all students to satisfy NESA requirements. Students who fail to satisfactorily complete mandatory work placement hours will be N-Determined in Year 12.

4.4.2 Types of Assessment Tasks

Assessment tasks should vary in nature and reflect outlines specific to NESA course syllabus documents.

Assessment in the form of exams must not exceed the recommended percentage of overall assessment weighting as outlined in course syllabus documents. An assessment schedule, to be filed in the monitoring folders for Years 11- 12, is to be created, addressing assessable components, outcomes and the weightings of each task.

4.5 Assessment Scheduling and Notification to Students

4.5.1 Assessment Schedules

Faculties must develop a schedule of assessment for all courses. For Year 10, this is produced and issued to students as part of the THS Course Scope and Sequence.

For Years 11 and 12 this information is published to students as a THS Course Assessment Schedule. This information expands on information included in the Course Scope and Sequence.

Assessment dates are only confirmed once the Assessment Development Process is finalised for each task. All assessment tasks must be placed on the electronic Sentral Calendar and published on the course Canvas page.

Assessment schedules must be reviewed throughout the year by faculty members, led by the Head Teacher Faculty and be made available at faculty audits for Senior Executive.

4.5.2 Timing of Tasks

Based on the principles of effective assessment and as determined through the collaborative planning process, assessment tasks may be issued at the beginning of a unit of work if applied class knowledge is being assessed, or within a reasonable time after the completion of a unit of work if assessing what has

been learned.

To reflect best practice, timing between assessment items in the same course should be no closer than two weeks.

When scheduling the completion of a substitute task, teachers must consider the need to process this substitute task through the THS Assessment Development Process. Teachers and Head Teachers should then consult directly with students and/or carers to formalise the due date for this substitute task. As far as is reasonably practicable, the substitute task will be completed two weeks after the original due date.

4.5.3 Scheduling of Assessment – Best Practice

Included on the Professional Learning Calendar each year is the opportunity for Head Teachers to work with faculties to evaluate and review assessment procedures. Head Teachers will collaboratively map the proposed scheduling of Stage 6 assessment tasks before finalising their Assessment Schedules for the following academic year. This collaborative planning will occur in Week 7 Term 3 (Year 12) and Week 2 Term 4 (Year 11).

Any changes to the published assessment schedules must be approved by the Senior Executive and written notification of the change provided to students.

All assessment tasks will be placed on the electronic Sentral Calendar so staff are aware of student workloads throughout the year. When planning for excursions and extracurricular activities, staff will need to refer to the assessment overviews in the Stage 6 assessment handbook.

4.5.4 Informing Teachers, Students and Parents About Tasks

A curriculum and assessment handbook for Year 11 and 12 will be available at the commencement of each new academic year (except for Year 12; this will be provided in Term 4 marking the start of HSC course delivery). Stage 6 students will acknowledge receipt of this assessment handbook through Canvas. Additionally, students in Years 11 and 12 will receive a copy of each course assessment schedule and sign to register their receipt of this document.

Year 10 students may access assessment information as course Scope and Sequences, published on the THS Website annually.

4.5.5 Changes to Assessment Schedules

If changes to Assessment Schedules and Scope and Sequences occur, students must be notified and provided with an amended copy. Students will sign for this amended copy. The amended copies and signing notification sheet must be placed in the respective Monitoring Folder.

4.5.6 Adjustments to Tasks for Students with a Disability

Schools need to ensure that students with disability can access and participate in education on the same basis as other students, as required under the *Disability Standards for Education 2005*.

Through collaborative curriculum planning, the school must determine, and implement, reasonable

adjustments for a student with disability for school-based assessment tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers.

Some students with disability 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.

These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key-words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

All staff are required to ensure that teaching, learning and assessment are accessible to students with disability. In consultation with Head Teacher Faculty, Head Teacher Secondary Studies and Head Teacher Teaching and Learning staff must offer adjustments to coursework, assessment activities and tasks.

Adjustments at a school level are not disability provisions for the HSC and may be different to disability provisions approved for HSC exams.

4.6 Features of Quality Assessment

Quality assessment tasks are designed to:

- focus on outcomes, presented in an assessment type appropriate for the outcome being assessed
- give students an opportunity to demonstrate their level of achievement of the outcome in a range of different tasks
- reflect the weightings and components specified in the relevant syllabus
- explicitly communicate assessment criteria and marking guidelines for each task linked to the standards by including wording of syllabus outcomes and relevant performance descriptions
- clearly define marks earned on individual tasks expressed on a scale sufficiently wide to reflect the relative differences in student performance.

Quality assessment tasks rely on students getting meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance. Quality assessment tasks demonstrate ranking and relative difference between student results from different levels of achievement of the specified standards.

4.7 The Assessment Task Development Process

At Toronto High School, assessment tasks follow a thorough process of evaluation prior to being distributed to students.

All summative assessment tasks must progress through the full Assessment Task Development Process (ADP) at Toronto High School. The completion of this process will include a sign-off from Head Teacher Faculty and Head Teacher Teaching and Learning that the task is validated and authorised for publishing, printing, and distribution to students. The completed process document is to be filed in the appropriate monitoring folder.

No assessment task may be printed or distributed to students until the ADP has been completed in full. The ADP must be started at least 4 weeks prior to the task being issued to students and includes checks for students who will require disability provisions and adjust the task where necessary. Staff must consult with Head Teacher Secondary Studies for resourcing small group supervision, reader/writers, where required.

The ADP process document (see Appendix) must be attached to the front of each assessment task draft and submitted to the Head Teacher Faculty and in turn the Head Teacher Teaching and Learning prior to the task notification and the task being distributed to students.

Year 11 Yearly Examinations and Year 12 HSC Trial Examinations must also complete the ADP. Where examinations have been purchased from external providers, copies of examination papers and marking rubrics are not required to be submitted during this process due to time constraints with external providers. This applies to HSC Trial and Year 11 Yearly Examinations only.

Substitute tasks will take priority during the Assessment Task Development Process.

4.8 Assessment Notice Requirements

A minimum two weeks written notice is required for all formal assessment tasks. Students will be issued with an official assessment notification, and assessment tasks must also be uploaded to CANVAS as an assignment with a set due date within the related course.

All assessment tasks must be issued using the appropriate THS Assessment Notification Template. Staff have access to the most up-to-date version of this template on THS SharePoint, see Appendix for a sample. THS will provide an assessment notification for every formal task which provides the following information:

- i. the task due date and outcomes. Components and weight value in relation to the total weighted mark for the course are additionally listed on Assessment Tasks in Year 11 and 12.
- ii. a task description outlining task type, the nature of the task and specific requirements, including the drafting process/requirements for the task
- iii. this statement and hyperlink: For matters relating to assessment support, illness/misadventure, non-submission, malpractice and more, students are encouraged to review the THS Assessment Procedures and Protocols document and Assessment Q&A as published on the [THS Website](#)
- iv. a marking rubric for project-based tasks to guide student performance against A-E and numerical scales

- v. a marking rubric or common answer guide for examination style tasks is to be attached to the notification as part of the Assessment Task Development Process and for Head Teacher Faculty review, but is not required to be distributed to students
- vi. submission and presentation instructions.

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.

4.9 Year 11 Yearly Examinations and HSC Trial Examinations

Students will be provided with an examination timetable for Year 11 Yearly and Year 12 HSC Trial Examinations. Students will also be issued with an assessment notification for each examination, with a minimum of two weeks written notice. The due date for this examination may be listed as an exam period, noting that students must access the examination timetable for further detail.

Examination notifications must be processed through the Assessment Task Development Process. Assessment Task Notifications must use the THS Examination Assessment Template.

4.10 Signing for Receipt of Tasks

All students are required to acknowledge receipt of the assessment task. While it is a requirement to upload all assessment notifications to CANVAS, a hard copy will also be given to students. Acknowledgement is achieved when the students sign and date the THS Student Assessment Notification, Submission and Return Register.

4.11 Students Absent from School when Assessment Information is Handed Out

Where possible, students have assessment tasks available to them via the school's Learning Management System, CANVAS on the day they are physically handed out. If a student is absent the day an assessment task notification is distributed, it is their responsibility to see their teacher to receive the notification. Students will know when a task notification must be provided from information outlined in curriculum handbooks and faculty assessment schedules. Teachers are to issue students with a written copy of task notifications during the next attended lesson and have students sign to register their receipt of this document.

It is each student's responsibility to carefully check the details of the assessment task notification sheet. Additionally, if a student is absent when the assessment task notification is issued, it is their responsibility to obtain the task information from the class teacher on return to school or otherwise.

4.12 Tasks with Multiple Parts

A formal assessment task has one due date and assesses student achievement at a single point in time. A formal assessment task may contain more than one part. A formal assessment task with more than one part must have the same due date and will contribute to the maximum weighting for that task.

A task that has parts, with multiple due dates spanning weeks or months, is not a single formal assessment task. Such tasks are separate individual formal assessment tasks, each with their own

weighting. Each task is to be represented separately in an assessment schedule and each will contribute to the maximum number of tasks allowed for the course.

4.13 Examinations and In-class Tasks

For examinations, class tests or in-class assessment tasks, it is expected that each student will bring the necessary equipment, including any special items indicated by the class teacher or as listed on the assessment notification. **Students should not expect to be allowed to borrow any equipment.**

NESA has previously issued a memo stating that students in the HSC are not to bring electronic devices into HSC examinations and may receive a zero for contravening this policy. Internet connected devices (including, but not limited to, phones and smart watches) are prohibited from the examination room and/or classroom at any time whilst an assessment is running, unless prescribed in the assessment task. Phones and smart watches that enter the examination room are to be turned off and stored in Yondr pouches in bags.

All teachers will be required to have a visible working clock for all timed assessment tasks. In the event of an examination or class task being completed before the allocated time, students are expected to appropriately manage their behaviour so as to not interfere with other students undertaking the assessment. If students finish early, they are encouraged to review and edit their papers to use up the allotted time appropriately. With the exception of special circumstances, no student will be permitted to leave the assessment room early.

Misbehaviour or inappropriate behaviour will not be tolerated during assessment tasks. Students found to breach any examination requirements may be removed from the examination and awarded a mark of zero.

Students who are ejected from an assessment task should have their paper removed and the time they left the assessment recorded on the top of their paper including details of the disruption. An appropriate consequence for actions will be determined by the Head Teacher Faculty or Senior Executive.

For Year 11 and 12, where two or more classes exist for the same course, all classes must complete tasks at the same time. This includes in-class tasks and examinations.

4.13.1 Rooming Year 11 Yearly/HSC Trial Examinations

Students will receive an official timetable identifying the location for these examinations. In 2024, the MPC was used for examinations with large cohorts, and AU13, AU13A, AU1 and AU2 for smaller cohorts including Disability Provisions. All students are to arrive at least 20 minutes before the examination start time.

4.13.2 Missed Year 11 Yearly/HSC Trial Examinations

Students who are absent for a Year 11 Yearly Examination and HSC Trial Examination are to make direct contact with their Year Group Deputy Principal to explain their absence and plan to complete a “catch-up” examination. If a student’s absence is due to illness or misadventure, the Deputy Principal is to discuss appeals procedures. This information will be listed on the official Examination Timetable.

During the examination period, the relevant Deputy Principal will communicate a daily update to all Head Teachers listing those students absent from examinations and the dates for all “catch-up” examinations. As far as is reasonably practicable, “catch-up” examinations will be scheduled during the examination period.

The Head Teacher of Secondary Studies, in coordination with the Deputy Principal and Head Teacher, will arrange for a staff member to supervise the “catch-up” exam. The Head Teacher of the faculty is responsible for organising all exam resources and ensuring the exam paper is delivered to the Head Teacher of Secondary Studies as early as possible on the day of the exam.

Students completing “catch-up” examinations must not sit the same paper as issued to the cohort. This examination must be a substitute examination allowing the formal mark awarded to the student to be that which was achieved under examination conditions. It is the responsibility of the Head Teacher faculty to oversee the coordination and distribution of original and substitute examinations.

4.14 Procedures for Securing Major Works

Assessment tasks in the form of practical major works (structures, artworks, furniture etc.) are to be placed in a secure environment when the student is not working on that major work. A secure environment is one that prevents ready access to the major work by other students and prevents, as best possible, the event of breakage or destruction. The security of major works during transportation to and from school is the responsibility of the student. Procedures for ensuring security of major works are a faculty responsibility and must be available for Senior Executive at faculty audit.

4.15 Retaining Student Work Samples

NESA conducts grade monitoring for [Year 10](#) and [Preliminary courses](#) (except courses based on [Life Skills](#) outcomes and content, and [VET](#) courses), and for Year 12 English Studies, Mathematics Standard 1, and Numeracy to ensure the awarding of grades by schools is consistent with state-wide standards. Work samples may be used by schools to strengthen the consistency of teacher professional judgements when allocating grades consistent with student achievement. Schools retain student work samples to demonstrate how grades are awarded in accordance with state-wide standards. NESA may request work samples and corresponding assessment activities from a school for review.

Schools must retain a minimum of 2 work samples that represent each grade ([A to E](#)) awarded in a course. Work samples do not need to be from the current calendar year however do need to reflect the current syllabus.

Schools must retain work samples for the duration that the course is being delivered at the school. However, schools may choose to retain new samples over time that best reflect the course delivery and capture any changes to the pattern of grades awarded.

The work samples must be:

- a. students’ original work, without teachers’ comments on a performance or submitted work
- b. drawn from assessment activities conducted in the latter half of the course
- c. based on outcomes and content from the current syllabus for the course, and

- d. demonstrate performance towards the end of the course that is typical of students awarded a particular grade by the school.

Work samples may be drawn from:

- a. written or practical assessment activities - In the case of performance tasks, recordings of the student work or images of student work for any practical project tasks, not the teacher's description of how the student performed.
- b. the same assessment activity or from different assessment activities
- c. the same student or different students, and
- d. past years for Stage 5 and Preliminary courses only

4.15.1 Stage 5

Schools must retain student work samples and corresponding assessment tasks for all graded [Stage 5 courses](#) drawn from NESA syllabuses that contribute to the completion of Year 10, except for courses based on [Life Skills](#) outcomes and content, and [VET courses](#).

For 100-hour courses that are delivered in Year 9, schools must provide a grade. Schools may be required to provide work samples to NESA upon request.

4.15.2 Preliminary

Schools must retain student work samples and corresponding assessment activities for all graded [Preliminary courses](#) drawn from NESA syllabuses, except for [Life Skills](#) and [VET](#) courses.

4.15.3 Year 12

Schools must retain a minimum of 2 work samples that represent each grade awarded in Year 12 [English Studies](#), [Mathematics Standard 1](#), and [Numeracy](#).

Schools must submit work samples and corresponding assessment activities for Year 12 [English Studies](#), [Mathematics Standard 1](#), and [Numeracy](#) when entering grades for the relevant course.

Work samples for Year 12 [English Studies](#), [Mathematics Standard 1](#), and [Numeracy](#) must:

- a. represent grades awarded in the current year and drawn from the current cohort, and
- b. be submitted in [Schools Online](#) before the due date outlined in the [Timetable of actions for secondary schools](#).

4.16 Assessment Task Submission

4.16.1 Task Submission Requirements

Students are expected to attempt all assessment tasks.

Tasks must be submitted (either physically or via Canvas) by **2.20pm on the due date listed on the assessment notification**. In Year 11 or 12 where a student has a Period 6 class for the subject with an assessment task due, the assessment task for this subject will be due by the conclusion of the Period 6 class.

Student must sign the assessment register to register their physical submission of an assessment task. Where tasks are submitted via Canvas this register is completed as a digital timestamp at time of submission.

It is the students' responsibility to ensure that files uploaded to CANVAS are not corrupt and are the correct, completed task. After submitting the task on Canvas, students can verify this is the case by downloading their submission from the top right hand corner of the *Submission* page on Canvas. If the submission cannot be made through CANVAS after seeking assistance from your teacher or librarian, tasks can be submitted directly to the assessing teacher.

In the absence of the student's regular teacher, the Head Teacher of the respective faculty can receive assessment tasks on behalf of the absent staff member. Paper submissions are to be dated, time stamped and signed by the receiving Head Teacher. In the absence of both the teacher and respective Head Teacher Faculty, tasks can be submitted to a Deputy Principal. Paper submissions are to be dated, time stamped and signed by the receiving Deputy Principal.

Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases. Computer/printer problems alone are not sufficient grounds for a misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be resolved in a timely fashion.

The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.

4.16.3 Teacher Absence on the Day of a Task

When a class teacher is absent on the day an assessment task is due to be submitted or completed, the Head Teacher Faculty will make appropriate arrangements to facilitate assessment completion.

For Years 10-12, this decision must be made in consultation with the Senior Executive. Depending on the nature of the task and other considerations including but not limited to the cohort, timing of assessment, etc. the task may go ahead as scheduled or be rescheduled.

Rescheduling of any task must be done with consideration of other faculty assessment schedules. This must be approved by Senior Executive via the same process as changes to the assessment schedule.

4.17 Non-completion and Non-submission of Assessment

Students are expected to attempt all assessment tasks to a satisfactory standard.

If a student fails to complete an assessment task by the due date and no Illness/Misadventure appeal is lodged, a zero mark must be recorded for that task.

If a student submits an assessment task after the due date and no Illness/Misadventure appeal is lodged, a zero mark must be recorded for that task.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

Teachers must issue an N-Warning Letter for all students that fail to complete an assessment task by the due date. Each faculty will take responsibility for tracking and N-Warning letters. Once a N-Warning is resolved, it is the responsibility of the classroom teacher to ensure this is reflected on Sentral.

4.18 Non-serious or Unsatisfactory Attempts of Assessment Tasks

Assessments are designed so all students should be able to access the task. Class teachers, in consultation with their Head Teacher Faculty, will determine if a student has made a satisfactory attempt in completing their assessment task.

When a submission has been deemed as a non-serious attempt, the teacher engage in consultation with the student, family and Head Teacher and issue the student with an N-Award Warning letter.

4.19 Approved Leave

If students know that they will be absent for an assessment task due to personal or school commitments, they must give notice of their leave to the Senior Executive and Head Teacher Faculty as soon as possible. Where possible, the task should be completed or submitted prior to the due date.

In the event of the task not being able to be completed prior to the due date, the student must consult the Senior Executive.

If the school does not grant leave approval, and the task has not been submitted or completed by the due date, a mark of zero will be awarded for task non completion.

4.20 Mandatory Variations of Routine

At times, students will be involved in mandatory variations of routine causing them to be absent from class. Examples of mandatory variations of routine include HSC Trial Examinations and HSC Examinations such as in Dance, Music, Drama, Languages. During such times, the delivery of course content must ensure that no student is advantaged or disadvantaged, as in so doing would be considered grounds for appeal.

Should these mandatory course commitments clash with assessment in other courses, students should contact the Senior Executive and Head Teacher Faculty as soon as possible. Where possible, the task should be completed or submitted prior to the due date.

4.21 Absence, Illness/Misadventure for Group Performances

In the event of a group member being absent on the due date of a performance, if the remaining group members can complete the performance, then the performance is to go ahead.

In the event that a performance cannot go ahead due to the absence of a group member, the affected students need to complete an Illness/Misadventure form as a group.

Completed Illness/Misadventure forms must be completed and submitted within three school days from when the student has returned to school.

Immediately upon return to school, the absent student is required to complete an Illness, Misadventure and Appeal Form and provide supporting documentation. Completed forms are to be submitted to the Deputy Principal. This application will be considered separately to any group application.

Applications for illness/misadventure will be considered on a case-by-case basis and decisions are left to the discretion of the Senior Executive (Years 10-12).

Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or a substitute task as per the Toronto High School Illness, Misadventure and Appeal Flow Chart (see Appendix). If rescheduling of the performance to an alternate date is required, this will be determined by the Head Teacher Faculty in consultation with the Senior Executive.

4.22 Illness/Misadventure

If a student fails to complete an assessment task by the due date due to illness, school-approved leave, or misadventure (such as an accident), they are encouraged to complete an Illness/Misadventure form, must submit this form within three school days of their return to school, and must be prepared to complete any missed assessment task the day after a medical certificate expires.

For students in Years 10-12, relevant supporting documentation (such as a Doctor's Certificate or Statutory Declaration) must be attached to the completed Illness, Misadventure and Appeal Form and submitted to their Year Group Deputy Principal.

As part of the illness and misadventure process, where the Deputy Principal finds that a student has a valid reason for their absence on the due date of the assessment task, the student will incur no academic penalty and alternative arrangements for the submission or completion of the assessment task will be made. Students will be provided with the opportunity to attempt the assessment task by either providing an extension of time to complete the original assessment task, provided this does not compromise the validity of the task, or providing the student with a substitute assessment task.

In exceptional circumstances where a student cannot complete a substitute assessment task the principal or delegate may authorise the use of an estimate mark based on completed comparable assessment tasks which contain comparable outcomes. In such cases, the Deputy Principal must seek explicit advice from NESA's Quality Credentialling Team.

If a student does not complete a task or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task. Students in Years 10 to 12 are required to complete all outstanding assessment tasks, regardless of the zero mark, in order to redeem any outstanding N-Warning letters.

Completing the Illness/Misadventure form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

Zero marks will be awarded when a student is absent on the due date or fails to submit an assessment task on the due date. The Assessment Appeals Committee may choose to reject an appeal for illness or

misadventure in which case, the zero mark will stand. Zero marks will also be awarded in the event of malpractice. Students receiving a zero mark must still complete the assessment task.

In cases of prolonged and/or chronic illness impacting student performance, the Deputy Principal can seek advice from NESA's Quality Credentialling Team as to recommended actions including but not limited to the varying levels of adjustment required for students to support their completion of tasks.

4.23 Applications for Extension of Task Submission

A student may apply for an extension to a due date if they feel they have exceptional circumstances that result in a genuine inability to meet the assessment timeframe. All applications for extension must be in writing. Appropriate supporting documentation, in the form of independent evidence such as Doctor's Certificate or Statutory Declaration, is required in addition to the completed Extension of Assessment Form.

Applications for extension need to be given to the Deputy Principal at least 24 hours prior to the due date. The awarding of the extension will be at the discretion of the Senior Executive.

Acceptable reasons to apply for an extension include:

- school related business
- illness or injury where the nature of the illness or injury prevents the student's capacity to fulfil the task's requirements
- family bereavement

A student who wishes to apply for an extension must:

- complete an Application for Extension of Assessment form and
- submit a completed Application for Extension of Assessment Form to the Deputy Principal as soon as is reasonably possible

The Head Teacher Faculty and Deputy Principal will determine the nature or form of the extension. This could include:

- an extension of time for submission
- completion of an substitute task at a later date, or
- an adjustment of the task. Independent evidence, such as a Doctor's Certificate or Statutory Declaration, must be supplied

4.24 Students Undertaking VET Work Placement

Mandatory VET Work Placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods.

4.25 Technical Failure

Technical failure is not an excuse for inability to submit or complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be

given only with the agreement of the Assessment Appeals Committee and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by an Illness/Misadventure Appeal form, if any consideration is to be given by the Assessment Appeals or Assessment Dispute Committee. All such, cases will be considered individually.

4.26 Prolonged Absence

Students with prolonged absence will be judged on a case-by-case basis, through collaborative consultation between Executive and Senior Executive, to design an equitable individualised assessment plan.

4.27 Substitute and Alternate Tasks

Substitute and alternate tasks may be deployed at the discretion of the Senior Executive in the event an illness/misadventure appeal is upheld; a compromised task is administered; an invalid task is administered; a non-discriminating task is administered; or where deemed required by the Assessment Appeals Committee or Assessment Review Panel.

If a Senior Executive member determines that a successful Illness/Misadventure or Appeal application requires the administration of a substitute or alternate task, this task will follow the Assessment Development Process. Substitute tasks will be given priority during the Assessment Task Development Process.

As far as is reasonably practicable, the substitute task will be completed within two weeks of the original due date. There is no need to provide a further two weeks notice when issuing a substitute task assessment notice. The new due date will be recorded on the Sentral assessment calendar and be confirmed in writing on the upheld Illness/Misadventure and Appeal Form and/or Sentral Entry.

4.28 NESA's Quality Credentialling Team

In exceptional circumstances where an illness and misadventure appeal is upheld and a student cannot complete the original nor a substitute assessment task the Deputy Principal should seek explicit advice from NESA's Quality Credentialling Team.

In such cases, the principal or delegate may authorise the use of an estimate mark. Estimated marks must be calculated based on student performance in completed comparable assessment tasks which contain comparable outcomes. Students will retain their rank within the subject.

5.0 MALPRACTICE

5.1 Academic Integrity

Academic Integrity is a collection of positive values that allow the thoughts and work of an individual to hold meaning through a commitment to fairness and honesty in all academic endeavours. All work submitted in an assessment task must be a student's own work or acknowledged appropriately.

5.2 Malpractice

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.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. Suspected malpractice, including the unauthorised use of Generative AI, will be referred to the relevant Deputy Principal for investigation. A zero mark will be awarded for any student who engages in malpractice. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#) or the [HSC](#).

5.3 Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- a. making up journal entries for a project, and/or
- b. submitting falsified or altered documents, and/or
- c. referencing incorrect or non-existent sources, and/or
- d. contriving false explanations to explain work not handed in by the due date.

5.4 Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- a. copying someone else's work in part or in whole, and presenting it as their own, and/or
- b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- c. building on the ideas or words of another person without appropriate acknowledgement, and/or
- d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

5.5 Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- a. sharing answers to an assessment with other students, and/or

- b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- c. contract cheating by outsourcing work to a third party, and/or
- d. unauthorised use of artificial intelligence technologies.

5.6 Generative Artificial Intelligence

Software that purports to detect the use of AI-generated text is prone to false positives and false negatives. Research has suggested these tools are not reliable and may be biased against non-native English writers. In addition, ChatGPT does not ‘know’ whether it generated a piece of text – even if it may produce a convincing response when asked. Staff must not upload student work to an AI-checker at any time.

5.7 Investigating Suspected Malpractice

Malpractice is taken seriously at Toronto High School. Students found to have engaged in malpractice will be awarded a zero mark and will have their malpractice registered with NESA, which may jeopardise a student’s award and achievement of the RoSA or HSC. Potential further disciplinary action taken by the school (e.g. detention, suspension, etc.).

In the case of suspected malpractice, teachers will:

- Mark and record feedback on the task as if it were genuinely the student’s own work. Document this mark and feedback for future reference, if required
- Formally record a mark of 0 for part or all of the assessment task
- Issue an N-Warning letter identifying suspected malpractice. To redeem the N-Warning letter students may be required to complete the task again or complete a substitute task. This decision is at the discretion of the Head Teacher Faculty in consultation with the Deputy Principal
- Outline the appeals process with students and their parents. Document these conversations.
- Ensure the Head Teacher Faculty and Year Group Deputy Principal are aware of this incident. The Deputy Principal in charge of the year group will record all malpractice offences in HSC school-based assessment tasks in the [Malpractice Register](#) in [Schools Online](#)

Should a student appeal a malpractice determination they must demonstrate that all unacknowledged work is entirely their own. The Deputy Principal will ask a student to produce evidence to support the authenticity of their work that may include but is not limited to:

- draft assessment work, particularly draft work submitted at defined check-in points with their classroom teacher, as evidence of individual work development
- diaries, journals, notes, working plans, sketches, and/or progressive drafts to show the development of independent ideas
- online document version history outlining the production of digital documents free of bulk “copy/paste”
- an explanation of work progression during formal interview
- answering questions during formal interview regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

6.0 APPEALS

6.1 Lodging an Appeal

If a student wishes to appeal a decision related to assessment, they must complete an Illness/Misadventure and Appeal Form within three school days of receiving notification of the decision. This appeal will first be seen by the Year Group Deputy Principal, who will submit the form to the Assessment Appeals Committee if required.

At Toronto High School, if at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, the teacher must produce an N-warning letter detailing the tasks or actions to be undertaken in time for the problem to be corrected. This letter will alert the student and parent/carer/s to the possible consequences of an 'N' determination.

Students in Years 10 - 12 may submit an appeal with appropriate, independent documentation such as a Doctor's Certificate or Statutory Declaration. Appeals for students Years 10- 12 are to be presented to the relevant Deputy Principal. Where required, the Deputy will form an Assessment Appeals Committee.

6.2 Appealing Marks Awarded in an Individual Task

Students wishing to lodge a dispute over marks allocated for an individual assessment task must do so within 2 weeks of the task being returned, or the end of the term that the task was conducted in, whichever comes first. Marks awarded for an individual school-based assessment task are not subject to appeal to NESA.

6.3 Rank Order Appeals

Students may request a school review of their placement in the rank order for a course based on their performance during the course.

Final [rank order appeals](#) will be considered if:

- i. the task has not been weighted in line with the NESA requirements
- ii. the task has not complied with the stated assessment program and/or assessment requirements when determining the student's final assessment mark
- iii. there has been a miscalculation or a clerical error when determining the student's final assessment mark

As part of this process, students will be advised of the provision for a subsequent appeal to NESA, including information about grounds for appeal. Students appealing to NESA must consult directly with the principal or delegate for more information.

If the school review panel upholds the appeal, then revised final assessment marks must be provided to NESA as requested. If the school review panel declines the appeal, then no changes to the rank order will be made.

6.4 Final Grade Appeals – Preliminary and HSC

Students appealing their final grade in a Stage 6 course must submit their appeal, in writing, to the Year

Group Deputy Principal, and provide evidence that the grade awarded in the course was inconsistent with the progressive reporting from the school.

Final grade appeals for [English Studies](#), [Mathematics Standard 1](#), and [Numeracy](#), must be:

- i. based on a student's final grade at the end of the course, and
- ii. focused on the procedures used by the school for determining the grade(s) and whether they align with [NESA's advice](#) and the school's policy regarding the grading of student achievement, and
- iii. resolved within the school, where possible.

6.5 Appeals Committee

Appeals for students Years 10- 12 are to be presented to the relevant Deputy Principal. Where required, the Deputy will form an Assessment Appeals Committee. Investigation into claims and recommendations will be made by this team. Findings will be communicated to the person making the complaint by a designated member from the Assessment Appeals Committee.

The Assessment Appeal Committee will consist of Deputy Principal, class teacher or Year Advisor and relevant Head Teacher Faculty.

If the complainant wishes to appeal the decision of the Assessment Appeals Committee, the appeal will be heard by the Assessment Review Panel, consisting of the Principal, Deputy Principal (alternate) and Head Teacher Faculty (alternate).

All documentation related to appeals must be retained for a minimum period of 24 months.

7.0 COURSE COMPLETION

7.1 Satisfactory Completion of the Course

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

- i. followed the course developed by NESA or endorsed by NESA and
- ii. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- iii. achieved some or all of the course outcomes.

Satisfactory completion of the Year 11 course is a prerequisite for entry into an HSC course. In cases of non- completion of course requirements (both Year 11 and HSC), an 'N' determination (non-award) may be made.

7.2 Non-satisfactory Course Completion

At Toronto High School, the Year Group Deputy Principal will lead the 'N' determination process.

NESA requires all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

7.2.1 N-Warning Procedures

An N-Warning letter must be processed whenever a student in Years 10, 11 or 12 fails to meet course outcomes by:

- failing to complete a formal assessment task by the due date and has lodged no appeal
- failing to submit coursework, either due to prolonged absence or failure to engage in classroom learning
- failing to complete mandatory Work Placement hours (VET courses only), or
- failing to redeem outstanding N-Warning letters (i.e. additional warning letters should be issued to address unredeemed N-Warning letters)

Note: Students with explained absences such as an attendance exemption are not exempt from this process. Teachers must issue N-Warning letters to all students formally enrolled in the course should they meet any of the above criteria.

N-Warning letters should be issued in a timely manner and within two weeks of task due dates. If left unresolved by the student, further N-Warning letters should be issued as a follow-up action.

N-Warning letters act as written notification for parents/carers and will provide detail of the task/s or action/s to be undertaken by a certain time. This letter will also alert the parent/carer/s to the possible consequences of an 'N' determination.

In addition to issuing the N-Warning letter the Teacher, or in the case of two or more N-Warnings the Head Teacher Faculty, must follow-up with a phone call and/or meeting with parents. Teachers and Head Teachers must follow-up with a further phone call and/or meeting with parents if initial contact is not effective. Teachers and Head Teachers must document all contact.

Teachers and Head Teachers must also follow-up with students, assisting them as they plan to redeem any outstanding N-Warning letter/s. Teacher and Head Teachers must document this support.

When a student completes the task/s or action/s listed in the N-Warning letter they will be recorded as having met course outcomes and the N-Warning letter is now "redeemed". In the case of a student redeeming a formal assessment task a mark of 0 will be recorded.

Teachers must maintain documented evidence of N-Warning letters issued to parents, records of student meetings, records of phone calls and/or meetings with parents, and support offered in the relevant monitoring folder.

Teachers and Head Teachers must inform the Year Group Deputy Principal when a student is at risk of failing to complete 50% or more of their formal assessment program. The Deputy Principal will request evidence of contact with parents and support offered to date, as outlined above.

The Deputy Principal will also work with students who have multiple N-Warning letters across different subject areas, placing the student on a formal Unsatisfactory Participation in Learning (UPL) program.

The *THS 'N Warning' Flowchart* summarises how the N warning system is implemented at Toronto High School.

7.2.2 'N' Determinations

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising marks and grades.

The Principal may determine that a student has not applied themselves with diligence and sustained effort to the set task and experiences provided by the course in the school. The Principal may recommend to NESA that a student will receive an 'N' determination for the course.

7.2.2.1 UPL Programs

Students issued with multiple subject warning letters that make little attempt to amend their unsatisfactory progress may be nominated for an Unsatisfactory Participation in Learning program. A UPL is specifically tailored to support the student to attempt and complete the missed assessments or classwork. Support from staff, counselling and guidance is offered in an ongoing manner. Parents/carers are notified and students are given a designated amount of time to redeem the missing work. Improvement is sought within a reasonable timeframe and should a student's performance be deemed unsatisfactory while on an UPL, then the Principal may initiate Expulsion procedures.

As part of a UPL, students must agree to:

- 1) Make a serious attempt and display sustained application to all aspects of classwork
- 2) Complete, and where required, submit all aspects of set work (including homework, assignments, ongoing projects) within the set timeframe
- 3) Attend all classes. If absent for a whole day, a parental note with a satisfactory explanation must be provided to the DP
- 4) Follow the timeline to complete work, submitting to the DP each week
- 5) Complete & submit all outstanding work in all courses by a set date
- 6) Obtain teacher comment and signatures on a weekly improvement plan. This needs to be completed during the last lesson of the subject for the week.

7.3 Appeals to NESA

Students wishing to appeal against NESA's decision to withhold the RoSA or HSC should email Student Support at studentsupport@nesa.nsw.edu.au. NESA's decision regarding any appeal is final.

8.0 ESTABLISHING STUDENT PERFORMANCE

8.1 Awarding Grades, Stage 5 and Year 11

A standards-referenced approach is used to report student achievement in NSW. The NSW syllabuses state the intended learning for students by the end of each stage. A to E grade scales describe how well students have demonstrated their knowledge, understanding and skills. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved at a particular point-in-time. These decisions are based on evidence of achievement and information teachers have collected during the teaching and learning.

Evidence of learning may include a student's performance in both summative and formative assessments, as formative assessment, class work and observations. Marks do not necessarily represent the achievement level of a student as outlined in performance descriptors

Subject-specific Course Performance Descriptors have been developed for teachers to use in assigning grades in Stage 5 (see the relevant syllabus page). The Common Grade Scale is to be used to [assign grades for students in Stage 5 courses](#) that do not have subject-specific course performance descriptors. These include Content Endorsed Courses such as Physical Activity and Sport Studies and Marine and Aquaculture Technology.

Schools are responsible for awarding each student who completes a Stage 5 course (except [Life Skills](#) and [VET](#) courses) a grade to represent that student's achievement. The grade is reported on the student's [RoSA](#) or [HSC](#) Record of Achievement.

To ensure grades on students' credentials have consistent meaning across the state, NESA monitors the grades awarded in Stage 5 and Preliminary courses and reviews work samples retained by schools.

8.2 Process for Awarding Grades

In planning the teaching and learning sequence, teachers must give students the opportunity to demonstrate their full range of achievement relative to the [Common Grade Scale](#) or Course Performance Descriptors.

Faculties must maintain a record of grades allocated to students for any 100-hour or 200-hour course completed in Year 9.

Providing [adjustments](#) to assessment tasks for a student with disability does not restrict the student's access to the full range of grades.

Towards the completion of Year 10 and 11 courses at Toronto High School, teachers will engage in a validation process with their Head Teacher Faculty in order to determine a grade for each student. This grade must best match a student's achievement at the end of the course with an achievement description of the [Common Grade Scale](#) or Course Performance Descriptor. Teachers must use all available evidence of student achievement in the course in determining this grade and act to ensure the awarding of grades by schools is consistent with state-wide standards.

Head Teachers need to confirm that grades and marks awarded within their faculties are consistent with published standards when they are submitted to NESA. Grade history graphs are available in [Schools Online](#) and in the [Results Analysis Package](#). These graphs enable schools to view their pattern of grades

for each course over time. Variations to historical grade patterns need to be considered. Useful questions to consider include:

- Is the current pattern of grades what you expected?
- How does this compare to past grading patterns?
- Is this what you expected?
- What evidence is there to support the current grades?

The grade analysis feature, available in the Results Analysis Package, allows Head Teachers to view their historical patterns of grades in different ways. Percentages of grades awarded for a particular course can be displayed in different graphical formats, and a variety of data sets can be displayed on the same graph.

Data sets for the same course from different calendar years can be added to the one graph, similar to the data that is available in Schools Online. A variety of chart types can be selected to view the data in different formats. The grade analysis function allows selection of calendar years to compare current results. This is useful where the standards demonstrated in a particular course tend to vary from year to year.

Data sets for different courses in the same calendar year can be added to the one graph. This can be used to compare the grades awarded to the same cohort of students for particular courses. If courses based on similar skills have very different patterns of grades for the same cohort, consideration should be given as to what explanation there could be for such variation. If students throughout a cohort have irregular grade patterns through different courses, but similar results from the cohort was expected, Head Teachers may want to review their allocation of grades before these grades are finalised.

If the Head Teacher of a faculty wishes to use their professional judgement to adjust grades across a cohort, this must be approved by the Senior Executive.

At Toronto High School, prior to the principal's grade certification process, the Year Group Deputy Principal will generate and cross-check the Confirmation of Grading report with each Head Teacher Faculty. This process is outlined in the Assessment Results Collection and Certification Process found in the Appendix.

Schools must not disclose submitted Stage 5 (Year 10) course grades or Life Skills outcomes achieved to students until NESA releases final grades to schools on the Year 10 Results Release date outlined in the Timetable of actions for secondary school.

8.3 English Studies, Mathematics Standard 1, and Numeracy HSC Courses.

Schools must submit an [A to E grade](#) to NESA using the Grade Work File in [Schools Online](#) for all students entered into the [English Studies](#), [Mathematics Standard 1](#), and [Numeracy](#) HSC Courses. Teachers will engage in the process outlined above to award grades for these HSC courses.

8.4 Establishing Student Performance Year 12

The Year 12 assessment marks submitted to NESA must establish the rank order and reflect the relative difference between students' performances for the course.

Schools are responsible for providing information to NESA about student performance in school-based assessments. The type of information that is provided to NESA depends on the course. The Assessment and Reporting documents located on the syllabus page for each course detail the requirements.

8.5 Final Assessment Marks

Schools must submit a school-based assessment mark to NESA for all courses except for: Board Developed [Stage 6 VET Industry Curriculum Framework courses](#); [English Studies](#); [Mathematics Standard 1](#); and [Life Skills courses](#). [VET Board Endorsed courses](#) [University Developed Board Endorsed courses](#), and [School Developed Board Endorsed Life Skills courses](#) are also excluded from this process.

8.6 Board Developed Courses – Final Assessment Marks

Schools must calculate each student's final school-based assessment mark using the marks assigned to the various assessment tasks. This final school-based assessment mark is reached by the straightforward aggregation of the assessment task marks for each student. This final school-based assessment mark will establish [rank order](#) in a course and show the relative differences between students' achievement in the course.

At Toronto High School school-based assessment marks will be determined for all students undertaking a course at the school as a single group, including students also undertaking a related Extension course, and students [accelerating](#) into a course.

Students undertaking [Mathematics Extension 1](#) will be assessed as a single group, with a student's mark for Extension 1 submitted as a mark out of 50. An [Extension 2](#) students' marks will be doubled with their doubled marks submitted as a mark out of 100.

At Toronto High School, a student's final school-based assessment mark will reflect formal assessment results, and not a student's attendance and application.

At Toronto High School, the Year Group Deputy will consult with Head Teachers Faculty to check the accuracy of all assessment marks submitted to NESA. This process is outlined in the Assessment Results Collection and Certification Process found in the Appendix.

Schools must not advise students of their final submitted HSC school-based assessment mark. NESA will moderate assessment marks for Board Developed courses but not moderate marks for HSC Board Endorsed courses. Moderation of assessment marks allows comparison across the entire candidature for any course.

8.7 Board Endorsed Courses – Final Assessment Marks

In calculating and reporting marks for HSC Board Endorsed courses, teachers need to be informed by the [Performance Band Descriptions for Reporting Achievement in Stage 6 Board Endorsed courses](#).

When assessing HSC Board Endorsed courses, schools must base their assessment on the HSC course outcomes, and ensure assessment reflects the extent to which a student has achieved the objectives and

outcomes of the course.

8.8 Optional HSC Examinations

Schools must submit estimated exam marks for students entered into optional HSC exams for [English Studies](#), [Mathematics Standard 1](#), and [Stage 6 VET Industry Curriculum Framework courses](#).

At Toronto High School this mark is calculated as an estimate of likely performance in the HSC examination and will reflect the student's achievement on a task or tasks similar to the HSC examination, such as an HSC trial examination. This exam estimate will be calculated by the Head Teacher Faculty in consultation with the Deputy Principal. The estimated examination mark should not be revealed to students.

8.9 Certifying HSC School-Based Assessment Marks

At Toronto High School, prior to the principal's Confirmation of Assessments process, the Year Group Deputy Principal will generate and cross-check the Confirmation of Assessments report.

Once all school-based assessment marks have been submitted to NESA, principals must certify that the entered assessment marks are complete and accurate, using a straightforward aggregation process. Furthermore principals will certify that HSC results data is correct and final. This HSC results data includes all HSC assessment marks, HSC grades, HSC optional exam mark estimates (where relevant), and HSC Life Skills outcomes (where relevant).

For more on this process, see the Appendix.

9.0 COMMUNICATION OF PERFORMANCE, PROCEDURES and PROTOCOLS

9.1 Awarding Marks for an Assessment Task

At THS, student achievement in relation to syllabus outcomes and standards, is determined through the collection of evidence in the form of formal assessment tasks and is used for grading and ranking students within each of the courses. NESA promotes a standards-referenced approach to assessment and reporting and each syllabus states what students at each learning stage are expected to learn.

All marks will be awarded against the explicit marking guidelines included on the assessment notification. These marking guidelines will have been developed against the course descriptors for individual subjects.

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic. Attendance and application are not to be taken into account in any individual assessment task or final assessment mark.

9.2 Feedback to Students

Students are to receive written and verbal feedback regarding progress. It is the teacher's responsibility to share constructive feedback with students so productive improvements can be made.

Teachers are to use the explicit marking guidelines sheet that accompanies the student assessment notification to clearly identify where individual grades/marks have been awarded. A class/course

summary that identifies common and explicit feedback of a meaningful nature, articulating assessment task strengths and assessment task areas for improvement, can be completed for every assessment task so all students are aware of what needs to be done to improve for the next assessment opportunity.

Teachers must:

- a. assess the student's actual performance, not potential performance, and
- b. provide students with feedback on their performance in each assessment task and indicate the student's mark in the task, relative to the outcomes.

At Toronto High School, all feedback including marks and task performance rank should be returned to students within two weeks of the task submission. Students must sign for return of task and feedback on the Student Assessment Notification and Return Register.

9.3 Recording Assessment Marks for School Records

Assessment marks are to be entered on an electronic marks database (Sentral Markbook) on a regular basis. Management of data entry is at the discretion of the Head Teacher Faculty. Printed faculty and individual assessment records are to be available for Senior Executive at the faculty audit.

9.4 Maintaining Secure Records

Schools must retain records of marks awarded for each assessment task as part of the assessment program of an HSC course for 24 months. NESA may request these marks in rank appeals. NESA may request [work samples](#) for grade monitoring purposes.

9.5 Student Awareness of the Assessment Program

Teachers are responsible for informing students about their rights and responsibilities regarding assessment. This is to be done on a regular basis throughout the year in class. Students will also be made aware of assessment rights and responsibilities throughout the year during cohort meetings and parent information evenings.

9.6 Staff Awareness of the Assessment Policy

Awareness of the assessment policy is to be included in school-based induction programs to casual, temporary, permanent and practicum placement staff members. Regular reference to the THS Assessment Policy is to be made at a faculty meetings and whole school staff meetings throughout the year. Any changes or modifications to the policy are to be immediately and explicitly communicated to staff.

10.0 REPORTING PERFORMANCE

Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress. It is a core responsibility of teachers and a key phase of the teaching and learning cycle with the fundamental purpose of assessment and reporting to improve student learning. Toronto High School's reporting procedures are designed to enable consistency in communicating information to a range of stakeholders about student learning, including a student's level of achievement and the progress they have made.

10.1 Reports

Formal academic reports at Toronto High School are issued twice per calendar year:

- at the end of Terms Two and Four for Years 7-10
- midway through Term Two and the beginning of Term Four for Year 11, and
- at the end of Terms One and Three for Year 12

Restrictions are placed on the information included on the final formal academic report issued at the end of Year 12. Students will only receive the following feedback:

- a student's achievement of course syllabus outcomes, A-E
- a student's achievement of social outcomes
- a student's final course rank

Schools must not advise students of their final submitted HSC school-based assessment mark. For more information on reporting, refer to the THS Reporting Procedures document.

10.2 Parent Interviews

Parent Teacher Interview evenings for Year 7-12 will be held twice annually on the second last Wednesday of Term One and Term Three. Parents may book times with teachers and Executive through the Sentral Parent Portal.

10.3 HSC Results

HSC results will be available from 6am on the date of release as publicised by NESA each year. Students will be notified via email and SMS. Teachers may access these results with a Schools Online login.

10.4 Students Online

Students may access their enrolment details, see accumulating results and download their credentials with their Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

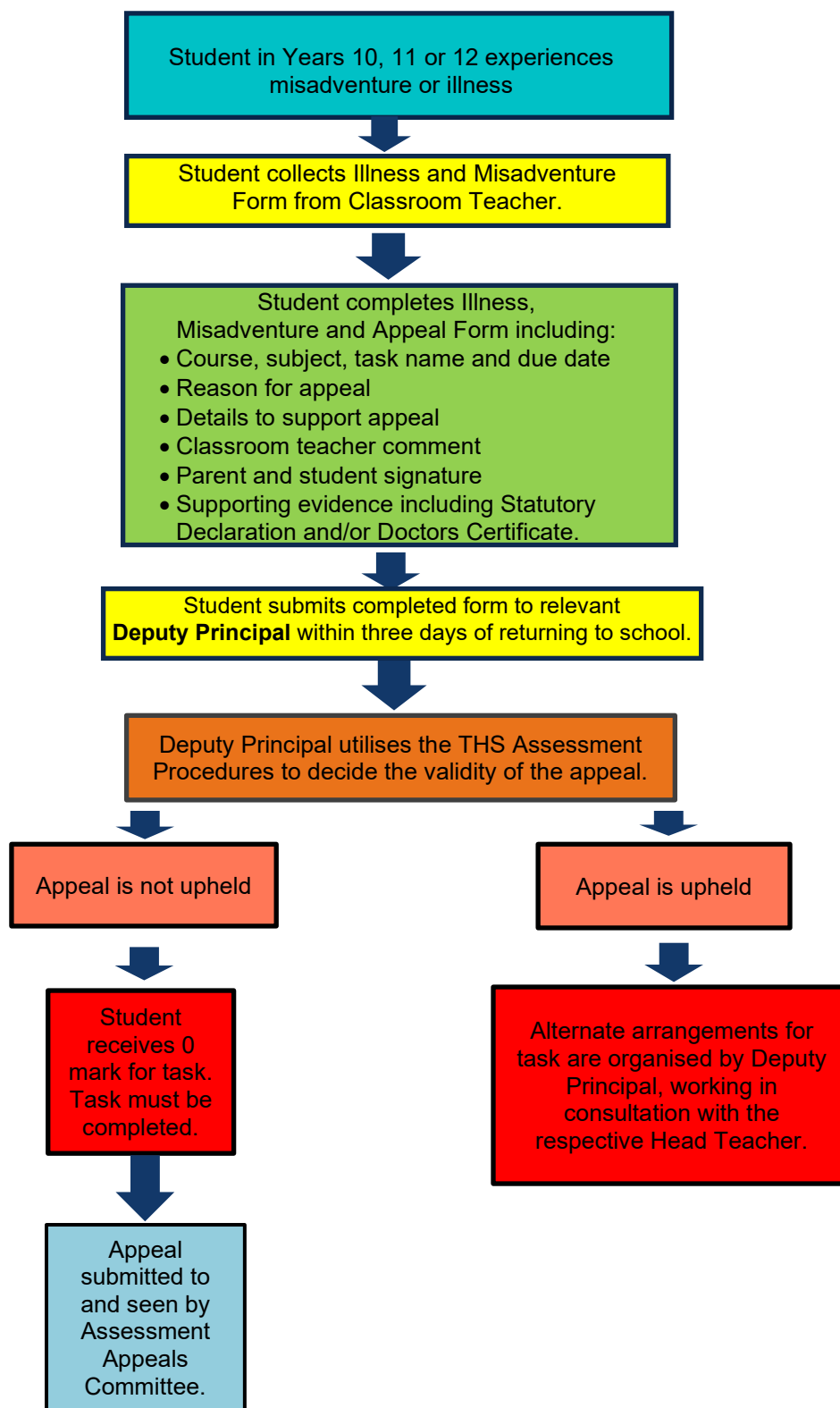
Students can request a PDF copy of their eRecord/RoSA/ VET Certificates, HSC ranking, and/or HSC package when eligible. Students will need their NESA Student number to activate their account with a 6-digit PIN.

Students are encouraged to retain a copy of these details as they cannot be retrieved by the school.

11.0 APPENDIX



TORONTO HIGH SCHOOL ILLNESS AND MISADVENTURE PROCEDURES





TORONTO HIGH SCHOOL **YEARS 10-12 ILLNESS AND MISADVENTURE APPEAL FORM**

*Completed forms must be submitted to the relevant Deputy Principal within three school days of a student's return to school.
Students must be prepared to complete any missed assessment task the day after a medical certificate expires.
In cases of prolonged absence impacting assessment, please contact the relevant Deputy Principal.*

STUDENT NAME: _____

YEAR: _____

SUBJECT: _____

TEACHER: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED		
☐ Course, subject, task name and due date completed ☐ Reason for appeal completed ☐ Details to support appeal completed ☐ Classroom teacher comment completed	☐ Parental/Carer signature and date completed ☐ Student signature and date completed ☐ Doctor's Certificate/Statutory Declaration attached	
Course: ☐ Year 10 ☐ Preliminary ☐ HSC		
Subject:	Task Name:	Due Date: ____/____/____
Reason for Appeal: ☐ Illness ☐ Misadventure		
Details to Support Appeal: _____ _____ _____ _____		
Classroom Teacher Comment: _____ _____ _____ _____		
Documentation Attached:	☐ Doctor's Certificate	☐ Statutory Declaration
Parent/Carer Signature: Date: / /		Student Signature: Date: / /
Appeal Upheld: Yes No Deputy Principal Decision: ☐ Substitute Task. Details: Date: / / ☐ Original Task		
Sentral Entry #		
Deputy Principal Signature: Date: / /		Head Teacher Signature: Date: / /



TORONTO HIGH SCHOOL **YEARS 10-12 APPLICATION FOR** **EXTENSION OF ASSESSMENT DUE DATE FORM**

STUDENT NAME: _____

YEAR: _____

SUBJECT: _____

TEACHER: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED

- | | |
|--|---|
| ☐ Course, subject, task name and due date completed
☐ Reason for extension completed
☐ Details to support request completed
☐ Classroom teacher comment completed | ☐ Parental/Carer signature and date completed
☐ Student signature and date completed
☐ Doctor's Certificate/ Statutory Declaration/ Other Documentation attached |
|--|---|

Subject:	Task Name:	Due Date: / /
-----------------	-------------------	--------------------------

Course: ☐ Year 10	☐ Preliminary	☐ HSC
---	--------------------------------------	------------------------------

Reason for Extension Request:

Details to Support Extension Request:

Classroom Teacher Comment:

Documentation Attached:	☐ Doctor's Certificate	☐ Statutory Declaration	☐ Other-
--------------------------------	---	--	---------------------------------

Parent/Carer Signature:

Student Signature:

Date: / /

Date: / /

Deputy Principal's Decision:

- | | |
|--|---|
| ☐ Extension of due date (<i>New due date</i> _____)
☐ Substitute task (<i>New due date</i> _____) | ☐ An adjustment to the task
☐ No extension granted |
|--|---|

Deputy Principal's Comments:

Sentral Entry #

Deputy Principal Signature:

Head Teacher Signature:

Date: / /

Date: / /



Assessment Results Collection and Certification Process - HSC

Weeks 3 and 4, Term 3

Students sit HSC Trial Examinations and/or submit final course assessment tasks.

Weeks 3, 4 and 5, Term 3

Teachers mark HSC Trial Examinations providing feedback to students (noting exam security periods) and finalise school-based assessment results.

All course marks and ranks need to be discussed with Head Teachers (HT).
HT and the Year Group Deputy Principal (DP) have oversight on any markbook adjustments that reflect upheld Illness Misadventure Appeals and related data records.

HT to oversee a process where students sign for ranks.

**REMINDER - Students MUST NOT to be given their final assessment mark.
Students may only be given their final assessment ranks**

Monday Week 5, Term 3

DP issue NESA course lists to HT who cross-check to ensure all students are entered correctly.
HT to inform DP ASAP if corrections are required.

Friday Week 5, Term 3

If pursuing an N-Determination in a course, HT to provide DP with a copy of all paperwork provided to the student, details of parent phonecalls and interviews, and any other supporting evidence.

Monday - Friday Week 6, Term 3

HT must make an appointment to see the DP to discuss final marks (BDC), grades (BED), optional exam estimated marks (see 8.8), lifeskills outcomes, and ranks.

HT to sign-off and provide this data to DP for Schools Online entry.

HT upload Work Samples for English Studies, Mathematics Standard 1 and Numeracy.

Monday - Wednesday Week 7, Term 3

HT to meet with DP to certify Schools Online entries.

Signed confirmation is retained by DP and provided for Principal Certification process.

Y12 reports due to ROC Monday Week 7.

Friday Week 7, Term 3

HSC assessment results submitted to NESA. Principal completes Certification Process.

Y12 reports finalised Friday Week 8.



Assessment Results Collection and Certification Process – Year 11

Weeks 8, 9 and 10, Term 3

Students sit Year 11 Examinations and/or submit final course assessment tasks.

Week 8, Term 3 through to Week 1, Term 4

Teachers mark final assessment providing feedback to students (noting exam security periods) and finalise Year 11 course assessment results.

All course marks need to be discussed with Head Teachers (HT).
HT and the Year Group Deputy Principal (DP) have oversight on any markbook adjustments that reflect upheld Illness Misadventure Appeals and related data records.

Monday Week 10, Term 3

DP issue NESA course lists to HT who cross-check to ensure all students are entered correctly.
HT to inform DP ASAP if corrections are required.

Friday Week 10, Term 3

If pursuing an N-Determination in a course, HT to provide DP with a copy of all paperwork provided to the student, details of parent phonecalls and interviews, and any other supporting evidence.

Monday - Wednesday Week 1, Term 4

HT must make an appointment to see the DP to discuss final grades, lifeskills outcomes, and ranks.
HT to sign-off and provide this data to DP for Schools Online entry.

Friday Week 1, Term 4

HT to meet with DP to certify Schools Online entries.
Signed confirmation is retained by DP and provided for Principal Certification process.

Wednesday Week 2, Term 4

Y11 grades submitted to NESA. Principal completes Certification Process.
Y11 reports due to ROC Monday Week 3, finalised Friday Week 4.



Assessment Results Collection and Certification Process – Year 10

Early Term 4

Students submit final course assessment tasks.

Teachers mark final assessment providing feedback to students and finalise Year 10 assessment results.

All course marks and ranks need to be discussed with Head Teachers (HT).
HT and the Year Group Deputy Principal (DP) have oversight on any markbook adjustments that reflect upheld Illness Misadventure Appeals and related data records.

Monday Week 2, Term 4

DP issue NESA course lists to HT who cross-check to ensure all students are entered correctly.
HT to inform DP ASAP if corrections are required.

Wednesday Week 3, Term 4

If pursuing an N-Determination in a course, HT to provide DP with a copy of all paperwork provided to the student, details of parent phonecalls and interviews, and any other supporting evidence.

Wednesday - Friday Week 5, Term 4

HT must make an appointment to see the DP to discuss final grades, lifeskills outcomes, and ranks.
HT to sign-off and provide this data to DP for Schools Online entry.
Y10 reports due to ROC Monday Week 6.

Monday or Tuesday Week 6, Term 4

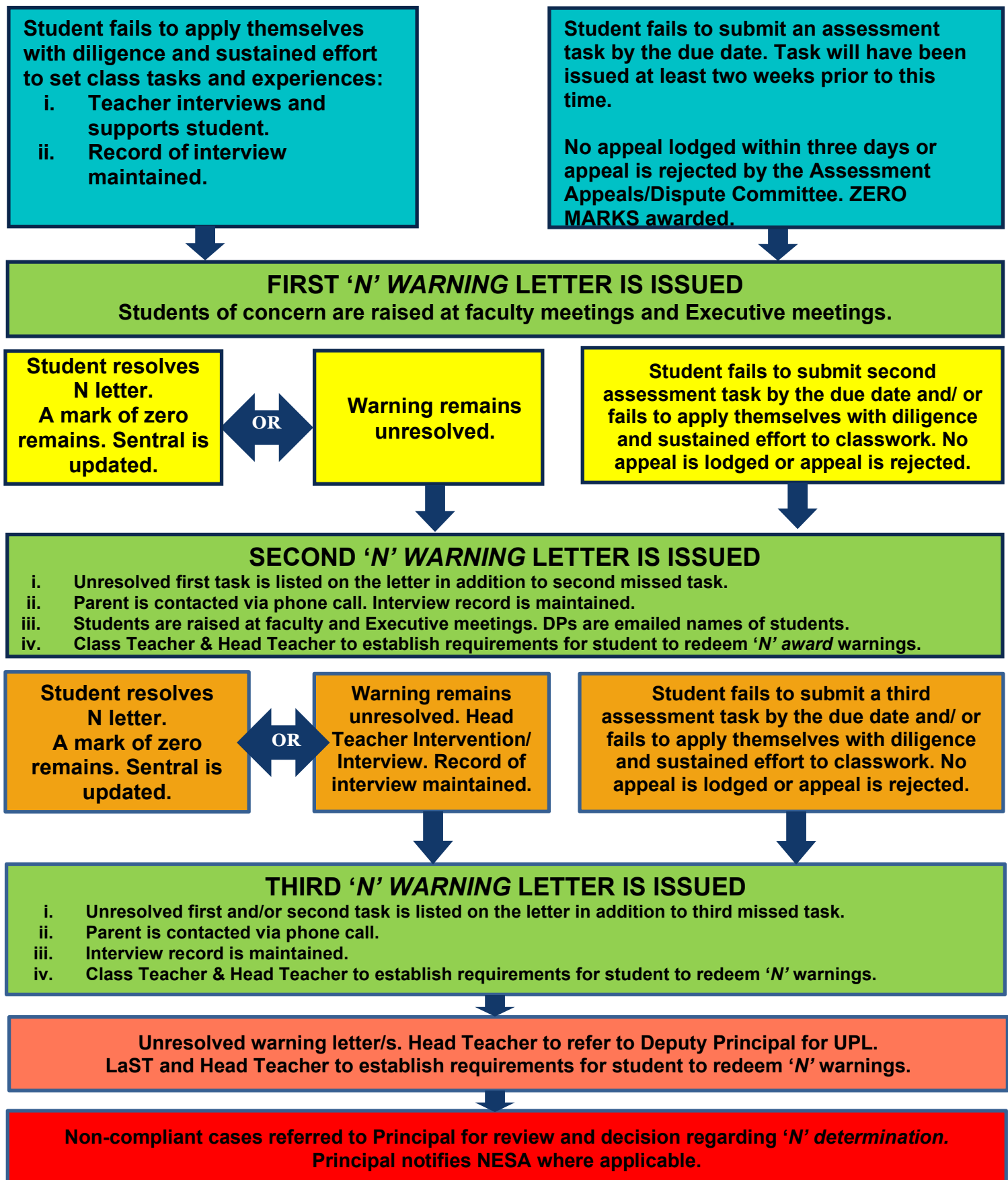
HT to meet with DP to certify Schools Online entries.
Signed confirmation is retained by DP and provided for Principal Certification process.

Wednesday Week 6, Term 4

Y10 grades submitted to NESA. Principal completes Certification Process.
Y10 reports finalised Friday Week 7.



TORONTO HIGH SCHOOL N-WARNING FLOWCHART





Toronto High School - Assessment Task Development Process

COURSE:

All tasks are to be developed through the process below:

Timing	Responsibility	Assessment Task Development Process Steps	Signature & Date
At least 4 weeks prior to task being issued 4 weeks prior to issue of the task	Teacher/ Coordinator HT Faculty	Class teacher and HT to check that the assessment task aligns with each of the following documents: <i>NESA Syllabus requirements</i>	
		<i>NESA Assessment and Reporting guidelines</i>	
		<i>Course scope and sequence</i>	
		<i>Course assessment schedule (for Year 11 and 12)</i>	
		<i>Course Program</i>	
		Teacher checks for students who will require disability provisions and adjust the task where necessary. Student names and adjusted task/ or listed adjustments attached to the original task and provided to HT Secondary Studies for resourcing small group supervision, reader/writers. Teacher/ HT to place dates onto the calendar.	
		Faculty HT reviews the task using the Assessment Task Development Tool.	
4 weeks prior to issue of the task	Teacher/ Coordinator	The task is adjusted according to the recommendations/ changes required by the HT. The edited task and HT Faculty review is passed onto the HT T&L.	
	Teacher/ Coordinator	The task is adjusted according to the recommendations/ changes required by the HT. The edited task and HT Faculty review is passed onto the HT T&L.	
3 weeks prior to issue of the task	HT T&L	HT Teaching & Learning reviews the task and the evaluation conducted by the HT of the faculty.	
2 weeks prior to the issue of the task	HT T&L, HT faculty and teacher	HT T&L meets with the teacher and/ or HT Faculty to discuss improvements to the task. ☐ No Assessment development tool has been issued as the task meets the high standards of the process. Further HT T&L check required? YES ☐ or NO ☐	
1 week prior to the issue of the task	Teacher/ Coordinator HT Faculty	Assessment task is adjusted according to the reviews and discussions conducted. HT faculty signs this process.	
1 week prior to the issue of the task	HT T&L	HT T&L check that task has been adjusted as required. (See above – ONLY IF THE YES BOX HAS BEEN TICKED)	
Task is issued	HT faculty or teacher/ coordinator	Task is printed and issued to students giving at least two weeks' notice of the due date. Task is uploaded to Canvas.	

Toronto High School: Assessment Task Development Tool

Subject:	Year:	Task Number:	Highly Evident	Evident but ...	No evidence	Comment
Type of Task: Project Task OR Exam/ Practical Task (Circle)						
Assessment Compliance						
Has the template been chosen to correctly align with the task type?			✓			
Has the task been written using the correct and full version of the THS Proforma?						
Does the task clearly show subject, year group and outcomes?						
Has the task been dated in the consistent school manner? (term, week, day, date) Is this date in alignment with the published assessment schedule/ scope & sequence?						
Is the task weighting clear? Does this include all parts of the task? Does this information align with that shown on the rubric?						
When there are multiple parts to the task, they have the same due date.						
Is this a Year 11 or 12 task? If yes, does this show the syllabus component and weightings?						
Does the task contain a link to the THS Assessment Procedures on the school's website?						
Does the notification clearly state the requirements related to the use of AI in the completion of this task?						
Where AI has been permitted in the development of the task response, are the expectations related to citation and ethical usage clearly outlined?						
Does the task outline the requirements for submission or completion of the task? (For example, how is the task to be handed in? Hard copy, USB or online?) Does this include online submission through Canvas?						
Content of the Task						
Is the purpose of the task clear? (What do we want the students to learn or produce? Why does this task matter?) This should be evident within the opening description of the task.						
Have explicit task instructions and standards been provided? As the student, or the parent reading the task, is it clear what (and how much) is required? Consider word length, presentation length and writing requirements.						

Are the specific requirements of the task made clear? Is there clear alignment between the task description and the marking criteria/ rubric? For example, if spelling or presentation is to be marked, is this included in the marking criteria?				
Has the task been constructed to minimise the risk of malpractice?				
Has allocated class time been listed on the task?				
Has the editing process been explained?				
Project Based Task				
Does this task assess the outcomes listed? Would this task provide evidence of each outcome listed? Do the outcome verbs align with the verbs within the instructions, criteria and rubric?				
Does the task provide students with opportunity to access a range of performance levels from A-E?				
Do the marking criteria reflect the interpretation of the outcomes being assessed? Does this information clearly reflect the task instructions?				
Have the marking criteria been written in language accessible to students?				
Have the marking criteria been used in the marking rubric?				
Could students use the marking rubric to support their understanding of the expectations and requirements of the task?				
Is there room for a teacher comment on the student's task?				
Has a scaffold or model been provided to support student achievement?				
Exam/ Practical Task				
Has the notification, exam (where relevant) and rubric been presented in complete form? <i>Eternally purchased examination and rubric not required to be presented for Year 11 Yearly and Year 12 HSC Trial Examinations.</i>				If no, task cannot proceed.
Do the identified outcomes align with the task questions or activities including the correct use of outcome verbs? Does this align with the marking rubric?				
Has each part of the task as identified within the notification, been assessed through an individual rubric?				

Does the rubric provide an indication of the A-E or Band 1 – 6 achievement level of each task type? Does the task provide students with opportunity to access a range of performance levels from or A-E?				
Have all outcomes identified on the notification, been equitably assessed by the task? This should be evident on the rubric where each activity is clearly linked to an outcome.				
Could the language of the rubric be used by students as feedback for their achievement of outcomes?				
Have solutions and/ or sample answers been provided with the rubric as feedback tools?				
Writing in Assessment: Writing is a component of the assessment task? YES or NO				
Identifies the type(s) of writing required of the task.				
The audience and purpose of the writing is made clear.				
The task description provides clear information about the structural and language and/ or grammar requirements of the written response(s).				
Does the type(s) of writing required effectively reflect the requirements of the identified outcomes and verbs in the outcomes?				
Writing requirements are clearly included in the marking rubric.				
Authenticity of the Task				
Is there a clear link between what is assessed and what is/has been taught?				
Would this task be meaningful for students?				
Is this task appropriate to the year level being assessed?				
Equitable Access				
Can this task be modified so every student can achieve outcomes? Are disability provisions required? Are there any students who would need disability provisions to complete this task? Who? What adjustments would need to be made? Has evidence been attached to the task for the purpose of the review?				
Is there academic rigour in the task? Can students demonstrate deep understanding?				
Strengths of the task	Areas for Development			

Head Teacher signature:

Date:

Toronto High School- Assessment Task Notification



Course:

Task Number:

Task Weighting:

Due Date:

Task Type:

Topic:

Outcomes assessed:

Task Description:

[For matters relating to assessment support, illness/misadventure, non-submission, malpractice and more, students are encouraged to review the THS Assessment Procedures and Protocols document and Assessment Q&A as published on the THS Website.](#)

Submission Instructions:

Marking Criteria

A quality student response will:

Marking Rubric:

Outcome	Result	Criteria
	A /5 B C D E	
	A B C D E	
	A B C D E	

Syllabus components & weighting:

Task Weighting	

Task Mark: /

Weighted Result: /

Overall Grade:

A	B	C	D	E
---	---	---	---	---

Teacher’s Comment:

Toronto High School - Assessment Task Notification



Course:
Task Number:
Task Weighting:
Due Date:
Task Type:
Topic:

Outcomes Assessed:

Task Description:

[For matters relating to assessment support, illness/misadventure, non-submission, malpractice and more, students are encouraged to review the THS Assessment Procedures and Protocols document and Assessment Q&A as published on the THS Website.](#)

What do students need to know?

Content	Skills

Instructions	Equipment Required

If you are eligible for special provisions, please take this notification to Mrs Jayne.

Marking Rubric

Question 1 (Outcome):

Marks	Grade	Criteria/ Answer

Question 2 (Outcome):

Marks	Grade	Criteria/ Answer

Question 3(Outcome):

Marks	Grade	Criteria/ Answer

Overall Grade:

A	B	C	D	E
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Total

Marks:

Weighting:

Teacher’s Comment:

[illegible]