





HSC Minimum Standard

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. 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.

Informal assessment

Tasks undertaken as a regular part of the teaching and learning process to clarify students' understanding of concepts and to remedy misconceptions.

National Assessment Program Literacy and Numeracy (NAPLAN)

The assessments provided to students in Years 3, 5, 7 and 9 to demonstrate their achievements in numeracy, reading, writing and language conventions (spelling, punctuation and grammar). The assessments are developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) and administered by NSW Education Standards Authority (NESA). NAPLAN tests are conducted at the College in March for Years 7 and 9.

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority is an independent statutory authority reporting to an independent Board and the NSW Minister for Education and Early Childhood Learning. They monitor teaching quality, assessment, delivery of the NSW Curriculum and regulatory standards for schools.

Outcomes

Outcomes are located in NESA syllabuses to identify the sequence of knowledge, skills and understandings that students will be able to demonstrate at each stage from kindergarten to Year 12 as a result of the learning, teaching and assessment experiences. Teachers are required to use outcomes for the basis of planning, programming, learning, teaching and assessment.

Progressive Achievement Tests (PAT)

Progress Achievement Tests are developed by the Australian Council for Educational Research (ACER) and focus on assessing and monitoring student growth over time (<https://www.acer.org/pat>). This approach to testing is informed by a growth mindset that supports tailored teaching to the needs of individual learners to advance the progress of every student, regardless of the starting point.

Record of School Achievement (RoSA)

NESA issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. This could be at the end of Year 10 or up until and including the end of Year 12. It records completed Year 10 and Year 11 courses and grades, and Year 12 HSC results for students not eligible for the



College Responsibilities

The College's responsibilities related to assessment include the following:

Develop quality assessment tasks of various types and well-constructed marking guidelines aligned to the NESA common grade scale and syllabus outcomes.

Provide regular effective feedback to students in relation to their strengths and areas for improvement.

Provide opportunity for students to reflect on their own work to identify their individual strengths and learning needs.

Provide an evenly balanced schedule of tasks across the year (no more than three in one week with the exception of examination blocks).

Provide written advice on the nature and submission instructions for formal tasks. Notice of precise timing is generally provided to students two weeks prior to a task's due date.

Collate all evidence of learning from assessment tasks, both formal and informal, to make a sound judgement of where each student is at in their learning cycle.

Student Responsibilities

It is the responsibility of each student to:

Be familiar with the policies and processes outlined in the policy and Assessment Handbooks.
Be organised. Ensure all tasks are submitted on time following the instructions outlined in the notification.

Notify class teachers of any absences or other College commitments, such as debating or sport that clash with assessments.

Follow Illness/Misadventure Appeal process if they are absent on the day of a task or cannot submit a task on time.

Use feedback from teachers, or opportunities to self-assess, as the basis for developing skills, knowledge and understanding.

Check the marking of tasks returned to them and notify the teacher if there are any errors.

Be honest when completing all assessment tasks. Acknowledge any part of their work that was written, created, or developed by someone other than the student.

ASSESSMENT HANDBOOKS

The Assistant Principal Learning and Teaching provides, to each student, an assessment handbook that outlines the formal assessment policies and procedures. The handbooks provide the following information:

A formal Assessment Schedule for each course for formal assessment tasks over the duration of the academic year.

Rules and regulations regarding the completion of assessment tasks.

Processes for requesting special consideration.

Information about reporting.

Disability provisions and adjustments



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

The A to E



The work samples should be kept for at least one year from the date grades are submitted for the relevant course.



An 'N' determination may affect a student's eligibility to enter Preliminary or HSC courses or may impact eligibility for the HSC credential.

Stage 5 and 6 Assessment Handbooks explain the N-Award warning process in more detail <https://library.saintpatricks.nsw.edu.au/assessment>.

ACADEMIC REPORTS

Grades and progress towards course outcomes are communicated to parents in Years 7 to 12 twice yearly:

Course	Semester 1 Report	Semester 2 Report
Year 12 (HSC)	Mid Term 2	End of Term 3
Year 11 (Preliminary)	End of Term 2	Early Term 4
Year 7 to 10 (Stage 4 and 5)	End of Term 2	End of Term 4

Years 7 and 8 end-of-semester reports communicate an overall grade and progress towards syllabus outcomes. Year 11 Semester 1 and 2 and Year 12 Semester 1 reports communicate a cumulative mark, rank and progress towards syllabus outcomes. The Year 12 final report (Semester 2 report) communicates the Trial HSC mark and rank in that task as well as achievement in course outcomes.

Progress reports communicate progress at a point in time and do not include specific information on achievement towards outcomes. Years 7 to 11 progress reports are issued prior to the Semester 1 parent-student-teacher interviews at the end of Term 1.

Grades and overall marks are one aspect of reporting to parents. Other important areas reported on in Semester reports are:

- Participation in key College events.
- Personal social development across College values.
- Pastoral Advisor and Subject Teacher comments.
- Work habits (subject profiles).

PARENT-STUDENT-TEACHER INTERVIEWS

Parent-student-teacher interviews enable parents to discuss academic and social progress and share information about future learning goals or concerns.

Parent-student-teacher interviews for Year 12 families are held:

- Early Term 4 at the commencement of Year 12 coursework.
- Mid Term 1, towards the mid-point of Year 12 coursework.

Parent-student-teacher interviews for Years 7 to 11 families are held:

- At the end of Term 1.
- At the beginning of Term 4.



Parents and carers are invited to make an appointment as needed with teaching staff and/or College leadership to discuss aspects of schooling. Parents/carers can contact the College to make an appointment.

AWARDS

At the end of each semester, awards are issued to students with outstanding academic achievement. At the end of Semester 2 (and at the end of Term 3 for Year 12 students), first, second and third in course place awards are presented. These awards are based on a student's overall achievement in their coursework.

DISABILITY, SPECIAL PROVISIONS AND ADJUSTMENTS

Inclusion is embedded in all aspects of College life and is supported by culture, policies and everyday practices. The College adjusts assessment processes and tasks for some students with



Adjustments, Life Skills Programs point of contact at St Patrick's College Campbelltown is the Learning Enhancement Coordinator.

EXTERNAL ASSESSMENT

The College participates in several external assessment programs, including all mandated programs. The College:

- Develops and implements protocols for the administration of and participation in the National Assessment Program Literacy and Numeracy (NAPLAN) (including procedures for adjustments).

- Participates in ACARA's sample National Sample Assessment Program as requested.

- Provides all students in Years 10-12, who are yet to meet the HSC minimum standard, the opportunity to participate in NESA's Literacy and Numeracy tests.

- Monitors students' completion of the HSC All My Own Work program.

- Develops and implements protocols for the administration of and participation in the Higher School Certificate practical, performance, and written examinations.

- May participate in Progressive Achievement Tests (PAT) for Reading, Grammar and Punctuation, and Numeracy.

- Participates in other national and international assessments such as the OECD's Programme for International Student Assessment (PISA).

Cited resources and further reading

ACARA, 2012. *Assessment and reporting: Improving student performance*. Australian Curriculum, Assessment and Reporting Authority.

Council of Australian Governments. Education Council, author (2019). *Alice Springs (Mparntwe) education declaration* Retrieved September 28, 2022, from <http://nla.gov.au/nla.obj-2391375250>

Masters, G N (2022). Keynote: *Reimagining the purpose of assessment*. In K Burns (Ed), *Research Conference 2022: Reimagining assessment*. Proceedings and program. Australian Council for Educational Research. <https://doi.org/10.37517/978-1-74286-685-7-10>

New South Wales Education Standards Authority (nd). *Assessment for, as and of Learning*. Retrieved September 28, 2022, from <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/approaches/>