



**Holy Trinity School  
Inverell**

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# **Stage 5 Assessment Policy 2024**

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The **Record of School Achievement (RoSA)** is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

### **A cumulative record of all academic achievement:**

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC.

- While all students currently receive grades for courses they complete at the end of Year 10, this system is extended to also capture grades for courses a student completes in Year 11.
- If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that many students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

### **Literacy and Numeracy tests:**

Students who leave school before they get their HSC will have the option to undertake the Literacy and Numeracy tests.

- There will be one test for literacy and one test for numeracy with concepts drawn from the [Australian Core Skills Framework](#) (ACSF) developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- This framework was used to underpin the TAFE NSW Foundation Level Programs and is being incorporated into the Foundation Skills Training Package. This package is being developed on behalf of the National Quality Council as part of a national, systemic approach to developing the foundation skills units of competency, qualifications and skills sets.
- The tests, which will be offered online and under teacher supervision, will be reported separately from the RoSA credential.
- The tests will not be available to all students, only those who indicate they wish to leave school. The tests will be designed to reflect the needs and expectations of students who leave school before undertaking the HSC.
- Students will be able to take the tests during 'windows' of availability throughout the year. They will be able to sit for the test only once during each window, but can sit for them again should they decide to stay at school longer.

## Life Skills:

Life Skills courses recognise that post-compulsory years of schooling should cater for all students who choose to participate.

The NSW Education Standards Authority (NESA) has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the RoSA.

- If students undertake one or more courses based on Life Skills outcomes and content, they will receive a Profile of Student Achievement which will outline the Life Skills outcomes they have achieved in each course.
- The Profile of Student Achievement will be printed and issued by NESA to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via [Students Online](#).
- Life Skills outcomes will be shown on the profile as:
  - Achieved – for outcomes the student has achieved independently.
  - Achieved with support – for outcomes that have been achieved with additional support.

## Recording extracurricular achievements:

- NESA recognises that many employers are interested in more than academic results and has developed an online resource, *up2now*, to help students bring together evidence of a range of extracurricular activities. The website allows Year 10, 11 and 12 students to record, organise and share evidence of their extracurricular activities, such as first-aid qualifications or volunteer work.
- Using *up2now* provides students with the opportunity to develop skills in describing, organising and presenting their broader learning, community service and volunteering involvement, and other results, awards and achievements. Students can use *up2now* to share this information with prospective employers or use it to access other education or training pathways.

# Holy Trinity School

## Stage 5

### Assessment Policy

#### **Note to Parents**

1. Stage 5 Requirements
2. Assessment
3. Responsibilities of Year 9/10 Students
4. Dates of Assessment Tasks
5. Absence from an Assessment Task
6. Dishonesty in an Assessment Task
7. Due Date for an Assessment Task
8. Extension Request for an Assessment Task
9. Late Submission of an Assessment Task
10. An 'N' Determination.
11. Grading using Performance Descriptors
12. Appeals

Appendix 1 Key Learning Areas

Appendix 2 Examination Rules

Appendix 3 Extension Request Form

Appendix 4 Draft Warning Letter – Unsatisfactory Completion of a Stage 5 Course

Appendix 5 General Performance Descriptors

## **Note to Parents**

We realise that many students have out of school commitments to employment, sport or cultural pursuits.

Whilst we recognise the value of these outside commitments and understand the time needed for some of these activities, we are charged with the responsibility to teach and assess the students according to the mandated curriculum. That is, we teach what has to be taught and we are required to assess those things in certain ways and at certain times.

This, firstly, is a question of balance. A balance between the academics of school, after school sporting or cultural activities, family life, social life and, in many cases, a part-time job. It is a matter of finding that balance and not allowing the important ones to be overshadowed by others. Priorities have to be set and plans made to address those priorities.

In this issue, our priority as a school will always be the academic focus. The assessment tasks set by teachers are a part of the school curriculum. Students are well informed of the requirements for these tasks and provided with sufficient and appropriate periods of time to have them completed.

Secondly, it is not fair or just for students who do not have outside commitments or those students who manage their commitments and complete the assessment task when other students are granted an extension with the reason cited as after school commitments.

We will always acknowledge and recognise illness and family situations as being legitimate reasons for seeking an extension.

Lastly, schools are charged with a responsibility for preparing students for "the big, wide world". Finding a balance to life, prioritising and planning ahead, commitment to the job and dealing with stress are all things that we attempt to teach the students.

Please encourage your child to prioritise their assignments and other assessment tasks and to plan ahead so that these pieces of work are submitted on time. After school activities will not be seen as a plausible reason for seeking an extension.

1. **Stage 5 Requirements**

The Record of School Achievement (RoSA) is issued by NESA, and is awarded to Year 10 students who:

- a)
  - (i) have attended a government school, or
  - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the completion of Stage 5 applies; or
  - (iii) have attended a school outside New South Wales recognised by NESA and
- b) have participated, to NESA's satisfaction, in courses of study which have been determined under the Act as appropriate to be undertaken by candidates of Stage 5; and
- c) have been accepted by NESA as having satisfactorily completed those courses of study (**the Principal may determine that, due to absence, course completion criteria may not be met**); and
- d) have, to NESA's satisfaction, undertaken the requisite examinations or other forms of assessment; and
- e) have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA; and
- f) have attended school until the final day of Year 10.

## 2. Assessment (Formative and Summative)

Assessing student achievement is a process of collecting information on student performance in relation to the objectives and outcomes of the course. Assessment may be formal or informal and consist of any of the following:

Exams, class tests, assignments, projects, bookwork, homework, class discussion, debates, oral presentations, practical, group work and classroom work.

The teacher, in consultation with the Assistant Principal and Leader of Curriculum, will decide upon the allocation of grades. The student would be required to demonstrate the appropriate standard as indicated by the Course Performance Descriptors, see Point 11.

## 3. Responsibilities of Stage 5 Students

NESA clearly states that a student must work with diligence and sustained effort throughout the course in order to satisfy the requirements of the course.

It is important to note:

- 3.1 ***Disruptive behaviour*** does not demonstrate diligence and sustained effort in the classroom.
- 3.2 ***Repeated failure to complete homework*** does not demonstrate diligence and sustained effort.
- 3.3 ***Non-serious attempts at assessments*** do not demonstrate diligence and sustained effort.
- 3.4 ***Unexplained and constant absences from class*** does not demonstrate diligence and sustained effort.

### **As a student you must:**

Read this handbook carefully. Ignorance will not be a valid excuse for not following instructions.

Ensure that any questions you have about the marks/comments awarded for an Assessment Task are raised with the teacher within 24 hours of being handed back or immediately at the conclusion of the lesson. After this time, all marks and comments stand.

Complete each formal or informal assessment task to the best of your ability.

Demonstrate that through effort and achievement you have met all the requirements of the course.

#### 4. **Dates of Assessment Tasks**

- 4.1 Students will receive due notice of dates and tasks each year.
- 4.2 Unforeseen circumstances may result in a change of assessment task date. If this situation arises, students will be given sufficient notice.

#### 5. **Absence from an Assessment Task**

- 5.1 If a student is absent, with legitimate reason, for any assessment task, alternative arrangements will be made for the task to be completed, or a substitute task will be undertaken at an agreed time.
- 5.2 If a student is absent without a legitimate reason, a zero mark will be recorded and the parents notified accordingly in writing.
- 5.3 If a student has prior knowledge that they will absent for a “hand-in task”, the student must submit the assignment before the due date.

#### 6. **Dishonesty in an Assessment Task**

Plagiarism is when you pretend you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise the award of the RoSA. All work presented in an assessment task must be your own, whether it is an examination or an assignment.

- 6.1 If dishonesty is proven then:
  - i) A zero result will be recorded for that assessment task
  - ii) The letter in Appendix 4 will be sent to parents.
- 6.2 There are set rules relating to behaviour during an examination and consequences of failing to observe these. See Examination Rules in Appendix 2.

#### 7. **Due Date for an Assessment Task**

- 7.1 All assessment tasks will be due during the lesson of the due date.
- 7.2 If the teacher is absent on the day the task is due, then the task should be handed to the Assistant Principal or Leader of Curriculum.

#### 8. **Extension Request for an Assessment Task**

- 8.1. Students must apply for an extension using the form in Appendix 3.



## 9. **Late submission of an Assessment Task**

- 9.1 Where an assessment task is submitted late, without legitimate reason, then 10% of the total possible mark is to be deducted for each school day late.
- 9.2 If, after five days, the student has failed to hand in the assessment task, without legitimate reason, a zero mark will be recorded but the task must be completed.
- 9.3 In both situations outlined above, parents will be notified in writing.
- 9.4 Please refer to Appendix 4 for an important note to parents.

## 10. **An "N" Determination**

This is an indication that a student has not satisfactorily completed a course. It may be awarded if a student:

1. fails to submit a task
2. is found to have completed a task dishonestly
3. makes a trivial attempt in a course

Two warning letters will be sent to the parents or guardians notifying them of the nature of the problem, and that the student is at risk of receiving an "N" determination. (Appendix 3)

A student who has failed to meet all the mandatory requirements by the end of Stage 5 may not be eligible for a RoSA in that year.

## **Grading Using Performance Descriptors**

This applies to all subjects studied at Holy Trinity School in Stage 5:

1. English
2. Mathematics
3. Science
4. Religious Education
5. Commerce
6. Food Technology
7. Industrial Technology
8. Commerce
9. iSTEM
10. Geography
11. History
12. Music
13. Physical Activity and Sports Studies (PASS)
14. Personal Development, Health & Physical Education
15. Visual Arts
16. Agricultural Technology
17. Drama

## **11. The Course Performance Descriptors**

The Course Performance Descriptors are a point of reference against which teachers must match their professional judgement in determining students' final grades. They describe the main features of a typical student's performance at each level of achievement in that course.

Performance Descriptors provide levels of attainment of the knowledge and skills outcomes from the syllabus. These objectives are both observable and measurable.

The five grades in the "Performance Descriptors Document" contain descriptions of different levels of student attainment of the syllabus outcomes. These range from Excellent Achievement to Elementary Achievement, Grades A-E. The Descriptors are expressed in positive terms to emphasise what students can, rather than cannot do.

Students will receive a copy of the General Course Performance Descriptors with this handbook (see Appendix 5). Individual subject Course Performance Descriptors will be available from the Subject Coordinator with information about the specific assessment tasks in their subject.

### **Applying the Course Performance Descriptors**

Teachers make the final judgement of the grade deserved on the basis of assessment information received from the students throughout the courses.

The choice of a particular grade is made because it relates to the best overall description of the student's achievements.

In applying these Descriptors, teachers interpret them in terms of standards which can be achieved by Stage 5 students within the bounds of the syllabus.

The focus of student assessment in these courses is on actual student performance across a whole course rather than cumulative scores.

While formal assessment tasks are the basis for determining a student's level of performance, all class assessments may be considered when assigning grades.

Hence, it is important that each student performs well in all aspects of a course.

12. **Student Appeals Against Grades**

Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to the Principal.

The Principal will send such appeals, together with the school's comments, and supporting evidence to NESAs.

**Student Appeals Against the Withholding of the Stage 5 Credentials by NESAs**

Students who wish to appeal against a decision of NESAs to withhold any Stage 5 credentials should write to NESAs. Their decision in respect of any appeal is final.

## APPENDIX 1

### KEY LEARNING AREAS (KLA)

<u>Stage 5 Mandatory Key Learning Areas</u>	<u>Courses at Holy Trinity</u>
English	English
Mathematics	Mathematics
Science	Science
Technology & Applied Studies (TAS)	iSTEM Agricultural Technology Food Technology Industrial Technology Construction (Year 10 only) Primary Industries (Year 10 only)
Human Society and Its Environment (HSIE)	Religion and Catholic Studies Commerce Geography History
Creative Arts	Music Visual Arts
Personal Development / Health / Physical Education	PDHPE PASS

## **APPENDIX 2**

### **EXAMINATION RULES**

#### **Before An Exam**

1. Each student is to have his/her own writing materials, stapler, eraser, calculator and any other equipment specific to the exam. Failure to have this equipment may result in the student being unable to answer parts of the exam.
2. Students are not permitted to borrow any equipment from another student at any time during, or upon completion, of an examination.
3. Only essential equipment, as determined by teachers, is to be taken into the exam room.
4. Students who are found to be in possession of notes or other unauthorised material in an examination room will have their papers cancelled, that is, receive a zero mark.
5. Students must ensure they arrive on time for their exams.
6. Mobile phones and other electronic equipment must not be taken into the examination room.

#### **During An Exam**

1. Students must not communicate either verbally or non-verbally with one another once they have entered the examination room.
2. Students should ensure that their answers and worksheets are not visible to other students.

#### **At the Conclusion of an Exam**

1. It is the student's responsibility to ensure that all parts of a completed exam are handed up and clearly labelled.

**PLEASE NOTE  
ANY STUDENT FOUND CHEATING OR  
ATTEMPTING TO CHEAT WILL BE  
SEVERELY PENALISED**

## APPENDIX 3

### Extension Request Form

A student may apply for an extension of the due date for an assessment task if circumstances outside their control cause significant disruption to their capacity to study effectively. To apply, complete this form and submit it to the staff member/s that have administered the task. This form can be lodged before, on or no later than three days before the due date of the assessment task. In the instance of unforeseen circumstances, special consideration will be given.

#### 1 - Personal details

Student name:

Class / Subject:

#### 2 - Course details

Unit title:

Teacher:

Task title:

Due date: / /

#### 3 - Reason for application

Caring responsibilities

Disruption to routine

Serious illness

Death or serious illness of immediate family member

Other

*Brief description*

#### 4 - Student declaration

I declare that the information provided by me on this form is true and correct.

Student signature:

Date: / /

Parent / Carer signature:

Date: / /

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#### 5 - School use only

Extension granted?  Yes

No

Staff member signature:

AP signature:

New submission date: / /

Student informed of outcome by email on (date) / /

## **APPENDIX 4**

### **DRAFT WARNING LETTER** **UNSATISFACTORY COMPLETION OF A STAGE 5 COURSE**

Dear \_\_\_\_\_

#### **OFFICIAL WARNING – Non-completion of a Stage 5 (Years 9 – 10) Course**

I am writing to advise you that your son/daughter \_\_\_\_\_ is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in \_\_\_\_\_.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the \_\_\_\_\_ official warning we have issued notifying you that \_\_\_\_\_ is at risk of not completing the above course.

A first warning was sent to you on \_\_\_\_\_.  
Previous warnings were sent to you on \_\_\_\_\_.

*Indicate one of the following:*

- This course is mandatory for the award of the Record of School Achievement.
- This course is a Stage 5 elective course that is credentialled on the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

#### **Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

\_\_\_\_\_ is not currently meeting one or more of these requirements.

In particular, he/she \_\_\_\_\_  
\_\_\_\_\_

**Opportunity to correct the problem**

The following tasks or requirements need to be completed by \_\_\_\_\_ to correct the problem.

Task or course requirement	Original due date (if applicable)	Action required by student	Date for completion

**Action by parent/guardian**

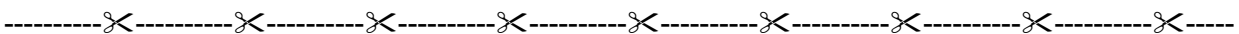
To support \_\_\_\_\_ in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact \_\_\_\_\_.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

\_\_\_\_\_   
 Class Teacher

\_\_\_\_\_   
 Assistant Principal/Principal



**Acknowledgement of Official Warning**

I have received the letter dated \_\_\_\_\_ advising me that \_\_\_\_\_ is in danger of not meeting the course requirements for \_\_\_\_\_ and am aware that this is the \_\_\_\_\_ official warning.

I am aware that this \_\_\_\_\_ a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Carer's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **APPENDIX 5**

### **NESA STAGE 5 GENERAL PERFORMANCE DESCRIPTORS**

The General Performance Descriptors describe performance at each of five grade levels

- 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 a few areas of the content and has achieved very limited competence in some of the processes and skills.
- N Is an indication that a student has not satisfactorily completed a course.

#### **“N” Determination**

The principal has the authority to determine whether candidates for the award of the RoSA have satisfactorily completed the curriculum requirements as mandated by NESA.

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

- a) followed the course developed or endorsed by NESA, and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- c) achieved some or all of the course outcomes.

Students who have not complied with the above requirements and have received at least two written warnings may be regarded as not having satisfactorily completed the course. The principal may apply the 'N' determination. In which case the school will enter an 'N' on the Grading Recommendation Schedule but will assign a Grade A-E on the *Unsatisfactory Completion of Course* form in case of a successful student appeal.