



St Vincent's College
Potts Point

Assessment Policy

Contents

- 1. Introduction to Assessment at St Vincent’s College 1
 - 1.1 Principles of Quality Assessment at St Vincent’s College 1
- 2. Assessment in Years 7-12 2
 - 2.1 Academic Integrity 2
 - 2.2 Equitable access to assessment 3
 - 2.3 Scheduling and notification 4
 - 2.4 Submission of assessment tasks 4
 - 2.5 Use of technology in assessment tasks 5
 - 2.6 Assessment data and feedback 5
 - 2.7 Absences 5
 - 2.8 Illness / misadventure 6
 - 2.9 Grading and reporting 7
- 3. Completion of NESA curriculum 7
- 4. Accelerated Mathematics Policy 9
- Appendix I – *Academic Integrity* 10
- Appendix II - *Responsibilities* 11

1. Introduction to Assessment at St Vincent's College

St Vincent's College is a Mary Aikenhead Ministry in the tradition of the Sisters of Charity. We are called to develop in each member of our community a contemporary understanding and application of the charism of Mary Aikenhead and the spirituality of the Sisters of Charity, and the Mary Aikenhead Ministries' mission, vision and values of justice, love, compassion and hope. The current strategic vision for St Vincent's College is to be a dynamic learning community which cherishes its Catholic heritage. The College fosters creativity, discernment and leadership in their development of students to be courageous women of action.

1.1 Principles of Quality Assessment at St Vincent's College

This Assessment Policy is based upon the Assessment Guidelines and Requirements of the NESA and is underpinned by the St Vincent's College Learning Framework.

The following principles provide a basis upon which decisions about quality assessment practices for all our students are built.

Purposeful- assessment is designed with clear aims in mind that will provide opportunity for authentic application of knowledge and skills. Assessment is integrated into teaching and learning, not separate from the learning process.

Student centred- assessment is designed with appropriate differentiation built into the assessment so that all students are able to demonstrate their learning.

Forward focused- assessment is constructive, providing teachers and students with clear feedback and direction about where to next.

Engaging- assessment invites students to step into new learning experiences, offering choice and flexibility in undertaking assessment.

Agentic- assessment helps students to learn how to learn, fostering responsibility and autonomy.

2. Assessment in Years 7-12

2.1 Academic Integrity

Academic integrity is a set of skills and values that promote personal integrity in learning. Teachers and students both have responsibility to ensure academic integrity.

The College develops and delivers programmes (including the compulsory 'All My Own Work' in Year 10) to support students in understanding and using strategies that represent ethical scholarship.

Why do we have an academic integrity policy?

This policy describes and promotes ethical scholarship as a skill and principle that has lifelong application.

The practice of academic integrity reflects the College values of:

Justice: ensuring that there is equity for all students in teaching, learning and assessment

Respect: for intellectual property and the learning of others, demonstrated through honest and responsible engagement with content

Generosity of spirit: acknowledging the work that others have shared with us and which has informed and shaped our own learning

Procedure:

- Students are supported in developing skills of information literacy and personal integrity
- All work submitted, whether as part of an assignment or test, must be solely completed by the student
- All research assignments MUST include a reference list. Criteria for referencing can be found in the College Diary (Page 32). If references are NOT provided, students will be required to provide evidence that the work is their own
- Heads of Department design quality assessments that limit opportunities for plagiarism or other forms of academic dishonesty
- All Assessment Activities are conducted under conditions set by the College and are based on HSC and Examination Rules and Procedures as specified by NESAs. Each instance of a breach of rules is treated separately and penalties may be imposed as a result
- Academic malpractice in assessment tasks is not permitted at the College.
- **Malpractice is any activity that allows a student to gain an unfair advantage over other students.** It includes but is not limited to:
 - using material directly from books, journals or the internet without reference to the source
 - building on the ideas of another person without reference to the source
 - buying, borrowing or copying another person'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 activities without appropriate acknowledgement

- paying someone to write or prepare material
- breaching College examination rules
- using non-approved aids during an assessment activity including any electronic device other than a NESAs approved calculator, which can be used to store information
- contriving false explanations to explain work not handed in by the due date
- false claims or false documentation on Illness/Misadventure applications
- assisting another student to engage in malpractice
- Allegations of academic malpractice are investigated by the Director of Teaching and Learning with the Head of Department. They follow due process and reflect College values
- The Stage Dean will be notified, and included in the process to provide for the pastoral care of the student
- Parents will be informed of the alleged incident, the evidence presented and the outcome of investigation
- Consequences of academic malpractice will be determined by the Director of Teaching and Learning and will be stage appropriate. Consequences may include:
 - Student being required to redo the task, or complete an alternative task
 - A mark of zero
 - A partial loss of marks
 - A warning letter, indicating potential ineligibility to complete a course and / or be awarded an HSC

Key terms & Definitions (Waite, M. (ed.), 2012, Paperback Oxford English Dictionary, 7th Edition, Oxford University Press, Oxford)

Plagiarism: taking someone else’s work or idea and pretending it is your own

Collusion: secret cooperation in order to deceive

Cheating: acting honourably or unfairly to gain an advantage

2.2 Equitable access to assessment

St Vincent’s College adopts a student centred approach to teaching and learning. Adjustments to assessment will be made so that all students are afforded equitable access to assessment, enabling them to demonstrate their knowledge and skills.

Procedure:

- Teachers make adjustments to assessment for students with particular educational needs in line with student strategy sheets so that they might be able to demonstrate learning in relation to syllabus outcomes
- Adjustments are made in consultation with Head of Department and Diverse Learning team
- Adjustments will be made for high potential learners and students who have barriers to their learning
- Students completing adjusted tasks will still be assessed against the Common Grade Scale.
- The adjustments should not provide undue advantage or disadvantage
- Adjustments for students in years 7-10 occur within the classroom setting
- Adjustments for students in years 11-12 include disability provisions as defined by NESAs

2.3 Scheduling and notification

The scheduling of assessments is designed to be fair, equitable and achievable for students.

Scheduling provides multiple means by which students can demonstrate their learning.

Procedure:

- All students will receive access to this Assessment Policy, which outlines their rights and responsibilities.
- Assessment Handbooks for Years 7-11 will be distributed at the beginning of each academic year. Assessment Handbooks for Year 12 will be distributed at the beginning of the HSC course in Term 4 of Year 11, marking the transition from the Year 11 to the Year 12 (HSC) course. This handbook will:
 - Be distributed electronically to parents and students
 - Include details of cohort assessments
 - Indicate opportunities for class based assessment based on common outcomes
- Students will receive digital notification on the College template of all upcoming Assessment Activities by email approximately *three-weeks prior* to an Assessment due date.
 - Notification will include:
 - clear guidelines relating to the requirements of each assessment activity including information regarding the syllabus outcomes targeted by the activity.
 - information regarding the criteria by which the activity will be assessed
 - Variation to assessment dates will be coordinated by the Director of Teaching and Learning and communicated by the Head of Department

2.4 Submission of assessment tasks

The College determines due dates for all cohort-based assessment.

Penalties apply when students fail to submit or complete an assessment at the required time.

Provision is made for cases of illness and / or misadventure.

Procedure:

- Years 7-10 will submit according to the instructions on the assessment notification.
- Years 11 and 12 will submit tasks by 8:30am unless otherwise specified on the assessment notification.
- **Students attending before school classes are NOT exempt** from the activity submission requirements detailed in this section.
- Students whose circumstances might warrant an extension should make application to the Head of Department. The Head of Department will work with the Director of Teaching and Learning to make a determination.
- Tasks are deemed late if they are submitted after the time indicated on the assessment notification. Penalties for failing to submit or complete a task will apply:

YEARS 7-9

- ONE day late = Deduction of 10% of the total mark available
- TWO days late = Deduction of subsequent 10% of the total mark available
- MORE THAN FIVE days late = A zero may be awarded

YEARS 10-12

- ONE DAY LATE= deduction of 20% of the total mark available
- TWO DAYS LATE= deduction of an additional 20% of the total mark available
- THREE or MORE DAYS LATE= a zero may be awarded

2.5 Use of technology in assessment tasks

The College supports responsible use of technology in line with the academic integrity policy and the ICT acceptable use policy.

Procedure:

- Students should always save assessments in their College google drive account. Having a second personal form of backup is recommended.
- It is important that students follow responsible practices in their use of technology to complete assessment activities by:
 - maintaining reliable, updated back-up copies
 - retaining printed draft copies
 - allowing adequate time to troubleshoot potential failures of technology.
- **Failure of ICT equipment will not be accepted as an excuse for non-submission of an Assessment activity.**
- Students are NOT permitted to take mobile phones or smart watches into an examination.
- Students will be asked to place these devices at the front of the College Hall or classroom, prior to commencement of the examination.
- Any student who is found to have taken a mobile phone or smartwatch into an examination will be breaching examination rules and therefore may receive a zero.

2.6 Assessment data and feedback

Students are able to access assessment results and feedback to support future learning and growth.

Procedure:

- Students are given personalised feedback on all activities.
- Students have the opportunity to discuss the marking criteria and confirm their marks immediately after each assessment activity is returned.
- All confirmed student marks for assessments are available on the Student Portal (Edumate) immediately after marking is returned to the student.

2.7 Absences

The College expects full attendance of students as the central means of engaging with curriculum and learning.

Students are supported to demonstrate learning in cases where they have been given approved leave. School approved leave is very rarely granted and is governed by the Education Act.

Procedure:

- Students in Years 10-12 are required to submit a **Medical Certificate** to the respective Head of Department, *covering any absence missed on the day of or consecutive days prior to an assessment activity being due.*
- In the event of a student's unexplained absence (eg unsupported by a medical certificate) from the College on the day or any consecutive days immediately prior to an activity, the student may be deemed to have an unfair advantage in the completion of the assessment activity and a zero result may be awarded.
- Students who have been granted College approved leave, must inform the Head of Department for any assessment activity by the leave period of absence.
- Wherever possible, but only where possible, an alternate date for submission may be arranged for the student in consultation with the Head of Department and the Director of Teaching and Learning.
- Students who have been granted Parental approved leave need to complete submission tasks before their departure. There is no provision to reschedule in class tasks.
- Parent approved leave.

2.8 Illness / misadventure

Ensuring the integrity of the assessment process is of paramount importance to all teaching staff at the College to maintain equity and fairness to all of our students.

Students who have experienced illness and / or misadventure may receive adjustments to their assessment programme

Estimates are not provided to students who have not completed tasks.

Procedure:

- Students who are unable to submit a task on or by the due date **MUST** liaise with the Head of Department about illness / misadventure.
- In the case of submission tasks students must submit the activity immediately upon their return to school or at a date arranged to the appropriate Head of Department, even if there is NO scheduled lesson on that day.
 - A signed note from parent/carer (Years 7-9) must accompany submission to the Head of Department
 - Medical Certificate (Years 10-12) and illness/ misadventure form must be provided on the same day to the Director of Teaching and Learning.
- Students who are unable to attend a scheduled task must follow the steps below.
 - Notify Student Services before 8.30am on the morning of the activity or activity due-by date (**Tel: 8324 6630** or email: collegesecretary@stvincents.nsw.edu.au). Student Services is to notify Head of Department and copy in Director of Teaching and Learning of the student's absence.

YEARS 7-9

- A **signed and dated letter from a parent/carer** is to be given to the Head of Department indicating the reason why a student has missed an assessment activity.
- The Head of Department in consultation with the Director of Teaching and Learning may arrange a time for a 'catch-up' activity to be completed.
- Documentation provided must cover all days absent from the College up to and including the activity date OR from the activity date until the day before returning to the College.
- Undocumented absence beyond this/these dates may result in a zero determination.

YEARS 10-12

- Download an illness / misadventure form from the College website and submit to the Director of Teaching and Learning on the first day back at school.
- A **medical certificate** covering the day of the assessment activity and/or absence immediately before

an assessment activity must accompany this application. Documentation provided must cover all days absent from the College up to and including the activity date OR from the activity date until the day before returning to College.

- The Head of Department in consultation with the Director of Teaching and Learning may arrange a time for a 'catch-up' activity to be completed. Undocumented absence beyond this/these dates may result in a zero determination.

2.9 Grading and reporting

Reporting captures the semester or whole year of work a student has undertaken. The common grade scale is used for assessment and reporting.

Procedure:

- Teachers work under the direction of Heads of Department to collect a range of evidence to inform learning outcomes and the learning profile
- Teachers make professional judgment using cohort assessment and class-based evidence when grading each student
- Heads of Department support teachers in making informed judgment using tools such as:
 - Work samples
 - Common grade scale
 - Assessment rubrics
- Reports are completed by each teacher using the reporting facilities of Edumate.
- It is the Head of Department's responsibility to check comments, grades and levels of achievement of the student in relation to the cohort.
- Tutors also provide a report comment which should reflect aspects of the student other than academic achievement and include co-curricular comments.

3. Completion of NESAs curriculum

Assessment practices in Years 10-12 are conducted in line with New South Wales Education Standards Authority (NESA)

Students who leave the College prior to completing the HSC are eligible for a Record of School Achievement (RoSA) grade

Procedure:

- Heads of Department, in consultation with the Director of Teaching and Learning, develop robust assessment programmes for Years 10-12. This includes:
 - Establishing an assessment program that consists of a number of assessment activities.
 - Ensuring that the assessment activities cover the full range of outcomes.
 - Determining the weightings or relative importance of each activity.
 - Awarding marks for each completed activity.
 - Combine the marks awarded in each activity to obtain a total mark for each student.
 - On the basis of these marks, determine the order of merit for the group.
 - Refer to the course performance descriptors to relate the order of merit to grades awarded.

- Assessments results are used to determine a RoSA Grade for Years 10 and 11
 - In applying these descriptors, Heads of Departments should interpret them in terms of standards that can be achieved by students within the bounds of the course.
 - Heads of Department review RoSA Grades prior to submission to NESA to ensure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.
 - When making a judgment of the grade to be awarded, teachers need to note the following:
 - Teachers will arrive at judgments by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities
 - Assessment activities should give students opportunities to show what they know and can do
 - A single piece of work will not cover all aspects of a grade description. Using a single piece of work to make a judgment is therefore not as valid and reliable as an "on-balance" judgment
 - Each grade description should be considered alongside descriptions for adjacent grades
- For Year 12 students, the assessment programme provides students with a mark out of 100 which contributes 50% of a student's final HSC score. NESA moderates the marks provided by the College against student performance in the final HSC examinations.
- A student is deemed to have completed a course if:
 - followed the course developed or endorsed by NESA;
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - achieved some or all of the course outcomes.

<https://ace.nesa.nsw.edu.au/ace-4016>

- If a student is at risk of non-completion of course requirements in any course, the Director of Teaching and Learning in consultation with the Principal, will advise the student and the parents in writing:
 - of the activities and/or actions to be undertaken in time for the problem to be corrected
 - of the request from the student/parent to provide the College with written acknowledgement of the warning
 - to retain copies of the warning notice(s) and other relevant documentation.
- Any student who has not complied with the requirements for satisfactory completion of a course when assessment marks are being finalised will be issued with an 'N' determination by the Principal, who will in turn advise NESA
 - The consequences of an 'N' determination in any course are that the course will indicate the 'N' determination on the Record of Student Achievement ROSA for the completion of Stages 5 and 6
 - Students may seek a school review of an 'N' determination in a course. If the College declines the review, the student may appeal to NESA direct.

4. Accelerated Mathematics Policy

The College supports the Accelerated Mathematics programme as a means of providing enrichment and extension to our high potential learners.

Procedure:

- Students enrolled in an Accelerated Mathematics course, wherever possible, will be considered carefully in the preparation of College examination timetables so that the scheduling of mandatory examinations for the Accelerated Mathematics course does not put undue pressure on the student's current cohort examination schedule.

Appendix I – *Academic Integrity*

<i>Academic integrity looks like...</i>	<i>Academic integrity doesn't look like...</i>
Following the Library's reference guide and acknowledging sources through use of referencing	Having missing / incorrect references Falsifying or making up information / documents / results
Using your own words	Submitting work written by someone or something else (e.g submitting work found on the internet, written by a tutor or generated by AI software) and presenting it as your own
Keeping track of your ideas	Paraphrasing someone else's ideas without referencing source
Doing the right thing, even when the learning is challenging	Copying and pasting the work of others into your response without referencing
Using information appropriately, according to copyright and privacy laws	Asking someone else to do the work
Acknowledging the contribution of each individual in collaborative tasks	Submitting work completed by peers without providing your own contribution

Appendix II - *Responsibilities*

<i>Teacher</i>	<i>Student</i>
Explicit teaching of the skills of appropriate referencing in all year levels	Apply knowledge of accurate referencing, acknowledging all sources that have been used
Teach referencing in accordance with the College's academic integrity policy and the Library's guidelines found in the College diary	Use the guidelines in the College diary when completing referencing and generating bibliographies
Provide support and instruction to complete All My Own Work (Year 10)	Actively completed AMOW modules and apply learning to future tasks
Model and teach the values of academic scholarship	Follow and model values of academic integrity
Design high quality assessments	Read assessment instructions to understand what the task requires Submit work that is your own
Check ins and supports for students to enable all students to engage with the task	Seek help when unsure about processes or appropriate use of material
Explicitly teach the skills of collaboration	Actively participate in collaborative tasks, submitting work to which you have made a direct contribution
Use research to inform and extend thinking, rather than as a replacement for own work	Use research to inform and extend thinking, rather than as a replacement for own work