

Senior

ASSESSMENT HANDBOOK and Policy



Innovation
Excellence
Opportunity



2025

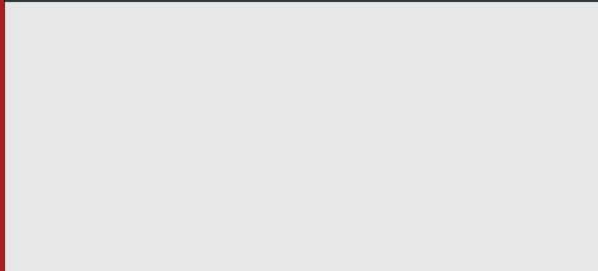


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Purpose of & Approaches to Assessment

The role of school-based assessment is integral to teaching and learning and has multiple purposes, namely, the collection of evidence from a broad range of sources to build a more complete picture of students' overall learning and achievement. Assessment tasks reflect the NESA school-based assessment requirements and address the specific learning outcomes as described in the course syllabus.

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

- based on a range of syllabus outcomes
- based on measures made throughout the course
- informed by the components identified in the assessment and reporting documents for each of the syllabuses.
- inclusive of and accessible for all students.

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.

At Tempe High School, we use a variety of assessment tools:

- a) **Examinations:** These tasks are usually formal written tasks. Some examples of these tasks include but not limited to include In-class tests, open-book test, topic tests of formal examinations.
- b) **Assessment submission:** These assignment-style tasks may be prepared at home and/or during class time and have a set due date and time. Some examples of these tasks include but not limited to include Depth Study, Research task, Investigation, Case Study, Report.
- c) **Practical tasks:** Hands-on tasks where students are assessed on their practical skills. Some examples of these tasks include but are not limited to performances, experiments, art works, models.



At Tempe High School, 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

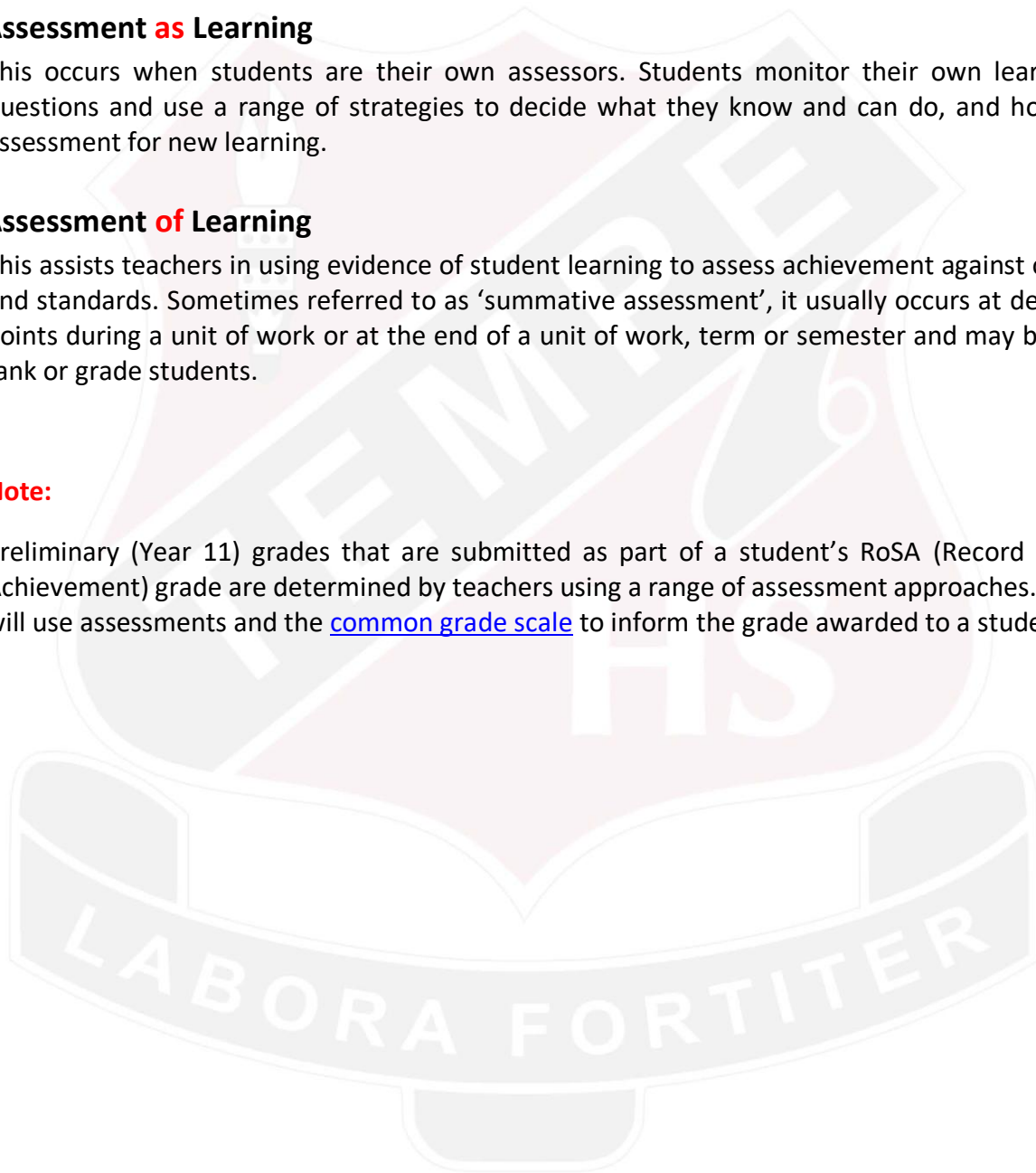
This occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

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.

Note:

Preliminary (Year 11) grades that are submitted as part of a student's RoSA (Record of School Achievement) grade are determined by teachers using a range of assessment approaches. Teachers will use assessments and the [common grade scale](#) to inform the grade awarded to a student.



The Higher School Certificate (HSC)

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. 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 the HSC credential

All my Own Work

HSC: All My Own Work is a **compulsory** program ([ACE 10.2.1](#)) 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. As students complete assessments, they need to understand what constitutes malpractice so they do not directly and/or indirectly engage in it which can lead to penalties and impact their overall grade and rank.

Students who have completed the program will learn about penalties for cheating and how to avoid malpractice when approaching an 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 Minimum HSC Standard

Students must demonstrate the minimum standard in each domain of reading, writing and numeracy. See [ACE rule 8.1.1](#).

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.

Students who do not take an exam seriously may receive a non-serious attempt and may be required to complete the exam again.

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 NESA;
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 the course outcomes.

The principal may determine that, as a result of absence, the above course completion criteria might not be met. Principals must give students early written warning of the consequences of non-completion of course requirements and what is required to rectify the situation. The warning must relate to the non-completion of the course requirements.

'N' determinations – Principal's Determination of non-completion of Course Requirements

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 or marks. In the case where a student has not met the requirements of a course, despite ongoing supports and interventions, the principal has the delegated authority from NESA to issue a N-determination for the course. This may result in a student not being eligible for a Record of School Achievement and/or the HSC credential.

If the student is likely to receive an N determination,

- a. the principal will advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
- b. advise the parent or guardian in writing (if the student is under the age of 18);
- c. request from the student/parent/guardian a written acknowledgement of the warning;
- d. issue at least one follow-up warning letter if the first letter is not effective; and
- e. retain copies of all relevant documents.

[ACE Rule 4.2.1](#) and appendix section of this document.

Year 11 Record of School Achievement (RoSA)

Schools are required to award and submit A to E grades to NESAs 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 based on 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 NESAs 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**. [See 2.1.1 \(ACE Rule\)](#)

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 relating to 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 can 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 more than 50 percent of available marks in courses where school-based assessment marks are submitted. **Note: NESAs expects students to attempt all assessment tasks set.** [\(ACE 4.1.2 – 27\)](#).

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](#).



I. 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 school calendar 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 should use terminology that is consistent across all communication platforms including SENTRAL calendar and Assessment Notifications.

For example:

“Task 1 – Investigation”

“Task 2 – Presentation”

“Task 3 – Examination”



2. Assessment Notifications

2.1: Students are to be given at least TWO weeks (14 calendar days) notification prior to an assessment date. This includes formal assessment periods. This notification period includes Assessment Task Notifications and Assessment period timetables. Task notifications must include marking criteria where appropriate. ([ACE 2.1.2- 32](#))

2.2: Where an assessment task has more than one component then all components must have the same due date. Where a task has two or more components and has more than one due date then it is considered to be more than one Assessment Task. More than one component of a task can be due on the same date. It is the responsibility of the Head Teacher to determine whether this assessment strategy is appropriate for the given course.

2.3: The Assessment Task Notification is the final communication of an assessment date. The Assessment Schedule Booklet includes estimated times for tasks.

2.4: 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 the responsibility of the student to follow up with access to a notification.

2.5: Class teachers are responsible for checking that all students have received a notification and that the students have signed/acknowledged in writing that they have received one. The evidence for each notification will then be stored in the class teacher's HSC Monitoring Folder. Google Classroom receipts from students are also accepted as sign offs but there must be a link in the teacher's HSC Monitoring Folder.

2.6: Assessment Task Notifications for Oral Presentations must include a time limit and indicate whether the students can alter the time limit without penalty. Students should be informed that a 30 second leeway applies if the faculty has that expectation.

2.7: 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. Parents will be informed of any changes to assessment task notifications.

2.8: Assessment dates take priority over travel dates for students. Leave applications must be lodged with the principal and approved in the first instance. A misadventure application or appeal is also to be lodged with the Assessment Review Panel regardless of the leave application outcome.



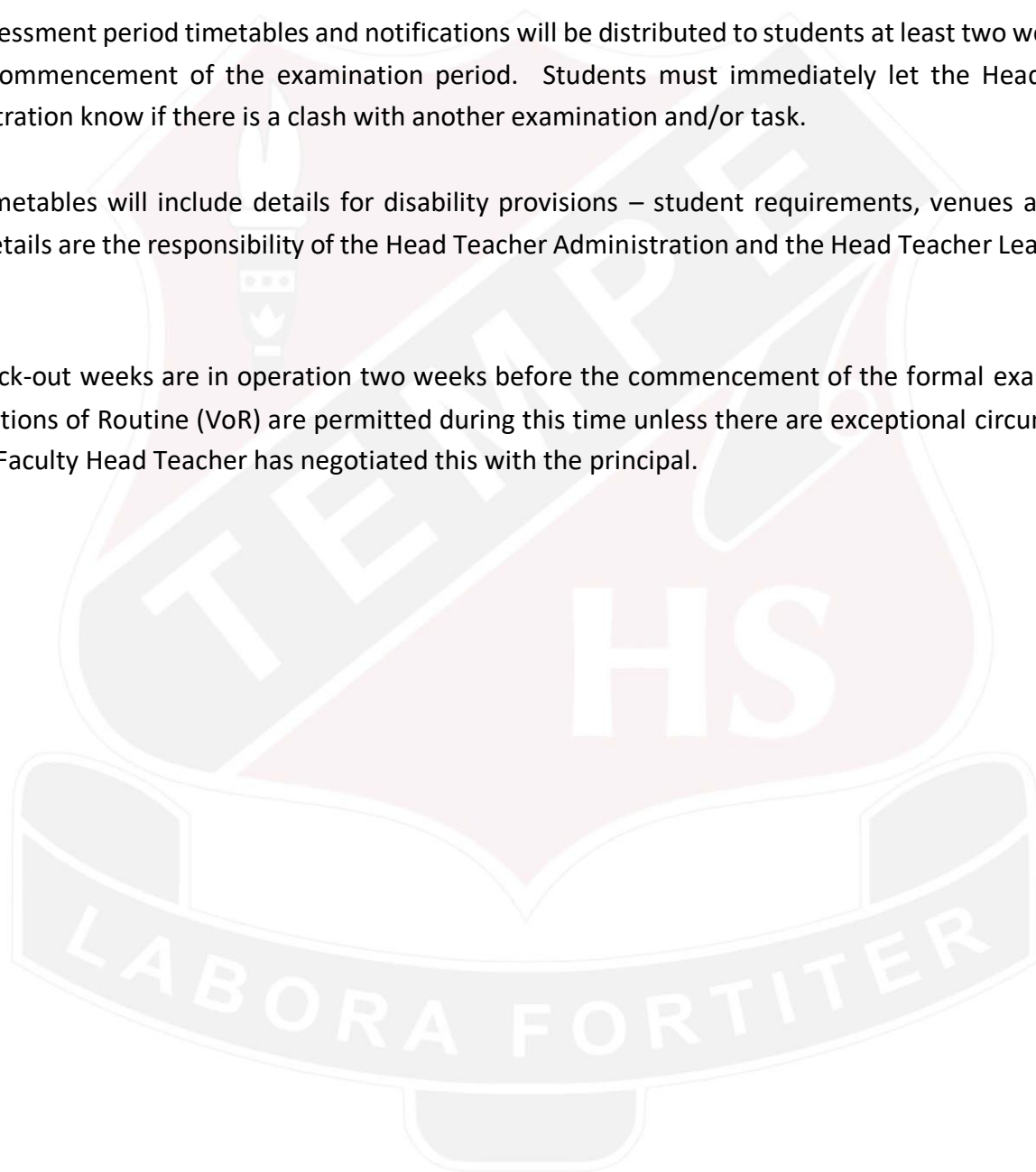
3. Formal Exam Period

3.1: The Head Teacher Administration is responsible for all scheduling aspects of the exam period, including but not limited to sending out the formal examination timetable to students and teachers at least 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. Students must immediately let the Head Teacher Administration know if there is a clash with another examination and/or task.

3.3: timetables will include details for disability provisions – student requirements, venues and times. These details are the responsibility of the Head Teacher Administration and the Head Teacher Learning and Support.

3.4: Block-out weeks are in operation two weeks before the commencement of the formal exam period. No Variations of Routine (VoR) are permitted during this time unless there are exceptional circumstances, and the Faculty Head Teacher has negotiated this with the principal.



4. Adjustments for Students with Learning Needs

Teachers may need to adjust 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 and will be 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. They should communicate this clearly to the class teacher in the case of an examination in class.

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 contact the Head Teacher Wellbeing for support in this matter.

4.5: Staff responsibilities for implementing disability provisions during exam periods include:

- a) LaST (Learning and Support Teacher): supported by the Head Teacher of Teaching and Learning to organise the implementation of learning plans, accommodations, adjustments and school-based disability provisions.
- b) Head Teacher Administration: supervision requirements for disability provisions during formal exam periods.
- c) Head Teacher Wellbeing: NESAs applications for disability provisions.
- d) Head Teacher Wellbeing advises Head Teacher Administration of the students accessing disability provisions at the time the examination timetable is being developed.

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

A zero mark is awarded for an assessment task that is not completed or submitted at the scheduled time stated in the Assessment Task Notification. Students are required to complete all set tasks, so that the course outcomes are addressed.

5.1: Students who miss the scheduled deadline for an assessment task are to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case and decide the outcome. The student will email the completed form to their Deputy who will then initiate the review process. While the panel reviews the illness/misadventure request/s, students must complete the assessment task because they must demonstrate they are achieving course outcomes irrespective of a grade.

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. Students who do not attend timetabled classes for the day are considered to have an unfair advantage and will be awarded a zero mark for the task. Lateness to a period may also be viewed as having an unfair advantage, so students must ensure they are punctual.
- b) Class teacher/coordinator informs their Head Teacher of student absence or illness/misadventure suffered during a task. The Head Teacher advises the student to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel via the deputy to review their case and decide on an outcome.

5.3: Formal examinations:

- a) Students must attend all formal examinations for their courses as per the Examination Timetable set out by the Head Teacher Administration. Misreading the timetable does not constitute a valid reason for missing a task.
- b) Students are to inform their Deputy if there is a clash or problem with their timetable as soon as they are given the timetable and review the exam times.
- c) In the rare case where the scheduled examination clashes with another commitment the student is to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case. This must be done as soon as possible.

5.4: Substituting Assessment Tasks (ACE 2.1.2):

1. Students are expected to attempt all assessment tasks.
2. If a student has an upheld illness/misadventure application, the head teacher must provide the student with an opportunity to attempt the assessment task by either:
 - a. providing an extension of time to complete the original assessment task
 - b. providing the student with a substitute assessment task.
3. In exceptional circumstances where a student cannot complete the assessment task, the head teacher may provide an **estimate based on completed comparable assessment tasks** which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.
4. If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the head teacher must record a zero mark for the assessment task.



5.5: VET Work Placement and TAFE (and other external providers)

It is a requirement of TAFE and TVET courses that students complete work placement as part of their course. It is the understanding that the timing of work placement is not always flexible and there may be cases where there is a clash between a school-based assessment and work placement.

All work placement dates must be placed on the Sentral Calendar as soon as they are identified to ensure that there is no clash with other course assessments. The VET coordinator and course teacher are responsible this is entered as soon as the dates are advised.

- a) **Formal exam periods:** efforts are made in the first instance to avoid scheduling work placement during school-based assessment periods. If this is not possible then the Assessment Review Panel (ARP), in consultation with the VET co-ordinator and impacted Head Teachers, will consider implications on a case-by-case basis.
- b) **Assessment tasks:** efforts are made in the first instance to avoid scheduling assessment task due dates that may impact the workplace obligations of TAFE or TVET students in the course. If this is not possible, then the ARP in consultation with the VET co-ordinator and impacted Head Teachers will consider implications on a case-by-case basis.

In some cases, there may be a need for the student to attend school for an exam only or to submit an assessment task on the day it is due to avoid the need for a substitute task. Estimates are only granted in exceptional circumstances, and VET does not constitute this reason.

5.6: External courses including languages and distance education

- a) The Head Teacher Languages/Open High School must ensure that students are fully aware of the illness/misadventure processes related to that institution.
- b) Students should communicate any requirements for exams and assessment tasks to the head teacher who will organise a room and supervision to support their completion if the exam task is to be delivered at Tempe High School.
- c) The Head Teacher should notify subject teachers if a student will not be in the class due to an external exam.

6. Illness

6.1: If a student misses a task or part of a task due to an illness they must:

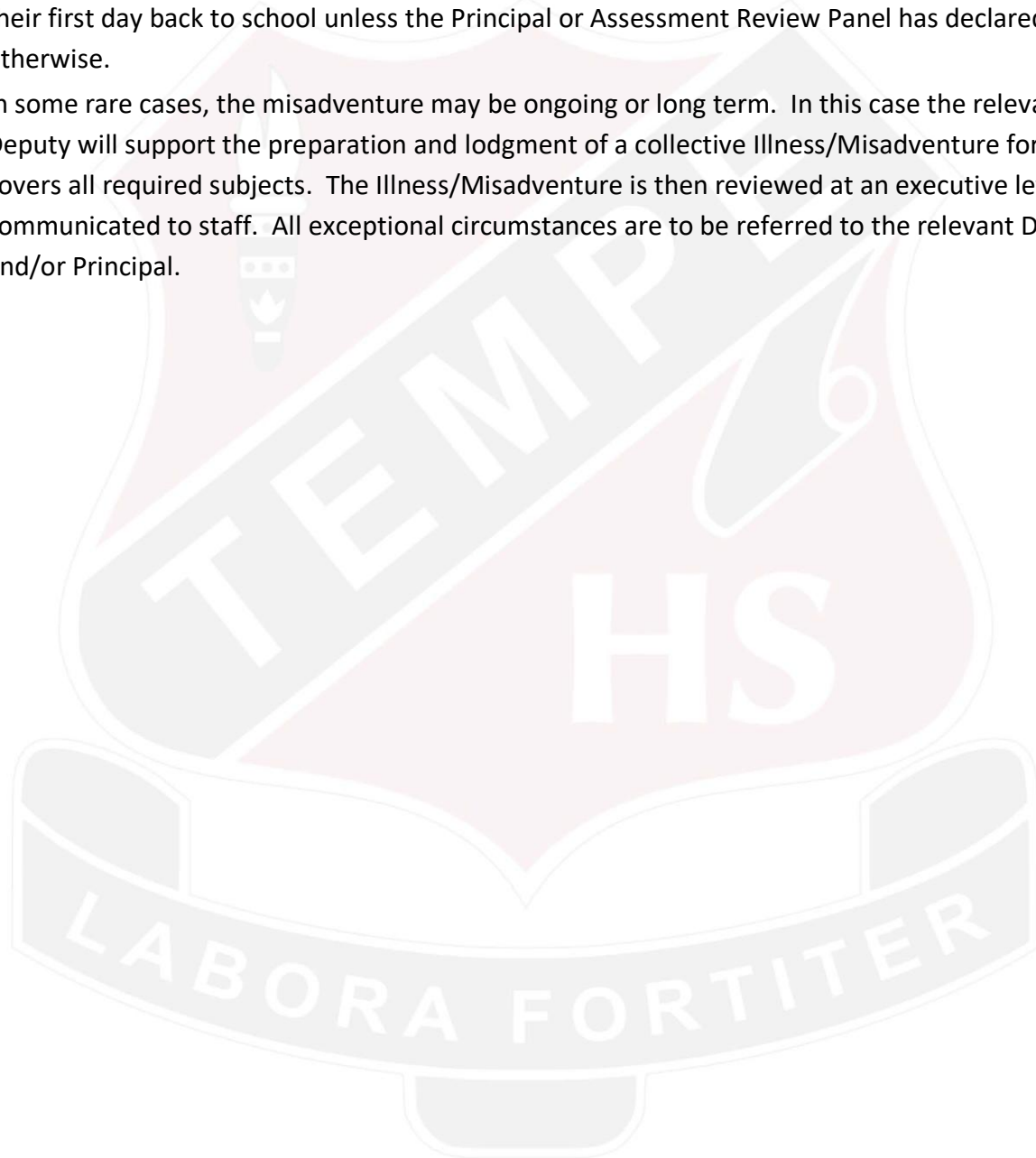
- a) Contact the school as soon as possible and inform the Head Teacher. Students are advised to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case. Students have 1-week to apply to the Assessment Review Panel from the date the task was due. However, they are strongly encouraged to email it to the deputy before then with a medical certificate attached.
- b) It is the student's responsibility to contact the Head Teacher and enquire about arrangements for completing an appropriate task at an alternative time.
- c) A medical certificate must be attached to the Illness/Misadventure form. The medical certificate must be provided by an Australian registered GP/doctor. It must be dated on the day the task was due and indicate for how long the student will be unable to complete work.
- d) In some cases, the illness may be ongoing or long term, and the Deputy or the Learning Support and Wellbeing Team have been provided with evidence of this via parent/guardians and/or external agencies. In this case the relevant Deputy will support the preparation of a collective (cross-curricular) Illness/Misadventure form, which covers all the student subjects. The Illness/Misadventure is then reviewed at an executive level and communicated to staff. All exceptional circumstances are to be referred to the relevant Deputy and/or Principal.

See appendix section for the flow chart.

7. Misadventure

7.1: If a student cannot attend or perform an assessment task due to unforeseen circumstances or circumstances beyond their control, they must notify the school as soon possible.

- a) The Head Teacher and Deputy/Principal is to be notified in the first instance.
- b) The student must contact the Head Teacher and negotiate a time for completion of the task on their first day back to school unless the Principal or Assessment Review Panel has declared otherwise.
- c) In some rare cases, the misadventure may be ongoing or long term. In this case the relevant Deputy will support the preparation and lodgment of a collective Illness/Misadventure form which covers all required subjects. The Illness/Misadventure is then reviewed at an executive level and communicated to staff. All exceptional circumstances are to be referred to the relevant Deputy and/or Principal.

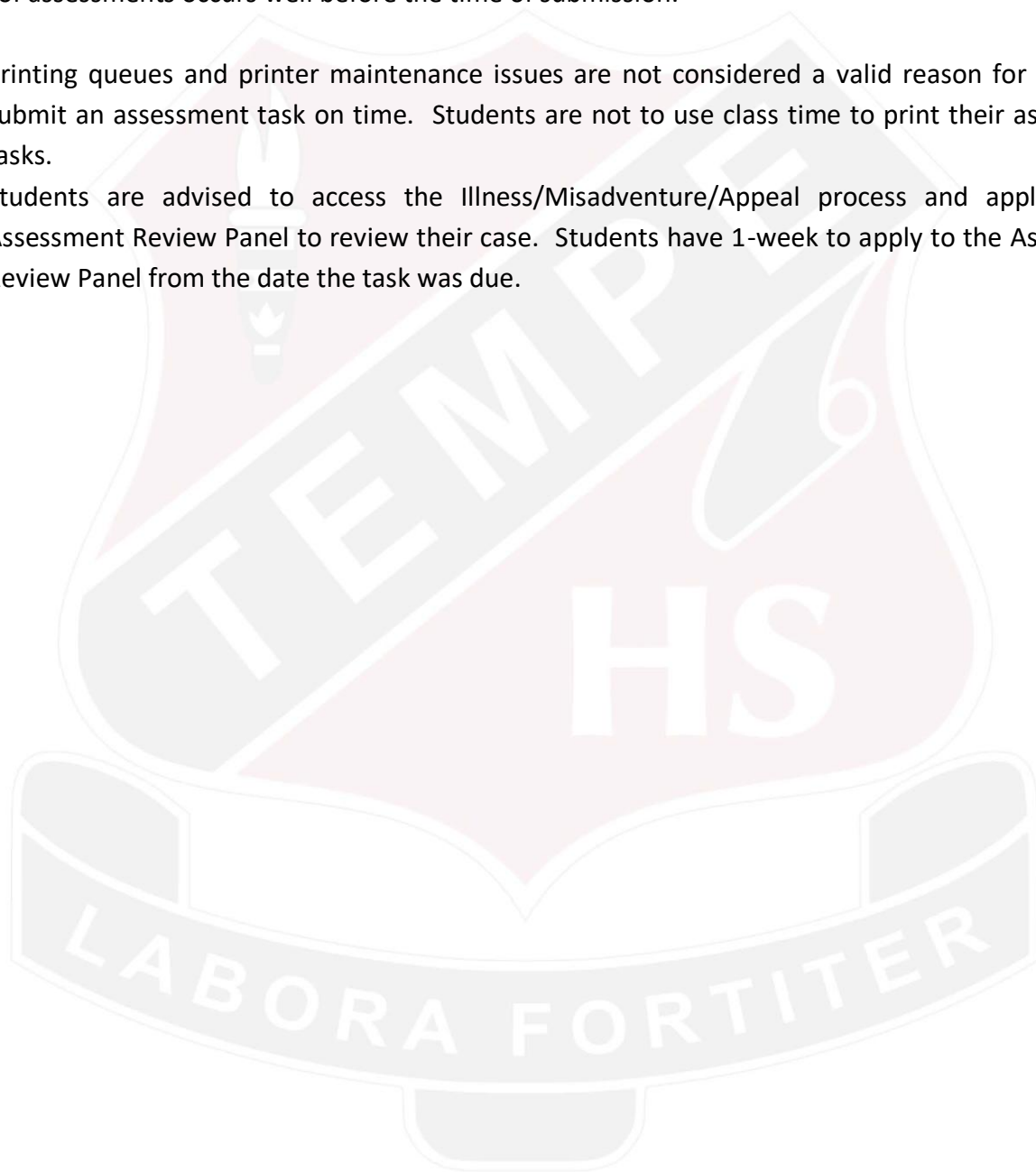


8. Technology

8.1: Technology failure is not considered a valid reason for failure to submit an assessment task on time and may result in an illness/misadventure form request being declined.

8.2: If the task is required to be submitted in hard copy format, then students must ensure that their printing of assessments occurs well before the time of submission.

- a) Printing queues and printer maintenance issues are not considered a valid reason for failure to submit an assessment task on time. Students are not to use class time to print their assessment tasks.
- b) Students are advised to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case. Students have 1-week to apply to the Assessment Review Panel from the date the task was due.



9. Late Submission

Late submissions are considered as non-submissions, and a zero mark will be awarded.

9.1: If a task is made up of several components, then only the late component will receive a zero mark.

9.2: Students are advised to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case. Students have 1-week to apply to the Assessment Review Panel from the date the task was due.

ALLOCATION OF GRADES: Year 12


Teachers engage in collaborative processes when marking assessment tasks. This allows them to ensure that marking is consistent and fair. These collaborative processes must also be used when teachers are retaining work samples. [See ACE rules 2 for more information.](#)

When a student's grade is collated, it will be based on a straightforward aggregation of marks. Students will only be informed of their rank from the school. As NESA moderates school assessment tasks based on their own processes, the school does not submit final marks, only final rank order.

Head Teachers will enter the grades and review the data again once again with a member of their faculty to ensure they have entered the data correctly. Class teachers will review ranks and ensure there are no discrepancies, informing the head teacher if there are. The Head Teacher will meet with the principal and/or deputy principal of Year 12 to ensure that assessment schedules match assessments and link to final grades.

VET courses do not have marks; they are based on competencies.

1. The school will submit estimated exam marks for students entered into optional HSC exams for:
 - a. [English Studies](#)
 - b. [Mathematics Standard 1](#), and
 - c. [Stage 6 VET Industry Curriculum Framework courses](#).



10. Invalid or Unreliable Tasks – non-serious attempts and/or invalid procedures

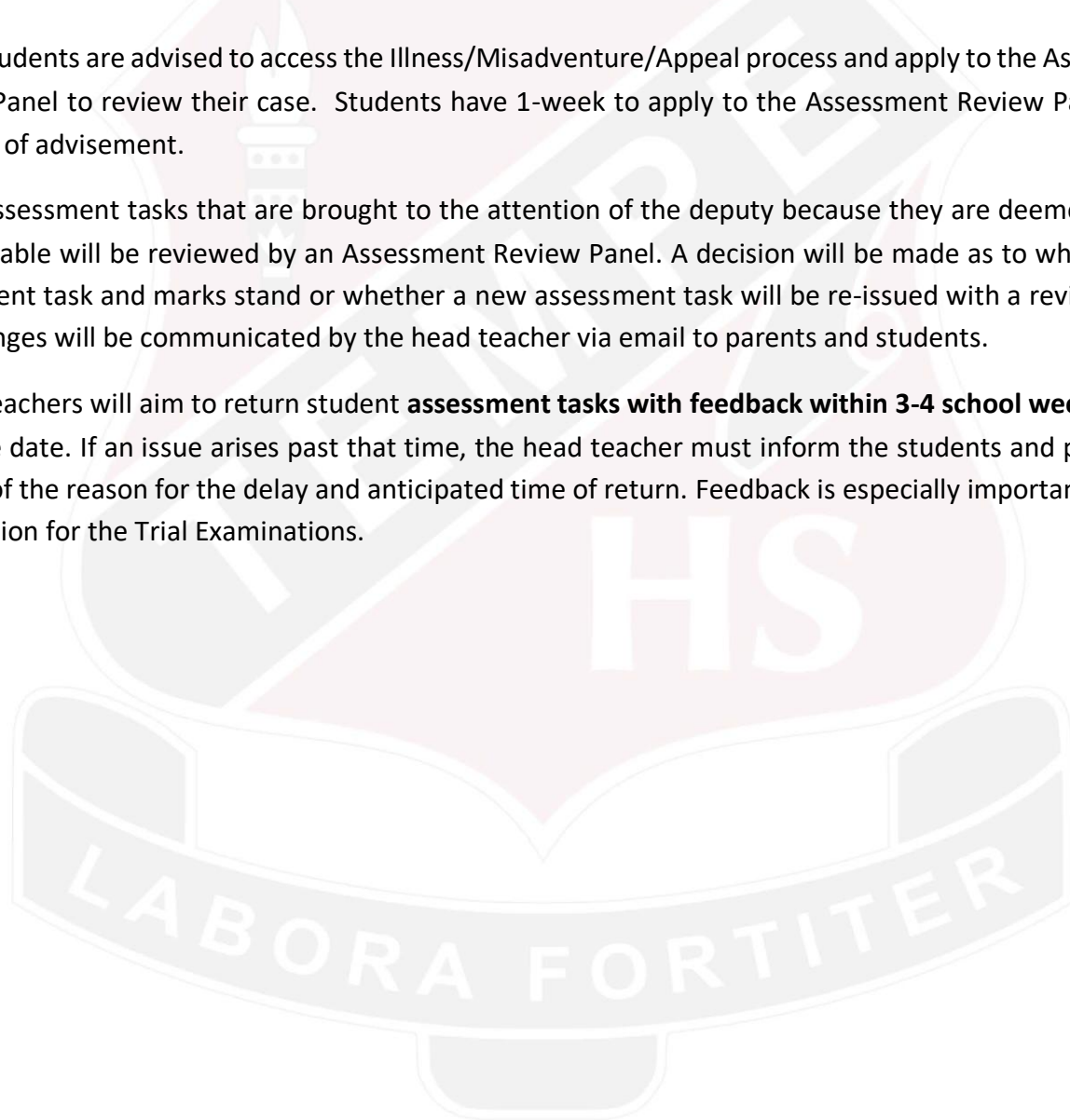
10.1: Any task deemed by the class teacher or examiner as a non-serious attempt, will be awarded a zero mark.

10.2: Non-serious attempts include tasks where the student has attempted the multiple-choice section only and/or where written responses are deemed inappropriate or show a lack of academic engagement.

10.3: Students are advised to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case. Students have 1-week to apply to the Assessment Review Panel from the date of advisement.

10.4: Assessment tasks that are brought to the attention of the deputy because they are deemed invalid or unreliable will be reviewed by an Assessment Review Panel. A decision will be made as to whether the assessment task and marks stand or whether a new assessment task will be re-issued with a revised date. Any changes will be communicated by the head teacher via email to parents and students.

10.5: Teachers will aim to return student **assessment tasks with feedback within 3-4 school weeks of the task due** date. If an issue arises past that time, the head teacher must inform the students and parents in writing of the reason for the delay and anticipated time of return. Feedback is especially important prior to preparation for the Trial Examinations.





11. Malpractice/Plagiarism

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

Malpractice is **any attempt to gain an unfair advantage over other students.** [See ACE Rules.](#)

Malpractice in any form *including plagiarism, collusion, misrepresentation, and breach of assessment conditions* is unacceptable. Most students are aware of plagiarism but there are other examples of malpractice. It may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Plagiarism includes but is not limited to:

- copying someone else’s work in part or in whole, and presenting it as their own, and/or
- 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
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Misrepresentation can include but is not limited to:

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

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Breach of assessment conditions includes not following:

- exam rules and procedures within a classroom
- internal and external test rules and procedures.

Note: being late to an assessment or missing periods on the day (either before or after an assessment) may be considered malpractice.

11.1: All instances of malpractice are automatically awarded a zero mark. In the case where more than one student is involved in the plagiarism then all students found to be involved may receive a zero mark.

11.2: Students are advised to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case. **See appendix for malpractice procedures and appeals.**

11.3: All cases of malpractice are registered on the NESAs Register of Malpractice in HSC Assessment Tasks through Schools Online.

11.4: Support person for a student: where an investigation occurs into malpractice, the teacher running the investigation will ask the student if they would like an adult support person from the school in the room. Students may not use their friends as support people.

11.5: Outcomes for malpractice for an individual/group may include one or more of the following:

- Entry into Sentral by head teacher
- Zero mark
- Percentage of the mark deducted
- Parent contacted
- Parent interview if more than one instance of malpractice
- Re-submission of the task or completion of an alternative task
- Entry into the malpractice NESAs register for senior students
- re-completion of the All My Own Work Module for Year 11 and 12 students
- other reasonable penalties as decided by an assessment panel.

Note: Use of GENERATIVE AI: Artificial Intelligence

Students are always responsible for demonstrating the originality of their work and are strongly encouraged to maintain any drafting or processing of their work. If a student cannot demonstrate this, it may be considered malpractice, and the student may be interviewed as per malpractice procedures.

Generative AI tools may only be used when assessment notifications permit them to be used. Any faculty that permits the use of AI in assessments must clearly state how students can use AI and whether the use of AI needs to be referenced. If the task does not clearly state that students are permitted to use AI and the ways in which it can be used (such as research, refining their grammar, brainstorming, crafting), and cited, then students should not assume that they can use AI. It is highly recommended that students keep a log of any prompts and responses they use in the case of suspected malpractice.



12. Assessment Review Panel

12.1: The Assessment Review Panel (ARP) is convened by the relevant Deputy Principal and the relevant Head Teacher. In cases where an outcome cannot be reached, the principal may be included on the ARP.

12.2: The ARP 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 ARP is final; however, students have the right to appeal the decision by emailing the Principal using the illness/misadventure/appeal form.

12.3: The convenor of the ARP will email the outcome to the student and the principal within a week of the student's application being submitted by email; this includes the outcome of ongoing cases. In cases where an extension of this time frame is required, the convenor of the ARP will notify the student and the principal via email.

Outcomes may include but are not limited to any combination of the following:

- 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
- e) A suitable penalty at the discretion of the Assessment Review Panel
- f) Achieved mark stands
- g) Zero mark stands or is awarded

13. Student Appeals

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

13.2: Students have the right to appeal their HSC assessment rank if they believe 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.

Note:

- Queries re **individual assessment task results** should occur via a consultation with the head teacher of the course in the first instance. If the matter cannot be resolved at this level, the student may appeal to the deputy using the illness/misadventure/appeal process form. Appeal outcomes are usually based on issues with procedures as opposed to teacher professional judgment.
- Appeals relating to **final rank orders** in courses must be emailed to the deputy using the illness/misadventure process as soon as the student is informed of their final rank order by the head teacher towards the end of Term 3. The student should provide evidence of all assessment task marks and notifications as part of their appeal. The Assessment Review Panel will investigate the matter and inform students and parents of the outcome. If the student's rank is changed, the deputy will inform student records at NESAs and direct the head teacher to make the change in their records and on school reports (where necessary).

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 which is sent home to parents. This letter is designed to identify what outcomes the student is in danger of not meeting and what they need to do to rectify the situation.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they will not be eligible for the RoSA. **Note:** An N determination in English (a compulsory course) will mean that a student is not eligible for the HSC.

If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

14.1: Attendance is not a valid reason for an N-Warning letter to be issued.

14.2: Students will have a minimum of two weeks to address the required outcomes as per the warning letter.

14.3: At least two warning letters and evidence that the student has not satisfactorily met the course requirements is required before the principal can consider and then issue an N-determination. **See appendix for flowchart.**

14.4: Students are to articulate any difficulties they have with completing N warnings to their deputy. The deputy may arrange support from the Learning and Wellbeing Team or other avenues. It is the student's responsibility to ensure they turn up for any scheduled support sessions and take advantage of the additional support. A student who has more than one N warning may have their flexible learning privileges revoked and be expected to remain at school to complete their tasks.

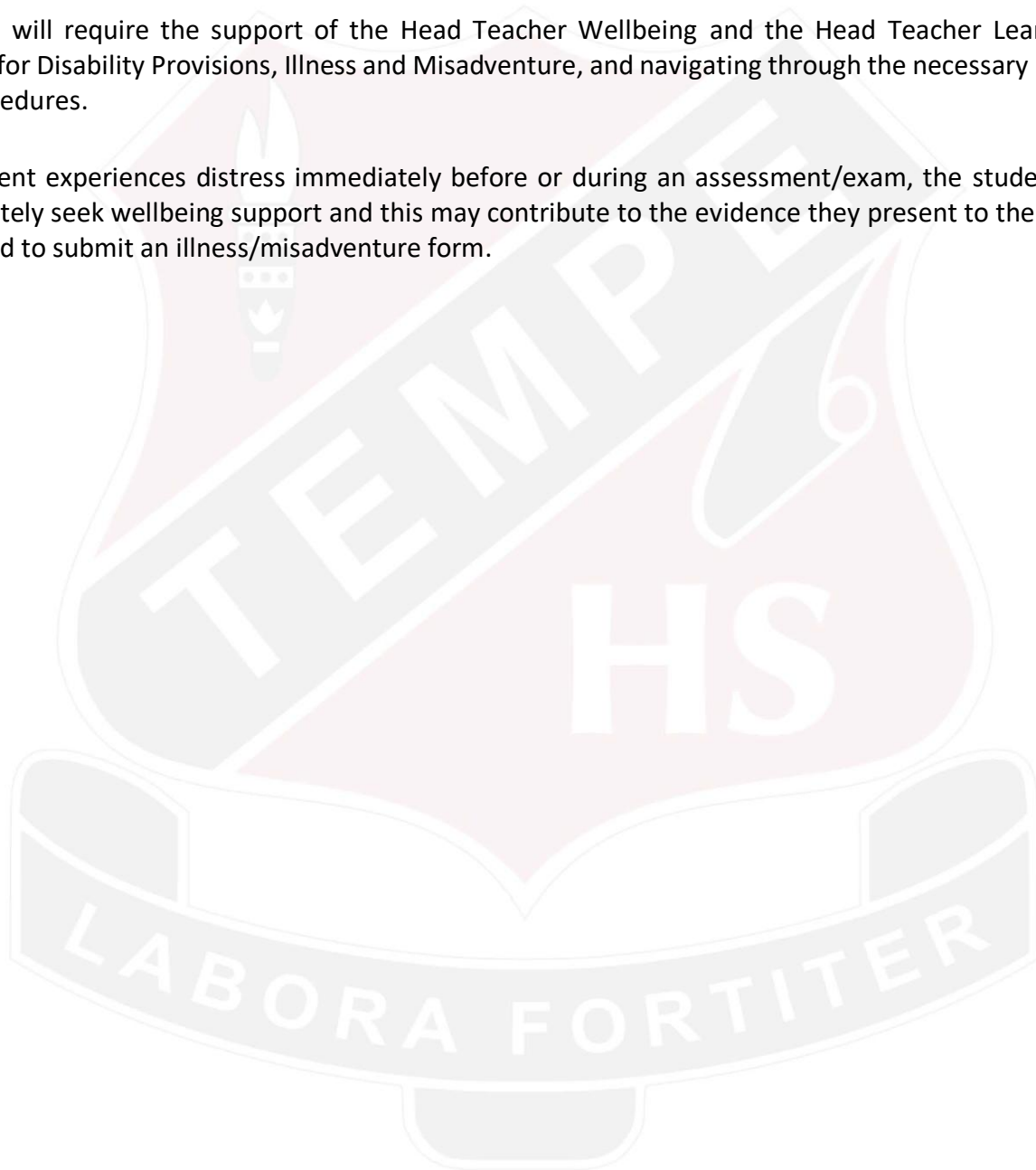
15. Student Support

Students are encouraged to access support from school-based staff, medical professionals, community support and/or family members as they navigate through the challenges of senior school and the necessary assessment requirements.

Students may seek support from their Year Advisor, the Student Support Officer or the School Counsellor if they experience high levels of anxiety or stress before, during or after assessments.

Students will require the support of the Head Teacher Wellbeing and the Head Teacher Learning and Support for Disability Provisions, Illness and Misadventure, and navigating through the necessary processes and procedures.

If a student experiences distress immediately before or during an assessment/exam, the student should immediately seek wellbeing support and this may contribute to the evidence they present to the Deputy if they need to submit an illness/misadventure form.





16. Vocational Education & 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, they 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 I: Illness/Misadventure Template



Tempe High School Illness / Misadventure / Appeal Form



Student Name:	Year 10/ 11 / 12	Subject:
Assessment Task:		Task Due Date:
Task Description: Hand in or exam (circle one)		Weighting: %

ILLNESS or MISADVENTURE or APPEAL (CIRCLE ONE statement below)

- Events affecting performance before the assessment
- Events causing the student to miss the assessment
- Events affecting performance on the day of assessment at school

1. Student response:

- **What happened? Explain the situation and how it has impacted your performance.**

- 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

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

Support Person:

To my knowledge, I verify that the student's response on page 1 is correct:

YES	NO
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Please add any further details that may support this student's application which has not already been mentioned by the student.

Are there any other factors that may have affected the student's performance? Explain.

An outcome on your situation will be decided by the Assessment Review Panel and the deputy will contact you by email.

Once you have completed the form, please email it to your deputy principal and they will acknowledge your submission with an email reply.

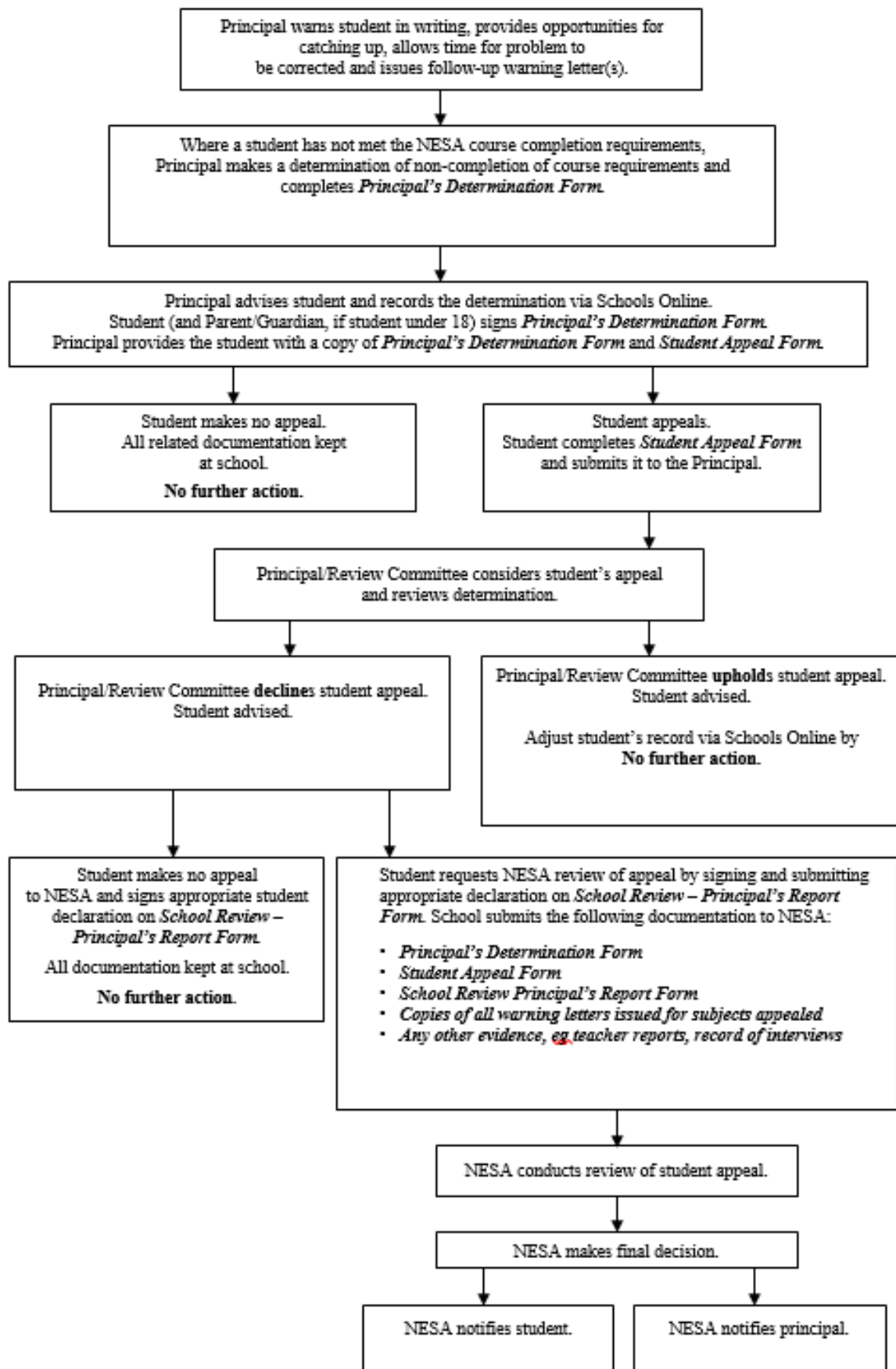
Deputies:

Ms Fountoulis: ms.fontis@det.nsw.edu.au

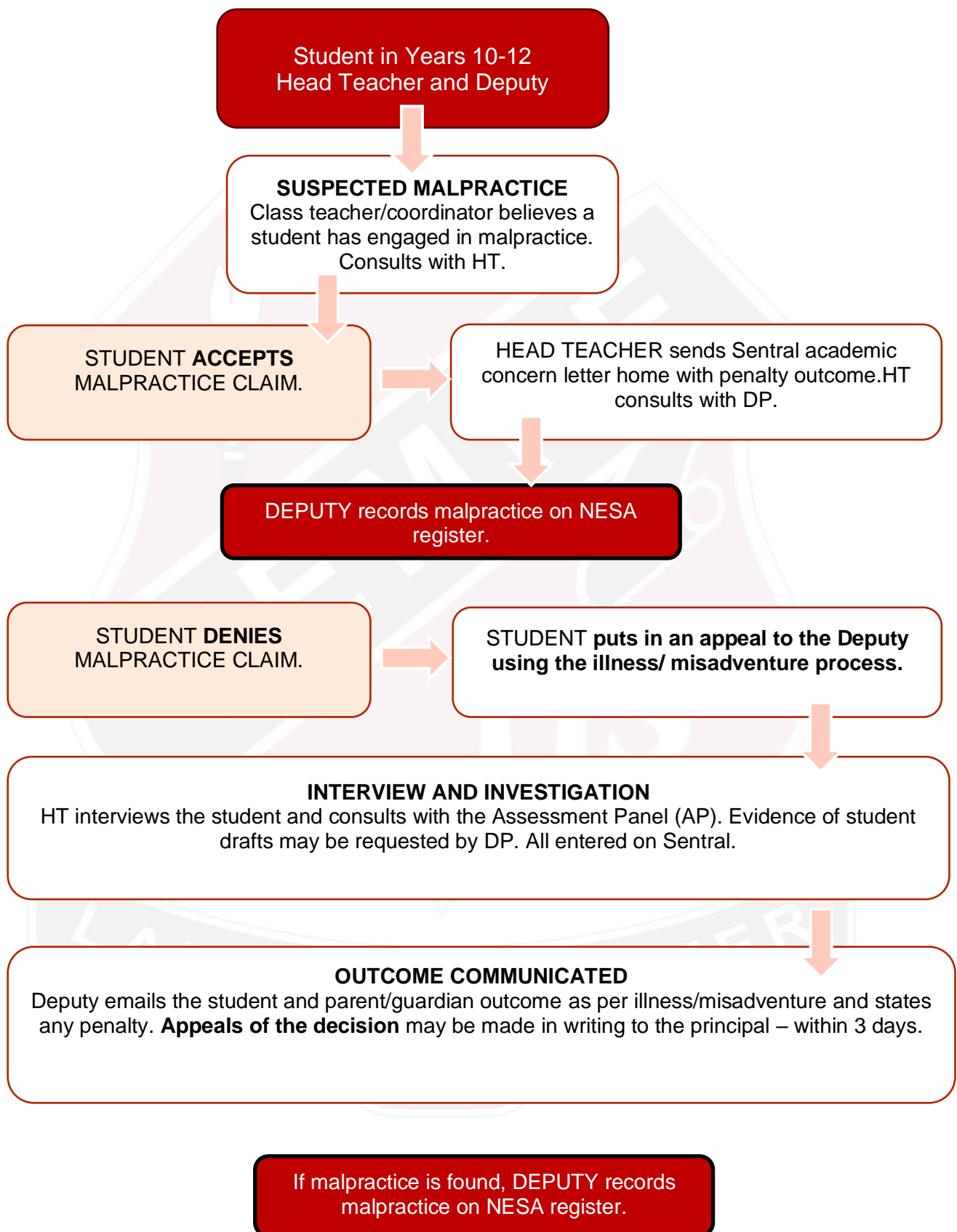
Ms Bourke: sheree.bourke@det.nsw.edu.au

Ms Taoube: wafa.taoube@det.nsw.edu

APPENDIX 2: N DETERMINATION FLOW CHART FROM NESAS



Appendix: Malpractice



APPENDIX – ILLNESS/MISADVENTURE FLOW CHART PROCEDURES

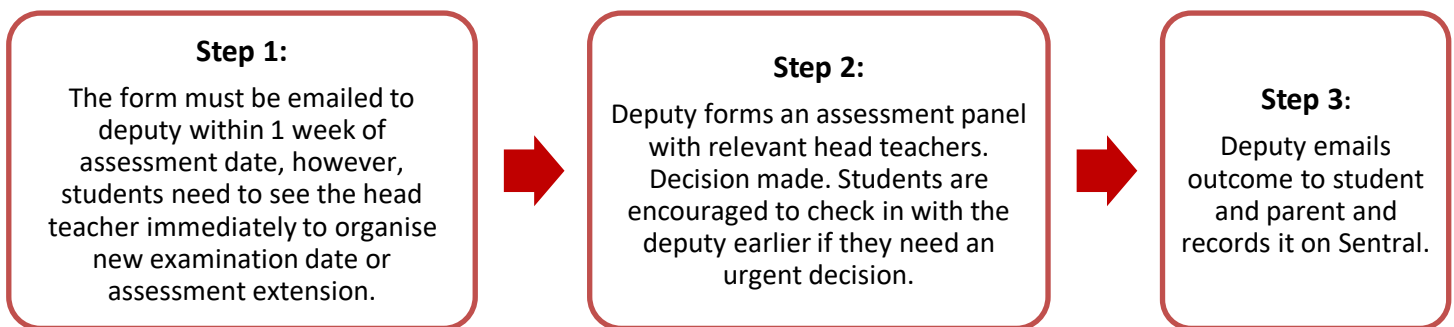
If a student is away on the date of an assessment task/examination, or there is an unexpected circumstance preventing them from completing the assessment, they must fill in an illness/misadventure form and email it to the relevant year deputy the next day of their return. These forms should also be used if an event occurs during the exam/task.

Students are NOT to leave the form on any desk and assume that this is an acceptable hand in.

Students must still complete a task even if they receive a zero. This action is necessary for completing the outcomes of the course.

If it is found that a student has been experiencing an event or situation for a while and has suddenly requested an illness/misadventure outcome, this may not be accepted as a valid reason. Allow for the school to know what you are experiencing well in advance (where possible), and this will support your case.

An illness/misadventure form can be found on the school website.



In the case of **travel reasons**, an extended leave form must be filled in and the principal must sign off that those assessments can be completed on return or before travel.

Sporting events and cultural days are generally considered not to be acceptable reasons for illness/misadventure. This can be negotiated with the principal, but the student must inform the principal well before the date and let their class teachers know.

Where a student is on **suspension** for an examination/ assessment hand in, they must email the assessment hand in to the deputy by 4pm or earlier if stated on the assessment notification. A suspension is not a reason for not handing in an assessment on time. Examinations may be negotiated on a case-by-case basis with the deputy principal.

EXTRA RESOURCES

1. [ACE rules](#)
2. [HSC Rules and Procedures 2025](#)
3. [Adjustments for Students with Disability](#)
4. [Assessment and Reporting for all subjects: syllabus](#)
5. [Procedures for appeals against non-completion of course requirements \('N' determinations\)](#)
6. Record of School Achievement and Higher School Certificate appeals:
<https://ace.nesa.nsw.edu.au/ace-11001>

