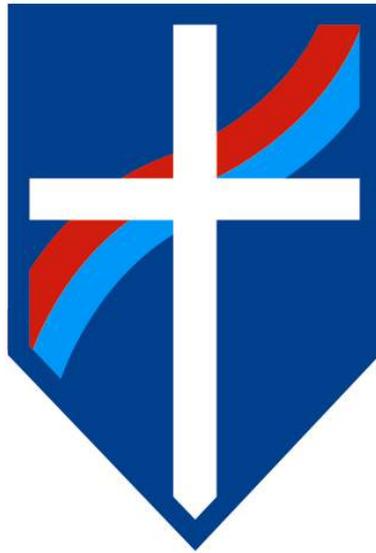


Border Christian College



Assessment and Reporting Policy

2018

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Assessment

Overview

This policy is consistent with Board of Studies Teaching and Educational Standards NSW (BOSTES) guidelines on school assessment and it promotes valid, reliable assessment of course outcomes.

BOSTES have published further advice on the types of assessment on their website*:

- Each syllabus promotes a standards-referenced approach to assessing and reporting student achievement in NSW and the importance of assessment for, as and of learning as essential components of good teaching and learning. NSW syllabuses and support material promote an integrated approach to teaching, learning and assessment. Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.
- *Assessment for learning* 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.
- *Assessment as learning* 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.
- *Assessment of learning* 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 effectiveness of assessment for learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Students need to be made aware of the course curriculum, syllabus and the assessment program for each subject/course. They also need to be provided with appropriate documentation, including assessment weightings. Students also need to be made aware of their responsibilities to ensure fair and equitable assessment for all students.

* Adapted from: <https://syllabus.bostes.nsw.edu.au/support-materials/assessment-for-as-and-of-learning/>

Principles of Effective Assessment

* Adapted from Advice on Assessment (2012) by BOSTES

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

Assessment activities should:

- be valid and be based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible to all students
- be part of an ongoing process where progress is monitored over time.

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Adjustments for Students with Special Needs

*Adapted from Advice on Assessment (2012) by BOSTES

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

- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions.

The Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is:

- a record of achievement for students who leave school prior to receiving their HSC
- available when a student leaves school any time after they complete Year 10
- cumulative and recognises a student's achievements until the point they leave school
- reports results of school-based assessment, not external tests
- shows a result for all courses completed in Year 10 and Year 11

Core and elective courses that have been satisfactorily completed in Stage 5 (Years 9 and 10) are reported on the Record of School Achievement using A to E grades (or equivalent) that have been determined by the school and based on the school's assessment program. The other mandatory curriculum requirements that have been met are also listed.

The Higher School Certificate (HSC)

The Higher School Certificate (HSC) is the highest educational award students can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether a student wishes to pursue tertiary qualifications, vocational training or employment.

The standards-based HSC offers syllabuses that set clear expectations of what students must learn and measures their performance against set standards. A mark in each course is reported against descriptive performance bands that show what students placed in each band typically know, understand and can do.

The HSC is comprised of two parts:

- The Preliminary Year (usually Year 11)
- The HSC Year (usually Year 12).

Students must satisfactorily complete the Preliminary Year before they are eligible to enter the HSC Year.

The Assessment and Certification of students attempting HSC subjects have two components, the Internal School Assessment component and the External Examination component. Each component is shown on the Record of Achievement (see below).

The external examination is held during the HSC examination times at the end of Year 12, typically starting early October. Results from this examination may contribute up to 50% of a student's final score. In some subjects a practical component is included in the exam result. The internal school assessment component contributes the remaining percentage of marks for each subject studied.

Satisfactory Completion of a Course

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

- Followed the course developed or endorsed by the Board; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the College; and
- Achieved some or all of the course outcomes.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. Where the student is in Year 10 to Year 12, the Principal will then apply the 'N' determination.

Non-completion determination ("N" Determination)

The Board of Studies has delegated to the Principal the authority to determine if students have satisfactorily completed each course for which they are enrolled in accordance with the requirements issued by the Board of Studies.

The Principal therefore will determine if there is sufficient evidence that each student has applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Warning Letters

If at any time it appears that a student is at risk of being given an "N" determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an "N" determination in a course on Higher School Certificate eligibility.

The Principal will:

1. Advise the student and guardian in writing of the tasks or actions that need to be completed.
2. Request from the parent a written acknowledgement of the warning letter.
3. Issue at least one follow-up warning letter if the problem has not been corrected
4. Issue an "N" determination for that course if the problem has not been corrected.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue an "N" determination and advise the Board of Studies.

Should an "N" determination be made, the student is entitled to appeal first of all to the College Assessment Appeals Committee* (within 3 school days of the receiving notification) and then, if unsuccessful, to the Board of Studies provided they do so within the given time. Should a student wish to take this course of action, they must see the Secondary Curriculum Coordinator for the appropriate paper work and processes to be followed.

** This committee is made up of the Secondary Curriculum Coordinator, the relevant classroom teacher and the Principal.*

Guidelines for Internal Assessment

Internal Assessment

School Assessment is intended to:

- • measure each student's achievement relative to specified syllabus outcomes by the end of a course
- • encompass all syllabus objectives and outcomes other than those relating to attitudes and interest

For each Stage 5 and Stage 6 subject, there is a set of requirements for determining the assessment mark. These requirements are determined and distributed by the Board of Studies and each school must certify that it has adhered to the areas stipulated and the correct weighting of tasks.

The purpose of the provision of a separate School Assessment in reporting RoSA and HSC Awards is to provide an indication of a student's attainment on a wider range of syllabus outcomes than is measured by a single HSC examination. This allows due weight to be given during the course to indicators of student achievement. Such achievement, although evident to the class teacher, may not be adequately assessed in a single external examination.

There are two important indicators of achievement in a specific task:

- the mark awarded for the assessment task
- the rank order of students.

Assessment Handbooks

Assessment Handbooks aim to provide details of the implementation by Border Christian College of the Assessment Program for all courses offered for Year 10, 11 and 12.

In order to receive credit towards their Assessment Grade, students are required to complete specified pieces of work, called Assessment Tasks, in each of their courses. These tasks include formal examinations, essays, assignment work, practical work, excursion reports and oral presentations. The number and nature of the tasks will vary for each course.

The Assessment Handbooks also contain subject-specific Assessment Schedules. All due care has been taken to ensure this handbook contains the most up-to-date schedules. However, it is important to remember that the dates shown are approximate.

Subject Assessment Guidelines and Policies

Schools are required to develop an assessment program for each of their courses. They are to provide students with written advice about the College's requirements for assessment in each course. Details on what is required in the advice given to students are outlined below.

Writing Formal Assessment Tasks And Notices

In most cases a formal assessment task notice will be the front page of the assessment task, however for tests and exams, only an assessment notice will be issued. Assessment tasks completed by students are due on the day and are to be handed in to the class teacher, unless otherwise notified.

Assessment Notices For Formal Assessment Tasks

Teachers are required to give students written notification 2 school weeks before the assessment date. An assessment notice is to identify the following on the front page/s:

- College name and logo
- Subject
- Year of course
- Teacher's name
- Task Number (if applicable)
- Weighting (for the year)
- Due date
- Nature of the task
- Outcomes to be assessed – identify number and copy directly from your syllabus

In addition for tests and exams where you provide a notice only, include:

- Topics to be assessed
- Basic marking criteria
- Mark allocation

Assessment Tasks

A formal assessment task is to include:

- Task Details/Instructions – provide scaffolds and use key words as appropriate.
- Marking Scheme – this identifies the allocation of marks for components of the task. Allocate marks for referencing and depth of research if appropriate.
- Marking Criteria – these are general statements about the success criteria for completing the task. The criteria may be merged with the Marking Guidelines.
- Marking Guidelines – these are specific rubrics that assist in mark allocation and feedback.
- Student Declaration – this is a cover page for the assessment task that acknowledges ethical scholarship

Assessment Task Statements Re: Penalties For Late Submission

Stage 4 (Year 7 and 8)

Where there is no valid reason for the non-completion of an assessment task by the due date, 10% per day late, up to 5 days, will be deducted from the final mark. After 5 days, a zero mark will be recorded for that task.

Stage 5 (Year 9 to 12)

Where there is no valid reason for the non-completion of an assessment task by the due date, a zero mark will be recorded for that task.

Completion of Assessment Tasks

A student must make a genuine attempt at all Assessment Tasks in each course in which they are entered. Any student who fails to complete, to a satisfactory level, any Assessment Task will be issued with a warning letter. If the issue is not resolved, the student may receive an “N – Determination” notice, which will disqualify them from this particular course. This may in turn also disqualify them from receiving the RoSA and possibly the HSC. Where a student is in danger of receiving an “N” Determination, their parents will be notified in writing allowing sufficient time for the student to remedy the problem.

Submission of Assessment Tasks

Whether a task is being submitted on time, prior to the due date or late, the task should be personally handed to the teacher of the relevant subject or their homeroom teacher as directed. Students who ask other teachers or other students to pass the task on to the teacher responsible, do so at their own risk.

All written assessment tasks will be due at the beginning of the day, on the due date (unless otherwise specified on the actual task). Teachers will only accept printed assessment tasks; no USB’s drives, CD’s or emailed assessments will be accepted, unless prior arrangement has been made with the subject teacher. No responsibility will be taken for assessments that are electronically submitted. There will be no printing of tasks on the due day without a late penalty applying.

In the case of teacher absence the task must be submitted the Secondary Curriculum Coordinator. The College accepts no responsibility for a student’s work if they do not follow these procedures. All students should retain a paper or electronic copy of the task.

All students are encouraged to ensure they have backed up their electronic assessment tasks, particularly while working on a task, rather than just once a task is finished. Failure of electronic devices is not grounds for a misadventure appeal if a task has been “deleted”.

Absence before an Assessment Task (including examinations)

Where a student in Year 10 to 12 is absent the day before an assessment task is due or on the day a task is due, the student may be required to produce a medical certificate to prove they were sick. If the student was not sick then the mark gained for the assessed task will be reduced by the Academic Committee (Secondary Staff) to adjust for any unfair advantage the student has gained from having extra time to complete the assessed task.

Absence from an Assessment Task (including examinations)

If a student is unable to attend or submit a particular task on or by the set date of that task, the following procedures must be followed:

- (a) The Secondary Curriculum Coordinator and/or the classroom teacher must be notified on or before the morning of the task or task due date.
- (b) In all cases of absence, the student must submit a medical certificate or other relevant documentation* to the Secondary Curriculum Coordinator on the student’s first day back at school.
- (c) Absence from a task due to prior appointment. An appointment made for the date of an Assessment Task or on the date a Task is due, is not an acceptable reason for failure to submit

unless there is an emergency as evidenced by acceptable documentation. Failure to comply in this regard may result in a zero grade for the Assessment Task.

(d) If the absence occurs during an examination period, the student should contact the school as soon as possible. The student then must return on the first day not covered by the certificate or documentation, whether they have a scheduled examination on that day or not.

(e) A student requiring leave must obtain written permission from the Principal before the taking of the leave. This must also be presented to the Secondary Curriculum Coordinator before the leave is taken.

If a student complies with these requirements, then he/she may sit a substitute task as organised by the classroom teacher or be provided with an estimate. An estimate would be determined in consultation with the classroom teacher and the Secondary Curriculum Coordinator in circumstances where the completion of a substitute task is not feasible, is unreasonable or where the conditions of the missed task are difficult to duplicate.

In summary, if extended absence occurs before a task or an absence on the due date then documentation must be taken to the Secondary Curriculum Coordinator. If they are not available, then the documentation should be given to the receptionist who should be asked to date, sign, retain it and pass it onto the Secondary Curriculum Coordinator upon their return. Students are not to leave documentation on the Secondary Curriculum Coordinator's desk or give it to another teacher or student to pass onto them.

If the documentation is acceptable, the Secondary Curriculum Coordinator (in consultation with the classroom teacher) will make arrangements for the student to sit the missed examination, complete an alternative task or receive an estimate.

Late submission of Assessment Tasks without Documentation

Year (10/11/12)

Where there is no valid reason for the non-completion of an assessment task by the due date, a zero mark will be recorded for that task. In this case, the task must still be submitted. This will be marked and returned to the student with feedback. The mark, however, may not contribute to the accumulated assessment mark in that subject. Failure to submit the task may lead to an "N – determination".

Feedback

All students will receive meaningful feedback on their performance in each Assessment Task. This feedback will normally be provided within 10 school days of the task date. All Assessment Tasks will be marked and returned to the student, with a marking scheme. Any questions the student may have about the results on the task must be raised with the teacher or Secondary Curriculum Coordinator within 24 hours of the task being returned.

Please note that only informal and general feedback may be given to students **during** the development of a formal assessment task. The main purpose of feedback during this time will be to monitor student progress and authorship of student work. In accordance with NESAs, no marks or grades will be attributed to informal feedback and students will be given equal opportunity in receiving feedback.

Illness and Misadventure

Unfortunately the College is generally not able to compensate students who have extended illness, misadventure or domestic problems that may affect their performance throughout the course. The Assessment Task should measure the student's actual performance in the course, not his/her potential performance.

If a student wants to be given consideration for an illness/misadventure, they should make a written application **before** the due date on the illness/misadventure form – as seen in the Appendix. Only in exceptional circumstances would an extension be granted if an illness/misadventure application were made on the day a task is due. The Secondary Curriculum Coordinator, in consultation with the class teacher and head of department, will decide whether consideration will be given.

Malpractice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. It includes:

- copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own
- using material directly from books, journals or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person such as a parent, tutor, coach or author
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.

Consequences of Malpractice

The Board of Studies treats cheating very seriously. It investigates allegations of cheating and penalises students caught cheating in HSC written examinations and in projects or practical works. Detected malpractice will limit a student's marks and jeopardise their HSC. One or more of the following will apply:

- reduced marks for all or part of the examination
- zero marks for part or all of the examination
- an interview with a 'malpractice' panel at the Board of Studies
- loss of one or more courses towards the HSC award
- damage to the student's ability to apply for entry to TAFE or university courses or scholarships.

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC Examination Rules and Procedures as specified by the Board of Studies. These rules and procedures are included in this policy and in each assessment handbook and should be read by all students prior to the assessment period. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

BOSTES implemented a Register of Malpractice in HSC Assessment Tasks with the 2014 HSC cohort. The decision to create this new measure was initiated by an Independent Commission Against Corruption investigation, which required the Board to develop a new register for incidents of malpractice by students undertaking HSC school assessment tasks. The Register will apply from the 2014 HSC cohort and will collect information on courses where malpractice has occurred, types of offence and the nature of any penalties applied.

Student Malpractice in Assessment Tasks

Academic dishonesty by students in any form is unacceptable. All work that is submitted for assessment purposes must be the independent work of the student concerned (or, where group work is permitted, of the students concerned).

In cases where an Assessment Task is completed either entirely or partially beyond College supervision (that is, at home) a student is required to complete a “Student Declaration” form that is then attached to the front of the Assessment Task.

* Please note: A copy of the Student Declaration is included in the Appendix.

Student malpractice in assessment tasks includes, but is not limited to:

- *Cheating*: Cheating in any task will result in an award of zero marks. Parents will be notified.
- *A non-serious attempt*: A non-serious attempt to complete an assessment tasks will result in parents being informed. The Director of Studies, in consultation with the classroom teacher, will determine the appropriate consequences on a case-by-case basis.
- *Plagiarism*: Plagiarism is a serious offence. Students who submit the work of others without recognition will be given a mark of zero and asked to redo the task. The term “work of others” applies to all forms of information sources, whether it be copied, for example, from another student, a textbook, or from the Internet.

If doubt arises regarding the authenticity and originality of the submitted work, the Director of Studies and Head of Senior School will be asked to consider the matter. Should they decide against the student, a zero grade may be made. The student may appeal this decision within 3 days of written notification of the zero being given.

Appeals

Appeals must relate to any disadvantage suffered by the student in an assessment task that is used by the teacher to arrive at the final mark.

Grounds for appeal may be:

- illness or injury
- misadventure, ie. any event beyond the student’s control eg. accident, family tragedy or death.

The following evidence is required:

- a statement explaining how the student was affected in the assessment task
- a specific medical certificate or other appropriate document and
- a teacher’s report

Responsibilities of Students

Students will be responsible for:

- ensuring that they have read the RoSA Assessment Handbook thoroughly and that they have abided by its stipulations;
- completing each assessment task to the best of their ability;
- ensuring that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back;
- ensuring that they contact the Secondary Curriculum Coordinator and relevant subject teacher promptly in the case of illness, misadventure, review, or malpractice;
- ensuring that they make up any time lost from lessons through illness, work experience or excursions, and that they get information regarding set work or assessments from missed lessons.
- demonstrating that through effort and achievement they have met all the requirements of the course.

Responsibilities of Teachers

Each teacher will develop an Assessment Program in line with Board of Studies requirements for each course offered. In implementing the assessment program teachers will:

- inform students of the requirements for each course
- set tasks which will then be used to measure the performance of the students in each component of the courses
- specify values for each of those tasks
- notify students at least two weeks in advance of the actual date and specific nature of each assessment task
- provide appropriate marking criteria for each assessment task prior to the actual date of task
- where possible, nominate the outcomes being assessed two weeks in advance of the actual date of the task
- keep records of student performance on each task
- provide students with information on their progress

In the unlikely event where an assessment task needs to be changed (either in structure or due date) the teacher will:

- consult with the Secondary Curriculum Coordinator
- discuss the change with the class and provide printed notification of the change to the class and the Secondary Curriculum Coordinator

Quality Assessment Practices

The following principles provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning:

1. Emphasises the interactions between learning and manageable assessment strategies that promote learning

In practice, this means:

- *teachers reflect on the purposes of assessment and on their assessment strategies*
- *assessment activities allow for demonstration of learning outcomes*
- *assessment is embedded in learning activities and informs the planning of future learning activities*
- *teachers use assessment to identify what a student can already do*

2. Clearly expresses for the student and teacher the goals of the learning activity

In practice, this means:

- *students understand the learning goals and the criteria that will be applied to judge the quality of their achievement*
- *students receive feedback that helps them make further progress*

3. Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark

In practice, this means:

- *teachers use tasks that assess, and therefore encourage, deeper learning*
- *feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement - assessment is an integral component of the teaching-learning process rather than being a separate activity*

4. Provides ways for students to use feedback from assessment

In practice, this means:

- *feedback is directed to the achievement of standards and away from comparisons with peers - feedback is clear and constructive about strengths and weaknesses*
- *feedback is individualised and linked to opportunities for improvement*

5. Helps students take responsibility for their own learning

In practice, this means:

- *assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning*

6. Is inclusive of all learners

In practice, this means:

- *assessment against standards provides opportunities for all learners to achieve their best*
- *assessment activities are free of bias.*

Making judgements about student achievement:

Assessment for learning is designed to give students opportunities to produce the work that leads to development of their knowledge, skills and understanding. It involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer-assessment. Teachers are to provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

Recording Assessment

Teachers are required to maintain assessment program in each subject.

For each subject, teachers need to:

1. Write assessment tasks that are linked to the program of work developed and taught by the teacher. The task must be carefully checked to ensure it meets the requirements of the course. Teachers also need to ensure they have listed the correct due date and weighting for the task. Students are to be given AT LEAST two school weeks notice of an impending due date.
2. Print a copy of the assessment task for each student in his or her class. When receiving the task. It is the responsibility of the teacher to ensure all students receive the task.
3. Add the due date of the assessment task to the Assessment Calendar available on the school website.
4. Collect the completed assessment tasks and have the students. It is the responsibility of the teacher to maintain security of the completed tasks while marking.
5. Provide feedback, usually in the form of a marked task, within ten school days of the due date. An exception to this timeline may apply for a large cohort or complex task.
6. Scan copies of at least 3 assessment tasks during the year. Border Christian College requires teachers to keep work samples representing the upper, middle and lower range of achievement of each of their cohorts. Each of these work samples should demonstrate performance towards the end of the year that is typical of the student(s) awarded a particular grade (A to E) by the school
7. Upload marks to SEQTA or marks book in a timely manner and provide students and parents with results if requested.
8. Maintain the correct weightings for each component of their course in SEQTA Marksbook. This includes both coursework and assessment tasks, as well as individual weightings for assessment tasks.

Examinations

Submission of Examinations

All examinations are to be thoroughly checked by the subject teacher.

Where possible, examinations are to follow the criteria set by BOSTES for the corresponding HSC examination. This is in preparation for Year 12, allowing the students to become familiar with the format.

Examinations are due to at least one week before the commencement of an examination session. Specific information about the copying and packaging of examinations is emailed to relevant teachers in due course.

All examinations will be held in a secure location until the time of the examination. It is the responsibility of the subject teacher to maintain the security of the examination and to secure the examination until the time of setting up for the examination.

Illness/Misadventure During and Examination Session

Students must notify the College if they are prevented from attending an examination because of illness or misadventure.

At the first opportunity after the test/examination students must provide written and complete details of their illness or misadventure, and describe how it affected their performance in the examination.

Students may be asked to provide independent written evidence which specifies the dates during which the illness or misadventure occurred. This documentation must be dated at the time of the examinations. In the case of illness, the College requires a medical certificate.

In the case of misadventure, a Police Officer or a counsellor or another appropriate professional person should be approached for a written statement. Again, it should outline the nature and effects of the misadventure and its implications for the examination performance. Complete documentation must be presented to the Secondary Curriculum Coordinator on the morning of the students' return to College.

Disability Provisions

Disability provisions in examinations are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an examination room.

The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks.

Students who wish to apply for disability provisions should see the Secondary Curriculum Coordinator about an application. The application will be processed by the Secondary Curriculum Coordinator and the provision will be made known to the student if the application has been successful.

Who can apply for disability provisions?

Any student with a disability recognised in the Commonwealth Disability Standards for Education 2005. Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an exam situation.

Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Ethical Scholarship

Rationale

At Border Christian College we believe understanding and valuing ethical practices is essential when locating and using information. As Christians we comply fully with copyright laws and uphold honesty and integrity in all aspects of academic practice.

Ethical Scholarship

Ethical scholarship is the communication of personal thought, research and enquiry, with honesty and integrity. Contributions to ideas and responses are acknowledged with credit given where due. This ensures that individual and group approaches to study and assessment tasks will reflect robust, defensible and transparent educational standards and practices.

In order to be an ethical scholar, a student must be honest about what parts of their work is original and what is copied. Students must disclose where they sourced information, images and ideas. Research is an important part of academic work; being an ethical researcher means listing all sources and citing each in the correct manner according to the referencing format requested.

Senior School students may be asked to use Harvard In-text referencing, Footnotes or Endnotes and are expected to provide a full reference list and/or bibliography for every assessment.

Middle School students will be taught how to use Harvard In-text referencing and be expected to use it in set tasks.

Implementation of Ethical Scholarship

- Teachers will act with conscientious effort to exemplify the highest ethical standards. This is expected from teachers in our Pre-school to those of senior classes. This includes honesty and fair conduct towards students and their work, respect towards copyright laws and noted acknowledgement of sources in prepared teaching materials.
- The College will have copyright law reminders posted at every photocopier.
- Students will be encouraged to acknowledge an individual's contribution and resources that were useful to cooperative and individual learning tasks in time allowed for reflection
- Border Christian College students will complete a five module program called 'All My Own Work' at the end of Year 10. This program has been developed by the NSW Government as part of their 'Respect and Responsibility' strategy, completion of this is compulsory for all HSC candidates. The modules in this course are: Scholarship Principles and Practices, Acknowledging Sources, Plagiarism, Copyright and Working with Others. All students in the College are expected to comply with the standards of ethical academic practice outlined in this course.
- Senior School students will complete and attach the provided cover sheet to each assessment task. Students will only submit tasks and assignments of original work and acknowledge the intellectual contribution of others through correct referencing and declare this to be true by signing the ethical scholarship declaration.
- Teachers will collect evidence of academic misconduct, including anecdotal evidence. They will refer this to the Academic committee with a brief report and inform the student(s) of this circumstance.

- When a student submits work declared as their own which has been plagiarised, fabricated or unacceptably appropriated for marking they will automatically receive 0 for that section. Further disciplinary action may be taken at the discretion of the Academic Committee.
- When a student submits work declared as their own where there is evidence of collusion or inappropriate collaboration, all students involved will be subject to disciplinary action.
- Students will behave with integrity in test and exam situations. Any behavior that compromises or defeats the purpose of these assessments will be subject to disciplinary action at the discretion of the Academic committee.
- A student who has been accused of academic misconduct may appeal against the penalty by writing to the Director of Studies within five school days of the accusation. The Secondary Curriculum Coordinator will bring this to the attention of the Academic Committee. The appeal will be considered and the student told of the outcome. Disciplinary action will be suspended until the outcome of the appeal.

Reporting

Interim Reporting

An interim report is issued to each student from Kindergarten to Year 12 at the end of Term One. Teachers give a grade for achievement and effort.

Semester Reporting

Student semester reports are written for each subject from Kindergarten to Year 12 twice per year. Subjects are given a mark and grade for each reporting session. Each subject page also contains a grade for various Achievement Indicators that give further information on the progress of the student in that subject. A subject description is also included at the top of the page.

Early Stage 1 to Stage 3 subjects are discrete semester reports, while Stage 4 to Stage 6 have a mid year report (Semester One) that covers Term One and Term Two and a final report (Semester Two) that covers the full academic year.

All subjects require a written comment from the class teacher that emphasizes student academic progress. Student behaviour is also reported on in each subject using descriptors and a ranking system (consistently, usually, sometimes, rarely).

For Stage 4 to 6 the roll call teacher writes a summative comment on the educational progress of each student in Semester One and Semester Two. This comment goes on the last page of each report. This page also contains information on extra-curricular activities and days absent.

Life Skills Reporting

Students who are completing Life Skills subjects receive a different report page for each Life Skills subject. Each teacher completes a subject description, a comment, a personal profile and work habits for each student. The teacher will also list the achievement indicators that the students have achieved, achieved with support or are working towards.

A Life Skills report does not include any marks or grades.

Student Progress Monitoring

Progressive student achievement is monitored closely within and across Kindergarten to Year 12. This is done through school-based summative and formative assessments, ACER PAT tests in Mathematics and Comprehension (Year 1 to Year 10), and NAPLAN testing for Year 3, Year 5, Year 7 and Year 9. Students also have optional access to ICAS testing in Digital Technologies, English, Mathematics, Science, Spelling and Writing.

Parent/Teacher Interviews

Student achievement and results are communicated to parents and guardians in two scheduled interview sessions during the year. The first is just after Interim Reports are given to parents in Term One. The second session is scheduled approximately half-way through each course.

Parents are invited to make appointments to see teachers on our online booking system. Parents/guardians can spend approximately 10 minutes per interview with each teacher discussing their student's progress and achievements and relaying any concerns they may have, academically or otherwise.

Parent/teacher interviews may also be held at other pre-arranged times throughout the year based on the needs of individual students.