

Senior Assessment Policy

Year 11 and 12

Tempe High School



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Purpose of and Approaches to Assessment

"High quality student assessment supports teachers to monitor student progress and inform next steps, determine the effectiveness of chosen teaching strategies – both for learning and engagement – and to measure student understanding of a unit of work (Stronge 2002)."

What Works Best 2020

At Tempe High School, we use assessment to:

- a) provide opportunities for teachers to gather evidence about student achievement in relation to outcomes
- b) enable students to demonstrate what they know and can do
- c) clarify student understanding of concepts and promote deeper understanding
- d) provide evidence that current understanding is a suitable basis for future learning.

We use a range of assessment approaches:

1. **Assessment for Learning**

This involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

2. **Assessment as Learning**

This occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

3. **Assessment of Learning**

This assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit of work, term or semester and may be used to rank or grade students.

The Higher School Certificate (HSC)

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the statewide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

More detailed information about Higher School Certificate rules, requirements and procedures can be found at the link below:

<https://ace.nesa.nsw.edu.au/higher-school-certificate>

Requirements for being able to achieve an HSC:

All My Own Work

[HSC: All My Own Work](#) is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, *students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.*

Demonstration of the HSC Minimum Standard

Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests. **Level 3** describes the functional literacy and numeracy skills required for life after school, for work and further education.

Criteria for satisfactory completion of a course

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESAs;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

The principal may determine that, as a result of absence, [the above course completion criteria might not be met](#). Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

'N' determinations – principal's determination of non-completion of course requirements

This is the decision made by the principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

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 grades. [The principal may then apply the 'N' determination](#).

School Based Assessment

The role of school-based assessment is to build a more complete picture of students' overall achievement. School-based assessment is best used to evaluate outcomes that are not as effectively measured in the final written examination. It should be reliable, fair and tailored for the specific course and outcomes.

The powerful purpose of assessment is to provide feedback to improve learning.

Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus and reflect the NESAs school-based assessment requirements as detailed in the Assessment and Reporting document.

[Note: Changes to school-based assessment in 2022](#)

NESAs has given principals and system authorities the authority to determine the number, type and weighting of tasks for Year 11 and Year 12 school-based assessment in 2022.

While schools are abiding by Health orders, school-based assessment should continue to be:

- based on a range of syllabus outcomes
- based on measures made throughout the HSC course

- informed by the components identified in the assessment and reporting documents for each of the syllabuses
- inclusive of and accessible for all students.

Year 11 Record of School Achievement (RoSA)

Schools are required to award and submit A to E grades to NESA for all students completing any Year 11 Board Developed or Board Endorsed Course, except VET courses and Life Skills courses.

At the completion of the course, teachers make professional on-balance judgements on the basis of all available assessment information to decide which grade description best matches the standards their students have achieved. The grade awarded to each student at the completion of a Year 11 course indicates the student's overall achievement in relation to the [Common Grade Scale for Preliminary courses](#) and with reference to other material produced by NESA to support the consistent awarding of grades.

Year 12 HSC

The school-based assessment marks are based on:

- a wider range of syllabus outcomes than can be measured by the external examination
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that **all parts are to be submitted and/or completed by the same date to constitute one assessment task.**

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. *A formal written examination is often in the format of an HSC examination* and typically draws from *most or all content areas or topics or modules completed* at that point in time. Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where school-based assessment marks are submitted.

Further information on school-based assessment for VET and life skills can be found here: <https://ace.nesa.nsw.edu.au/ace-8069>

Year 12 English Studies and Mathematics Standard 1

Schools must award students who complete Year 12 English Studies or Mathematics Standard 1 a grade that reflects their achievement. This grade is reported on the student's HSC Record of Achievement.

To ensure grades have consistent meaning across the state, NESAs monitors the grades awarded and reviews work samples provided by schools.

For further information on these courses, [click here](#).

1. Assessment Schedules

All tasks included on the assessment schedule are formal school-based assessment tasks. The purpose of the assessment schedule is to provide an overview of the mandatory components and weightings, as well as the number, type, timing and weighting of each task.

- **1.1:** Students are provided with formal assessment schedules in the first term of their Year 11 or Year 12 course.

Assessment schedules must reflect the following:

- mandatory component weightings for both Year 11 and 12 courses
 - Three assessment tasks in Year 11. The formal examination should not be weighted at more than 40%.
 - Four assessments in Year 12. The formal examination should not be weighted more than 30%.
- **1.2:** There is no requirement for assessment schedules to include tasks with a greater weighting towards the end of the course.
 - **1.3:** Practical, oral and field tasks take priority for scheduling to accommodate for the use and planning of resources.
 - **1.4:** Prior to the publishing of the Assessment Schedule Booklet, the executive team will consider, where possible, the timing of assessment tasks to minimise assessment fatigue.
 - **1.5:** Head Teachers will ensure that assessment schedules follow the common language of Task 1, Task 2 etc and that this will then be replicated on assessment notifications.

2. Assessment Notifications

- **2.1:** Students are to be given at least TWO weeks notification prior to an assessment date. This includes formal assessment periods.

Where the assessment task occurs in two parts, the assessment task must have the same date. A student may hand in a submission and complete an exam on the same date. Once the date of the assessment task is split into different dates, it is considered two separate assessments.

Where the assessment task includes a word count, students must be notified if the word count includes a 10% addition.

- **2.2:** The assessment notification – not the assessment schedule – is the final communication of an assessment date.
- **2.3:** Head Teachers are responsible for ensuring that notifications are handed out to students all on the one day to ensure equity. If a student is absent on the day a notification is handed out, it is their responsibility to follow up with access to a notification.
- **2.4:** Class teachers are responsible for checking that all students have received a notification and that the students have signed that they have received one. The evidence for each notification will then be stored in the class teacher's HSC Monitoring Folder.
- **2.5: Oral tasks:** notifications must include a time limit and indicate whether the students can alter time limit without penalty. Students should be informed that a 30 second leeway applies if the faculty has that expectation.
- **2.6:** In cases where the assessment notification needs to be modified, the head teacher will notify the faculty Deputy. The head teacher will reissue the notification and students must re-sign for the notification.
- **2.7:** Assessment dates take priority over travel dates for students. Leave applications must be lodged with the principal and approved. Failure to do so may result in a zero mark. Students should not assume that travelling overseas provides them immunity from a zero mark if they have not followed the procedures as stated in this policy.

3. Assessment Periods

- **3.1:** The Head Teacher Admin is responsible for all scheduling aspects of the assessment period, including but not limited to producing the formal examination timetable two weeks in advance. There is one formal assessment period for the Year 11 course (Yearly Examination) and one formal assessment period for the Year 12 course (Trial Examination).
- **3.2:** Assessment period timetables and notifications will be distributed to students at least two weeks prior to the commencement of the examination period.

- **3.3:** Assessment period timetables will include details for disability provisions – student requirements, venues and times. These details are the responsibility of the Head Teacher Admin and the Learning and Support Teacher (LaST).
- **3.4:** Block-out weeks are in operation two weeks before the commencement of the formal assessment period. No variations of routine (VoRS) are permitted during this time unless there are exceptional circumstances and the head teacher has negotiated this with the principal.

4. Adjustments for Students with Learning Needs

Teachers may need to make adjustments to teaching, learning and assessment practices for some students with learning needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

These may be:

- **adjustments to the assessment process**, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- **adjustments to assessment activities**, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions
- **alternative formats for responses**, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.
- **4.1:** Students who have an identified learning need may have their assessment task modified so that they can demonstrate what they know and what they can do in relation to syllabus outcomes and content.
- **4.2:** An Individualised Education Plan (IEP) advises the teacher/coordinator as to what possible adjustments or accommodations can be made to support a student in a task.
- **4.3:** Students may choose when to access their disability provisions.
- **4.4:** To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESAs via Schools Online as soon as possible. The student is encouraged to make contact with the Head Teacher Wellbeing for support in this matter.
- **4.5:** Staff responsibilities for implementing disability provisions include:
 - a) LaST: Accommodations and adjustments
 - b) Head Teacher Admin: supervision requirements
 - c) Head Teacher Wellbeing: NESAs applications for disability provisions

- d) Head Teacher Wellbeing advising Head Teacher Admin as to the students accessing disability provisions at the time the examination timetable is being developed.
 - e) LaST (supported by the Head Teacher of Teaching and Learning): implementation of learning plans, accommodations, adjustments and school-based disability provisions
- **4.6:** For in-class tasks: class teachers and head teachers are responsible for the implementation of accommodations and adjustments.

Life Skills

- **4.7:** Students undertaking Life Skills courses are not required to complete formal assessment tasks. Classroom teachers determine the progress of the student based on syllabus outcomes and skills. Students may demonstrate their achievement in relation to Life Skills outcomes independently, with adjustments or with support.

5. Attendance

- **5.1:** Students who miss the scheduled due date and time of assessment task (for any reason) automatically receive a zero mark. Where there is a valid reason for missing the task, students will then use the school's illness/misadventure process (**see Appendix 2**) to submit an appeal to the school's Assessment Review Panel (ARP). The student will email **his/her/they** application to the deputy principal of the year group.
- **5.2: In class – tasks:**
 - a) Students must attend ALL timetabled lessons on the day an assessment task is due. Class teachers/course coordinators are responsible for confirming student attendance using SENTRAL.
 - b) Class teacher/coordinator then informs the head teacher who follows up with the student and reinforces that they must put in an illness/misadventure to the deputy as per faculty and school procedures. The student will receive zero pending the outcome of the illness/misadventure form.
- **5.3: Formal examinations:**
 - a) Students must attend all scheduled formal examinations as per the examination timetable otherwise a zero will be given. Misreading the timetable does not constitute a valid reason.
 - b) In rare instances where there is a conflict between task due dates and other school or community-based activities, the absence must be negotiated at an executive, senior executive or Assessment Review Panel meeting. It is the student's responsibility to make the school aware of this conflict at least 2 weeks before the event (where possible).

6. Illness

- **6.1:** If a student misses a task or part of a task due to an illness they must:
 - a) Contact the school as soon as possible and inform the head teacher. It is the student's responsibility to contact the head teacher and enquire about arrangements for completing the assessment.
 - b) Email an illness/misadventure form to the deputy of the year group. **This form must be submitted within one week of the assessment date – no later.** The week limit includes the weekend.
 - c) A medical certificate must be attached to the form in the case of an illness. The medical certificate must be provided by a registered GP /doctor. The medical certificate must be dated on the day the task was due and indicate for how long the student will be unable to complete work.
 - d) When the student **submits the illness/misadventure form by email to the deputy**, he/she/they will receive a reply to the email to indicate that it has been received.
- **6.2:** Even if the head teacher arranges an alternative time for the student to do the task, the student must still submit an illness/misadventure form to minimise any penalties.

7. Misadventure

- **7.1:** If a student cannot attend or perform an assessment task due to circumstances beyond their control (a car accident or emergency travel overseas), they must:
 - a) Notify the head teacher as soon as possible
 - b) Email an illness/misadventure form to his/her /they deputy. Any follow-up documentation should also be emailed to the deputy.
- **7.2:** The first day back from the student's illness or misadventure: the student must contact the head teacher and negotiate a time for completion of the task.

8. Technology

- **8.1:** Technology failure is not considered a valid reason for failure to submit an assessment task on time. In circumstances deemed valid by the head teacher, an illness/misadventure form should be emailed to the deputy by the student.
- **8.2:** Students should aim to complete assessments prior to deadlines to ensure that a corrupt file, lost USB or Wi-Fi issues do not hamper their ability to submit assessments on time.

- **8.3:** Students must ensure that their printing of assessments occurs before the time of submission and that they do not use class time to print their assessment. Failure to print your assessment before the due time may result in a zero mark.

9. Late submission

- **9.1:** In cases where students have a valid reason for late submissions, they must email an illness/misadventure form to the deputy of the year group.
- **9.2:** If a task is made up of several components, then the late component will receive a zero mark. If a student has a valid reason for the late submission, they email an illness/misadventure form to the deputy.

10. Invalid or unreliable tasks – Non-serious Attempts

- **10.1:** Any task deemed by the class teacher or marker as a non-serious attempt will be awarded a zero mark.
- **10.2:** Non-serious attempts include tasks where the student has attempted the multiple choice section only and/or where the responses are deemed inappropriate.
- **10.3:** Students can appeal this decision by emailing the deputy an illness/misadventure application for consideration by the Assessment Review Panel.

11. Malpractice /Plagiarism

All Year 11 students must have completed the “ALL MY OWN WORK” modules prior to submitting their first assessment task. This includes any students undertaking an accelerated course.

Malpractice refers to any of the following:

- a) Cheating/attempting to cheat/ assisting others to cheat
- b) Copying work in part or whole and presenting it as your own
- c) Plagiarising – using content and not referencing the source
- d) Submitting work done by parent/tutor/someone paid to do it
- e) Distracting other students when they are doing an assessment task or disrupting the assessment task in any way
- f) Breaching the school exam rules as stated by the examiner
- g) Using non-approved aids in an assessment task
- h) False explanations as to why work was not submitted by a due date
- i) Using a digital device during an exam which may be for the purposes of storing information or accessing it.

- **11.1:** All instances of malpractice are automatically awarded a zero mark and must be referred to the Assessment Review Panel.
- **11.2:** In the case of plagiarism, both students will receive a zero until an investigation is made by the head teacher. The head teacher will refer the findings of the investigation to the Assessment Review Panel for consideration as to the final outcome.
- **11.3:** All cases of malpractice are registered on the NESAs Register of Malpractice in HSC assessment tasks through Schools Online.

12. Assessment Review Panel

- **12.1:** The Assessment Review Panel is convened by the relevant deputy principal and the relevant head teacher. In cases where an outcome cannot be reached due to the complexity of the situation, the principal may be included in the discussion and outcome.
- **12.2:** The convenor of the panel (deputy principal) will email an outcome to the student and the principal within two weeks of the student's application being submitted by email. In the case of a student whose case is complex and ongoing, the communication and support may be ongoing rather than decided within two weeks. The convenor will email advice to the student as to the outcome and any further action that needs to be taken.
- **12.3:** Where the student's application affects all subjects, the deputy principal may decide to take the application to an executive meeting for discussion as to the outcome.

Outcomes may include but are not limited to:

- a) An estimate based on previous performance/rank
- b) An alternative task at an alternative time
- c) A requirement to re-submit the task
- d) An extension for the task with no penalty or a suitable penalty
- e) A suitable penalty at the discretion of the Assessment Review Panel

In the case where the student has completed the task at an alternative time (as in the case of assessment periods), the Assessment Review Panel could recommend that the task mark stands.

- **12.4:** The panel will consider each case on an individual basis, using the available documentation provided by the student before a decision is made. The decision of the panel is final; however, students have the right to appeal the decision by emailing the principal.

13. Student Appeals

Students have the right to appeal to the principal if they do not agree with the decision of the Assessment Review Panel or any other assessment-related issue. If the school appeal is unsuccessful, the student has the right to appeal to NESAs.

Students have the right to appeal their HSC assessment rank if he/she/they believes that it does not reflect their performance in a particular course. Students are to appeal to the principal in writing in the first instance. If the school appeal is unsuccessful, the student has the right to appeal to NESAs.

14. N warnings

In cases where students are not meeting the requirements of the course (RoSA or HSC), the class teacher will generate an N-warning letter (see Appendix 3) which is sent home to parents. Students will have TWO weeks to ensure they have completed an assessment and addressed the highlighted issues in this N-Warning letter.

Note: a minimum of TWO N-warning letters are required for the principal to award an N-Determination for that course.

- If students do not complete a course's requirements, they will receive an '**N**' determination.
- If a student receives an 'N' determination in a mandatory curriculum requirement course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

15. Student Support

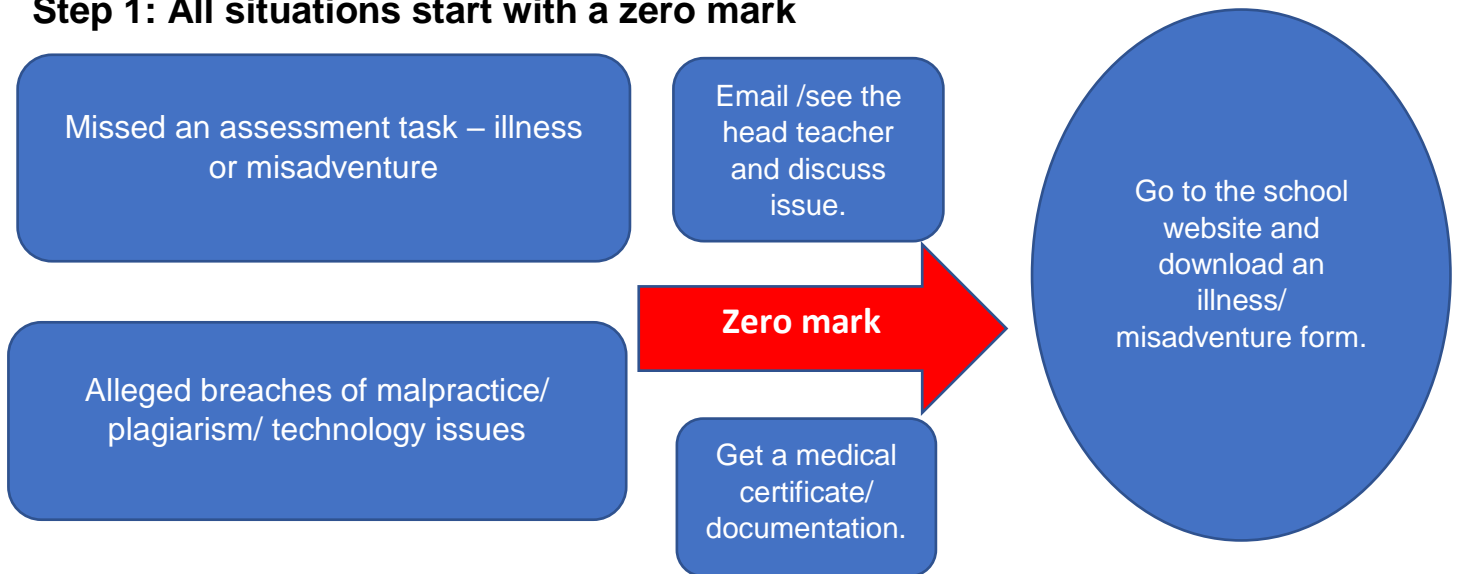
- Students are encouraged to seek support from their year adviser or the counsellor if they experience high levels of anxiety or stress before, during or after assessments.
- It is good practice to keep a year adviser aware of the circumstances impacting performance. The year adviser may also act as part of the supporting documentation for the student's illness/misadventure form.

16 Vocational Education and Training (VET)

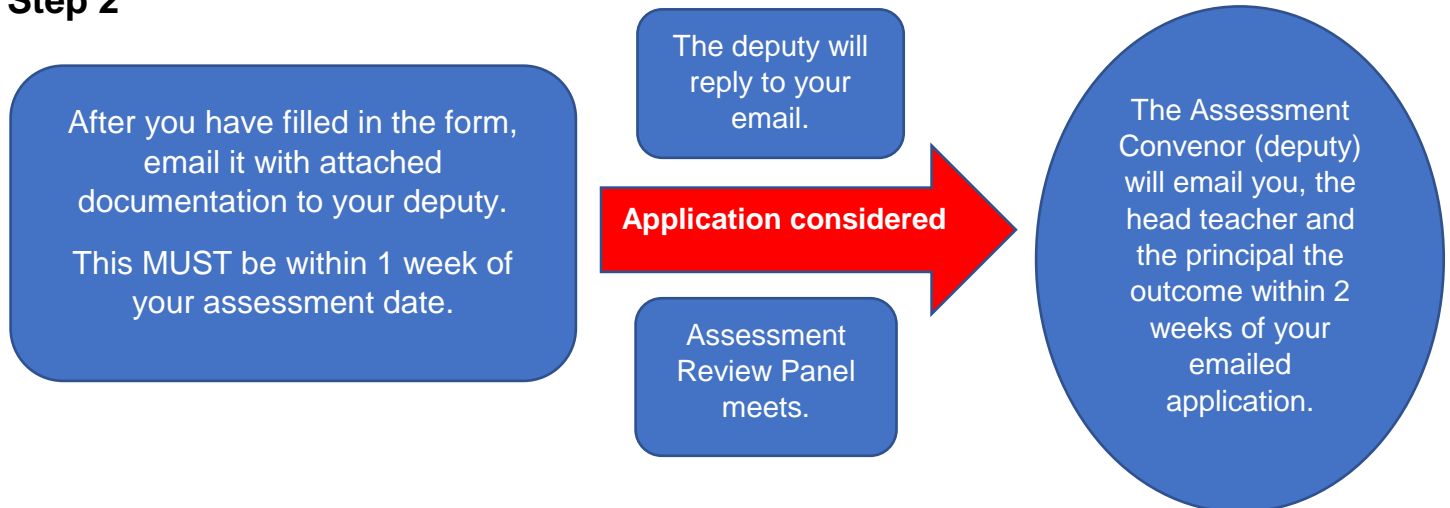
- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.
- VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.
- Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.
- It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.
- Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.
- Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.
- If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.
- If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Appendix 1: Assessment: Illness/Misadventure Process Flowchart

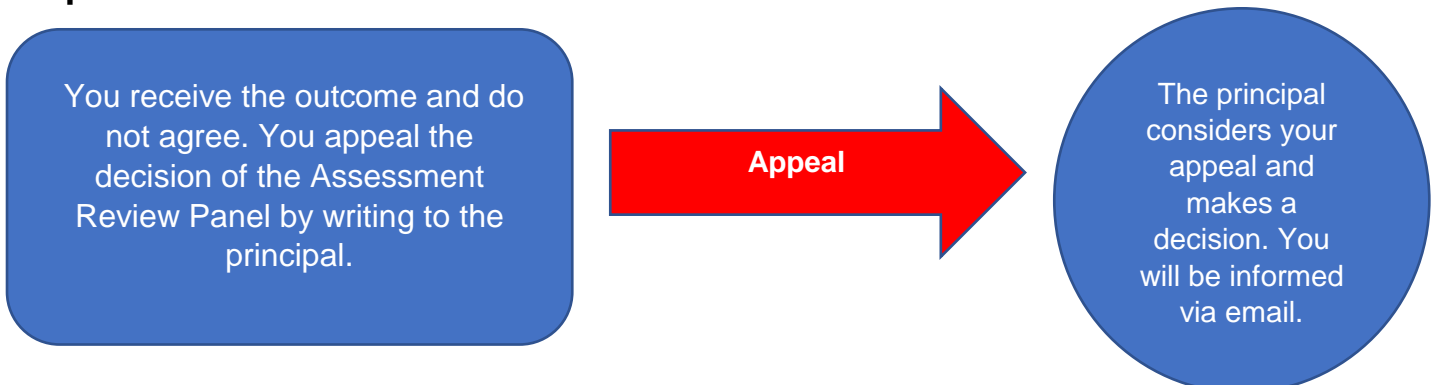
Step 1: All situations start with a zero mark



Step 2



Step 3



b) What actions are you requesting from the Assessment Review Panel?

.....

.....

.....

.....

.....

Student signature:..... Date:.....

Parent/Carer signature:..... Date:.....

Do not forget to fill in the medical and/or supporting section below.

2.

Medical certificate attached:	YES	NO	(circle one)
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3. **Supporting Evidence:** to be completed by a support person who has detailed knowledge of your situation e.g., parent/carer, teacher, police officer, counsellor, year advisor

Name of support person:	Signature of support person:
Date of misadventure/event:	support person phone number:
Were you a witness to the event? <u>YES/NO</u>	Role of Support Person:



Tempe High School

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October 2021

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

This letter is to advise that your son/daughter is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the first official warning we have issued notifying you that is at risk of not completing the above course.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

..... is not currently meeting one or more of these requirements.

The following tasks or requirements need to be completed by to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
		16/8/2021		30/8/2021

Action by parent/guardian

To support in meeting the course requirements, we request that you discuss this matter with her, and encourage and support her to carry out the required actions. If you have any questions about this matter, please contact

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Class Teacher

Head Teacher

Mr Socrates Dassaklis
Principal

Acknowledgement of Official Warning
Please return to the school office

I have received the letter advising me that..... is in danger of not meeting the course completion requirements for, and am aware that this is the official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Supporting Documents

1. HSC Rules and Procedures 2022: <https://educationstandards.nsw.edu.au/wps/wcm/connect/cdac1bba-d094-4e0f-824f-51433e65425d/2022-hsc-rules-and-procedures.pdf?MOD=AJPERES&CVID=>
2. Stronger HSC Standards: <https://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/stronger-hsc-standards>
3. Adjustments for Students with Disability: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/adjustments>
4. Assessment and Reporting for all subjects: syllabus <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>
5. Honesty in HSC Standards: <https://ace.nesa.nsw.edu.au/ace-9022>
6. Procedures for appeals against non-completion of course requirements ('N' determinations) : <https://ace.nesa.nsw.edu.au/ace-11008>
7. Record of School Achievement and Higher School Certificate appeals: <https://ace.nesa.nsw.edu.au/ace-11001>