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## Attachments

1 Assessment Timetable
2 Assessment Planner
1 Introduction

Assessment of skills, knowledge and understanding occurs as an integral part of the teaching and learning process. Assessment can be both formal and informal – that is, through assignments, tests and examinations or through classroom activities, questioning, interviewing, peer marking, etc.

At Kinross Wolaroi School both formal and informal assessments are used to monitor student progress throughout the year. The purpose of this booklet is to give students details about the assessment tasks they will be expected to complete over the year. It should allow students to plan and manage their time more effectively. Each subject has a list of the formal Assessment for Learning tasks with a percentage weighting for each task. More specific details about each task will be provided by classroom teachers (including the content, layout, outcomes being assessed and marking criteria to be used) closer to the due date of the task.

2 Assessment for Learning

The K-10 syllabuses developed by the Board of Studies and implemented in NSW schools advocate Assessment for Learning. This type of assessment gives students opportunities to produce work that develops their knowledge, understanding and skills. A range of assessment strategies is used in such learning. Assessment for Learning (in summary from Board of Studies’ documents):

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards for which they are aiming
- provides feedback to help students understand the next steps in learning and how to improve
- involves teachers, students and parents in reflecting on assessment data

Assessment for Learning tasks are designed to promote individual and collaborative learning. They clearly explain the purpose and goal of the task being undertaken. They are designed in such a way as to help the student learn better, rather than just achieve a better mark. Assessment for Learning tasks provide meaningful feedback which enables the student to grow in their understanding of how they learn – such tasks are not just content-driven. These tasks also encourage students to take responsibility for their own learning.

3 School use of Assessment for Learning results

Assessment for Learning is used by the school as a guide for the awarding of the Common Grade Scale, reported on twice a year at the end of each semester. The awarding of the CGS is a federal government requirement of all schools and allows schools to compare students against national benchmarks from state to state. The Common Grade Scale:

A. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply those skills to new situations.

B. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D. The student has a basic knowledge and understanding in a few areas of content and has achieved a limited level of competence in the processes and skills.

E. The student has an elementary knowledge and understanding in a few areas of content and has achieved very limited competence in some of the processes and skills.

Assessment for Learning results are also used to calculate Academic Excellence awards for speech day and as a guide for placing students into classes in the following year.

Finally, Assessment for Learning results (those collected before 15th November) will be used along with Course Performance Descriptors to assign a grade for each student in each Year 10 Course for their Record of School Achievement (RoSA). These grades are submitted to the Board of Studies in late November.

4 Assessment Policy and Procedures

4.1 Assessment Timetable

At the beginning of Term 1 in Years 7 – 10, students will be issued with an assessment timetable for the calendar year. This timetable will give students an overview of the formal assessment tasks they need to complete for the year and enable them to plan their work so that tasks do not pile up or get left to the last minute. It will provide students with the assessment weightings of each task and the approximate timing of tasks. It will include an Assessment Planner for the year. Precise dates of tasks will be provided with good notice. Generally, at least two weeks’ notice of the details of a task and the criteria being used to assess that task will be provided. Occasionally the scheduling or nature of tasks may change owing to unanticipated factors in the calendar. If any change does occur, students will receive adequate notice in writing from the classroom teacher or the Head of Department. Students who are absent prior to a task need to check with their teacher upon their return to school to see if any details about the forthcoming task were distributed during their absence.

4.2 Submission of tasks

Submission of tasks is at the discretion of each faculty, the time and place for submission being specified when the task is set. Generally tasks are due at the beginning of the period on the date due. (Should the class period not occur for some reason, it is the student’s responsibility to submit the task before the end of the school day by 3.30pm.)

4.2.1 Failure to complete/submit a hand-in task on time

Students who fail to submit tasks by the required time and date will be penalised 10% of the total available marks per day (this means that, for example, a task due on Friday which is not handed in until Monday would incur a 30% penalty for being three days late). If a student is unable to complete the work on time for good reason (owing to accident, illness or misadventure) then application must be made in writing to the Head of Department prior to the submission date.

In the case of illness, a note from the parent (or head of boarding house) will be required. An alternative submission date will be set unless the circumstances are exceptional. This submission date will be no greater than 7 days after the initial date. The 10% penalty per day will then apply after this alternative date. See also section 4.3.4 (illness or misadventure)
4.3 Absences

4.3.1 Absence prior to an Assessment task
It is not appropriate for students to be absent the day before an Assessment task, or for class periods preceding an Assessment task, for the purpose of finishing a task or preparing for a task. This gives the students an unfair advantage. Students who engage in this practice should be reported to the Head of Senior School. It should also be noted that for Preliminary and HSC tasks this practice incurs a 50% penalty of the available marks for the task.

4.3.2 Absence on the day of an Assessment task
If a student is absent on the day of an assessment task owing to illness or misadventure, the student should obtain a note of explanation from their parent (or head of boarding house) and submit it to the relevant Head of Department immediately upon return to school and make alternative arrangements to sit the task as soon as possible. If the absence is owing to reasons other than illness or misadventure, leave must be applied for in writing to the Head of Senior School prior to the day the task is due. Failure to do this may result in a zero mark being awarded. See also section 4.3.4 (illness or misadventure).

4.3.3 Absence during the ‘Half-Yearly’ or the ‘Yearly’ Examinations
If a student is absent during one of the examination periods owing to illness, a note of explanation from their parent (or head of boarding house) must be presented to the Director of Teaching and Learning, and an alternative time for the missed examination will be organised. All half-yearly examinations, and/or yearly examinations should be completed. See also section 4.3.4 (illness or misadventure)

4.3.4 Tasks affected by (or missed completely due to) illness or misadventure.
If the Head of Department (in consultation with the class teacher and the Director of Teaching and Learning) deems that there is a valid reason why a task could not be completed and the relevant documentation has been received, the following points should be considered in determining an estimate for the assessment task:

- An estimate must be based on appropriate evidence by the teacher in consultation with their Head of Department and (if necessary) the DTL.
- Appropriate evidence may be:
  - Other formal assessment tasks
  - Tasks other than formal assessment tasks
  - Based on one or many tasks depending on the type of task that was missed.
- The estimate will not necessarily maintain the rank of the student who misses the task. This will depend on the type of task missed and the other appropriate evidence available.
- Sometimes the estimate cannot be given until later in the course when further appropriate evidence has been collected.
These considerations highlight the importance for all students to complete all tasks (formal and informal) to the best of their ability, so that, in the case of an estimate being required, the evidence held by the teacher is a true reflection of the student's ability and potential. When the estimate has been finalised (in consultation with the HOD) the student should be notified of the outcome. See also section 4.5 (Appeals).

4.4 Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Engaging in malpractice will result in loss of marks and heavy penalties (normally a zero mark and disciplinary action). Malpractice includes, but is not limited to:

- taking time off school prior to a task’s due date
- copying someone else’s work and presenting it as their own (that is, plagiarism)
- using material directly from books or the internet without reference to the source (plagiarism)
- building on the ideas of another person without acknowledgement
- buying, stealing or borrowing any portion of another’s work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules (that is, cheating in exams)
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice, for example lending your work to another

Additionally:

- Mobile Phones are not permitted in examination rooms
- Translators may be used during a task if permission has been granted by the DTL
- Mono-lingual and bi-lingual print dictionaries are allowed to be used in French examinations

4.5 Appeals

If a student wishes to lodge an appeal about the nature of a task, the marking of a task, or his or her ranking he or she must do so within three days of receiving the task or ranking in question with the relevant Head of Department. If the student is still dissatisfied, he or she has the right to lodge an appeal with the Director of Teaching and Learning; this must be done in writing within a week of having gone to the HOD. The appeal will be considered by the Assessment Review Panel, consisting of the DTL, the HOD for the relevant subject and another HOD, who will make a recommendation to the Head of Senior School. The decision made will then be communicated to the student.
4.6 Invalid tasks

If for some reason a task (or part of a task) proves to be invalid, the task may need to be discarded, either partially or in its entirety, or a new task may be needed to be considered with weightings adjusted as appropriate. If this should occur, a panel shall be convened similar to that of the Assessment Review Panel, and a recommendation made to the Head of Senior School as to how to proceed.

4.7 Feedback on assessments

The majority of Assessment tasks will be returned to students within a week of submission. Sometimes, however, the size of the candidature and the type of task may mean that longer than this is necessary. Nevertheless, it is policy at KWS that ALL tasks be returned to students within a fortnight.

Should a student be uncertain of the reasons for a mark being awarded despite the marking criteria which was given before the task, he or she should speak to the teacher involved with the marking on the day the task is returned. Should the student still be unsure of the reasons for the mark awarded he or she should make an appointment with the Head of Department within three days of the task being returned. See also section 4.5 (Appeals).

Assessment marks are recorded centrally (on database/spreadsheet), as well as in individual faculties.

5 Disability provisions

From time to time students may be allowed certain provisions in the sitting of tasks and examinations, including the actual Higher School Certificate examination. Disability provisions may be awarded to students with reading problems, processing problems, writing problems, or on-going medical problems. Disability provisions include being given five minutes extra per hour to sit for tests and examinations and being examined separately from the other students in the group. For consideration of disability provisions, students are directed to make an appointment with the Director of Learning Enrichment as soon as possible.

Conclusion

The above procedures have been designed to create a 'level playing field' for all students and to allow all students to achieve to the best of their ability. Should a student have genuine concerns regarding a course being studied and an Assessment task, he or she is urged to see their classroom teacher immediately. If a student or parent has any query about assessment policy and procedures at Kinross Wolaroi School then please feel free to contact me on 6392 0306 or pmirrington@kws.nsw.edu.au.

Paul Mirrington
Director of Teaching and Learning
## Years 7-10 Subject Co-ordinators for 2013

Subject co-ordinators are available on the following numbers should you wish to discuss your son’s or daughter’s progress, or seek clarification on an assessment issue.

<table>
<thead>
<tr>
<th>Department</th>
<th>Subjects</th>
<th>Head of Department</th>
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<tr>
<td>English</td>
<td>English</td>
<td>Mrs Trin Graham</td>
<td>6392 0388</td>
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<td>Mrs Michelle Hill</td>
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<td>Mr Matthew Healey</td>
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<td>Geography</td>
<td>Mrs Sue-Ann Gavin</td>
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<td>Ms Dianne Chappel</td>
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<td>Mr Simon Lun</td>
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<td>Mr Chris Oldham</td>
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<td>PASS</td>
<td>Mr Huon Barrett</td>
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<td>Mrs Anneliese Alloway</td>
<td>6392 0364</td>
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<td>External Providers</td>
<td>Orange TAFE</td>
<td>Mr Paul Mirrington</td>
<td>6392 0306</td>
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<td>Distance Education</td>
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### Other contacts

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<tr>
<th>Position</th>
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<tr>
<td>Year 7 Co-ordinator</td>
<td>Mr Bill Tink</td>
<td>02 6392 0357</td>
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<tr>
<td>Director of Teaching and Learning</td>
<td>Mr Paul Mirrington</td>
<td>02 6392 0306</td>
</tr>
<tr>
<td>Director of Learning Enrichment</td>
<td>Mr Yooie Choi</td>
<td>02 6392 0436</td>
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<tr>
<td>Head of Senior School</td>
<td>Mrs Bev West</td>
<td>02 6392 0302</td>
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