



Tempe High School

Innovation | Opportunity | Excellence

2026 RoSA Assessment Policy

Years 9, 10, 11 and 12

2026

Table of contents

TABLE OF CONTENTS	2
PURPOSE OF & APPROACHES TO ASSESSMENT	3
THE HIGHER SCHOOL CERTIFICATE (HSC)	5
ALL MY OWN WORK	5
DEMONSTRATION OF THE MINIMUM HSC STANDARD	5
SATISFACTORY COMPLETION OF A COURSE FOR YEARS 9 (GEOGRAPHY) 10, 11 AND 12	6
'N' DETERMINATIONS – PRINCIPAL'S DETERMINATION OF NON-COMPLETION OF COURSE REQUIREMENTS	6
SCHOOL BASED ASSESSMENT	7
YEAR 11 RECORD OF SCHOOL ACHIEVEMENT (ROSA)	7
YEAR 12 HSC	8
YEAR 12 ENGLISH STUDIES AND MATHEMATICS STANDARD 1	8
1. ASSESSMENT SCHEDULES	9
2. ASSESSMENT NOTIFICATIONS	10
3. FORMAL EXAM PERIOD	12
4. ADJUSTMENTS FOR STUDENTS WITH LEARNING NEEDS	13
LIFE SKILLS	14
5. ATTENDANCE	15
6. ILLNESS	19
7. MISADVENTURE	20
8. TECHNOLOGY	21
9. LATE SUBMISSION	22
10. INVALID OR UNRELIABLE TASKS – NON-SERIOUS ATTEMPTS AND/OR INVALID PROCEDURES	23
11. MALPRACTICE/PLAGIARISM	24
12. ASSESSMENT REVIEW PANEL	27
13. STUDENT APPEALS	28
14. N WARNINGS	29
15. STUDENT SUPPORT	30
16. VOCATIONAL EDUCATION & TRAINING (VET)	31
APPENDIX 3: MALPRACTICE	36
A RESOURCES	38



Purpose of & Approaches to Assessment

The role of school-based assessment is integral to teaching and learning and has multiple purposes. The collection of evidence from a broad range of sources helps teachers 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 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 students' 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 may include in-class tests, open-book tests, topic tests and 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 may include Depth Study, Research Task, Investigation Task and Case Study.
- c) **Practical tasks:** hands-on tasks where students are assessed on their practical skills. Some examples of these tasks may include performances, experiments, art works and models.



At Tempe High School, we use a range of assessment approaches:

1. Assessment *for* Learning

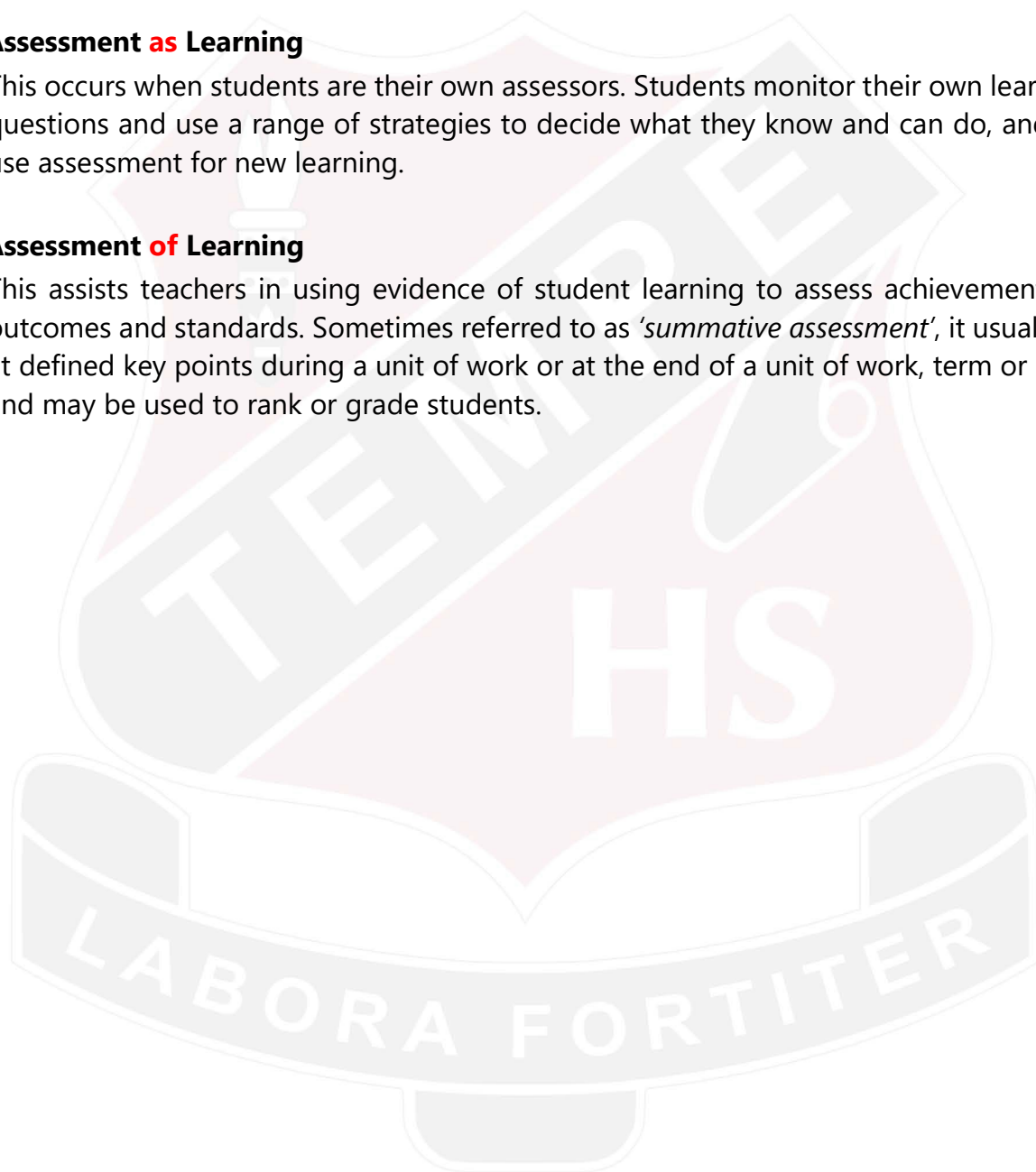
This involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as '*formative assessment*', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

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.





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 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 on the NESA website: <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.* Students who are completing accelerated classes in Year 10 must also complete this module. The Head Teacher Teaching and Learning will monitor this process.

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 examination seriously may receive a non-serious attempt and may be required to complete the examination again.



Satisfactory Completion of a Course for Years 9 (Geography) 10, 11 and 12

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.**
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 cases where a student **has not** met the requirements of a course, despite ongoing support and interventions, the principal has the delegated authority from NESA to issue an N-determination for the course. This may result in a student not being eligible for a Record of School Achievement (RoSA) and/or the HSC credential.

If a student receives an N determination, the principal will:

- a. 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 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 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](#) and with reference to other material produced by NESA to support the consistent awarding of grades.

A summarised version of the Common Grade Scale can be seen in the table below. Please refer to the link above for the NESA Common Grade Scale.

A	The student shows a very detailed understanding of the content and course ideas and uses highly developed skills in many different situations. They also think creatively and critically, showing deep analysis and thoughtful evaluation. The student communicates complex ideas clearly and effectively.
B	The student shows a complete understanding of the content and course ideas and uses well-developed skills in a range of situations. They also think creatively and critically, using good analysis and evaluation. The student clearly communicates complex ideas.
C	The student shows a solid understanding of the content and course ideas and uses skills in familiar situations. They can choose and combine information well and communicate relevant ideas clearly.
D	The student shows a simple/basic understanding of the content and course ideas and applies skills in some familiar situations. They can select and use information and describe ideas clearly.
E	The student shows only an introductory understanding of the content and course ideas and uses some skills with help. They can recall information and share ideas in a simple way.



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 % of available marks in courses where school-based assessment marks are submitted. **Note: NESA 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, NESA 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 10, 11 and 12 course.

Assessment schedules must reflect the following:

- Mandatory component weightings
- 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. Task notifications must include marking criteria where appropriate. ([ACE 2.1.2- 32](#)) The Head Teacher will ensure that all assessment tasks are in the Sentral Calendar for student and staff reference.

2.2: Where an assessment task has more than one component, all components must have the same due date. Where a task has two or more components and has more than one due date, it is classified as 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 course given.

2.3: The Assessment Task Notification is the final communication of an assessment date. The Assessment Schedule Booklet includes only estimated weeks for tasks. An assessment task date may require a change after an assessment notification has been issued; unforeseen and/or exceptional circumstances may impact this change. Where this is the case, the head teacher will inform the students and parents of this change of date via email. Changes to the assessment task date should be made only after the Head Teacher has consulted with the Deputy Principal of the year group. If there is minimal change to the task, the 2-week notification stands. For more significant changes, the Deputy Principal, in consultation with the Head Teacher, will decide on whether the 2 week notification is amended.

Note: an assessment notification should not be brought forward and adherence to the weeks stipulated in the assessment schedule is strongly encouraged to reduce assessment fatigue.

2.4: Head Teachers and class teachers are responsible for ensuring that notifications are accessible to all students on the one day to ensure equity. If a student is absent on the day a notification is issued, it is the responsibility of the student to follow up with access to a notification if the notification was issued on Google Classroom or another class digital platform. If the task notification was handed out as a hard copy only, it is the class teacher's responsibility to ensure the student has access to the task notification the day the student returns to school.

2.5: Class teachers must check that all students have received a notification and that the students have signed/acknowledged in writing (or via a digital platform) 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. **Note:** all students must ensure they are in the Google Classroom for their class/course, so that they can receive all communications.

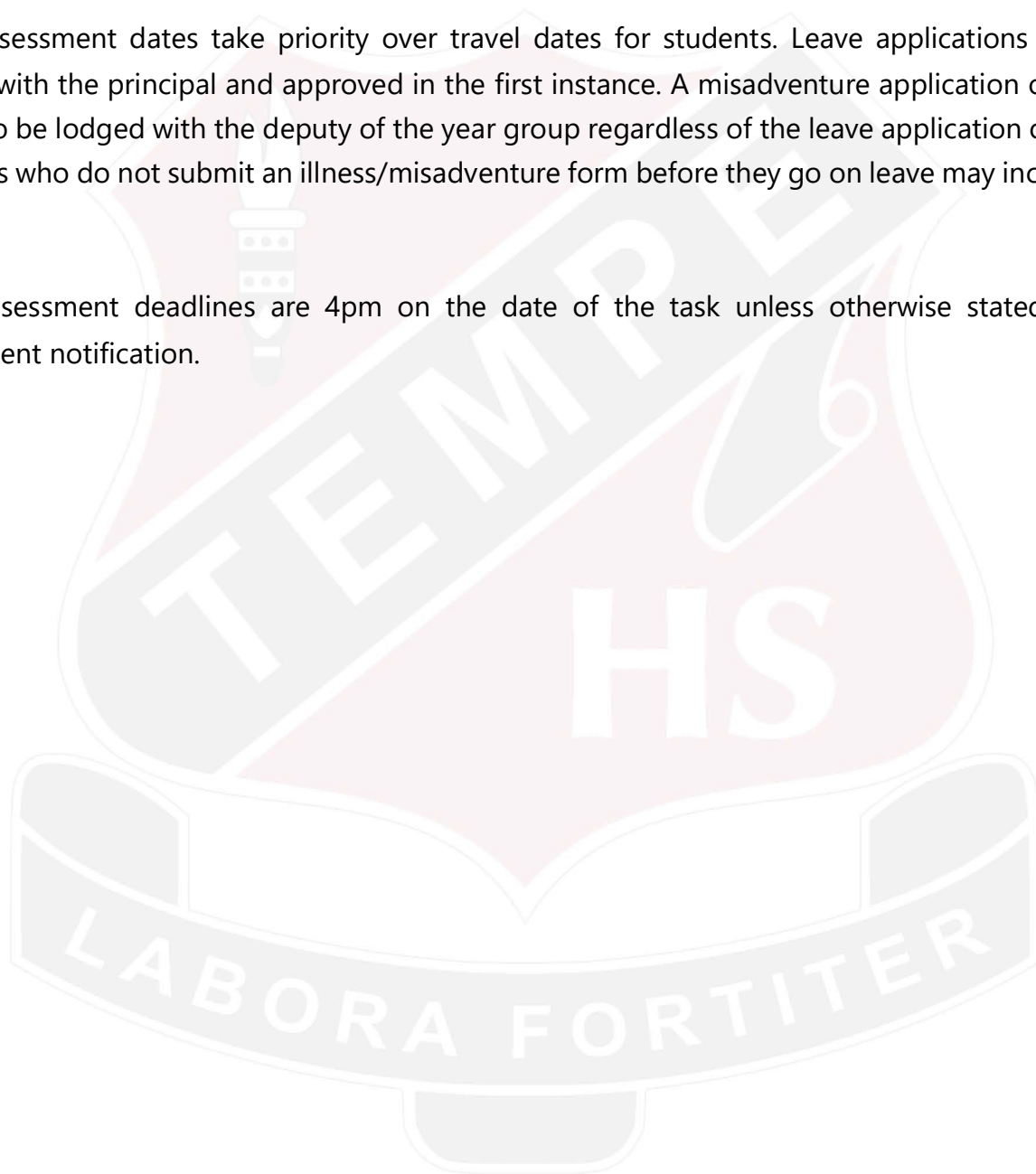


2.6: Assessment Task Notifications for oral presentations must include a time limit and indicate whether the students can alter the time limit without penalty. Students should be informed that a 30 second leeway applies if the faculty has that expectation.

2.7: Assessment Task Notifications must clearly state whether a student is able to use AI.

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 deputy of the year group regardless of the leave application outcome. Students who do not submit an illness/misadventure form before they go on leave may incur a zero penalty.

2.8: Assessment deadlines are 4pm on the date of the task unless otherwise stated on the assessment notification.





3. Formal Exam Period

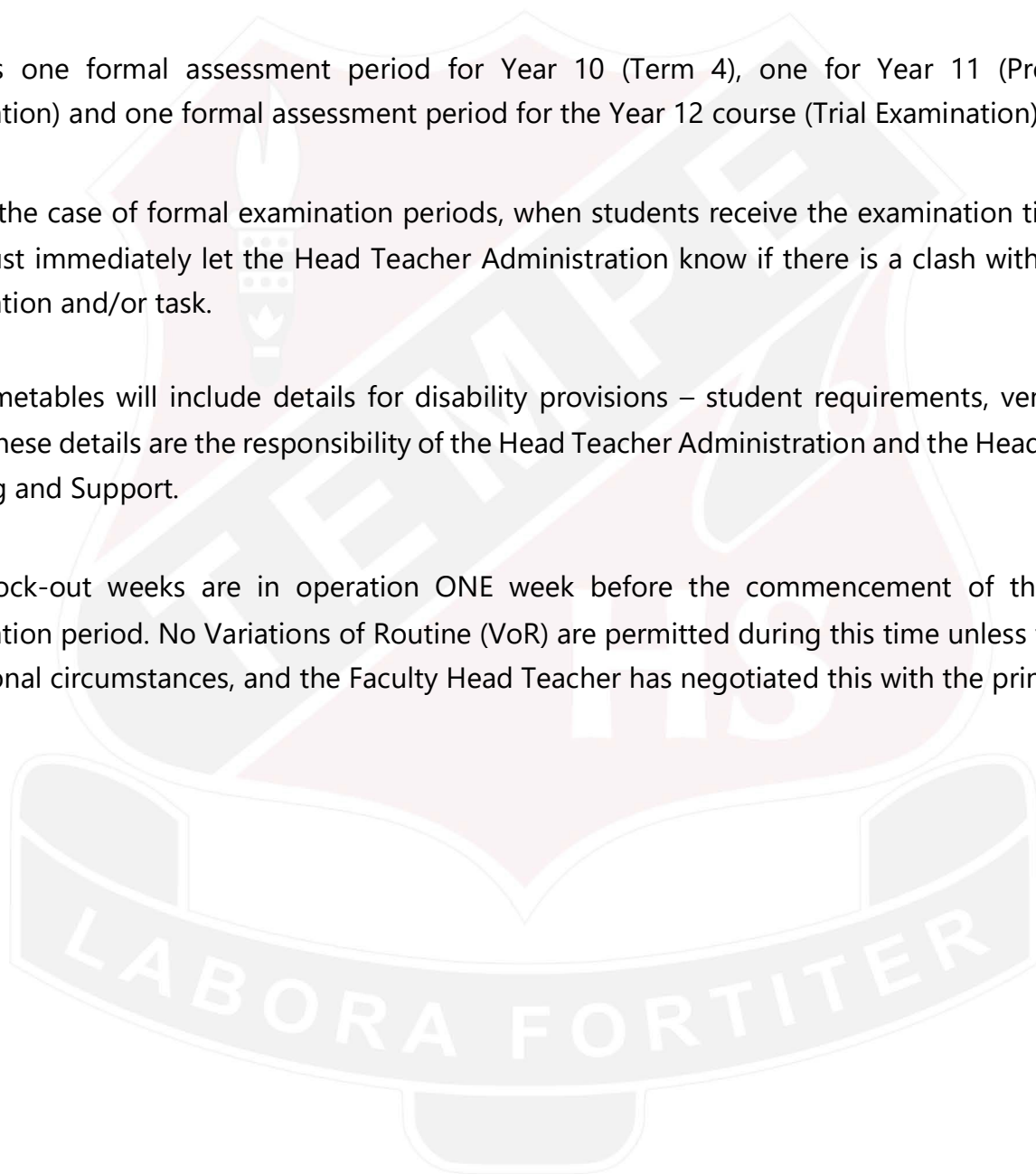
3.1: The Head Teacher Administration is responsible for all scheduling aspects of the examination period, including but not limited to sending out the formal examination timetable to students and teachers at least two weeks in advance. In the case of Year 10 and 12, students should be issued with an examination timetable prior to the holiday period to allow them to schedule their study appropriately.

There is one formal assessment period for Year 10 (Term 4), one for Year 11 (Preliminary Examination) and one formal assessment period for the Year 12 course (Trial Examination).

3.2: In the case of formal examination periods, when students receive the examination timetable, they 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 ONE week before the commencement of the formal examination 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

For in-class examinations and take-home assessments, 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.

Depending on the individual student's needs, these may include:


- **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. In the case of assessment tasks, the teacher should use the student's IEP (Individual Education Plan) to guide their approach.

4.2: 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. Students should also discuss their needs with the class teacher at least one week before they sit an examination to ensure they are catered for during the assessment process.

4.3: To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESA via Schools Online as soon as possible. The student is encouraged to contact the Head Teacher Learning Support for guidance in this matter.

Adjustments in the HSC cannot be made without NESA approving them for the individual student. Students will be expected to collate documentation from a Health Professional to gain access to these provisions.



4: During **formal examination periods**, these staff are responsible for implementing disability provisions during examination periods:


- a) LaST (Learning and Support Teacher): supported by the Head Teacher Learning Support 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 examination periods.
- c) Head Teacher Learning Support and LaST: NESA applications for disability provisions.
- d) Head Teacher Learning Support and LaST advises Head Teacher Administration of the students accessing disability provisions at the time the examination timetable is being developed.

4.5: For in-class tasks, class teachers and Head Teachers are responsible for the implementation of accommodations and adjustments.

4.6: If a student experiences an injury prior to an examination, they are to inform the Head Teacher Wellbeing and their deputy so that adjustments can be applied for. In the case of a recent diagnosis, students and parents may be called in to devise a plan with the Learning Support Team.

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

All students away on the day of an assessment task (and/or late) must produce a valid reason why they missed handing in an assessment task or attending an examination or performance. If a student does not complete or submit a scheduled assessment task, they will immediately receive a zero. Students are required to complete all set tasks, so that the course outcomes are addressed.


To remove that zero penalty, they will need to fill in an illness/misadventure/appeal form to justify their inability to complete the task on the scheduled date. They are strongly encouraged to gather evidence to support the claim so that an **Assessment Review Panel (ARP) can make a considered decision as to whether the zero remains, whether other penalties are incurred or whether there is no penalty at all.**

5.1: Students who miss the scheduled deadline for an assessment task **and/or late** are expected to:

- ✓ Fill in an Illness/Misadventure/Appeal Form to request access to a mark.
- ✓ Submit what they have currently completed leading up to the date of task so that the teacher can identify what work has currently been attempted.
- ✓ Email the form to their deputy as soon as possible. The request may be declined if it is submitted 1 week after the due date of the task.
- ✓ Discuss completing the task with the head teacher as soon as possible.
- ✓ Await the outcome from the Assessment Panel via an email from the deputy of the year group. This should be approximately 1 school week from when the student submitted the form.

5.2: In class – tasks/ examination:

- a) Students must be punctual and 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 an illness/misadventure form must be filled out. Medical certificates for any appointment on the day of the task must be submitted. For train/bus delays, note the time and seek a support statement from the transport staff or a screenshot of an app that shows a delay or some other documentation that supports the claim.

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- b) At times, to protect the integrity of an assessment, examinations will be scheduled so that all students in the one course can take this examination at the same time. This means that an examination may not take place in a student's scheduled class time. It is the student's responsibility to ensure they have checked their Google Classroom/Digital Platform communication so that they do not miss an examination that occurs outside normal timetabled classes.

Note:

- If the task is via digital submission and submission is by 8.45am, the rule about timetabled lessons does not apply.
 - If a student is requesting an early leaver after completing an examination /submitting a task/performing, they need to see the Deputy Principal to explain their reason before leaving school on an assessment task day.
- c) Students who work on assessment tasks while in another timetabled class are considered to have an unfair advantage. If a student works on another course's assessment task in a class against the instruction of their class teacher, they will receive a zero and must follow the illness/misadventure/appeal process. Additionally, class teachers will apply the school discipline policy and consequences accordingly.
- d) In the case of tasks which are examinable but may not have an allocated weighting or grade, students are expected to attend the examination, or they may receive a zero for the entire assessment task. Students must complete all components of an assessment task to access their grade.

5.3: Formal examinations:

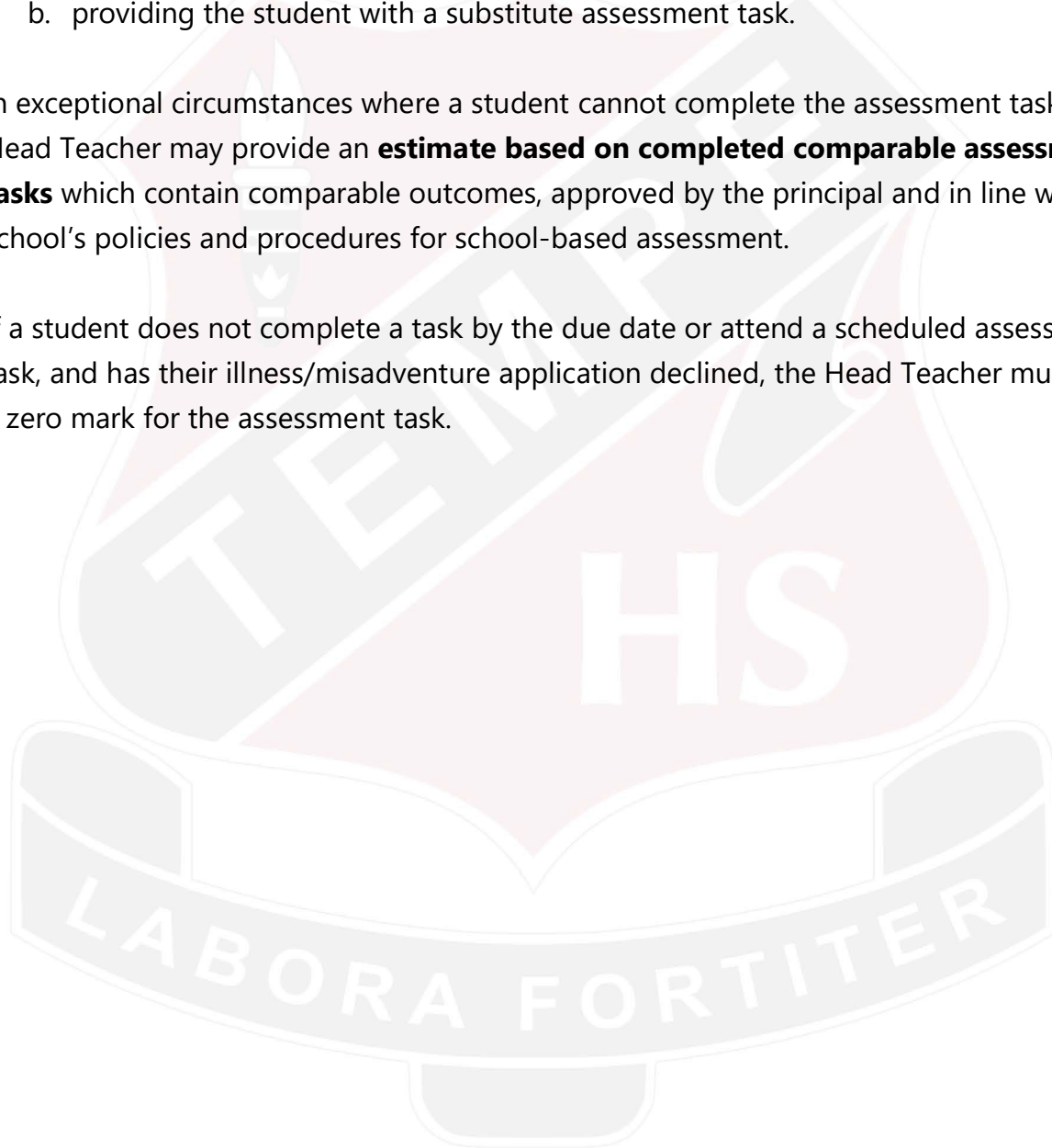
- a) Students must attend all formal examinations for their courses as per the Examination Timetable set out by the Head Teacher Administration. Misreading the timetable does not constitute a valid reason for missing a task.
- b) Students are to inform their Deputy Principal if there is a clash or problem with their timetable as soon as they are given the timetable and review the examination 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):

Students are expected to attempt all assessment tasks.

- a) 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.
- b) 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.
- c) 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 understood 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 for this as soon as the dates are advised.

- a) **Formal examination 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.

For examinations that take place during VET placement: students must complete them on the Monday they return from placement.

- 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.

For hand in/digital submissions during VET Placement: students must abide by the times and expectations set by the assessment notification as per all other students.

In some cases, there may be a need for the student to attend school for an examination 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 NSW School of Languages must ensure that students are fully aware of the illness/misadventure processes related to that institution.
- b) Students should communicate any requirements for examinations and assessment tasks to the Tempe High School Head Teacher who will organise a room and supervision to support their completion if the examination task is to be delivered at Tempe High School.
- c) The Head Teacher should notify subject teachers if a student is not in the class due to attending an external examination.



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 the form to the Deputy Principal beforehand 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 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 Principal or the Learning Support and Wellbeing Team may have been provided with evidence of this via parent/guardians and/or external agencies. In this case, the relevant Deputy Principal will support the preparation of a collective (cross-curricular) Illness/Misadventure form which covers all the student subjects.
- e) 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 Principal and/or Principal.

6.2: Repeated illness/misadventures: where a student is consistently putting in illness and/or misadventures against various assessment time frames, the student may be required to seek more documentation and/or fill in another separate form with a GP/professional (which is provided by the Deputy Principal) to explain these repeated instances.

In cases of repeated illness/misadventure claims, the same reason (e.g. anxiety) should not continue to be used if the student has not engaged in ongoing counselling or shown how the condition is new and/or exacerbated across assessment time frames. The illness/misadventure request may be declined, and the student may receive a zero.

See appendix section for the flow chart.

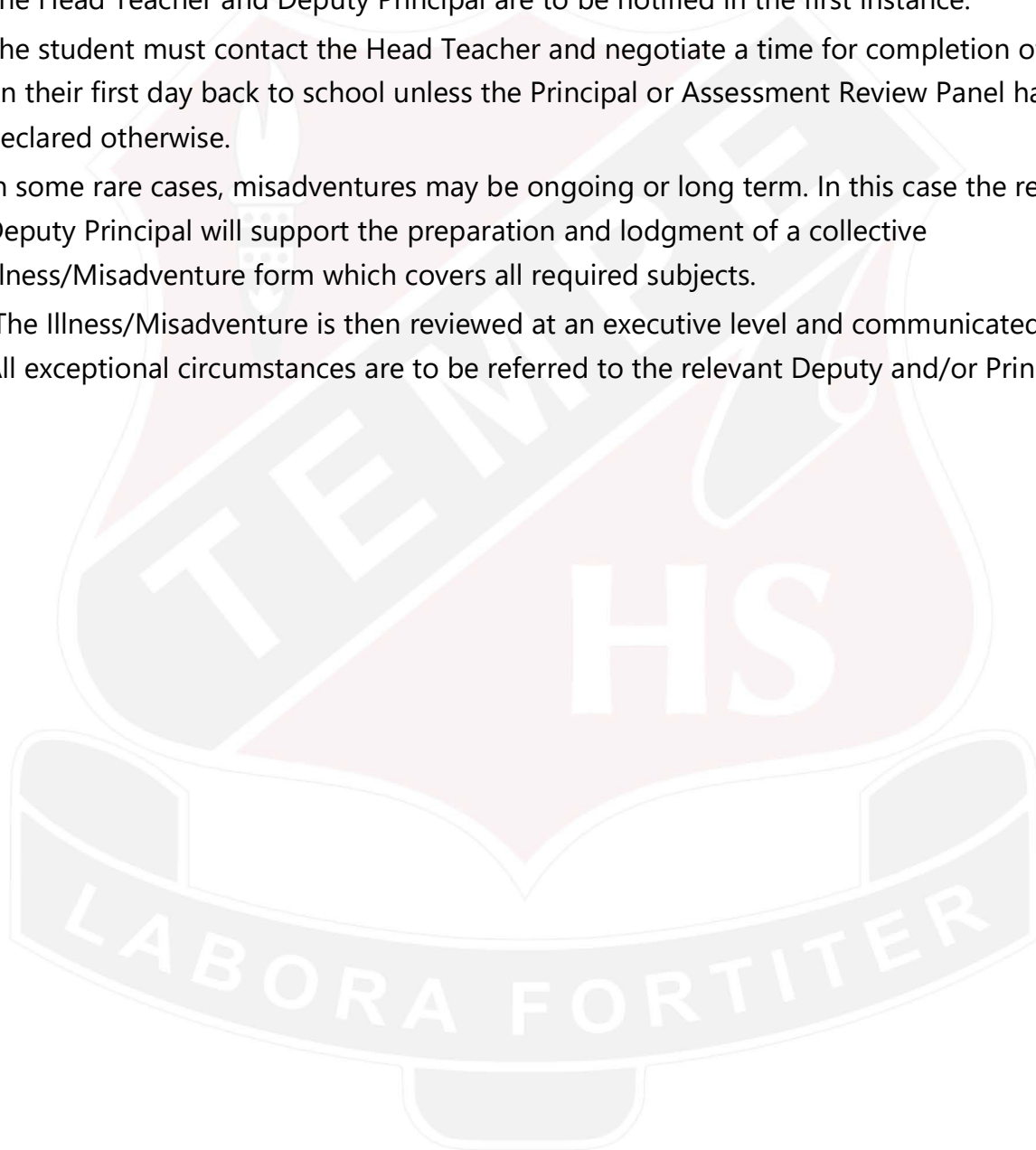


7. Misadventure

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 as possible.

Misadventures are sometimes difficult to obtain evidence for, so students must seek any supporting statements from people involved to support the case put forward.

- a) The Head Teacher and Deputy Principal are 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, misadventures may be ongoing or long term. In this case the relevant Deputy Principal will support the preparation and lodgment of a collective Illness/Misadventure form which covers all required subjects.
- d) 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. As a BYOD (Bring Your Own Device) school, it is the student's responsibility to ensure that they have access to technology or have sought technology support from their Deputy Principal well before their assessment task is due.

In the case of tasks where students are required to submit videos or multimodal presentations, students should set aside time for upload to the designated platform specified on the assessment notification. Students should not leave this until it is close to the deadline. Using a phone to upload a task is not recommended and will not be accepted as a valid reason for why a document or other did not load or was the reason was for lateness.

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. If they are out of class to do this, without class teacher permission, they may be awarded a zero. Students are always encouraged to use the illness/misadventure/appeal form if there is a valid reason.
- b) Students have 1 week to apply to the Assessment Review Panel from the date the task was due.

9. Late Submission

Late submissions and/or attendance to class are considered non-submissions, and a zero mark may be awarded. Follow the illness/misadventure/appeal process if there is a valid reason.

9.1: If a task is made up of several components, then only the late component may 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

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 NESAs moderate 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 issues before NESAs grades are submitted to the Head Teacher Teaching and Learning. The Head Teacher will meet with the principal and/or Deputy Principal of Year 11 and 12 to ensure that assessment schedules match assessments and link to final grades.

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

The school will submit estimated examination marks for students entered in optional HSC examinations 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

Student- Related

10.1: Any task deemed by the class teacher or examiner as a non-serious attempt may be awarded a zero mark. The student may be expected to complete the task again but may not be awarded another mark. They may also receive an N warning until that task is completed.

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 if they have a valid reason. Students have 1 week to apply to the Assessment Review Panel from the date of advisement.

School Process – related

10.4: Where there is an issue with the validity or reliability of an assessment task, students are encouraged to consult with the Head Teacher of the course in the first instance. If this cannot be resolved, the student/Head Teacher may bring this to the attention of the deputy.

The Assessment Review Panel will consider whether this is an invalid or unreliable task. 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 but will aim to do so earlier where possible. If an issue arises past that time, the Head Teacher must inform the students and parents in writing (via email) of the reason for the delay and anticipated time of return. Feedback is especially important prior to preparation for the Trial Examinations.

10.6: Teachers must provide students with enough time to review their examination /assessment papers or submissions during class time as no changes to marks can be made once students have left the classroom. Teachers are encouraged to allow students 20 minutes to review their papers and provide time for students to inquire about results if there are discrepancies within the same period in which the examination was handed back. After the examination paper/task leaves the sight of the teacher following the process stated, students cannot appeal for a review.



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 **an 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 for an assessment or missing periods on the day before an assessment is due 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 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 in Year 12 are registered on the NESA 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:

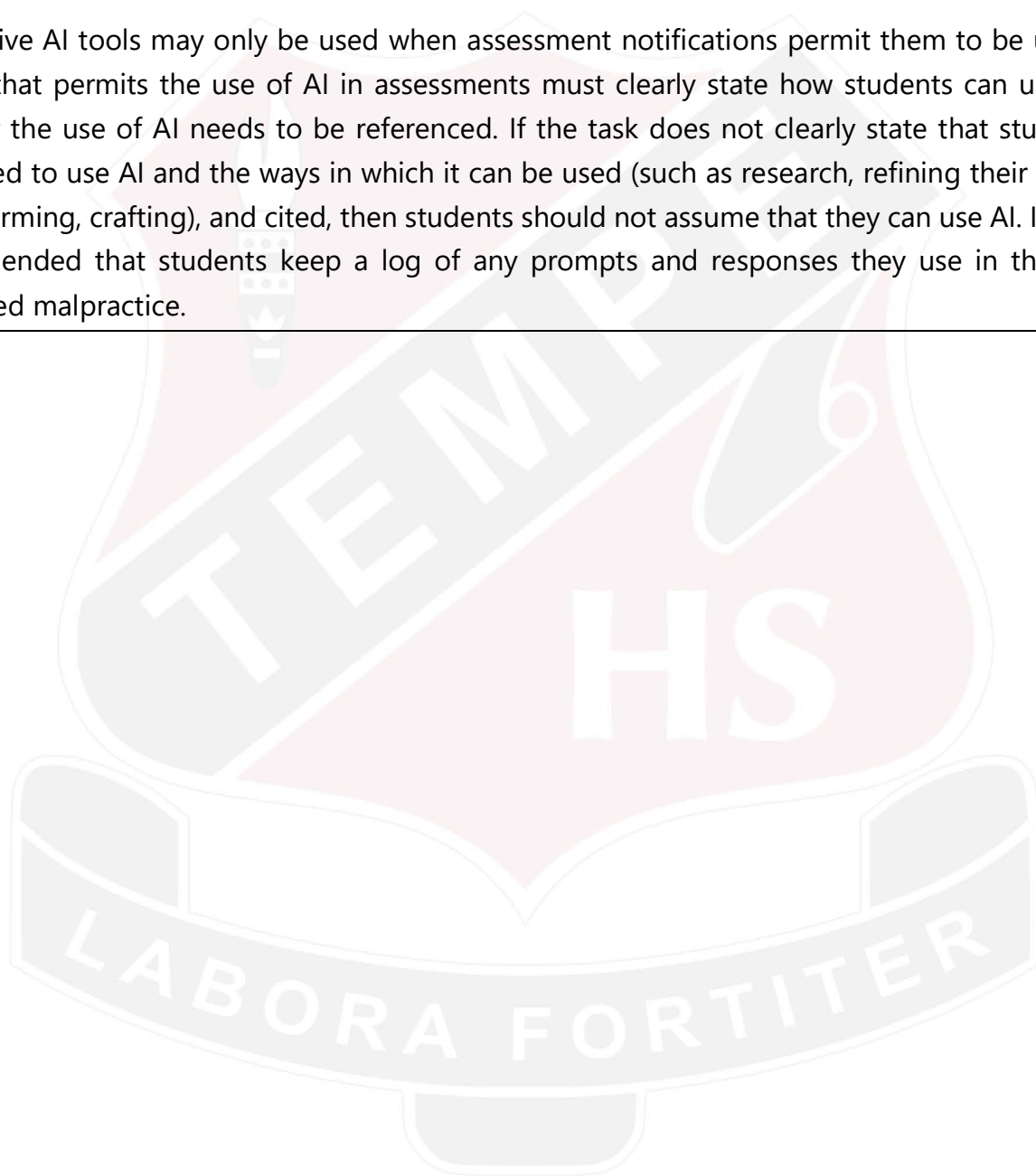
- Entry into Sentral by head teacher
- Zero mark
- Percentage of the mark deducted
- Parent contacted
- Parent interview if more than one instance of malpractice
- Re-submission of the task or completion of an alternative task
- Entry into the malpractice NESA register for Year 12 students
- Re-completion 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/s. In cases where an outcome cannot be reached, the principal may be included in the ARP process.

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. 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 approximately a week of the student's application being submitted by email. In cases where an extension of this time frame is required, the convenor of the ARP will notify the student and parent via email.

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

- a) An estimate based on previous performance/rank. (*While NESAs does not encourage this, in situations where there are no other options and where a justification warrants it, an estimate based on previous performance/rank can be used.*)
- 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

13. Student Appeals

Students:

- ✓ may request a school review of their final grade allocated to them by their school in any NESA Stage 6 course.
- × cannot seek a review of results in single or multiple individual assessment tasks.

Students appealing their final grade in a Stage 6 course must:

- ✓ submit their appeal, in writing, to their principal, and
- ✓ provide evidence that the grades/grade allocated in the course were inconsistent with the progressive reporting from their school.

13.1: With regards to illness/misadventure/appeals: students have the right to appeal to the principal if they do not agree with the ARP or any other assessment-related issue. If the school appeal is unsuccessful, the student has the right to appeal to NESA.

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 NESA. NESA will not revise results in individual assessment tasks.

Note- to support students at a school level:

- In the first instance, queries re **individual assessment task results** should occur via consultation with the Head Teacher of the course. The Head Teacher should explain the collaborative marking process and the standards taken to ensure marking has occurred with integrity and equity.
- If the matter cannot be resolved at this level, the student may appeal to the Deputy Principal using the illness/misadventure/appeal process form. Appeal outcomes are usually based on issues with procedures (of assessment process or marking process) as opposed to teacher professional judgment.
- Appeals relating to **final rank orders** in courses must be emailed to the Deputy Principal using the illness/misadventure process as soon as the student is informed of their final rank order by the Head Teacher at 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 Principal will inform student records at NESA 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.

The warning letter should provide students with what tasks/activities need to be completed and allow for a 2-week completion date and/or a realistic timeline of completion depending on what tasks are written in the letter. This does not mean that the student will receive a mark, only that the student has completed the requirement of the course outcomes and may still receive a certificate.

Failure to complete the actions in the N warning letter may result in a student receiving an N DETERMINATION. 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 the student leaves school, they will receive a Transcript of Study (not a RoSA) that will list the mandatory course(s) that received an 'N' determination.

14.1: A teacher may request the student completes tasks that were not completed because the student was absent. The focus is on course completion.

14.2: Students will have a minimum of two weeks to address the required outcomes as per the warning letter. Students should engage with teacher/ Head Teacher/ Deputy Principal support offered during this time.

14.3: At least two warning letters and evidence that the student has not satisfactorily met the course requirements are 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 Principal. The Deputy Principal 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 in Year 11/12 may have their flexible learning privileges revoked and be expected to remain at school to complete their tasks.

14.5: Translated N warning letters can be found by [clicking here](#).

15. Student Support

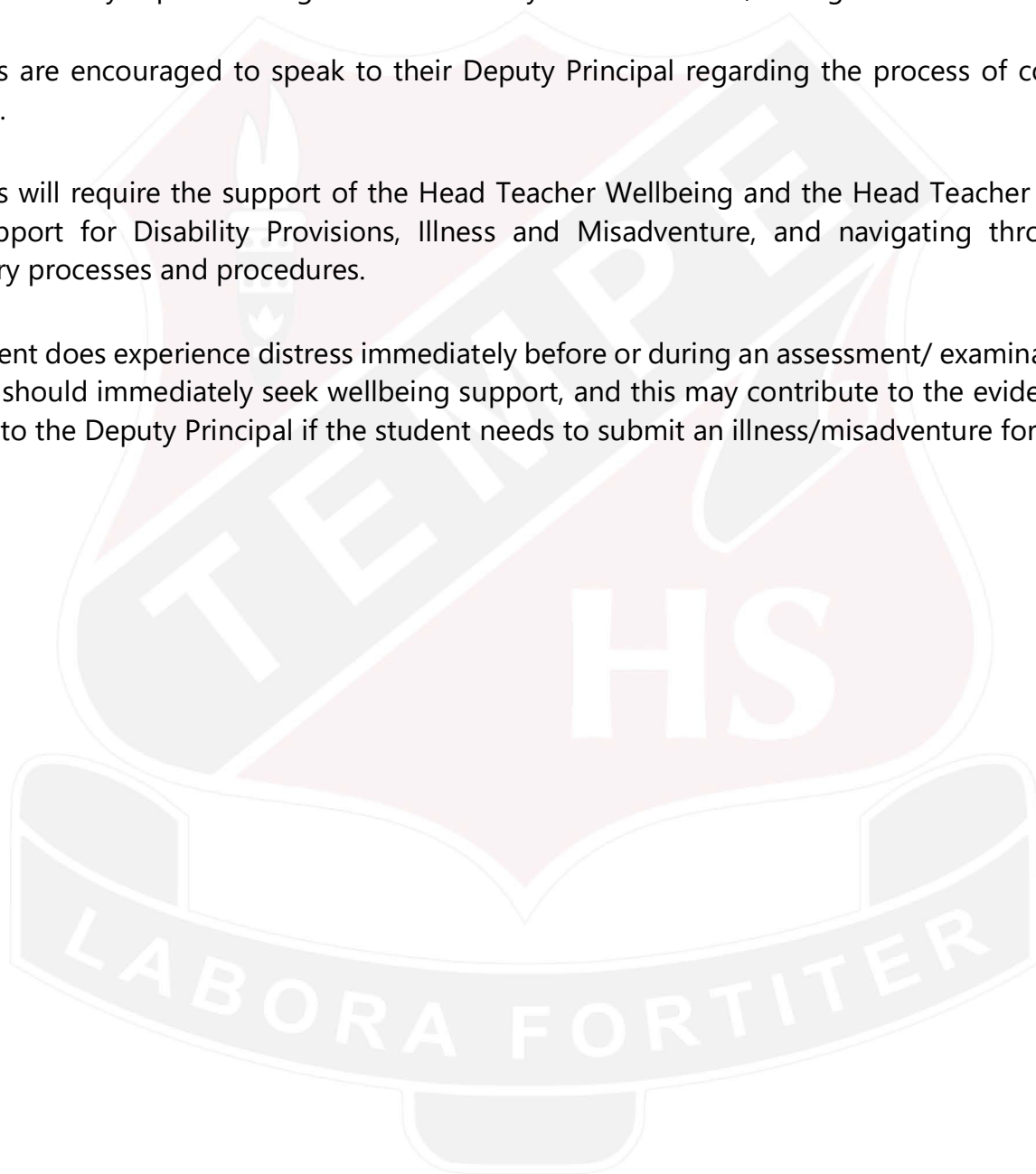
Students are encouraged to access support from school-based staff, medical professionals, community support and/or family members as they navigate through the challenges of senior school and the necessary assessment requirements.

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

Students are encouraged to speak to their Deputy Principal regarding the process of counsellor referrals.

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 does experience distress immediately before or during an assessment/ examination, the student should immediately seek wellbeing support, and this may contribute to the evidence they present to the Deputy Principal if the student needs 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 (skills) and what they know (knowledge) using the official RTO assessment tools. Teachers must follow the RTO supplied assessor guides, observation checklists, student declarations and assessor sign off procedures to ensure all competency decisions are valid and auditable. **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.

Students cannot participate in any practical or workplace components until they have demonstrated required WHS knowledge and safety procedures relevant to their course.

Students must complete the mandatory 35 hours of work placement for each VET Industry Curriculum Framework course to be eligible for competency. Failure to complete work placement will result in a Not Yet Competent outcome for the affected units. The VET Coordinator is responsible for confirming supervision and rescheduling of any missed exams during placement.

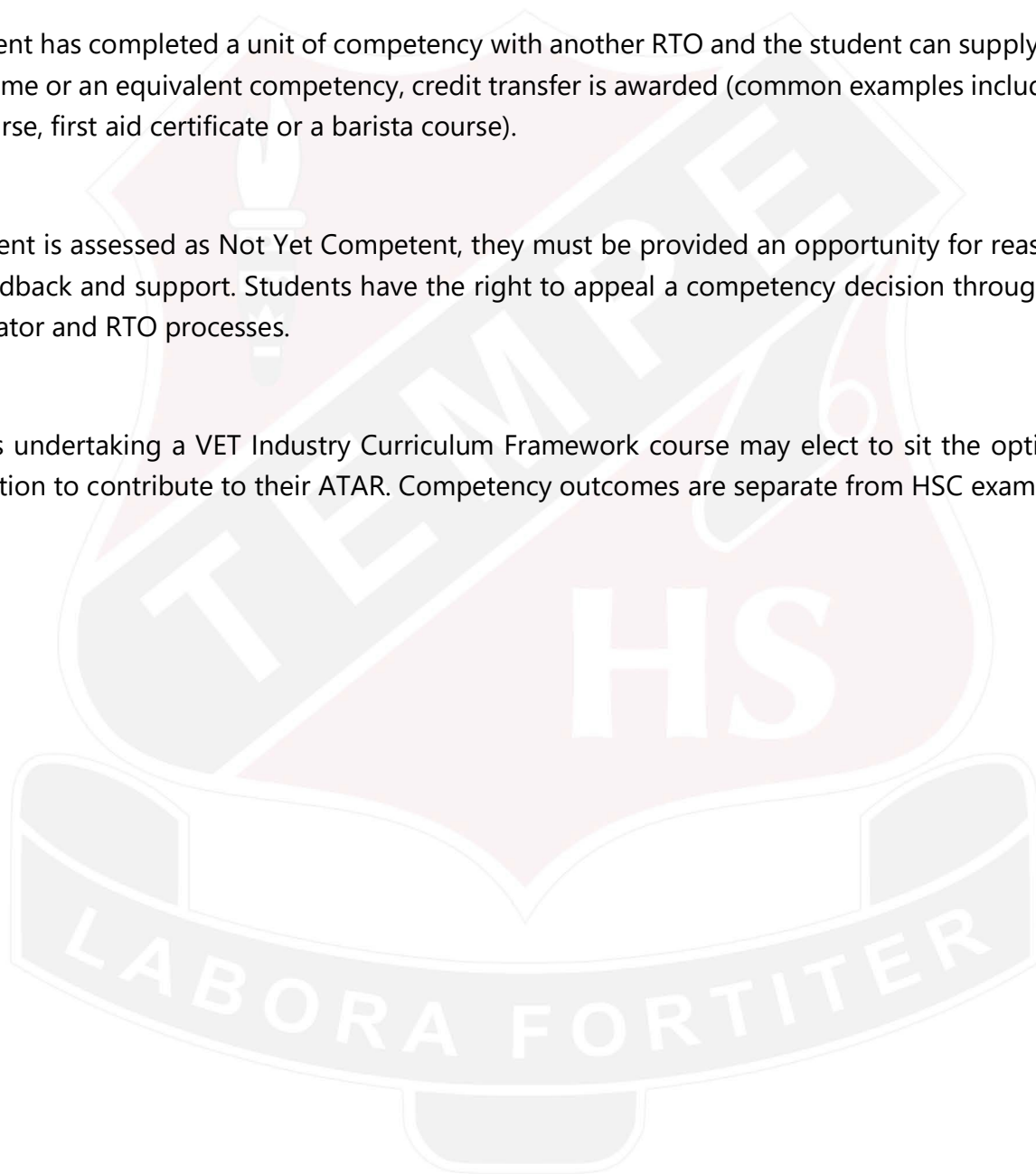


If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, they may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). Credit transfer is automatic when valid documentation is provided. RPL decisions must be evidence based, recorded and approved in line with RTO procedures.

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).

If a student is assessed as Not Yet Competent, they must be provided an opportunity for reassessment after feedback and support. Students have the right to appeal a competency decision through the VET Coordinator and RTO processes.

Students undertaking a VET Industry Curriculum Framework course may elect to sit the optional HSC examination to contribute to their ATAR. Competency outcomes are separate from HSC exam results.



Appendix 1: Illness/Misadventure Form



Year 11 and 12 Illness/ Misadventure/Appeal Form



EMAIL TO YOUR DEPUTY 1 WEEK FROM THE ORIGINAL DUE DATE otherwise your request may not be considered.

Student details and course: fill in all sections



Student name:

Parent/Carer signature:



Class/ year group:

Original date of task:

Name of task:

Task weighting:

Course/subject:

Class Teacher and Head Teacher notified



Name of class teacher:

Faculty:

Head Teacher signature:

☐

Illness/misadventure/appeal:

What outcome are you asking for?



Medical certificate attached:

☐



Year 11 and 12 Illness/ Misadventure/Appeal Form




Reason for request: what happened to impact your ability to submit/complete assessment on/by the due date.

By submitting/emailing this form to the deputy, you agree that all the information contained in this form is accurate and true. If there is any dishonesty found in this application, the application may be declined, and you may receive a zero.

Students can appeal to the school principal via email, but this must be done within one week of the email from the deputy.

Supporting person:



Supporting person signature: 

Support statement here:

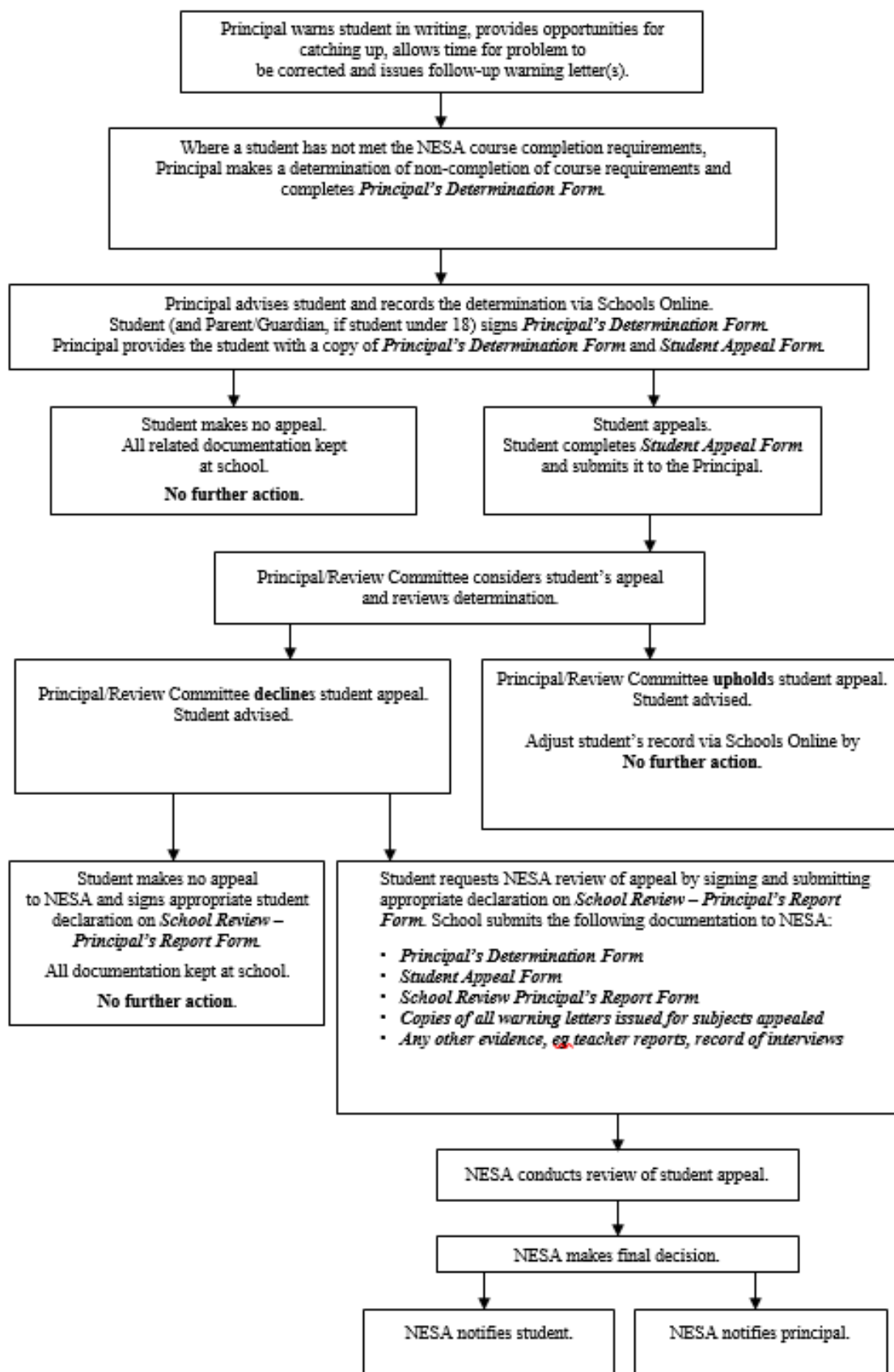
Send this form to your Deputy Principal's email or the school's email - see website.



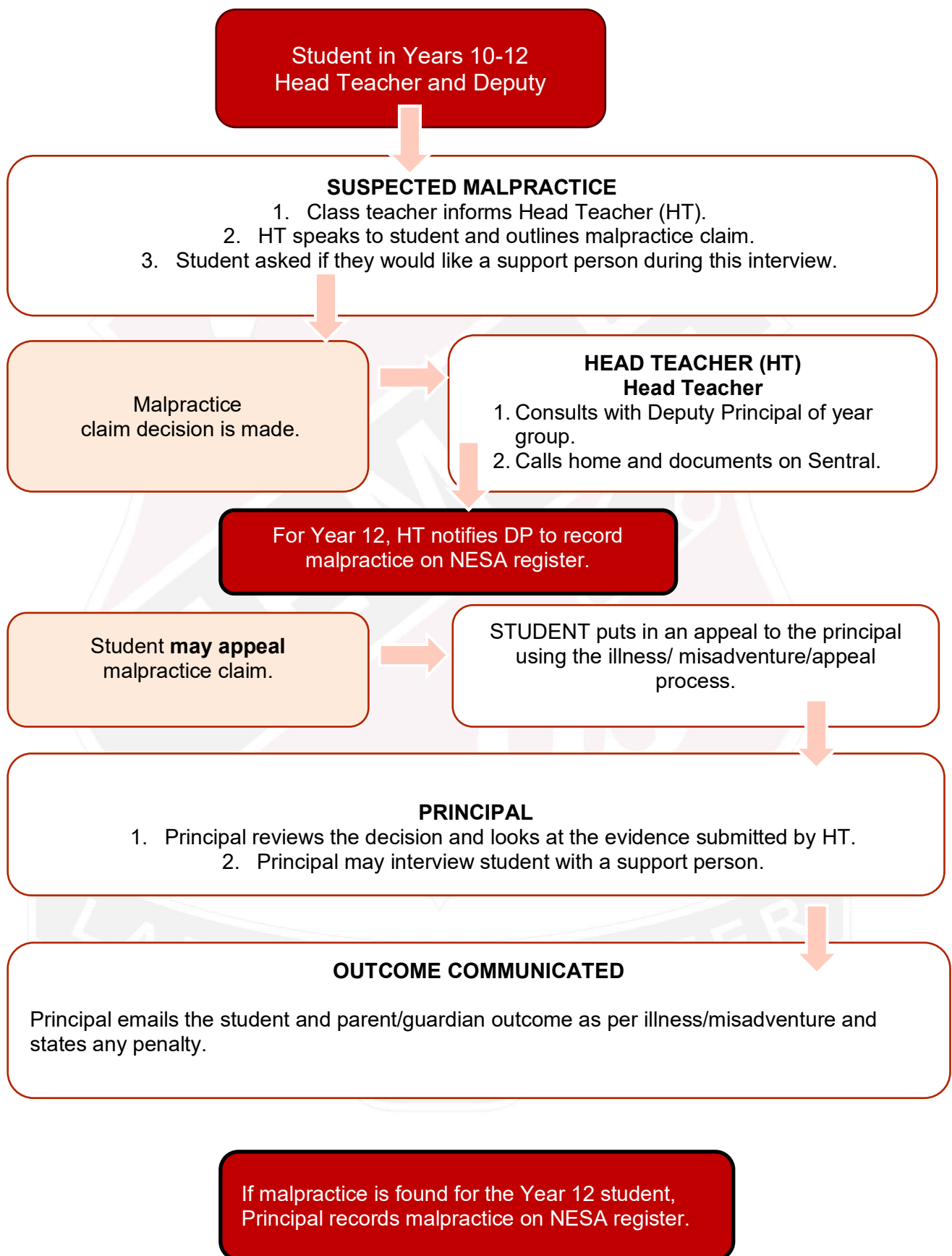
It is your responsibility to follow up with the head teacher if you miss an exam assessment. The head teacher can organise a time for the exam and/or extension while the outcome of your illness/ misadventure is pending.

Regardless of the outcome, **all assessments must be completed** as they count towards your ability to show you have met the expectations of assessment for your course.

APPENDIX 2: N DETERMINATION FLOW CHART



Appendix 3: Malpractice



Illness/Misadventure/Appeal Process

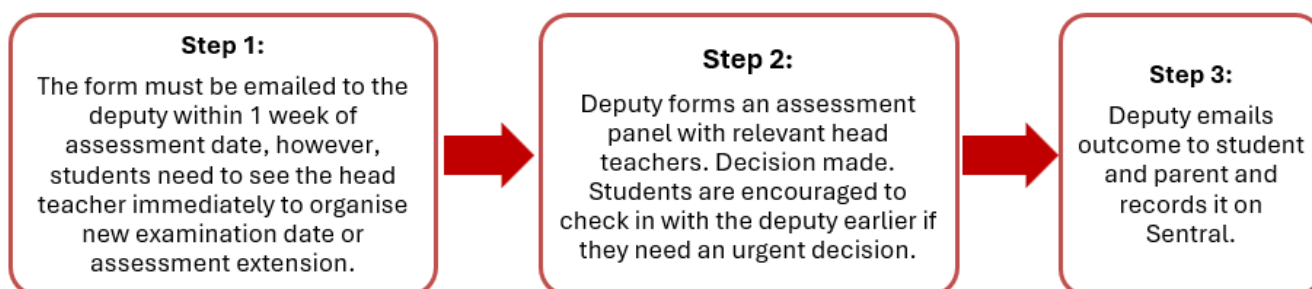
If a student is away on the date of an assessment task/examination, or there is an unexpected circumstance preventing them from completing the assessment, they must fill in an illness/misadventure/appeal form and email it to the relevant Deputy Principal as soon as possible. These forms should also be used if an event occurs during the examination /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 to complete 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 the school to know what you are experiencing well in advance (where possible), and this will support your case.

An illness/misadventure/appeal 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 Principal by 4pm or earlier if stated on the assessment notification. A suspension is not a reason for not handing in an assessment on time.

A 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:](#)

