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## **MARONITE COLLEGE OF THE HOLY FAMILY**



Maronite College of the Holy Family policies have a commitment to Maronite Catholic ethos and values and should be read in conjunction with other policies and procedures and with relevant legislation.

## **SECONDARY CURRICULUM and ASSESSMENT POLICY and PROCEDURES**

This policy and procedures supersede all previous policies and procedures relating to matters contained herein.

## SECONDARY CURRICULUM and ASSESSMENT POLICY and PROCEDURES

**Mission:** *“Inspired by the Maronite Sisters of the Holy Family, we accompany our students in the realisation of their potential.”*

**Vision:** *“We challenge our community to grow in faith, strive for excellence and transform the future.”*

**Motto:** *Know Love Serve*

**Ethos:** *“The College strives to instil in students the teachings of Jesus. Emphasis is firstly given to providing a Maronite Catholic foundation through regular prayer, celebration of the Sacraments, commitment to the Word of God, and openness to grace. Secondly, all are encouraged to see the best in themselves and in one another, as Paul writes, ‘Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things’ (Phil 4:8). Emphasises is on treating all with dignity, service, forgiveness, justice, and love. Thirdly, the College is a community which promotes a sense of family among the Sisters, Board Members, staff, students, parents, and friends”.*

### INTRODUCTION

Teachers develop students’ metacognition by challenging students to become self-regulated, intellectually independent, critical, creative and reflective thinkers who achieve the necessary skills for life-long success.

Maronite College of the Holy Family recognises student learning is a personal construction of meaning built upon prior knowledge and experiences. Teaching and Learning at the College is underpinned by “Visible Learning.”

Therefore, we believe students learn best when:

1. Class environments are student centred, safe, supportive, interactive, stimulating, engaging and flexible.
2. Learning is highly valued and uninterrupted.
3. Learning disposition, processes and perseverance are modelled by the teacher.
4. The learning is inspiring, innovative, challenging and differentiated to meet each student at their point of need (“Zone of Proximal Development” - Vygotsky).

5. Students:

- Understand the purpose of the learning (Learning Intent) and expected outcomes clearly defined (Success Criteria).
- Take responsibility for planning, organising and effectively managing their learning.
- Actively engaged in the learning process.
- Make connections with their learning through opportunities to reflect and apply understanding to other areas and in a variety of ways.
- Are given opportunities to make choices in learning experience and learn from different perspectives through collaboration.
- Provided with optimal opportunities to develop high order thinking skills.
- Recognise there is an expectation to think critically, creatively, reflectively and problem solve.
- Recognise taking risks improves learning and develops them into self-aware and self-regulated learners.
- Are given opportunities to challenge, ask questions and develop deep understanding.

6. Receive timely feedback, which is both, positive and improves further learning (descriptive feedback).

7. Assessment is an essential component of the teaching and learning cycle. Assessment for, as and of learning are College approach that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together informally or formally [NESA Assessment Guidelines](#).

The assessments submitted by the College for a particular course, are intended to measure student achievements relative to a pre-determined set of standards issued by NESA for each course offered in Preliminary Courses, HSC Courses and in Stage 5 (RoSA) Courses. The final assessment result will be based on a student's achievement measured by assessment tasks undertaken during the course.

The use of achievement measures, at points during a course is seen as serving three purposes:

1. It enables consideration to be given to those aspects of the course, the attainment of which can be best demonstrated over time in situations other than formal examinations, e.g. practical skills.
2. It caters for any "self-contained" elements such as fieldwork, which occur as an isolated part of the course.
3. It increases the accuracy of the final assessment of the students' achievement by utilising multiple measures.

The assessment is to encompass all syllabus outcomes other than those relating to the affective domain (interests, attitudes). It will also include that content, and those outcomes that are currently measured by the external examination (HSC). It should be stressed that the assessment will not take account of conduct.

## SCOPE

The Secondary Curriculum and Assessment Policy (the Policy) and Procedures (the Procedures) has embedded processes which resonate the regulations and responsibilities expected of the College in regard to NSW Educational Standards Authority (NESA) requirements for Years 7-12 in order to retain registration and accreditation, the Education Act 1990 and the NSW Child Safe Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

The Policy and Procedures is divided into three sections each with explicit subsections.

### SECTION 1: Secondary Curriculum

1. Key Learning Areas and Time Allocations
2. MCHF Learner Model
3. Visible Learning
4. Teachers Role and Responsibilities
5. Teaching Programs
6. Diverse Learners
7. Curriculum: Attendance Monitoring
8. Curriculum Approaches
9. Course Completion
10. N Determination
11. Homework
12. A-Typical Students
13. External Providers/Outside Tutors
14. Credentialling

### SECTION 2: Secondary Assessment

15. Types of Assessment
16. Assessment Expectations and Tasks
17. Student Feedback
18. Illness and Misadventure
19. Appeals
20. Malpractice
21. Holidays during Assessments Periods
22. Poor Assessment Performance
23. Allocation of Marks
24. Procedure & Eligibility RoSA & HSC

### SECTION 3: Student Reports & Records

25. Student Reports
26. Student Profiles and Record

## Section 1:

## SECONDARY CURRICULUM

Maronite College of the Holy Family abides by the mandatory curriculum requirements from the NSW Education Standards Authority (NESA) and Education Act 1990 Part 3: Curriculum.

### 1. KEY LEARNING AREAS (KLA)

Maronite College of the Holy Family teaching and learning is aligned to the mandatory requirements of the NSW Education Standards Authority. [NESA](#) Secondary students from **Years Seven to Ten** are educated in the Key Learning Areas (KLA) of;

1. English
2. Mathematics
3. Science
4. HSIE: History and Geography
5. Creative and Performing Arts
6. Personal Development, Health and Physical Education
7. Languages Other Than English (LOTE) Arabic and French (Stage 4)
8. Technology & Applied Studies (Stage 4)

The College also provides students with two further courses of study which support the College Ethos, Vision, and Mission that of Religious Education and Arabic.

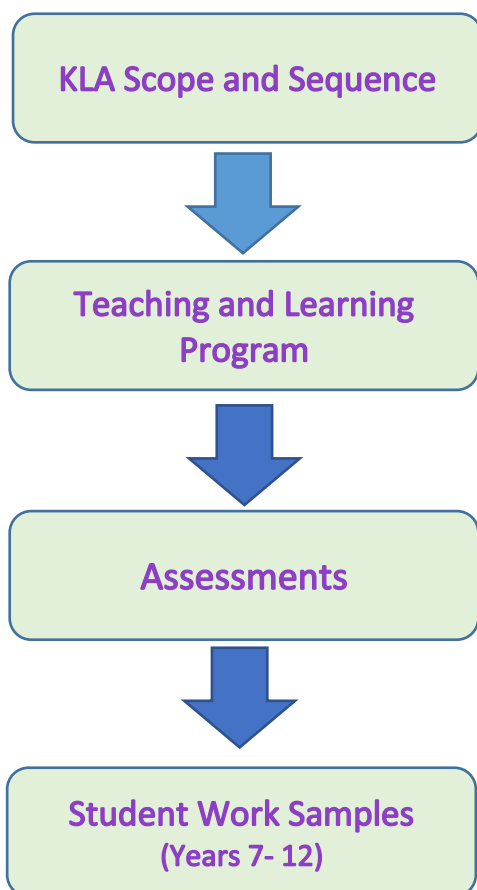
The College provides elective subjects for students in **Stage Five**:

1. **HSIE: Commerce**
2. **Creative & Performing Arts:** Drama, Music, Photography & Visual Arts
3. **Personal Development, Health and Physical Education:** Physical Activity & Sports Studies (PASS), Duke of Ed (Outdoor Ed)
4. **Languages Other Than English:** Arabic and French
5. **Technology & Applied Studies:** Food Technology. Industrial Technology: Timber, Industrial Technology: Multimedia, Textiles Technology

Secondary students in **Years Eleven and Twelve** are educated in the Key Learning Areas (KLA) (students select 12 or more units of study in Year Eleven and 10 or more units of study in Year Twelve):

1. **English:** English Advanced, English Extension I, English Extension II, English Standard, English Studies
2. **Mathematics:** Mathematics Advanced, Mathematics Extension I, Mathematics Standard I, Mathematics Standard II
3. **Science:** Biology, Chemistry, Physics
4. **HSIE:** Ancient History, Business Studies, Economics, Geography, Legal Studies, Modern History, Society & Culture
5. **Personal Development, Health & Physical Education:** Community & Family Studies, Personal Development, Health & Physical Education, Sports Lifestyle & Recreation
6. **Creative & Performing Arts:** Drama, Music I, Visual Arts
7. **Technology and Applies Studies:** Industrial Technology - Multimedia, Information Processes & Technology, Textiles & Design
8. **Languages Other Than English (LOTE)** Arabic Continuers
9. **Religion:** Studies of Religion I, Studies of Religion II, Studies in Catholic Thought
10. **Vocational Education & Training:** VET Business Services, VET Construction, VET Hospitality (Food & Beverage), VET Retail Services, VET Skills of Work and Vocational Pathways, VET Sports Coaching, VET Work Studies.

All courses provided at the College are structured to align as follows:



## 1.2 KLA TIME ALLOCATIONS (NESA)

All indicative hours for each Key Learning Area are compliant to NESA’s mandatory requirements for [Years Seven to Year Ten](#) and [Years Eleven to Year Twelve](#), documented on the Scope and Sequence in each KLA and on teaching timetables. Students in Years Seven to Twelve have 5 periods per day, all periods (lessons) are 1 hour duration, except for Thursdays (45mins).

Students in Years Seven to Twelve commence at 8:40am-3.10pm

On Monday, Tuesday, Wednesday and Friday  
Break 1 = 35 minutes and Break 2 = 35minutes.

Thursdays  
Break 1 = 30 minutes and Break 2 = 30 minutes

The Number of hours studied by students at the College per course in each Year can be found [here](#).

## 2. MCHF LEARNING FRAMEWORK

The Maronite College of the Holy Family's core business is quality teaching and learning. The embedded 'Learner Model' enriches, enhances and extends student learning to enable them to become successful lifelong learners and positive members of society.



### ADAPTABLE

- Collaborative
- Self-Managing
- Independent

### RESILIENT

- Embraces Challenges
- Preserves
- Takes Ownership

### THINKER

- Reflective
- Analytical
- Creative

The Secondary Scope and Sequence implemented for each subject area is developed in accordance with NESAs Syllabi ([K-10](#), [11-12](#)) from Year Seven to Year Twelve. The Scope and Sequence ensures all mandatory units of work in each Key Learning Area and Religion are successfully taught to specific outcomes within each Stage and Year.

### 2.1 PRINCIPLES of TEACHING and LEARNING

To support the development of students to be adaptable, resilient thinkers the College advocates specific principles which underpin all teaching and learning at Maronite College of the Holy Family.

#### 1. **Learning vs Work**

In work-oriented classrooms teachers and students are focused on work completion, whereas, in **Learning orientated classrooms** mistakes are seen as opportunities to learn, grow, to rethink.

Learning orientated teachers often provide more descriptive feedback that informs learning whereas work orientated teachers tend to give more evaluative feedback such as, good work or well done, as a judgement on performance. Providing no information to the student on how to improve or increase their learning.

#### 2. **Understanding vs Knowledge**

Understanding requires knowledge but goes beyond it. Understanding depends on richly integrated and connected knowledge.

Understanding goes beyond merely possessing a set of skills or a collection of facts in isolation. Understanding requires that our knowledge be woven together in a way that connects one idea to another. This becomes the vehicle for putting ideas to work, applying skills to new circumstances and the creation of new ideas.

## Teaching for Understanding

- a) Generative topics focusing the curriculum around big, generative ideas worth understanding (Inquiry Questions).
- b) Understanding Goals: identifying a small set of specific goals for understanding (Learning Intent and Success Criteria) as opposed to a list of things they want students merely to know. (Learning Intentions).
- c) Performances of understanding: designing a sequence of ever more complex performance tasks that require students to use their skills and knowledge in novel contexts.
- d) Ongoing feedback: providing a steady stream of ongoing feedback and assessment information that students can use to improve their performance (*can you elaborate, describe, justify, explain, compare etc.*).

### 3. **Deep vs** Surface Learning Strategies

Surface learning is REPRODUCTIVE vs Building understanding, deep processing = CONSTRUCTIVE  
Surface strategies focus on memory and knowledge gathering, whereas deep strategies are those that help students to develop understanding.

Using deep learning strategies such as **high demand tasks** which require students to explain, describe, justify, compare, assess, make choices, plan, formulate questions.

**Low demand tasks** ask students to make routine applications of known procedures.

Developing understanding is through more challenging and demanding set of performances through activities that allow for both the development and demonstration of understanding.

### 4. **Independence vs** Dependence

*“Independent learners are internally motivated to be reflective, resourceful, and effective as they strive to accomplish worthwhile endeavours when learning in isolation or with others even when challenges arise, they persevere”* Rose-Duckworth and Ramer.

Teachers encourage independent learning via:

1. Resilience in the face of difficulty
2. Openness and willingness to accept challenges
3. Greater motivation, engagement, ownership and drive
4. Intrinsic motivation
5. Interdependence and independence
6. Development of a learning or mastery orientation in oneself
7. Enhanced self-esteem and efficacy
8. Development of life-long learners

***Student independence is the goal of education!***

### 5. **Growth vs** Fixed Mindset

Research on the brain demonstrates the brain does in fact grow as a result of learning and people really do get smarter, more skilled and improve their natural talents as a result of their efforts.

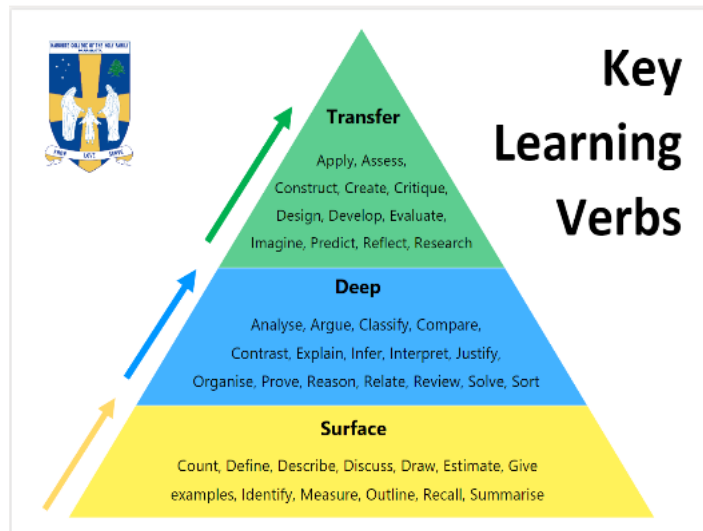
Growth mindset reflects the reality of learning. We believe that our students can embrace learning challenges by developing a **Growth Mindset** which sets them on the road to reach even higher levels of achievement. We believe everyone can get smarter if they work at it.



### 3. VISIBLE LEARNING

Maronite College of the Holy Family has embedded 'Visible learning' which underpins the College 'Learning Model.' Visible Learning means **an enhanced role for teachers as they become evaluators of their own teaching**. According to John Hattie, "Visible Learning and teaching occurs when teachers see learning through the eyes of students and help them become their own teachers."

Maronite College of the Holy Family's expectations of all teachers is to actively implement Visible Learning with dedication and conviction in planning, programming, differentiating, implementing, monitoring and assessing students' learning. Thus, the College focus in teaching and learning is on the learner's development of deep understanding in order for the learner to successfully transfer their knowledge and understandings to new learnings.



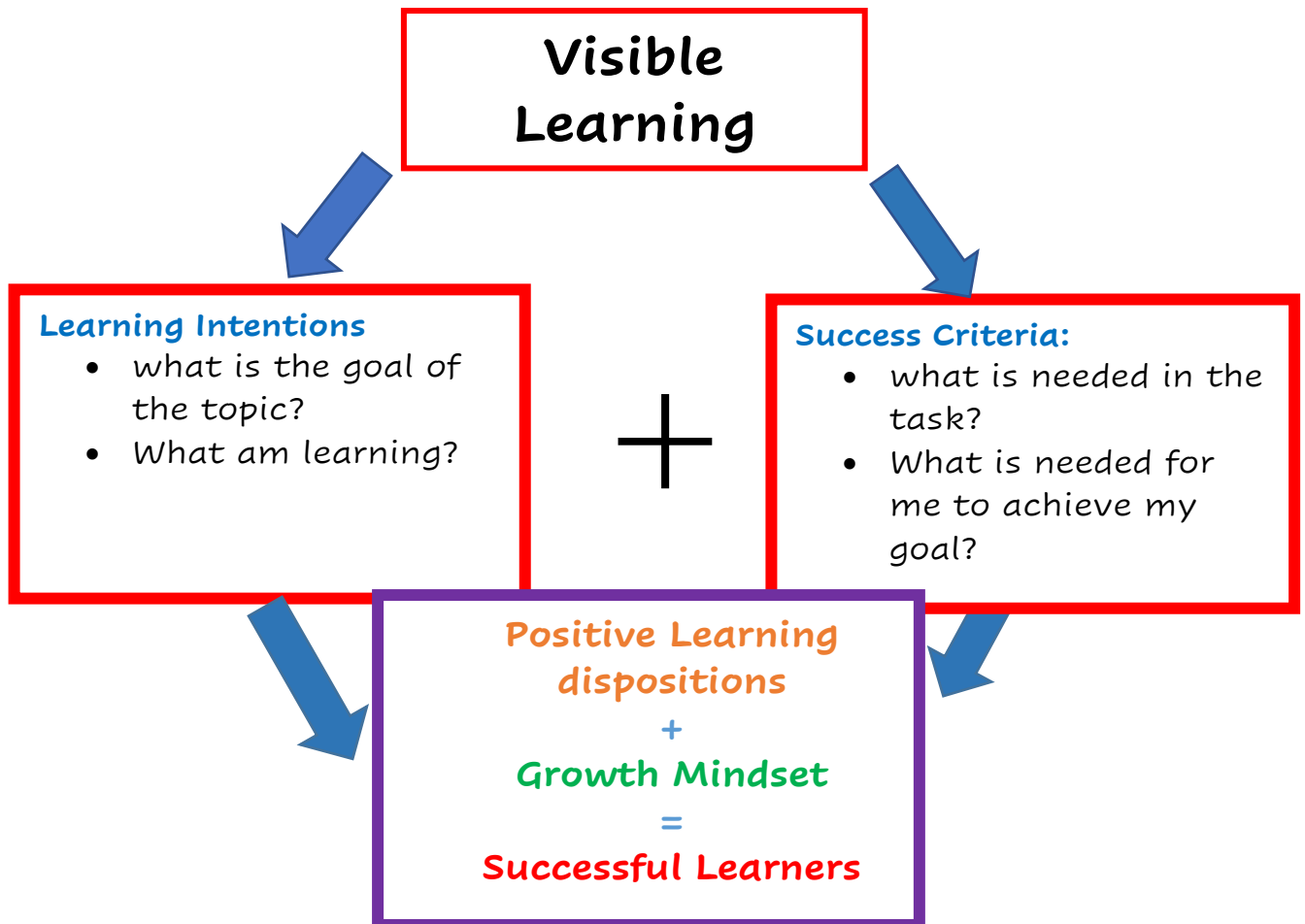
Maronite College of the Holy Family promotes and supports students to become successful Visible Learners who are well equipped in:

1. Setting learning goals.
2. Articulate what they are learning.
3. Explain the next steps in their learning.
4. See errors as opportunities for further learning.
5. Know what to do when they are stuck.
6. Seek feedback.

This is endorsed and developed in students through the College adoption of all teachers implementing and explicitly articulating the **Learning Intention** at the commencement of each lesson. This provides students with the knowledge of **what** they are learning and **why**.

Followed by the collaboratively developed (teacher and class) **Success Criteria** which explicitly states what students need to demonstrate in order to succeed (the **how**). The outcome-based Success Criteria should never just state the fundamental outcome it must be written to enable students to excel by writing a range of levels from essential to extended criteria. This provides the teacher with a true indication of student abilities and the **where to next** to challenge each student in their learning. Displayed student/teacher work examples provides students of what success looks like at multiple stages throughout the learning journey.

## Visible Learning Model



#### 4. TEACHERS ROLE and RESPONSIBILITIES

*“Students grow into the intellectual life of those around them.” (Vygotsky)*

##### STUDENTS’ LEARNING

- a) To make explicit the elements of high-quality, effective teaching that will improve educational outcomes for all students.
- b) Develop and enhance student learning by engaging them in quality tasks and meaningful learning experiences.
- c) Effective pedagogical practices that are clearly understood by the teacher and in direct response to students’ identified learning needs.

Therefore, the College expects all teachers to implement:

1. A high standard and expectations from their students.
2. Know their students and how each student learns.
3. Use the mandatory NESA syllabi to plan, program and assess students against outcomes.
4. Plan and program learning experiences which challenge students at their learning at their Zone of Proximal Development (Vygotsky).
5. Develop and implement differentiation into teaching strategies and learning tasks.
6. Provide explicit teaching in accordance with the KLA syllabi documents (NESA).
7. Provide timely feedback, which is both, positive and improves further learning (descriptive feedback).
8. Use student data to inform practice and further planning.
9. Use assessments strategies of *for*, *as* and *of* learning informally and formally to assess the effectiveness of the teaching and impact on student learning.
10. Make learning visible for all students implementing a Learning Intent for each lesson and Success Criteria to measure success (Students need to know what they are learning and what is needed in the task for them to be successful).

##### TEACHING

Teachers are expected to continuously increase and maintain professional knowledge, skills and deep understanding to ensure consistency, quality and ‘best practice’ in teaching.

Motivate and engage students in learning through providing inspiring and consistently challenging students with well prepared and resourced learning experiences.

#### 5. TEACHING PROGRAMS

Planning and programming are important processes in the teaching, learning and assessment cycle. Teaching programs are intended for teachers to plan the delivery of syllabus content, cater for the diversity of student learning needs and improve student learning outcomes. It is the process of selecting and sequencing learning experiences which enable students to engage with syllabus outcomes and develop subject specific skills and knowledge, increase their understanding which enables them to successfully transfer their understanding to new concepts.

Teachers require flexibility to develop programs, structures and pedagogical practices that meet the educational needs of their students, challenge and extend them. Student achievement through regular assessments must guide teacher decisions on how learning (strategies) can be improved for each student.

[Appendix 1: Secondary Program Checklist]

## 5.1 PROGRAMMING

Teaching Programs Year Seven to Year Twelve are written in accordance with NESA syllabi. Teaching programs, learning experiences and student work are aligned to syllabus content and outcomes in each Key Learning Area.

It is highly recommended programs are collaboratively planned each term with grade partners. Individual class programs may vary depending on the needs and interests of the students.

All class programs must be uploaded onto SharePoint > Secondary Education > Compliance > Year/Grade > KLA. Teachers work on and continue programming from their KLA folder in SharePoint.

Programs are working legal documents designed to cater for differing levels of need within a class and year group to ensure each student is able to access the curriculum and be academically successful.

Secondary teachers Years Seven to Twelve are required to take the following into consideration:

1. Each KLA meets the proportion of teaching time requirements.
2. Outcomes are taught over a stage of learning (Stage 4, Stage 5 and Stage 6) and are aligned to the College Scope and Sequence in each Key Learning Area.
3. Teaching programs are consistent across a grade.
4. Individual teachers regularly annotate programs as teaching progresses. It is expected annotations are made frequently.
5. All teaching programs must include differentiation evidence, catering for the diversity of learners and learning needs in order for students to demonstrate knowledge, understanding and skills.
6. Teachers will adopt an integrated approach to programming.
7. Lessons are to include Learning Intentions and Success Criteria (John Hattie) for each lesson.
8. When developing programs teachers must be aware that they must not organise activities that include the use of peanuts, tree nuts or any nut products in curriculum or extracurricular activities. This does not include foods labelled “may have traces of nuts.”  
(Ref: Allergy and Anaphylaxis management within the Curriculum P-12)  
<https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/health-and-physical-care/media/documents/anacurric.pdf>

## 5.2 DIFFERENTIATING PROGRAMS

At the Maronite College of the Holy Family differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways. Differentiated programming recognises the interrelationship between teaching, learning and assessment that informs future teaching and learning.

Therefore, at Maronite College of the Holy Family **all** teaching and learning programs **must demonstrate** differentiation through:

1. Teaching, learning and assessment experiences which cater for the diversity of learners so that all students can learn effectively.
2. Providing alternative methods and choices for students to demonstrate their knowledge, understanding and skills.
3. Considering what resources and stimulus materials will assist students.
4. Including a range of activities and resources appropriate for students with different learning needs and levels of achievement.
5. Promoting flexible learning experiences and encourage students to work at their own pace to develop their knowledge, understanding and skills.

6. Providing students opportunities to demonstrate in a variety of ways what they know, understand and can do at different points in the learning cycle.
7. Providing students with the opportunity to discuss with their teacher/s how they learn best, explore, experiment and engage with the concepts and demonstrate their higher-order thinking, creative and critical thinking skills.
8. Monitoring student learning over time using evidence of student achievements to guide future teaching and learning opportunities.
9. Considering how individualised feedback to students can help identify student strengths and areas for improvement.

### 5.3 PROGRAM ANNOTATIONS and ADJUSTMENTS

Teachers are expected to make mandatory and regular annotations for each lesson in their program (evidence of lesson delivery, NESAs) indicating student level of achieving outcomes and suitability of implemented teaching strategies and learning tasks intended to increase student learning.

NESA requires teachers to sign and date all lesson annotations. However, signing annotations is not necessary at Maronite College of the Holy Family as the teacher's name appears when lesson comments are electronically inserted. Teachers are still required to date all program comments.

NESA program regulations stipulate the teacher must show evidence of adjustments in their program as a direct result of documented lesson annotations made.

Teacher annotations on student learning, and necessary adjustments made in lessons/program must be considered when undertaking further planning.

### 5.4 PROGRAM CHECKS

The College expects a high standard and consistency in programs with the use of templates, quality teaching strategies, challenging learning tasks, alignment to the College KLA Scope and Sequence and curriculum outcomes. Important consistency also includes all NESA mandatory program requirements such as: correct time allocated for each KLA, written outcomes, lesson annotations and assessment tasks included or linked to the program for each KLA.

All Years Seven to Twelve Programs are reviewed by the KLA Coordinators minimally twice a term. Once ideally at the beginning of the term and at the end of each term to review expected consistency, compliance, lesson annotations, evidence of program adjustments and implementations and any revisions that were required to be made from the KLA Coordinator's feedback.

## 6. DIVERSE LEARNERS

The diverse learner at Maronite College of the Holy Family, refers to a student who has unique learning needs which include may but not limited to, students with disabilities and gifted and talented students. The College collaboratively addressing the differences and abilities to create an inclusive and equitable learning environment that support the academic and social development of all students.

Most students will participate fully in learning experiences based on the regular syllabus outcomes and content. Some students may require additional support or adjustments to their learning through teaching strategies, learning experiences and assessments whilst others require academic extension in order to cater for their individual advanced/ gifted and talented needs in one or more areas.

Crucial to the educational success of the diverse student at the College, is the transparency in which parents/guardians communicate and their willingness to provide important information to the College on their child. Transparency between parents/guardians and the College is vital for fostering a supportive educational environment tailored to their child's unique learning needs. By providing specialist reports, parents/guardians empower educators with the knowledge necessary to implement effective strategies and modifications, ensuring that their child receives the best possible support the College is able to provide. This collaborative approach not only enhances the child's academic experience but also promotes the diverse student's confidence, holistic development and positive wellbeing.

### 6.1 THE TEACHER

Teaching and Learning Programs are designed to cater for differing levels of need within a class and year group to ensure each student can access the curriculum and achieve at their own academic level.

1. Names of students who are experiencing **academic concern** are forwarded to the KLA Coordinator for further review and assessment. The KLA Coordinator liaises with the Head of Curriculum to determine the level of intervention for example, progress report followed up with an Academic Management Plan. Further advice may be sought from other personnel such as the College Executive, College Psychologist, Year Advisor, and Specialist teachers.
2. Teachers makes anecdotal comments in programs indicating the level of achievement in outcomes made by specific students.
3. Student performance is recognised via merits and awards.
4. Outstanding student performance is recognised at Academic assemblies.

### 6.2 LEARNING & INTEGRATION SUPPORT

Maronite College of the Holy Family makes every effort to meet the needs of every student. Student's needs are identified through specialist reports provided by parents/guardians and continual class assessments both formal and informal. Students may participate in small group or individualised courses of instruction from the Integration Support Teacher or Learning Support Teacher.

#### **PROCEDURE:**

1. Teachers monitor the progress of students and identify any student requiring special assistance or extra support.
2. Teacher/s meet with parents to advise of any concern.
3. The Diverse Learning Coordinator, College Psychologist and relevant Year Advisor are informed.
4. College Psychologist will be referred to for any appropriate assessment as necessary via an Official Notification Form signed by relevant Year Advisor.
5. External advice may be provided by Speech Pathologists, Occupational Therapists or Paediatricians or other relevant personnel.
6. Students may be referred for assistance to an Integration or Learning Support Teacher.

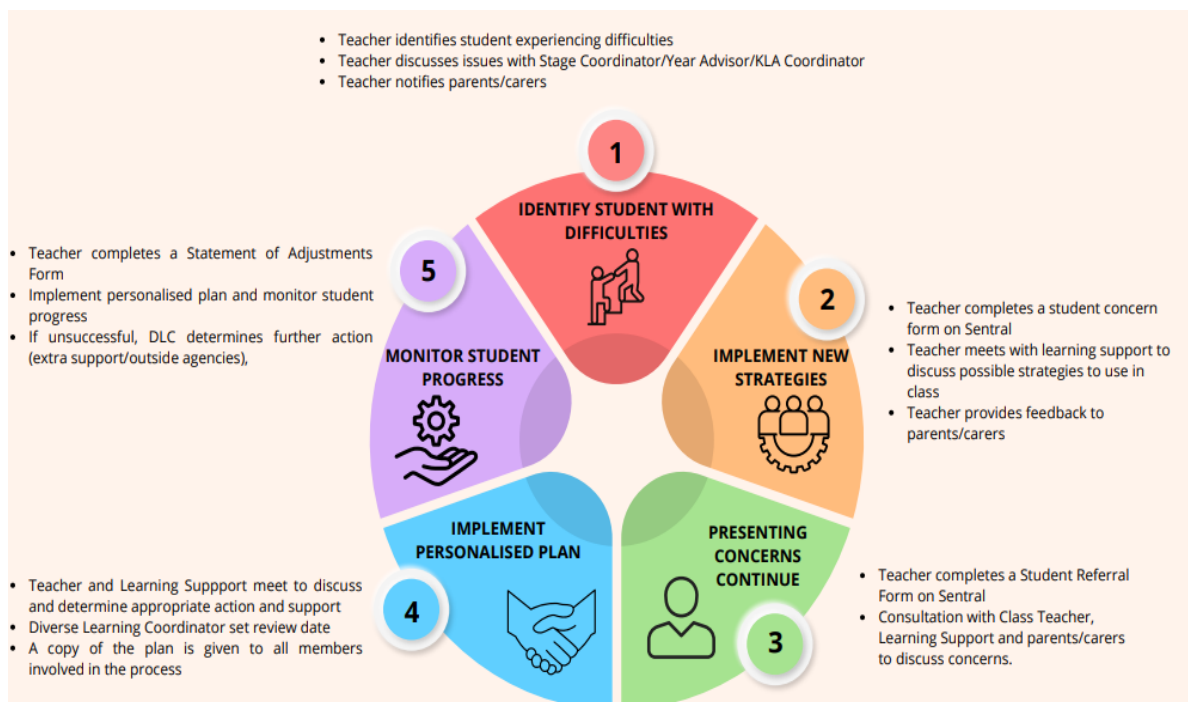
## INTEGRATION PROGRAMS

The College aims to refine learning programs for special needs students through differentiated activities and support programs by establishing programs which provide access to early intervention based on each student's position on the learning continuum.

### 6.2.1 LEARNING SUPPORT REFERRAL PROCESS K-12

1. Student is identified by the teacher as making lower than expected progress. Teacher discusses issues with Stage Coordinator/Year Advisor and then notifies parents to let them know the student is experiencing difficulties.
2. Teacher completes a **Student Concern** Form. Teacher meets with the Learning Support Team to discuss possible strategies to use in the classroom.  
In the case of high accomplished students, the teacher meets with the Diverse Learning Coordinator to discuss possible advancements (e.g. open-ended tasks, high grade/year in a KLA, Enrichment Program). Teacher provides feedback to the parents/guardians and Diverse Learning Coordinator.
3. If the student does not respond to the modifications, the teacher completes a **Student Referral** Form for additional support. Consultation with Teacher, Diverse Learning Coordinator and parents meet to discuss concerns.
4. Relevant staff meet to discuss student needs and collaboratively plan an intervention to support the teacher to cater for the student's learning needs in the classroom. The intensity, frequency and duration of the intervention is agreed to and a follow-up meeting date is set for review.
5. Teacher completes a **Statement of Adjustment** Form to evaluate student progress. The student's *Personalised Plan* is implemented and relevant staff monitor student progress. If the student does not respond to the adjustments, the Diverse Learning Coordinator (K-12) determines further action e.g. extra support, acceleration and/or external agencies.

### LEARNING SUPPORT REFERRAL DIAGRAM



(Refer to forms located in SharePoint > College Forms or the Diverse Learning Coordinator K-12)



## 6.3 DISABILITY ADJUSTMENTS

Maronite College of the Holy Family recognises and responds to the need in providing disability adjustments to enable all students equal access to the curriculum and assessment process. Adjustments are made to cater for mobility, physical, auditory, medical, cognitive and visual disability. The College ensures students with disabilities can access and participate in education on the same basis as other students. (Disability Standards for Education 2005) [Disability Standards](#)

### 6.3.1 ELIGIBILITY

All students currently enrolled at the College who have a **Personalised Plan** and have qualified for NCCD disability funding through the Catholic Schools NSW automatically meet the criteria for eligibility for disability examination provisions as indicated in the [2025 NCCD Guidelines \(NCCD Quick Guide\)](#). This forms part of the strategy to assist these students to meet the requirements to be eligible for the credential of Higher School Certificate when they reach Year Twelve.

Eligible students can be identified by the College Counsellor, members of staff and the Learning Support Teachers.

Individual students and parents may approach the College to apply for disability provisions, but they must be able to provide the documentation necessary to support an application in one of the categories listed above.

The Diverse Learning Coordinator is responsible for undertaking the testing necessary to accompany and support an application. They are also responsible for compiling all the documentation received. There are some conditions or situations which are not covered by disability provisions.

These include:

1. Any difficulties experienced in undertaking a course and preparing for the Higher School Certificate Examination.
2. The lack of familiarity with the English language. The use of English/foreign language dictionaries is therefore not permitted.
3. A condition that may or may not manifest during an examination session e.g. asthma, epilepsy as it will be covered by an illness/misadventure provision, should it occur.

The College does not assume that once all documentation is collected, appropriate provisions for the Year 12 student requested and the application submitted, that provisions will automatically be granted. It is for this reason that students in any grade, who are given disability provisions for College-based exams and assessments, are considered by the Learning Support Coordinator and College Counsellor to meet the criteria for application as described in [6.1 Disability Provisions Program](#).

The College trains students to use provisions properly and to be familiar with processes involved, and endeavour to ensure a balance is achieved between preparing the student and receiving a successful application when time comes for an application to be submitted. The College would not be providing equal educational opportunities and outcomes by supporting a student during an examination with disability provisions if it was clear that the student did not meet the criteria for application.



### 6.3.2 DISABILITY PROVISIONS

The College accommodates students with disabilities through special provisions provided during major internal examinations and assessment tasks, consistent with NESA provisions for external examinations.

Disability provisions are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam 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.

Applications for special provisions are made for students who have:

1. An identified learning difficulty.
2. A medical condition or difficulty that may compromise their ability to complete an examination or assessment.
3. A vision or hearing impairment.

[\(6.1 Disability Provisions Program\)](#)

For a HSC student with special needs, an application is made to NESA by the College on behalf of the student with special needs sitting for the Higher School Certificate (HSC) examinations ([6.1.2 Apply for Disability Provisions](#)). Required paperwork as stipulated by NESA is provided by the student and the application is made via [NESA Schools Online](#). Provisions granted by NESA for Higher School Certificate exams for qualifying students in Year 12 are similarly implemented in all major College-based examinations including HSC Trials ([6.1.3 Principal decisions about adjustments for School-based assessment tasks](#)).

The College also recognises the need to provide disability provisions for major College-based examinations and assessments for students in other grades, i.e. Years 7 - 11. Major examinations refer to end of course examinations which contribute significantly to course marks. Allowing disability provisions to be available in all years assists the College in achieving the aim of providing equal educational opportunities and access for all students ([6.1.3 Principal decisions about adjustments for School-based assessment tasks](#)).

### 6.4 COLLEGE-BASED SPECIAL PROVISIONS

Early in Term 1 of the academic year, the Diverse Learning Coordinator (or delegate) meets with identified student and their parents/guardians to devise a Personalised Plan that outlines the special provisions that will be provided to the student. Such provisions include less activities, modified tasks, seating arrangement, etc. These Personalised Plans are then communicated to staff to assist with planning and programming.

There are occasions where disability provisions can be granted to students at short notice due to an emergency such as, a broken arm.

### 6.5 LIFE SKILLS COURSES

All students are entitled to participate in and progress through the curriculum. Years 7–10 courses based on Life Skills outcomes and content and Years 11–12 Life Skills courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability ([Life Skills | NSW Curriculum | NSW Education Standards Authority](#)).

The Executive Principal makes the final decision in regard to accessing Life Skills outcomes and content, based on;

1. The needs of the individual student, for each Years 7–10 course based on Life Skills outcomes and content.
2. Collaborative planning involving the individual student (where appropriate), their parents/guardians and teachers ([collaborative curriculum planning](#)).

Life Skills outcomes and content in Years 7–10 syllabuses are **not** appropriate options for students who,

1. do not have an intellectual disability or an imputed intellectual disability.
2. experience significant unexpected and/or chronic health issues
3. perform below their cohort
4. could access outcomes and content with appropriate adjustments and support
5. have emotional and/or behavioural needs.

Students eligibility to study Stage 5 courses based on Life Skills outcomes and content to achieve RoSA, must be able to satisfy the mandatory RoSA requirements ([mandatory curriculum requirements for the RoSA](#)) in individual Key Learning Areas.

Refer to page 25 in this document for further Life Skills information.

## 6.6 COMMUNICATION WITH PARENTS AND STUDENTS

At all times, it is made clear to students and parents/guardians that the College does not decide the provisions granted for the Higher School Certificate Examinations. The College completes the application with a set of requested provisions, but it is the NESAs who decide which of these are approved or declined.

Information regarding the categories of disability provisions, testing, the disability provisions available and the documentation required is sent home with the student.

A permission note is attached which must be signed by a parent/guardian and returned to the Learning Support Coordinator otherwise the application will not be submitted.

A date for the return of the permission note and documentation is given to allow the information to be collated on the application, to be submitted by the due date.

Information regarding documentation for students applying for various medical provisions is given to students. It is the responsibility of the student and parents/guardians to approach relevant doctors and specialists to obtain the medical information needed to support their application.

Once a signed permission note has been returned, a time for testing for those students requiring reading, spelling and written tests are arranged at a suitable time.

## 6.7 COLLATION OF APPLICATIONS FOR SPECIAL PROVISIONS FOR EXTERNAL EXAMINATIONS

Where possible, Learning Support Teachers begin collecting relevant information for Year 12 applications when the students are in Year 11. The application requires a timed written response from students under examination conditions. Collecting a written extended response produced by students in their end of year exams or an in-class assessment task satisfies this requirement.

The Diverse Learning Coordinator (or delegate) is required to collect College-based information to support a student's application. This includes:

1. Collecting comments from teachers for each student.
2. Providing additional documentation, such as a letter to explain a request for a specific provision to support an application.
3. Testing students as part of the application process. Students requesting a reader and/or writer under 'Learning Difficulty' or requesting a reader and/or writer under 'Medical Difficulty' must be tested and results presented on their application. All testing is conducted within NESAs specifications.
4. Collecting medical documentation from students as it is supplied.
5. Obtaining information to complete the application from College records i.e., student number, date of birth, special provisions given to the student in the past.

6. Discussing with each student, the special provisions available to them that should be included on the application.
7. Obtaining the signatures of the student and Executive Principal or Head of College.
8. Keeping a copy of all completed applications and documentation.
9. Submitting applications by the due date.

Applications for renewal of disability provisions are required every year and must contain updated documentation.

[\(6.1.2 Applying for Disability provisions\)](#)

## 6.8 NOTIFICATION AND ORGANISATION OF APPLICATIONS

The Head of Curriculum notifies students of the results of their application once sent through from NESAs. They are given their written notification from NESAs, along with any additional explanatory information to discuss with their parents/guardians. Should the application for disability provisions be declined by NESAs, an appeal can be made by the Head of Curriculum and Diverse Learning Coordinator within 14 days to NESAs ([6.1.4 Appealing a declined HSC disability provisions application](#)). The Executive Principal is notified by the Head of Curriculum with the intent of appeal.

The Head of Curriculum notifies the Executive Principal and Diverse Learning Coordinator of the results and gives the Diverse Learning Coordinator a copy of the results to save to student file on SharePoint.

The Diverse Learning Coordinator (or delegate) organises Disability Provisions for Major College-Based Examinations and Assessments. This includes notices via emails and messages on Sentral asking students in younger years (Year 10 and Year 11) to act as volunteer readers and/or writers for special provisions students. All students assisting with disability provisions are recognised for their assistance with a College Award.

Where it is necessary to organise adult readers and/or writers for students and none can be arranged from the wider College community, Teacher Aides, other Support Staff and teachers who are able to assist are recruited.

Students using a reader and/or writer are given separate supervision and extra time to compensate for the writing/editing process. Extra time allowed for major exams is five minutes per half hour of exams.

Students may have a different reader and/or writer for different exams.

Students using diabetic provisions or rest breaks due to anxiety conditions in major College based exams are allowed timed breaks and other provisions they would be entitled to in the Higher School Certificate Examinations.

Rooms available for use during exams are determined by the Head of Curriculum in consultation with the Administration Coordinator and HSC Presiding Officer.

Timetables are produced by the Head of Curriculum with the assistance of the Diverse Learning Coordinator that specify the student, the exam (subject), time allowed, other special provisions allowed, the room in which the exam will be completed and the name of the reader and/or writer. Copies of the timetable are given to all staff, with a copy in the examination hall.

Students acting as readers and/or writers are informed of the date and time of the exam, the subject of the exam, and whom they are assisting with disability provisions by the Diverse Learning Coordinator

Students acting as readers and/or writers are given initial oral instructions to explain procedures and written instructions to refer to and view in their own time. These instructions, taken from those issued by the NESAs, explain what is required of them as a reader and/or writer and the importance of confidentiality.

No consideration including allocating extra marks when papers are marked are to be given to a student because of a student's disability.

## 6.9 SPECIAL PROVISIONS FOR OTHER IN-CLASS ASSESSMENTS

Parents/Guardians and students are informed that it is not always possible to provide disability provisions (readers and/or writers, extra time, separate supervision etc.) to students for all in-class assessments. The focus for special provisions is on all major assessments and examinations.

All In-Class assessments must be approved by the Diverse Learning Coordinator/team through the Quality Assurance Process. This involves each assessment being emailed by the KLA Coordinator to **Assessment Quality Assurance** ([aq@mqhf.nsw.edu.au](mailto:aq@mqhf.nsw.edu.au)) where the task is checked against [criteria](#) that ensures it is accessible for students with learning needs. Recommendations are made for the class teacher and KLA Coordinator to consider/adjust prior to the task being approved. Once approved, the task is sent back to the KLA Coordinator and the class teacher ready to be issued.

## 6.10 COMPUTERS/LAPTOPS

Students with disabilities must comply with the College ICT Policy.

Should a device be needed to complete an examination, the Diverse Learning Coordinator will liaise with the class teacher and/or KLA Coordinator to ensure the exam is accessible for the student (for example, downloaded from SharePoint or emailed to the student) at the commencement of the exam ([7.1.3 Approved Exam Equipment](#)). The student is supervised as per examination requirements.

## 6.11 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

Criteria for identifying the EAL/D to assist learner K-12 includes;

1. New Arrival students who have little or no English skills are deemed EAL/D assist students
2. Students who do not have English as the primary language of communication at home and have their learning impacted in the classroom because of this are deemed EAL/D assist students.
3. New Arrival EAL/D students are provided with an ESL teacher or may use translator on their iPad/device.

## 6.12 STUDENT ENRICHMENT, EXTENTION & ACCELERATION

Maronite College of the Holy Family is committed to cater for the varied individual needs of all students so that they may grow in “knowledge, love and service.” It is understood that some students may have exceptional learning talents that require program modification for them to develop their full potential.

Students who are demonstrating exceptional learning talents, the College encourages them to participate in several initiatives/opportunities to extend and enhance their learning. College initiatives/opportunities include the following.

### 6.12.1 Enrichment Program:

This program has two focus areas:

1. Encouragement and support of students participating in external competitions, cocurricular activities including clubs and special events such as Artificial Intelligence (AI) Day, Enrichment Day, Engineering Day, STEM Day and other opportunities that become available throughout the academic year.
2. Independently lead student projects, worked on over the two semesters of the academic year with the specific purpose of a showcase. Students in Years 7-11 investigate an area of interest and devise a finished product with the assistance of a teacher mentor who is specialist in the chosen area of study (for example, business studies teacher to mentor a student wanting to devise a business plan, multimedia teacher to mentor a student who wants to develop an app/game, etc). These projects are then presented to MCHF stakeholders on an evening/afternoon in the College calendar.

### 6.12.2 Extension History:

Students studying Modern History and/or Ancient History with overall Preliminary results 85% or higher are afforded the opportunity to undergo History Extension for their HSC.

### 6.12.3 English Extension II:

Students studying English Advanced and English Extension I with overall Preliminary results 85% or higher and have the desire and aptitude for further extension of their command for English are offered the opportunity to undergo English Extension II for their HSC, involving a major work submitted to NESA.

### 6.12.4 Extension Activities:

All subjects offered by MCHF have extension and differentiated activities embedded into each teaching program. These activities can include subject-specific research tasks, essays, mini projects, further reading/YouTube recommendations, study aids (e.g. acronyms), etc. These extension activities can be colour coded in programs for easy identification of the class teacher.

### 6.12.5 Accelerated Studies of Religion 1 Unit (SOR1):

Year 10 students with exceptional results in Religion, English and HSIE are selected to complete the SOR1 HSC in their Preliminary year ([13.1.1 Making decisions about students accelerating into courses](#)). The selected students are advised of the requirements, parental consent obtained, and the students undergo the HSC course in an additional 4 periods a fortnight and completes relevant assessment and trial examinations ([13.1.3 Students accelerating into Stage 6 Courses](#)).

### 6.12.6 Accelerated Mathematics (Stage 5):

Year 8 students who have exceptional results in Stage 4 Mathematics are selected to complete both Year 9 and Year 10 mathematics content and assessment in Year 9 ([13.1.1 Making decisions about students accelerating into courses](#)) ([13.1.2 Students accelerating into Stage 5 Courses](#)). The selected students are advised of the requirements, parental consent obtained, and the students undergo the complete Stage 5 course in an additional 5 periods a fortnight as an elective subject and completes relevant assessment. Once complete, in Year 10, the selected students commence the Preliminary Course for Mathematics Advanced and Mathematics Extension 1 (optional), giving them the opportunity to complete the HSC for both Mathematics Advanced and/or Mathematics Extension 1 in their Preliminary year ([13.1.3 Students accelerating into Stage 6 Courses](#)).

Refer to [High Potential and Gifted Education Policy Information](#)

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/gifted-and-talented-students>

Teachers who express an interest in enrichment activities, various online professional development courses through the College supplier, TTA are made available for the teacher to complete at their convenience.

## 6.12 REPEATING A YEAR

Repeating is when a student reattempts the Secondary courses. NESAs allows students to repeat one or more Stage courses.

Students may repeat:

1. one or more Stage 4, Stage 5 and/or Stage 6 course(s), and/or
2. an Extension course and/or the related 2-unit course.

Students who would benefit in repeating a year of study need to fulfil the criteria set by the College. A student may not have fulfilled the outcomes stated by NESAs at any given Stage ([12.2.2 Repeating Courses](#)).

Examples of where students might repeat are:

1. Alarming number of absences from the College ([4.1.1 Course Completion-Stage 5 Courses: Record of School Achievement- Procedures for dealing with absences in years 7-10](#)) ([4.2.1 Non Completion Determination & Appeals- HSC Courses: Satisfactory completion of a HSC Course- Non Completion \("N" Determinations\)](#))
2. Academic results are extremely poor due to laziness, consistent lack of assessment submission and hence, has been "N" determined. ([4.1.2 Course Completion- Preliminary & HSC Courses: Completion of HSC School-Based Assessment Tasks](#)) ([4.2.1 Non Completion Determinations & Appeals- Stage 5 & Preliminary Courses](#)) ([4.2.1 Non Completion Determination & Appeals- HSC Courses](#))

The final decision to repeat a student is at the discretion of the Executive Principal.

A meeting will be held with the Executive Principal and/or Head of College and Head of Curriculum the parents/guardians of the student, advising them of the intent to repeat their child. Relevant NESAs documentation is completed by the Head of Curriculum if the child is repeating a RoSA year ([4.2.1 Non Completion Determinations & Appeals- Stage 5 & Preliminary Courses](#)).

## 7. CURRICULUM: ATTENDANCE MONITORING

All subjects' indicative hours are compliant with KLA NESAs syllabus documents and are included in the subject Scope and Sequence for Years Seven to Twelve. If percentage of time is used on the syllabus, this is also reflected on the Scope and Sequence. Assessment requirements are sent to students via an Assessment Handbook at the commencement of each academic year and are also posted on Microsoft TEAMS in the form of Assessment Notifications. Students have access to syllabus documents via the [NSW Curriculum website](#).

Monitoring of all curricula related requirements is a holistic approach whereby student attendance is monitored by homeroom teachers and followed up with the Year Advisor. Students of concern are referred to the Head of Wellbeing for further intervention (for example, referral to counsellor). In addition, Attendance Plans are devised to improve student attendance at the College (refer to *Student Attendance Policy and Procedures* and *Student Welfare Policy and Procedures*).

The impact of student attendance on curriculum achievement is monitored by the class teacher who then expresses concerns to the KLA Coordinator. Pending level of seriousness, the student is referred to the Head of Curriculum, where Academic Management Plans are put in place to improve student engagement and curriculum outcomes. These plans are devised with the student, parent/guardian, Head of Curriculum, and as required, the Year Advisor.

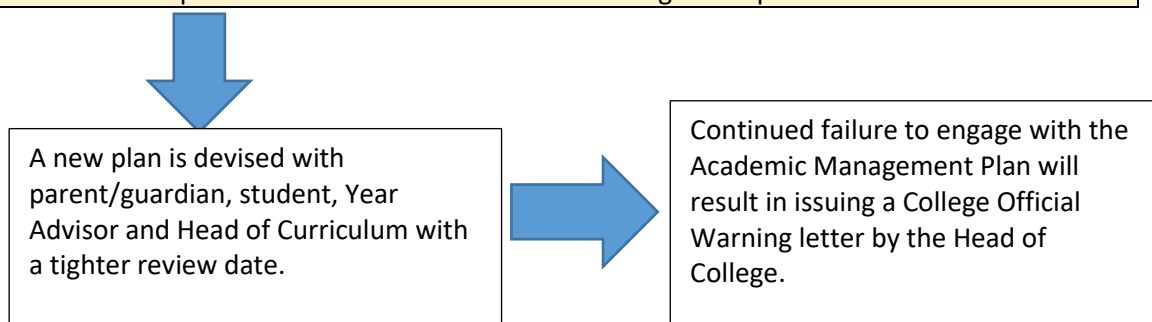


## 7.1 ACADEMIC MANAGEMENT PLAN PROCEDURE

Any student completing a Stage 4, Stage 5 or Stage 6 Course who is demonstrating poor academic performance in assessments for two (2) or more subjects can be placed on an “Academic Management Plan”.

To place a student on an Academic Management Plan:

Step 1	Teacher raises concern of student’s poor academic performance with both KLA Coordinator and Year Advisor.
Step 2	Year Advisor will request a Progress Report to be conducted on the student. Class teacher is given time to complete the Progress Report, reporting on academic performance, results, behaviour and to make recommendations.
Step 3	Results of the Progress Report are communicated with the Head of Curriculum and a collaborative decision is made if the student requires the ‘Academic Management Plan.
Step 4	A meeting is held with the parent/guardian, student Year Advisor/Academic KLA Coordinator and Head of Curriculum in which the <a href="#">academic management plan</a> is devised. A review date is also determined during the meeting. Parent/Guardian is given a copy of the plan.
Step 5	Class teachers, respective KLA Coordinator and College Executive are informed by the Head of Curriculum of the required responsibilities/expectations of the student as indicated in the Plan.
Failure to meet the requirements stated in the academic management plan:	



The Academic Management Plan is reviewed on a term-by-term basis. Should the decision be made for the student to be placed on the Plan again, this will take place in a follow-up meeting with the parent/guardian, student Year Advisor/KLA Coordinator and the Head of Curriculum.

Should the student not meet the expectations set out in the Plan, a College Official Warning letter is issued during another follow up meeting with the College Executive Principal and/or Head of College and Head of Curriculum.

## 8. CURRICULUM APPROACHES

Stage 4, RoSA (Stage 5) and Stage 6 Curriculum is delivered via a variety of pedagogies including “flipped classroom”, lectures, group work, individual tasks, collaborative activities, and practical tasks (as stipulated in the syllabus).

Stage 6 Studies of Religion (1 Unit) (Compressed) follows the same assessment and teaching and learning as the HSC Course and Preliminary courses. However, students undertake the final HSC exam in Year 11 and are afforded the opportunity to undertake the course again in the following year should their result not be satisfactory ([13.2.1 Delivering Compressed Curriculum](#))

## 8.1 PATTERNS OF STUDY

**Stage 4 and Stage 5** patterns of study are compliant with the [Assessment Certification Examination \(ACE\) Manual](#) and meet prescribed number of hours in their respective scopes and sequence. In Stage 5, students are afforded the opportunity to select TWO 200-hour elective courses from a variety of KLA areas including HSIE, TAS, CAPA, LOTE and PDHPE ([5.1.2 Meeting mandatory curriculum requirements for the RoSA by the end of Year 10](#)) ([5.1.3 Electives Years 7-10 curriculum](#)). These elective courses, along with mandatory Stage 5 courses are monitored by the Head of Curriculum via assessment results. Results of these electives are presented on the student's RoSA at the conclusion of Year 10, with the exception of School Developed Board Endorsed Courses (SDBEC) including STEM and Catholic Studies. This change was announced in 2021 by NESA and can be found [here](#).

**Stage 6** patterns of study commence with subject selection in Year 10 and are compliant with [Assessment Certification Examination \(ACE\) manual](#). This is monitored through students undergoing the subject selection process, including mentoring sessions, formal meetings with parents to select subjects, and liaising with the Head of Curriculum to adjust any patterns of study in line with NESA requirements. Results of all courses are presented on the student's RoSA (Preliminary) and on their final HSC Results transcript.

Stage 6 patterns of study include an ATAR pathway as well as a NON-ATAR Pathway. Those students who undertake the ATAR pathway will be required to complete the HSC examinations to determine their ATAR rank. Those students who undertake a NON-ATAR pathway have the option of completing the HSC examinations for subjects including English Studies, Mathematics Standard I and for two or more Vocational Education & Training (VET) Courses ([14.1.1 Accessing VET Curriculum](#)) ([14.1.6 VET Course completion](#)). ([5.1.4 Meeting mandatory curriculum requirements for the HSC](#)) ([12.1.1 NESA patterns of study](#))

**HSC Extension Courses** in Mathematics, English, Science and History are offered to students upon request and/or encouraged by the teacher and KLA Coordinator to undertake these courses should their Stage 5 and Preliminary results indicate an advanced level of competence ([3.2.5 Maintaining eligibility for extension courses](#))

The College does not exclude any student from any course, unless the student cannot physically meet course outcomes or competencies (for example, VET Hospitality mandatory work placement) ([3.3.6 Course exclusions](#))

HSC course eligibility for EALD/Languages is considered on a case-by-case basis as requested by the family of the incumbent student ([3.2.3 Eligibility requirements for entry into the Stage 6 English EAL/D course](#))

[NESA All My Own Work Program](#) is completed at the end of Stage 5 in preparation for Stage 6 under the supervision of the Head of Curriculum as per eligibility requirements for the HSC ([1.2.2 Eligibility requirements for the HSC](#)). Students complete the modules and subsequent module tests during school hours, with results sent to the Head of Curriculum for confirmation of eligibility for Stage 6.

Confirmation of eligibility is completed on [NESA Schools Online](#) as per [3.3.2 Course entries for Preliminary & HSC courses](#).

**HSC Minimum Standards** ([8.1.1 Demonstrating the HSC Minimum Standards before leaving school](#)) is carried out at the College as per [NESA Timetable of Actions for Secondary Schools](#) and are supervised by the Head of Curriculum. Parents/Guardians of those students who are deemed 'exempt' from HSC Minimum Standards ([8.1.2 Students exempt from demonstrating the HSC minimum standard](#)) testing are notified by the College prior to the commencement of the testing period. Where required, disability provisions for HSC Minimum Standards testing are organised by the Head of Curriculum ([8.2.4 Granting disability provisions for HSC minimum standards tests](#)). Issues of malpractice ([8.3.2 Malpractice and breaches of HSC minimum standards test rules](#)) and illness/misadventure processes ([8.3.3 Illness or misadventure before, or during an HSC minimum standards test](#)) are monitored and managed by the Head of Curriculum. Applications for demonstration of the HSC minimum standards using alternate evidence are made to NESA on behalf of the student by the Head of Curriculum in consultation with the Executive Principal ([8.1.1 Demonstrating the HSC minimum standard before leaving school: Demonstrating the HSC minimum standard using alternative evidence](#))



Should a Stage 6 student wish to change a course of study, communication is made with the class teacher and KLA Coordinator stating reasons for the change. Student fills in a Subject Change Form which is then processed by the Head of Curriculum. Student record is altered on NESAs and a new timetable is issued. At MCHF, students in Stage 5 cannot change elective courses as they must meet the 200 hour course requirement to qualify for their RoSA award. This is due to the fact that the College only offers the 200 hour Stage 5 elective courses ([3.3.1 Course entries for Stage 5](#)) ([3.3.2 Course entries for Preliminary & HSC courses](#)) ([3.3.4 Confirming Stage 5 and Stage 6 entries](#)) ([3.3.5 Course changes](#))

Executive Principal determines acceleration of students in Stage 5 and Stage 6 based on results and teacher feedback. A meeting is held with the parents/guardians, student, Head of Curriculum and Executive Principal to discuss acceleration option. Accelerated progression procedures are carried out and followed by the Head of Curriculum in consultation with the Executive Principal ([13.1.1 Making decisions about students accelerating into courses](#)) ([13.1.2 Students accelerating into Stage 5 Courses](#)) ([13.1.3 Students accelerating into Stage 6 Courses](#)).

## 8.2. LIFE SKILLS

Life Skills outcomes and content provide options for students with an intellectual disability or an imputed intellectual disability in Years 7–10 who cannot access stage outcomes or for whom prior stage outcomes are not appropriate.

Life Skills outcomes and content can be accessed in all Years 7–10 [syllabuses](#). The Life Skills outcomes are included in teaching programs and are indicated in red if they are being delivered in the academic year ([Life Skills | NSW Curriculum | NSW Education Standards Authority](#)). Completing courses based on Life Skills outcomes and content in individual KLAs, Stage 5 students ([Life Skills in Stage 5 | NSW Curriculum | NSW Education Standards Authority](#)) are able to satisfy the mandatory requirements to attain RoSA ([mandatory curriculum requirements for the RoSA](#)).

Assessments and content delivery are modified to accommodate student learning needs ([11.1.3 Assessing life skills outcomes and content](#)).

It is important to note, a student accessing Life Skills outcomes and content cannot return to studying the stage or prior stage outcomes and content in that particular course once a decision to access Life Skills has been made. Students accessing Life Skills outcomes and content must continue studying Life Skills outcomes and content in current and subsequent stages of schooling according to the NSW Education Standards Authority (NESA).

## 9. COUSE COMPLETION

Satisfactory course completion criteria are communicated to students and their parents at information evenings and can be found in NESAs syllabi. Completion of assessment tasks are monitored by the class teacher through submissions on Microsoft TEAMS and non-submissions communicated to the KLA Coordinator to begin the N Warning letter process ([4.1.1 Course completion- Stage 5 courses](#)) ([4.1.2 Course completion- Preliminary & HSC courses](#))

Students are N Determined when assessment protocols have not been followed at which point, a meeting is held with parents/guardians, student, Executive Principal, and Head of Curriculum. Students who wish to appeal the N Determination may do so at both the College level and to NESA. Information relating to the process of appeal will be provided to the student by the Head of Curriculum as requested by the student and/or parent/caregiver ([4.2.1 Non-completion determinations and appeals- Stage 5 and Preliminary courses](#)) ([4.2.1 Non-completion determinations and appeals- HSC courses](#)).

Students who wish to appeal their HSC ranks or review their school-based assessment program can be made to NESA by the required timeframe as per [NESA Timetable of Actions for Secondary Schools](#). The Head of Curriculum communicates the required information to the student upon request and directs the student to the relevant forms that need to be filled in. The Head of Curriculum and Executive Principal provides support and assistance where required to the student during the appeal process ([4.2.1 Non-completion determinations and appeals- HSC courses](#)).

## 10. N AWARD WARNINGS & N DETERMINATIONS

Students are expected to attend every lesson with diligence and sustained effort. If a student's attendance/ attitude is considered unsatisfactory, he/she is in jeopardy of receiving an 'N' Award as the student would not have fulfilled the required outcomes successfully as set by NES A for a subject ([4.1.1 Course completion- Stage 5 courses](#)) ([4.1.2 Course completion- Preliminary & HSC courses](#)).

A student who is given an 'N' Determination in a Stage 6 Preliminary course retains eligibility for the Record of School Achievement (RoSA) provided that all other requirements are met ([4.2.1 Non completion determinations and appeals- Stage 5 and Preliminary Courses: 'N' Determinations – eligibility for Record of School Achievement](#))

The College Executive Principal (via the Head of Curriculum) follows the appropriate protocol as set by NES A:

1. Advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' Determination.
2. Advise the parent/guardian in writing (if the student is under the age of 18).
3. Request from the parent/guardian a written acknowledgement of the warning.
4. Issue at least one follow-up warning letter if the first letter is not effective and retain copies of all relevant documents.

N Warning letters will be issued to the student informing parents/guardians of the expectations of the subject and the teacher. These warning letters are formal documents that can be used as evidence when an 'N' Award is issued. Two N Warning letters are initially sent, followed by a third warning letter which confirms the 'N' Award. (Documents are found on [Schools Online](#) via the NES A website).

Prior to a student receiving their third warning letter for an 'N' Award, the parents/guardians are contacted, and a meeting is held with the student, the parents/guardians, Head of Curriculum and Head of College/Executive Principal. This is initiated to explain the seriousness of the 'N' Award and to ensure that the student is given an opportunity to fulfil the requirements for the course involved. ([4.2.1 Non-completion determinations and appeals- Stage 5 and Preliminary courses](#)) ([4.2.1 Non-completion determinations and appeals- HSC courses](#)).

### 10.1 N-AWARD WARNING LETTERS AND N-DETERMINATION

An N-Award Warning is an official NES A N-Award Warning letter sent to the parents/guardians of any student who is in danger of unsuccessfully completing a course. This can involve two letters for the same outstanding work or two letters for the same subject. The third letter indicates the student is on the verge of being N-Determined. NSW Education Standards Authority (NES A) N-Award Warning letters are issued regularly where required.

Students who have not complied with the course completion criteria and who have received at least two (2) written N-Award Warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Executive Principal may then apply the N-Determination. ([4.2.1 Non-completion determinations and appeals- Stage 5 and Preliminary courses](#)) ([4.2.1 Non-completion determinations and appeals- HSC courses](#)).

An N-Award Warning can be issued to a student in Years 7-12 for:

1. Non submission of an assessment task.
2. Submission of an incomplete assessment task without valid supporting documentation for its incompleteness.
3. Non-serious attempt of an assessment task. This includes leaving sections blank in an examination or hand in task ([10.3.1 Non-serious attempt in an HSC exam or HSC minimum standards test](#))
4. Malpractice, including cheating, plagiarism and collusion ([10.1.1 Types of malpractice in HSC submitted works and practical components, HSC exams, and HSC minimum standards tests](#)).
5. Lack of consistent effort in a subject. This includes not completing class and homework tasks on a regular basis, consistently achieving poor results in assessments due to laziness and lack of effort, not complying with syllabus-specific requirements, consistent poor attitude towards work in a subject.

Current N-Award Warning letters (as required by NESAs) are for:

1. HSC Courses
2. Preliminary Courses
3. RoSA (both Years 9 and 10)

At a College level, an N-Award Warning Letter are also sent to students in Stage 4 for the same reasons outlined above.

NESA N-Award Warning letters are **not** a punitive instrument. If the work requested for completion is completed, they are nullified. In terms of social justice, we provide students the opportunity to fairly redeem the situation. The onus is on the student to redeem the situation and complete the required work.

Each N-Award Warning letter must include information on the following:

Task Name(s) / Course Requirement(s) / Course Outcome(s)	Percentage weighting (if applicable)	Original due date (if applicable)	Action required by the student	Revised date to be completed by (if applicable)

**I. Task Name(s) / Course Requirement(s) / Course Outcome(s):**

Include the actual task name and what was required by the student. Include the outcomes that were included the assessment task notification.

**II. Percentage weighting:**

Include the correct weighting of the task as identified in the assessment grid.

**III. Original due date:**

Include the original due date as found on the assessment notification.

**IV. Action required by student:**

Be specific in what the student is expected to do. This includes how the task needs to be submitted. If there is no action required by the student (for example, because the letter was issued for lack of consistent effort), this part can be left blank OR N/A can be included.

**V. Revised date to be completed by:**

A minimum of 2 weeks from the date of the N-Award Warning letter must be given.

Each N-Award Warning letter must indicate how many warnings have been sent before.

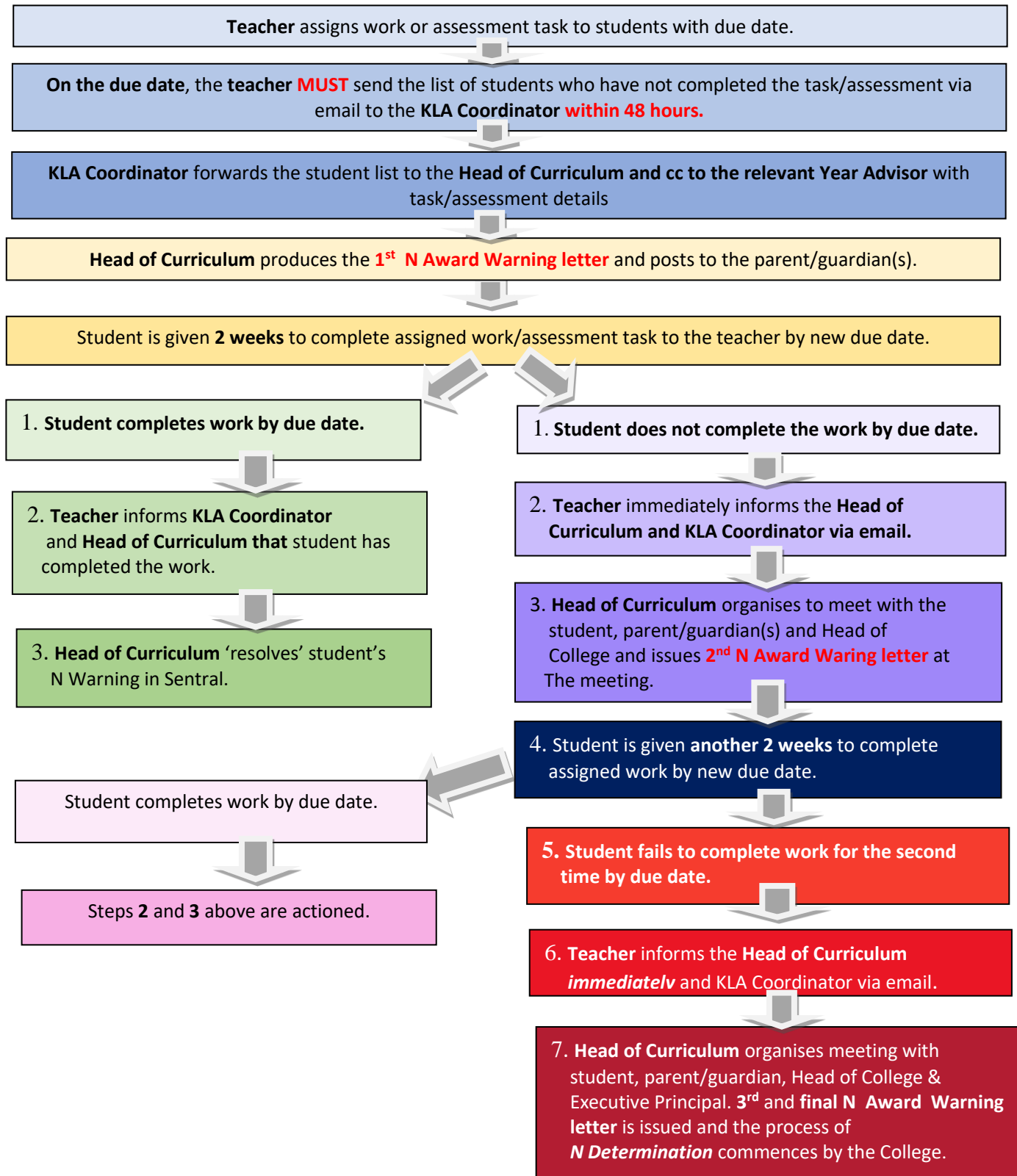
N-Award Warning letters are produced by the Head of Curriculum upon request from the KLA Coordinator. They are produced on Sentral and posted to the parent/guardian via Australia post. A copy of the letter is saved in Sentral in the N Warning Register.

### 10.1.1 PROCEDURE FOR N-AWARD WARNING LETTERS (Stages 4, 5 and 6)

The College expects all staff to follow established procedures when students **do not**:

- Regularly complete class tasks and/or homework (lack of consistent effort) by due dates/s.
- Complete an assessment task/s and have not followed *illness misadventure* procedures by due date/s.

Professional consistent adherence to this process, is crucial in maintaining College academic standards, ensuring procedural fairness for all students, maintaining a high level of professionalism amongst colleagues and vital evidence when parent meetings take place.



The College adheres to the N-Award Warning requirements as stipulated in the ACE manual ([4.1.1 Course completion- Stage 5 courses](#)) ([4.1.2 Course completion- Preliminary & HSC courses](#)) ([4.2.1 Non-completion determinations and appeals- Stage 5 and Preliminary courses](#)) ([4.2.1 Non-completion determinations and appeals- HSC courses](#))

## 10.1.2 N DETERMINATION in YEARS 10, 11 & 12

In Term 3 (Year 11 and Year 12) and Term 4 (Year 10) the Executive Principal will request information from the Head of Curriculum concerning any RoSA (Year 10), Preliminary (Year 11) or Higher School Certificate (Year 12) student(s) who are subject to an 'N' Determination in any course or subject for that year.

Any student subject to an 'N' Determination must be a 'current concern' at the time of the Executive Principal's information request. Any student listed as a current concern is then interviewed by the Executive Principal, provided with appropriate appeal forms [obtained from NESA Schools Online](#) and the appeal procedure is outlined to the student. All deadlines as indicated in the [NESA Timetable of Actions for Secondary Schools](#) must be adhered to and, College and student responsibilities must be clearly articulated and upheld.

Students have the right to appeal an N Determination as stipulated in the ACE manual. The Head of Curriculum will advise of the NESA requirements and the student must follow the NESA deadlines as indicated in [NESA Timetable of Actions for Secondary Schools](#). ([4.1.1 Course completion- Stage 5 courses](#)) ([4.1.2 Course completion- Preliminary & HSC courses](#)) ([4.2.1 Non-completion determinations and appeals- Stage 5 and Preliminary courses](#)) ([4.2.1 Non-completion determinations and appeals- HSC courses](#))

The College adheres to the requirements in terms of N Determinations as stipulated in the ACE manual.

## 11 HOMEWORK

Homework is issued to allow students to review work from current and/or previous lessons, prepare for upcoming lesson/s and topics, to assist with the completion of syllabus content, or to assist in preparing/completing assessment tasks.

Homework can include but is not limited to:

- Watching flipped classroom videos and taking notes
- Reading passages/pages/chapters and taking notes
- Mini research tasks
- Practice questions
- Revision questions
- Collating resources for an assessment task to work on during class time
- Anything that the class teacher deems appropriate

Students record homework requirements in their Student Planner.

Suggested time to be spent on completing homework:

**Years 7 and 8** (Stage 4): 1 hour – 1.5 hours per evening.

**Years 9 and 10** (Stage 5): 2 hours – 2.5 hours per evening.

**Years 11 and 12** (Stage 6): 3 hours – 3.5 hours per evening

Class teacher monitors completion of homework using their own system. This can include but not limited to using:

- Microsoft TEAMS
- Teacher Planner
- Checking student books and/or online documents

Students, regardless of Stage/Year, who do not do their homework for a minimum of three times will be disciplined by the class teacher in accordance with the *College Student Behaviour Management Policy and Procedures K-12*.

Repeated non completion of homework after class teacher discipline strategies have been exhausted will result in the Stage KLA Coordinator being informed. The KLA Coordinator will determine the next course of action, according to the *College Student Behaviour Management Policy and Procedures K-12*.

## 12. A-TYPICAL STUDENTS

All students are eligible for RoSA unless they have been N determined for a course or have not met the required number of course hours due to poor attendance ([1.1.1 Eligibility for the RoSA](#))

Students who transfer to the College from another school interstate, overseas or home schooled are interviewed by the Executive Principal and/or Head of College and placed into appropriate English, Maths, Science and elective courses in consultation with the Head of Curriculum. The Head of Curriculum liaises with the previous school the student attended (where necessary) to access their NESA student number (Years 10, 11 or 12) to enrol the student into NESA. Should the student not have a NESA student number, the Head of Curriculum will create one through *Schools Online* registering the student of the College into NESA ([13.8.1 Entering and withdrawing students in Schools Online](#)) ([13.8.2 Transferring students in Stage 5](#)) ([13.8.3 Transferring students in Stage 6](#)) ([13.8.4 Eligibility for the RoSA](#)).

Exchange students would undertake the same patterns of study as their peers and should be 'buddied up' with another student/s to provide assistance. EAL/D courses considered pending student competency and fluency in speaking, reading, and writing English.

[Recognised Prior Learning \(RPL\)/credit transfer](#) are considered on a case-by-case basis by the Executive Principal in consultation with the Head of Curriculum ([13.3.1 Applying for credit transfer for Non-VET courses](#)) ([13.3.2 Applying for Recognition of prior learning \(RPL\) for Non-VET courses](#)).

## 13. USE AND MONITORING OF EXTERNAL PROVIDERS AND/OR OUTSIDE TUTORS

Services of [external providers](#) are required when a course at the College is not offered.

Child protection, NESA accreditation and the Office of the Children's Guardian, Working With Children Check (WWCC) clearance number must be provided prior to permitting any student to undertake a course by an external provider. The Head of Curriculum liaises with the external provider and the student, to ensure all work is completed and eligibility requirements are met for RoSA and HSC ([13.4.1 Approving study with an external provider](#)) ([13.4.2 Studying Stage 4 and Stage 5 courses with an external provider](#)) ([13.4.3 Studying Stage 6 courses with an external provider](#)).

The use of [outside tutors](#) is considered by the Executive Principal in consultation with the Head of Curriculum on a case-by-case basis. As with the external provides, Child protection, NESA accreditation and the Office of the Children's Guardian, Working With Children Check (WWCC) clearance number must be provided prior to permitting any student to undertake a course by any outside tutor ([13.7.1 Approving study with an outside tutor](#)) ([13.7.2 Studying Stage 5 courses with an outside tutor](#)) ([13.7.3 Studying Stage 6 courses with an outside tutor](#)).

## 14. CREDENTIALLING

The Head of Curriculum is responsible for [NESA Schools Online](#) entries for:

1. Student course entries (including initial entries, confirmation of entries and amendments to entries) ([3.3.1 Course entries for Stage 5](#)) ([3.3.2 Course entries for Preliminary & HSC courses](#)) ([3.3.4 Confirming Stage 5 and Stage 6 student entries](#)) ([3.3.5 Course changes](#))
2. RoSA grades for Stage 5 and Preliminary Courses ([2.2.1 Submitting grades to NESA](#))
3. Assessment marks ([2.2.2 Submitting HSC School-based assessment marks to NESA](#))
4. Estimated examination marks ([2.2.2 Submitting HSC School-based assessment marks to NESA](#))
5. Life Skills Outcomes ([11.1.2 Entering students in Stage 5 courses based on Life Skills outcomes and content](#))

The Head of Curriculum is responsible for entering into [NESA Schools Online](#) new students (those who have arrived from interstate/overseas or transfers from another NSW school) as well as adjusting [NESA Schools Online](#) records of those students who leave the College (including transferring to another NSW school, leaving NSW in Year 7-10, or leaving school after completing Year 10 or during years 11/12) ([3.3.3 Entering students who return to NSW](#)) ([3.3.4 Confirming Stage 5 and Stage 6 entries](#)) ([3.3.5 Course changes](#)) ([13.8 Transferring, withdrawing and entering students](#)) ([13.8.1 Entering and Withdrawing students in Schools Online](#)) ([13.8.2 Transferring students in Stage 5](#)) ([13.8.3 Transferring students in Stage 6](#)) ([13.8.4 Eligibility for the RoSA](#)).

The Head of Curriculum in consultation with the KLA Coordinator monitors assessment marks each academic year, with the Head of Curriculum responsible for the submission of HSC assessment marks to NESA by the due date as per [NESA Timetable of Actions for Secondary Schools](#). ([2.1.2 HSC School-based assessment](#)) ([2.2.1 Submitting grades to NESA](#)) ([2.2.2 Submitting HSC School-based assessment marks to NESA](#)).

The VET KLA Coordinator is responsible for ensuring the VET Competencies are entered into Schools Online as per [NESA Timetable of Actions for Secondary Schools](#). ([14.3.1 Entering VET units of competency and outcomes](#)).



The assessment of student achievement guides decisions on how learning can be improved for each student.

Maronite College of the Holy Family views assessment as an essential component in the teaching and learning cycle. The College is committed to ensuring that student assessment is an ongoing process aimed at determining a student's level of achievement against outcomes and standards for each Key Learning Area. Student assessment will inform teachers of future direction when planning and programming. This will maximise a student's capability to progress along a learning continuum (Literacy and Numeracy Progressions) and to reach their maximum potential.

Maronite College of the Holy Family believes students have a vital role in their own learning and achievement through self-assessment.

[Appendix 2 Assessment Overview Years 7-12]

## 15. TYPES of ASSESSMENT

Maronite College of the Holy Family have embedded the three essential Assessment Principles. These Assessment Principles are:

1. Assessment **of** Learning
2. Assessment **for** Learning
3. Assessment **as** Learning.

Collectively these provide the teacher with a true and authentic indication of each student's point of need and point of challenge in their learning.

Assessment *for*, *as* and *of* learning are College expectations of teachers as they are crucial methods which enable teachers to gather evidence and make judgements about student achievement. Teachers use discretion whether to use Assessment *for*, *as* and *of* learning individually or as a class or year informally or formally.

Maronite College of the Holy Family articulates and resonates Assessment *for*, *as* and *of* learning with the collective agreed understanding as follows:

### Assessment *for* 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 *for* learning:

1. reflects a view of learning in which assessment helps students learn better rather than just achieve a better mark
2. involves formal and informal assessment activities as part of learning and to inform the planning of future learning.
3. Includes clear goals for the learning activity
4. provides effective feedback that motivates the learner and can lead to improvement,
5. reflects a belief that all students can improve,
6. encourages self-assessment and peer assessment as part of the regular classroom routines,
7. involves teachers, students and parents reflecting on evidence,
8. is inclusive of all learners.



### Assessment *as* Learning

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 information for new learning.

Assessment *as* learning:

1. encourages students to take responsibility for their own learning,
2. requires students to ask questions about their learning,
3. involves teachers and students creating *learning goals* to encourage growth and development
4. provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning,
5. encourages peer assessment, self-assessment and reflection.

### Assessment *of* 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 teaching work or at the end of a unit, Term or Semester and, may be used to rank or grade students. The effectiveness of assessment *of* learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment *of* learning:

1. Is used to plan future learning goals and pathways for students.
2. Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups and provides a transparent interpretation across all audiences.

The Assessment *of* learning approaches implemented, will be informed by:

- a) The evidence of student learning to be gathered,
- b) The processes for gathering the evidence,
- c) The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment *of* learning) as well as informing feedback to support students improve their learning (assessment *for* learning).

## 16. ASSESSMENT EXPECTATION and TASKS

Maronite College of the Holy Family has firm expectations of all teachers regarding student assessments.

- Ensure criteria is developed by KLA Teachers in the assessing process.
- Provide opportunities for teachers to gather evidence of student understanding.
- Provide opportunities for students to demonstrate their achievement in knowledge, understanding and skills.
- Involve formal and informal assessment activities.
- Include clear goals which are communicated to students and provides effective feedback to motivate the learner.
- Involve teachers, students and parents/guardians' interactions at various stages of learning.
- Include self-assessment which will encourage students taking responsibility for their own learning, setting their own learning goals to feel empowered.
- Enable teachers to use professional judgement to provide effective feedback for learning goals and pathways catering to each individual student's needs.
- Be in the form of teacher observations, peer and self-assessment, collaborative activities for K-10. This includes inquiry-based research, practical activities, presentations and collections of student work.
- Be embedded in teaching and learning programs.
- Assessment plans will be developed for each KLA and Year Group.

Assessments must coincide with teaching/learning programs and detailed records for all KLAs. Assessment tasks and grading must be consistent across the year for reporting purposes and include a differentiated component.

**Assessment records must be kept for a period of 12 months after the completion of each year.**

Teachers can refer to the [NESA website](https://www.nsw.gov.au/education-and-training/nesa) to ensure that they comply with the requirements in conjunction with the College's Policy and Procedures.

<https://www.nsw.gov.au/education-and-training/nesa>

<https://arc.nesa.nsw.edu.au/>

## 16.1 RoSA and HSC ASSESSMENTS

### Nature and purpose of RoSA & HSC Assessment

Student achievement in each course will be measured through formal assessment. This assessment will determine what a student knows, understands and is able to do and is aligned with syllabus requirements. There will be a variety of assessment tasks in each course. The assessment plan in each course is designed to measure the extent to which each student achieves the defined outcomes of the course. For RoSA courses, teachers will use professional judgement to compare student performance with the [NESA Course Performance Descriptors](#) (RoSA Courses) and the [Standards Packages](#) (HSC Courses). For Preliminary and RoSA courses, formal assessment results are submitted to NESA to determine RoSA grades. For HSC courses, the formal assessments contribute to the assessment mark which is reported as part of the student's HSC results. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute more than 50 percent of available marks in the course ([1.1.1 Eligibility for the RoSA](#)) ([1.2.2 Eligibility for the HSC](#)) ([4.1.1 Course completion- Stage 5 courses](#)) ([4.1.2 Course completion- Preliminary and HSC courses](#))

It is a requirement that the student must make a genuine attempt in all their assessment tasks in the course. Failure to do so, in any course, will result in neither a moderated assessment mark nor an examination mark being awarded. Students should keep all completed assessment tasks. At the end of each course, task marks are aggregated to arrive at a final assessment mark for each student. These assessment marks are then reported on in semester reports and submitted to NESA as per [NESA Timetable of Actions for Secondary Schools](#). A rank order of students is provided to show relative differences between students' performances.

## 16.2 STUDENT SELF-ASSESSMENT

Maronite College of the Holy Family believes students have a vital role in their own learning and achievement through self-assessment. It is expected all teachers provide students regular opportunity to self-assess in which teachers assess teaching and learning strategies, amend their program and implement adjustments when future planning and programming.

## 16.3 STUDENT RESPONSIBILITIES with ASSESSMENT TASKS: YEARS 7-12

The assessments identified in the assessment grid for each course will contribute to the achievement recorded in the College reports issued at the end of each Semester. The assessment grid outlines the number of tasks, weighting for each task, and when the assessment task can commence/is due ([2.1.1 Preliminary Course School-based assessment](#)) ([2.2.2 HSC School-based assessment](#)).

Each student is expected to complete the assessment tasks in the assessment grid, as well as all other informal assessments which teachers may use to determine student progress ([2.1.1 Preliminary Course School-based assessment](#)) ([2.1.2 HSC School-based assessment](#)).

Absence for Years 5—12 (Stages 3,4,5 & 6) on the day of an assessment task regardless of submission instructions (in class or take home) will require a medical certificate and the [online illness misadventure form](#) to be completed. The procedures for illness/misadventure for Years 5-12 are similar to that of the HSC ([9.1.1 Illness/Misadventure program](#)), however the final decision rests with the Head of

Curriculum. If the illness/misadventure application is successful, the student can be granted either extra time to complete the task or be issued with a substitute task (depending on the nature of the illness/misadventure ([2.2.1 Preliminary Course School-based assessment: Substituting assessment tasks](#))). Failure to follow the illness misadventure procedures will result in a zero (0) mark being awarded and an N Warning letter issued. The student must complete the task by the new due date.

Absence for Years 11-12 the day before an assessment task regardless of submission instructions (in class or take home) will require a medical certificate and the [online illness misadventure form](#) to be completed.

Extensions of time may be granted only in exceptional circumstances by the Head of Curriculum in consultation with the KLA Coordinator. Students are not to consider that extensions of time will be granted automatically for assessment tasks. Written approval must be obtained in advance (more than two days) by emailing the Head of Curriculum. This approval may involve independent documentary evidence e.g. a medical certificate. *A medical certificate from a doctor who is related to the student in any manner is not sufficient.*

If it is not possible to submit an assignment on the due date (as may be the case with sudden illness where there is a need to go to the doctor immediately) the class teacher, KLA Coordinator and/or Head of Curriculum must be informed so that alternative arrangements can be made.

The [online Illness/Misadventure form](#) must also be completed that outline the reason with supporting documentation. This must be completed within two days of returning to the College.

If a student does not make a genuine attempt at an assessment task a zero (0) mark may be recorded.

Failure to submit an assessment task on the due date because of truancy (unauthorised absence) will automatically result in a zero (0) mark being awarded for that task. The student will still need to complete the task.

The Head of Curriculum, in consultation with the KLA Coordinator, will determine alternative arrangements for any missed assessment task. Alternative arrangements may include completion of the original task, or completion of an alternate task. No estimate marks will be awarded ([2.2.1 Preliminary Course School-based assessment: Substituting assessment tasks](#)).

Failure to complete an Assessment Task within the allocated time provided, either as an in-class period task or for an element of a larger task, without the completed [online illness/misadventure form](#) will result in a zero (0) mark being awarded.

Late submission of an assessment task without the completed [online illness/misadventure form](#) completed will incur a penalty of zero (0) marks. Students must continue to submit the task.

Any online submissions must be made by 11:59pm unless stated otherwise on the assessment notification.

Computer hardware or software failure will not be accepted as an excuse for late submission. When working on assessments, students are advised to always have a backup copy of all tasks on their computer as well as draft printed copies for proof.

Failure to submit or complete assessment tasks will result in an 'N' Award Warning for that task for Years 7-12. The College uses standard warning letters guided by NESAs that inform parents about 'non-completion' for any assessment task. For HSC, Preliminary and RoSA Courses, non-completion of a task may put the student's RoSA or HSC award in jeopardy ([4.2.1 Non-completion determinations and appeals- Stage 5 & Preliminary courses](#)) ([4.2.2 Non-completion determinations and appeals- HSC courses](#)).

## 16.4 ASSESSMENT TASKS

An assessment task notification will be provided to students in Stages 4, 5 and 6 in a minimum of fourteen calendar days prior to the due date of the task ([2.1.1 Preliminary course school-based assessment: Task notifications](#)). In some instances, a longer period of notice may be required, depending on the nature of the task (for example, large research tasks, practical assessments etc).

The assessment notification will provide the following details:

1. The KLA, Subject, Year and Stage.
2. Due date and time for the task.
3. The outcomes assessed.
4. NESA/Key Verbs.
5. Marking criteria (where appropriate).
6. Assessment percentage weighting of the task.
7. Submission requirements and instruction (for example, upload to Microsoft TEAMS, hand in a hard copy, etc).
8. Nature of the task e.g. research, practical etc.
9. Supporting material.

Prior to the assessment notification being issued, the task must go through the Quality Assurance Process. This involves each assessment being emailed by the Academic Leader to **Assessment Quality Assurance** ([aqaa@mchf.nsw.edu.au](mailto:aqaa@mchf.nsw.edu.au)) where the task is checked against [criteria](#) that ensures it is accessible for students with learning needs. Recommendations are made for the class teacher and KLA Coordinator to consider/adjust prior to the task being approved. Once approved, the task is sent back to the KLA Coordinator and the class teacher ready to be issued.

Any tasks that are deemed invalid or unreliable by the Head of Curriculum to accurately determine student performance are reported to the KLA Coordinator to have the task adjusted. However, the assessment Quality Assurance processes at the College will detect such tasks prior to them being issued to students.

The assessment notification will be uploaded on Microsoft TEAMS Courses by the KLA Coordinator or class teacher. The College administration staff record the due date of the task on the Sentral Student Portal Calendar.

If an assessment involves handing in a project or assignment completed out of class, this must be done by the due time and date as indicated on the assessment notification. On the day, the assessment is due.

Assessment tasks must be submitted in the method indicated on the assessment notification.

Acceptable submission methods include:

1. Online via Microsoft TEAMS. Emailed assessment tasks do not need to be accepted by the class teacher and/or KLA Coordinator.
2. To the KLA Coordinator's Office. A box will be placed outside the KLA Coordinator's office for submission.
3. To the classroom teacher directly. This is to be organised with the class teacher before submission.

## 17. STUDENT FEEDBACK

Teachers at Maronite College of the Holy Family have a responsibility to provide each student with feedback. Teacher feedback to students when directionally given, has been proven to be one of the most empowering and effective pedagogical practices the teacher can employ. Feedback is among the most thoroughly researched methods of all and is one of the most **powerful influences on learning performance**. Providing students with effective feedback contributes to learning and achievement. When teachers provide frequent, **constructive** and **instructive** feedback it can bridge the gap between current and desired student outcomes.

Visible Learning research states, descriptive feedback is 0.75 effect size, **doubling** the speed of learning. John Hattie and Helen Timperley derived a powerful and simple framework to give and receive feedback which is only possible when an educator has fully established clarity. Without clarity feedback is meaningless (Anderson, 2018).

At Maronite College of the Holy Family, all teachers are expected to provide students with feedback clarity, regularly and timely to influence doubling the speed of learning. All teachers are responsible for providing feedback that:

1. Relates specifically to the learning intention/student goal and correlate to the Success Criteria.
2. Is timely either immediate or soon after action.
3. Reduce the discrepancy between desired and current understanding by students answering three major questions:
  - I. Where am I going? (What is the Learning Intention/goals?)
  - II. How am I going? (What progress is being made towards the goal?)
  - III. Where to next? (What tasks need to be undertaken to make better progress?)
4. Support students to monitor their own progress and achievements.

### TEACHER REFLECTION on their FEEDBACK

It is important teachers regularly reflect on the quality of feedback they give students. A simple way of reflecting on feedback is to answer the following questions:

1. Do I give clear, concise feedback related to the learning intention/goal?
2. Do I identify what was done well and what needs to improve?
3. Does your feedback include how students can improve?
4. Are your students expected to act on your feedback?
5. Do you provide the necessary time for students to act on the feedback?
6. Do you follow up on the feedback?

In formal assessment tasks, students receive a marking criteria. Meaningful feedback is provided by the teacher using this criteria. This allows the student to identify areas of strength and weakness in the task. The teacher will provide strategies to the student of where to improve in the feedback. These strategies can be at an individual and/or class/course level.

Feedback on formal and/or informal assessment tasks must be provided to students **within ten (10) College days after the submission/completion of the task**. This time period may be negotiated/revised by the KLA Coordinator in consultation with the Head of Curriculum on a case-by-case basis. All KLA Handbooks will also refer to the marking and feedback timeframe.

It is the marker's responsibility to communicate with their KLA Coordinator **prior to** the approach of the ten (10) school days marking deadline so that appropriate strategies can be implemented to reduce impact on students. Such strategies can include, and are not limited to:

1. Extending the marking and feedback deadline (this must be done in consultation with the Head of Curriculum).
2. Appointing another subject teacher to assist with marking (where practicable).
3. Should point (b) be adopted, pilot marking must take place to ensure marking consistency.

## 18. ILLNESS/MISADVENTURE

Illness/misadventure is an event that occurs immediately prior to or during an assessment that is beyond the student's control. This could include and is not limited to illness, injury, death of a loved one, car accident, etc. It does not include computer or software malfunctions or going on a family holiday ([9.1.1 Illness/Misadventure program: Illness/Misadventure program exclusions](#)).

To apply for an illness misadventure, students in Years 5 -12 must fill in the [online illness/misadventure form](#) that can be found on the assessment notification, Subject TEAMS Courses and Pastoral TEAMS Courses within 48 hours of returning to the College. Supporting documentation must also be attached. An illness, **must** have a medical certificate. A medical certificate provided by a doctor who is related to the student in any manner will not be accepted. The form gets sent to the Head of Curriculum for approval and an automatic email is sent to the student (with KLA Coordinators and Stage 3 Advisor cced in) with an acceptance or rejection along with the requirements for submission.

If the illness/misadventure application is successful, the student will be granted either extra time to complete the task or be issued with a substitute task, depending on the nature of the illness or misadventure ([2.2.1 Preliminary Course School-based assessment: Substituting assessment tasks](#)).

Failure to follow the illness/misadventure procedures will result in a zero (0) mark being awarded and an N-Award Warning letter issued. The student must complete the task by the new due date provided.

In the event of an illness/misadventure event during a formal HSC examination, the College follows the required [NESA procedures to log an illness/misadventure application](#).

HSC students who wish to appeal their illness/misadventure applications may do so within the timeframe as per [NESA Timetable of Actions for Secondary Schools](#). The Head of Curriculum communicates the required information to the student upon request and directs the student to the relevant forms that need to be filled in ([9.1.4 Appealing declined illness/misadventure applications](#)).

## 19. APPEALS

A student, regardless of Stage/Year may submit an appeal against the result/mark of any assessment task for any Course. This appeal must be submitted, in writing to the KLA Coordinator, at the return of the assessment task.

The appeal will be considered by both the KLA Coordinator and the Head of Curriculum, using the College's procedures for determining final assessment marks ([2.2.6 Appealing Stage 6 grades: Internal school reviews of Stage 6 grades](#)). A determination will be made as to whether the appeal is valid and determine the next course of action. This may include the use of an external party (for example a HSC marker from another school, a subject teacher from another school etc) to review the tasks. The mark awarded by the external party will override the initial mark awarded.

The KLA Coordinator will advise the student of the outcome of the appeal.

An assessment review should focus on the College's procedures for determining the final assessment mark ([2. Calculating and confirming submitted marks and grades](#)). Students are not entitled to seek a review of another teacher's judgements of the worth of individual performance in assessment tasks. The marks/grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time a task is returned.

The College adheres to the procedures stipulated by the [Assessment Certification Examination \(ACE\)](#) for any appeal against decisions concerning the award of the HSC, Preliminary RoSA or Stage 5 RoSA. Such decisions include withholding RoSA grades (based on attendance/application) and N awards ([1.1.2 Appealing NESA's decision to withhold the RoSA](#)). The College adheres to the [NESA Timetable of Actions for Secondary Schools](#) in relation to such appeals.



## 20. MALPRACTICE

Cheating or malpractice is dishonest behaviour by a student in any stage/year that gives them an unfair advantage over other students in any assessment task.

<https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

This includes:

1. Copying in an examination from another student or using information secretly brought in.
2. Talking during an examination.
3. Handing in work that someone else did and saying it is the work of the student.
4. Making up journal entries for a research project.
5. Using information from the internet or elsewhere (e.g. books, journals, websites), and not acknowledging the source.
6. Using Artificial Intelligence (AI) to complete homework assignments and assessment tasks.

([10.1.1 Types of malpractice in HSC submitted works and practical components, HSC exams and HSC minimum standards tests](#)).

Malpractice or cheating in any assessment task for any student regardless of stage/year will result in zero (0) marks being awarded. An N Award Warning letter will be issued, and the student will be required to re-attempt the task ([10.1.4 Penalties in HSC submitted works and practical components, HSC exams and HSC minimum standards tests: Penalties for malpractice](#)).

Any records of malpractice against an HSC student will be submitted to NESAs via the malpractice register on Schools Online by the College as per [NESAs Timetable of Actions for Secondary Schools](#). ([10.1.3 Reporting malpractice in school based assessment](#)).

To be eligible to commence Preliminary courses, all Year 10 students must successfully complete the [NESAs All My Own Work Online Program](#). The NESAs All My Own Work Program includes a module on malpractice ([10.2.1 Completing and certifying All My Own Work](#)).

### 20.1 ARTIFICIAL INTELLIGENCE (AI)

Artificial Intelligence (AI) encompasses advanced computer systems designed to emulate human intelligence. AI technology plays a role in education, offering students and teachers the opportunity for advanced learning. However, with this comes ethical and equitable considerations and the potential for unfair advantage and/or bias in formalised assessments. Ethical and equitable considerations include fairness, transparency and accountability.

The [HSC All My Own Work Online Program](#) includes a module on the use of AI.

Maronite College of the Holy Family does not discourage the use of AI however, the College *does* enforce that no student will have an unfair advantage over other students by utilising AI to assist them achieve higher results in a formalised assessment task. To ensure all students work is original and authentic in the assessment task, the following procedure is implemented:

1. Teacher marks all students' assessment tasks and notes down any suspicious use of AI.
2. Teacher (marker) communicates suspicions to the KLA Coordinator and/or the student's class teacher.
3. Both marker and KLA Coordinator discuss the suspicion with the student in question and gives them an opportunity to explain their process of completing the assessment task and articulate their understanding of the content/skills required in the assessment task. If the KLA Coordinator and class teacher are satisfied with the student's explanation, their mark stands.
4. Should the KLA Coordinator and teacher (marker) not be satisfied with this response, the student is required in the presence of the KLA Coordinator to either, sit the assessment in full or an alternative task, to demonstrate their understanding. This must be completed within 3-5 days from the AI discussion taking place.

5. If the student can articulate their understanding as indicated in Point 4, their initial mark for the assessment task stands. However, if the student is unable to satisfactorily articulate their understanding as indicated in Point 4, the student is awarded a zero (0) mark and an N-Warning is issued as per the College procedure. The student will still be required to submit either the same task or a substitute task to demonstrate the outcomes of the assessment.

## 20.2 PLAGIARISM AND COLLUSION

Plagiarism breaches the principles of academic honesty. It may take many forms and whether intentional or unintentional it is unacceptable in any assessment task or piece of class work. Collusion is when a student allows another student to copy their work for the purposes of assessment, or where students work together to submit identical work or work with large parts in common. An assessment task written or contributed to by parents/guardians or another person is also regarded as collusion.

Transcribing information from any source (e.g. book, website etc) without acknowledging the sources or the author is plagiarism and is regarded as dishonest conduct.

Examples of plagiarism include:

1. An assessment task that is almost entirely copied from another source such as a published article, library book or textbook, Internet site, AI platforms or another student's work.
2. An assessment task that is constructed of segments from several sources without acknowledgement and link by comments produced by the student.
3. Summarisation of another person's work without acknowledging a source.
4. An assessment task that fails to acknowledge references from books, articles textbooks or the Internet.
5. Referring to sources or evidence, which the student has not read.
6. Creating and using false survey responses, data or experiment results.
7. When working as part of a group activity, the submission of identical work to another student.

Students are required to cite all sources. All research work submitted by a student must be properly referenced using the MCHF Referencing system (based on the APA system).

The [www.citethisforme.com](http://www.citethisforme.com) site is provided to students in their assessment notifications to assist with referencing sources.

Any assessment task which is proven to contain plagiarized material, or which is incorrectly referenced will render the student liable for a zero mark and an N Warning will be issued. The student will be required to re-attempt the task.

Any assessment task, which is proven to have been produced through collusion with other students, parent/guardian, or any other person, will render the student liable for a zero (0) mark.

The [HSC All My Own Work Online Program](#) includes a module on plagiarism.



## 21. STUDENTS TRAVELLING OVERSEAS/HOLIDAYS DURING EXAMINATION PERIODS

Any student in Years 7-12 that travels overseas or interstate during formal Examination periods without being granted approved leave will receive a zero (0) mark for the Examination that they have missed. Estimate marks will **not** be awarded. The student will need to complete a substitute task upon their return (Years 10-12).

Only in **extreme circumstances** relating to the timing of the student's leave and timing of the assessment and reporting period, will an estimate mark be awarded for a student who was granted leave in Years 7-9. This decision will be made by the Head of Curriculum in consultation with the KLA Coordinator/s. Students Years 10-12 who are absent at this time (overseas/interstate) will **not** receive an estimated mark.

Where return from overseas is not feasible due to travel bans, Head of Curriculum will consult with KLA Coordinator regarding alternative task (where appropriate) or decide on an alternate examination where practicable.

## 22. POOR ASSESSMENT PERFORMANCE

Any student in Years 7-11 that does not perform to the best of their capabilities in Semester One (1), will be issued with a *Poor Performance In Assessment* letter. This letter will advise the parent/guardian and the student that they are not performing to the best of their capabilities and continued poor performance will hinder their achievement of their academic goals, acceptance into selected subjects Year 10 into Year 11 and may place their enrolment at MCHF in jeopardy if there is no/minimal improvement.

A *z-score* of -1.25 or below will be used to determine whether the student has performed poorly. These *z-scores* will be obtained from Sentral Mark Book for each assessment in every KLA and course the student undertakes. The KLA Coordinator will report the names of students who achieved a *z-score* of -1.25 or below to the Head of Curriculum who then, collates results and determines eligibility for the letter. The letter is issued by the Head of Curriculum through Sentral.

The Poor Performance letter will be issued for a student:

- In **Years 7-10** with poor performance in two or more courses.
- In **Year 11** with poor performance in one or more courses.

Where applicable, the Head of Curriculum (or delegate) will hand the letter to the parent/guardian during sign-in for Semester One Student-Led conferences. Letters will be posted via Australia Post to parents/guardians who do not attend Semester One Student-Led conferences. The letter is not handed directly to the student. A copy of the letter is saved to the student file on Student Management System (Sentral).

### 22.1 ACHIEVING LESS THAN 35% IN A FORMAL EXAMINATION

Achieving less than 35% in a formal examination where questions and sections of the examination have not been attempted, or a [non-serious attempt](#) at the examination is evident, will result in an N warning letter being issued for not achieving course outcomes and not applying themselves with diligence. The student will need to re-attempt the sections of the examination that were not initially attempted by a new due date.

A Non-Serious attempt includes, but not limited to:

1. Leaving parts of an examination unanswered.
2. Answering questions with minimal effort.
3. Writing inappropriate comments/answers in the examination.
4. Whatever the KLA Coordinator and Head of Curriculum deem as a non-serious attempt.

Results of formal examinations are stored in the KLA/Course Mark book on Sentral for all Courses and all stages/years. KLA Coordinator provides the names of students to the Head of Curriculum who produces the N Award Warning letter through Sentral. A copy of the letter is saved to the student file on Sentral. The class teacher/KLA Coordinator contacts parents prior to the letter being issued to advise them of the poor result.

## 23. PROCEDURE & ELIGIBILITY- Allocation of Marks: RoSA (Record of School Achievement) and HSC

The College adheres to NESAs regulations in relation to the allocation of mark for RoSA and HSC.

### 23.1 RECORD OF SCHOOL ACHIEVEMENT [RoSA]

Students who are eligible for a Record of School Achievement (RoSA) may enter Preliminary courses. If a student is not eligible, they may still enter the Preliminary course provided that:

1. The Executive Principal accredits the student to achieving an award similar or in the same calibre as the RoSA.
2. The Executive Principal feels confident that the student can satisfactorily complete the HSC course.

#### [\(1.1.1 Eligibility for the RoSA\)](#)

Students study a variety of courses in Year 11 that make up the mandatory hours required by NESAs to satisfy the completion of a course.

In each course, several assessment tasks are completed by the students and marked by the teachers according to the Assessment Grids which are set for that year ([2.1.1 Preliminary course school-based assessment](#))

Teachers accumulate the marks collected from the various assessment tasks throughout the year. Some examples of Assessment Tasks include:

1. Examinations
2. Research Tasks
3. Oral Presentations
4. Practical Tasks (performances etc.)
5. Observations

Students receive marks that relate to [performance bands for each Key Learning Area](#), where each band is described in a statement summarising the knowledge, skills and understanding typically demonstrated by students who have achieved that standard.

The marks are sent to the KLA Coordinator to be checked, and they are placed into the Faculty Mark Book in the Student Management System, Sentral.

KLA Coordinator make a professional on-balance judgement to decide which grade best matches the standard that the student have achieved, based on assessment information they have collected.

1. The grade awarded to each student at the completion of a Stage 5 course should indicate the student's overall achievement in relation to the [Stage 5 Courses Common Grade Scale](#) and course descriptors for Stage 5 Courses.
2. The grade awarded to each student at the completion of a Stage 6 Preliminary course should indicate the student's overall achievement in relation to the [Preliminary Courses Common Grade Scale](#) and course descriptors for Preliminary courses.

The Final grades are submitted to the Head of Curriculum, where they are entered into [NESAs Schools Online](#) and approved by the Executive Principal. Confidentiality of grades is maintained throughout the process.

[\(2.2.1 Submitting grades to NESAs\)](#) ([2.3 Allocating and submitting Stage 5 grades](#))

Two [samples of work](#) for assessment tasks in Stage 5 (year 10) and Stage 6 courses that represent student achievement for each grade awarded (A-E) for each task are saved to SharePoint in the corresponding KLA subject folder ([2.4.1 Selecting and retaining student work samples and corresponding assessment activities](#)) ([2.4.2 Retaining student work samples and corresponding assessment activities for Stage 5 and Stage 6](#))

The College adheres to [NESA requirements](#) to determine Stage 5 grades ([2.3 Allocating and submitting Stage 5 grades](#)).

Stage 5 and Preliminary RoSA Grade appeals can be made by a student or parent/guardian which must be completed within the timeframe as per [NESA Timetable of Actions for Secondary Schools](#). The Head of Curriculum communicates the required information to the student upon request and directs the student or parent/guardian to the relevant forms that need to be filled in from [NESA Schools Online](#). The Head of Curriculum provides support during the appeals process as required ([4.2.1 Non-completion determinations and appeals- Stage 5 and Preliminary courses](#)).

### 23.1.1 RoSA: TRANSFERRING STUDENTS/ARRIVALS

Where a student wishes to enrol at MCHF for the Preliminary or HSC course from another NSW School, the Head of Curriculum reactivates the student's entry for the Record of School Achievement, confirms the Stage 6 Preliminary program of study undertaken by the student, and confirms the NESA student number. Students [transferring](#) from another NSW school retain the student number allocated by NESA from the previous school's entry record.

If a student is not eligible, they may still enter the Preliminary course provided that:

1. The Executive Principal accredits the student to achieving an award similar or in the same calibre as the RoSA.
2. The Executive Principal feels confident that the student can satisfactorily complete the HSC course.

If the transfer occurs before the end of Term Two of Year 11, Maronite College of the Holy Family must submit the grades. The Head of Curriculum will consult the previous school about the validity of the grades. If the transfer takes effect in Term Three in Year 11, the previous school is responsible for submitting grades to NESA.

If a student has been taking one or more Life Skills courses at the previous school, the College will continue to provide the Life Skills courses and ensure the outcomes are achieved.

Where a student arrives from overseas and wishes to be enrolled into Year 11 or Year 12, the Executive Principal (via the Head of Curriculum) determines whether the student satisfies the requirements to complete the course successfully and courses are entered via [NESA Schools Online](#). ([13.8.1 Entering & withdrawing students in Schools Online](#)) ([13.8.2 Transferring students in Stage 5](#)) ([13.8.2 Transferring students in Stage 6](#)) ([13.8.4 Eligibility for the RoSA](#))

## 23.2 HIGHER SCHOOL CERTIFICATE

Students who complete the RoSA – Preliminary are eligible to begin their HSC course.

Students study a variety of courses for the HSC that make up the mandatory hours required by NESA to satisfy the completion of a course. ([1.2.2 Eligibility for the HSC](#)).

For VET subjects, the College liaises closely with the Registered Training Organisation (RTO) delivering the course at the College regarding the achievement of competencies and assessment requirements and reports on them accordingly via the VET KLA Coordinator and the Head of Curriculum ([14.1 VET curriculum requirements](#)) ([14.2 VET Entries & Exclusions](#)) ([14.3 Entering VET units of competency and outcomes in Schools Online](#)) ([14.4 Credit transfer, RPL & VET](#)) ([14.5 VET assessment requirements](#)) ([14.6 VET course completion](#)) ([14.7 VET Credentialling](#)).

In each course, several assessment tasks are completed by the students and marked by the teachers according to the Assessment Grid which are set for that year ([12.1.1 NESA's pattern of study](#))

Teachers accumulate the marks collected from the various assessment tasks throughout the year.

Examples of Assessment Tasks include:

1. Examinations
2. Research Tasks
3. Oral Presentations
4. Practical Tasks (performances etc)
5. Observations

Students receive marks that relate to [performance bands for each Key Learning Area](#), where each band is described in a statement summarising the knowledge, skills and understanding typically demonstrated by students who have achieved that standard.

The marks are sent to the KLA Coordinator to be checked and placed into the Faculty Mark book I the Student Management System.

The final assessment mark is based on the marks assigned to the various assessment tasks. This final assessment mark is usually best reached by the straightforward aggregation of the assessment task marks for each student ([2.2.2 Submitting HSC School-based assessment marks to NESAs](#))

Statistical standardising procedures can be applied to the marks for individual assessment tasks; however, it is not encouraged as teachers need to be aware of the exaggerating effect of applying such statistical procedures on tasks which could lead to poor discrimination.

Marks submitted to NESAs for Courses studies should establish the rank order and reflect the relative differences between students' achievement in the course. This is also reflected in the reports that HSC students receive at the end of each semester ([2.2.3 Issuing rank order notices](#)) ([2.2.4 Certifying HSC results data](#))

Two [samples of work](#) for assessment tasks in Stage 6 courses that represent student achievement for each grade awarded (A-E) for each task are saved to SharePoint in the corresponding KLA subject folder ([2.4.1 Selecting and retaining student work samples and corresponding assessment activities](#)) ([2.4.2 Retaining student work samples and corresponding assessment activities for Stage 5 and Stage 6](#))

### 23.3 CALCULATION OF DUX

Using a points system similar to a university Grade Point Average (GPA), the DUX is awarded by the Executive Principal, to the student in each year group, who has the highest GPA. Points are awarded based on rankings in each subject.

All assessment marks and ranks are processed in the Sentral Mark book by the KLA Coordinator. Using the rankings for each subject in each KLA Faculty Mark book in Sentral, the Head of Curriculum uses the following formulas to calculate the DUX for each Year group:

To calculate DUX for Preliminary and HSC students, the formula below is applied.

1<sup>st</sup> Place = 4 Points x No. of Units  
2<sup>nd</sup> Place = 2 Points x No. of Units  
3<sup>rd</sup> Place = 1 Point x No. of Units

Total number of points added together divided by the total number of units studied to determine DUX

To calculate DUX for Year 7-10 students, the formula below is applied.

1<sup>st</sup> Place = 4 Points  
2<sup>nd</sup> Place = 2 Points  
3<sup>rd</sup> Place = 1 Point

Total number of points added together to determine DUX

Maronite College of the Holy Family is committed to a transparent approach to reporting by providing information about a student's progress towards their achievement of outcomes in each Key Learning Area. The College will provide opportunities for communication between parents/guardians, educators, students and outside groups.

### DEFINITIONS

**Reporting** is the process of communicating information about student achievement and performance derived from the assessment process both formative and summative. Reporting is inclusive of a range of formal and informal strategies aimed at providing students, parents, teachers, other personal with accurate and relevant information about student achievement and progress.

**Reporting Evidence.** Teachers collect evidence of learning progress and levels from each student through a variety of assessment tasks, extending the process with *assessment for learning* into *assessment of learning*. In a standards framework this involves, teachers making professional judgements measured against expected KLA outcomes on student achievement at key points in the learning cycle.

**Common Grade Scale (NESA)** enables the College to report consistent information about student achievement to students and parents. It also enables teachers to plan the next step in the learning process.

**Consistent Teacher Judgements** involves *evidence-based shared understanding* in students' progress in performance standards towards achievement standards articulated through the language of KLA outcomes.

## 25. FORMAL COLLEGE REPORTS

Maronite College of the Holy Family Student Reports are the **official legal documents** provided to parents/guardians twice annually. Formal College reports include both achievement and effort in each academic area and non-academic areas.

The College formal reports inform parents/guardians of student's current level of achievement along with areas which require deeper attention in order for the student to reach their potential.

According to Commonwealth mandatory requirements Formal Reports must be confidential and be provided to parents twice annually using plain language that is readily understood by the parents. They must specify for each program year, *relative* and *comparative reporting* of a student's progress and achievement.

### 25.1 SEMESTER REPORTS

Student Reports are issued at the end of Semester One (Term 2) and Semester Two (Term 4). Semester Two reports are a record of achievement on **all** tasks completed for the academic year.

The Semester Reports provide parents/guardians and students with the following information.

1. List of course subjects and teachers.
2. Course Description in each Key Learning Area studied.
3. Achievement Levels also known as '*relative reporting*' refers to the allocation of achievement levels in each Key Learning Area (KLA) throughout the Semester.

**Year 12** final assessment mark/grading received for each student is on the Year 12 assessments completed and calculated on:

- a) Assessment task result (as a percentage) per task.
- b) Assessment task rank (per task).

**Years 7-11** final assessment mark/grading received for each student in Years 7 -11 is on the assessments completed and calculated on:

- a) Assessment task result (as a percentage) per task.
- b) Assessment task rank (per task).
- c) An overall course grade using the [NESA Common Grade Scale](#)

**Subject (Year 12)**

NAME	MARK	RANK	WEIGHTING
Task 1	80/100	61/96	40%

**Subject (Years 7-11)**

NAME	MARK	RANK	WEIGHTING		
Task 1	80/100	61/96	40%		
<b>GRADE</b>	A	B	C	D	E

The College Scale and Descriptor System is used to indicate student progress on Semester reports in the areas of VET, Learning Outcomes, Attitude to Learning and Student Profiles.

4. VET Assessment of Achievement Scale

ACHIEVEMENT GRADE	ACHIEVEMENT DESCRIPTION
A	Achieved
C	Continuing
DNS	Did Not Start
CT	Credit Transfer
NA	Not Achieved
RPL	Recognised Prior Learning
W	Withdrawn

5. Learning Outcomes Scale

Area of Learning	Extensive	Thorough	Sound	Basic	Elementary
Outcome					
Outcome					
Outcome					

6. Commitment to Learning using the Attitude Descriptors.

Attitude Grade	Attitude Description
C	Consistently
U	Usually
S	Sometimes
R	Rarely
N	Never

7. Attendance, documenting the days and partial days absent noting unexplained absences.
8. Personal Profile where students attain either **S** for Satisfactory or **U** for Unsatisfactory.
9. Homeroom Teacher’s overall achievement comment (general, pastoral care, attitude and achievement).
10. Activities in which student has participated.

## 25.2 REPORT PROCEDURE

1. Reports are compiled twice a year for each student from Kindergarten to Year 12 at the end of each Semester (Terms 2 and 4).
2. **K-12** Reports are distributed through the Sentral Parent Portal on the College website in Semester 1 and Semester 2.
3. Comparative information for each grade is provided to the parents/guardians.
4. For K-6, formal parent/guardian student-led conferences are conducted on in Term 2.
5. **Year 12** formal parent/guardian student-led conferences are held at the end of Semester One.
6. **Year 11** formal parent/guardian student-led conferences are held at the end of the Preliminary Course (Start of Term 4).
7. **Years 7-10** formal parent/guardian student-led conferences are held at the end of Term 2.
8. Additional parent/guardian teacher meetings to further review student progress are held throughout the year as required.
9. Sessions for parents/guardians are held in Term 1 to provide information about assessing and reporting.

## 25.3 COMPARATIVE REPORTING

Comparative Reporting refers to the student's achievement in relation to the achievement of the student's peer group at the College. Distribution will be represented using the number of students achievement in each grade and provided to parents only on request.

## 25.4 EDUCATIONAL REPORT

Maronite College of the Holy Family's Head of College ensures the College's participation in annual reporting to disclose publicly the educational measures and policies of the College as identified by the Minister and to provide data to the Minister that is relevant to any Ministerial report to Parliament on the effectiveness of schooling in the state should such data be required.

## 26 STUDENT PROFILES and RECORDS

The College collects and retain student information such as progress in learning, medical and family. All student information is retained on the College Management System, Sentral.

### 26.1 STUDENT PROFILES

Profiles are kept for each student. These are updated regularly on the College's School Management System, Sentral and include a summary of information regarding a student's academic and behavioural progress. Student Profiles are stored online in Sentral and in the Administration Offices. They are used by Year Advisors and KLA Coordinators to review and track each student's progress.

#### Procedure:

1. Teachers will assess students regularly.
2. Student performance is recognised via weekly class awards.
3. Outstanding student performance is recognised at end of term award assemblies. Principal's Awards are received for Academic Excellence, Outstanding Achievement and Christian Values.

### 26.2 STUDENT RECORDS

Student records of academic progress is kept on the College Management System, Sentral and in the Administration Office for every year the student attends the College. Academic records included formal assessments tracked and Semester One and Two annual reports to parents.

Student academic records are kept for seven years from the last day the student attends the College or 25 years whichever comes first.



## 27. THE AUSTRALIAN CURRICULUM IN NEW SOUTH WALES

The College monitors and keeps up to date with changes to the K-12 Australian Curriculum via:

- a. [Australian Curriculum Assessment and Reporting Authority \(ACARA\)](#)
- b. [Version 9 Australian Curriculum](#)
- c. [NSW Curriculum](#)
- d. [National Assessment Program \(NAPLAN\)](#)
- e. [NESA News](#)

Relevant information in relation to the Australian curriculum is disseminated to teachers, Executive, parents and/or students by the Head of Curriculum and the Executive Principal as required.


Staff are provided with the necessary support and resources by the Head of Curriculum and College Executive to implement the changes into teaching programs and assessments in preparation for commencement of the new curriculum as proposed by the Australian government.

**RELATED LEGISLATION, EXTERNAL DOCUMENTS AND WEBSITE REFERENCES**

- [NSW Education and Standards Authority \(NESA\)](#)
- [Assessment Certification Examination \(ACE\) Rules](#)
- [Registered and Accredited Individual Non-Government Schools NSW Manual 2023- Part B B4 Curriculum](#)
- [Education Act 1990 \(NSW\)](#)
- [Disability Standards for Education 2005](#)
- [Nationally Consistent Collection of Data on School Students with Disability \(NCCD\) Guidelines](#)
- [NESA Disability Provisions](#)

**MCHF RELATED DOCUMENTATION**

- Enrolment Policy and Procedure
- Student Attendance Policy and Procedures
- ICT Policy
- Student ICT Acceptable User Policy
- Student BYOD Policy
- Staff ICT Acceptable User Policy
- Student Welfare Policy and Procedures
- Student Behaviour Management Policy and Procedures
- Complaints Handling Policy and Procedures for All Stakeholders
- Privacy Policy, Plan and Procedures
- Employment Relations Policy and Procedures
- Staff Code of Conduct Policy
- Parent Constitution
- Staff Handbook (current Year)
- Parent Handbook (current year)

POLICY DATES			
<b>Implemented</b>	2023	<b>Reviewed</b>	February 2023, 04/10/2023; 7/11/2024
<b>Next Policy Review Due</b>	January 2027		
POLICY AUTHORISATION			
<b>Executive Principal:</b> Sr Margaret Ghosn	<b>Signature:</b> 		<b>Date:</b> 6/10//2023 , 8/11/1024
POLICY DETAILS			
<p><b>Policy Number:</b> 0019  <b>Policy Version:</b> 0001, 0002, 0003  <b>Tracked Changes:</b>            2023 Merged previous documents (1) RoSA Stage 4 &amp; 5 (2) HSC Stage 6 Curriculum (3) N Determination (4) Assessment Policy K-12. New document implemented in 2023 is called "RoSA and HSC Curriculum and Assessment Policy and Procedures with a new identifying number. Included College Mission, Vision, Motto and Ethos. Change leadership titles. Included the Child Safe Standards.            2023 Version 0002: Inclusion of two new areas of study in 2023. VET Skills of Work and Vocational Pathways and Work Studies.            2023 Version 0003: Inclusion of Artificial Intelligence.            2024 Version 0004: Updated Mission &amp; Vision            2024 Version 0005: Update links and new information from NESA. Included new visual procedure for N Award Warnings. Changed Policy &amp; Procedure title to "Secondary" to include Years 7-12 instead of previous RoSA &amp; HSC title (Years 10-12).  <b>Attachments:</b>            Appendix 1: Secondary Program Checklist, Annotations and Work Samples</p>			

## MCHF SECONDARY PROGRAM CHECKLIST, ANNOTATIONS & WORK SAMPLES

### 1. Teaching Programs (Units of Work):

A teaching program is based on syllabus outcomes and includes:

- ✓ a variety of teaching, learning and embedded assessment activities,
- ✓ strategies and resources to address the learning needs of all students.

It should include the sequence of learning experiences which enable students to engage with syllabus outcomes and develop subject specific skills and knowledge. There should be **alignment** with the Scope and Sequence and Assessment Task/Grid.

PROGRAM COMPLIANCE (NESA) AND COLLEGE REQUIREMENTS:	Compliant Yes	Compliant Not Yet
Do Year 12 Programs include Term 4 from previous year?		
<b>Do the teaching programs include (and consistent/align with the Scope and Sequence and Assessment Plan/Grid)</b>		
<ul style="list-style-type: none"> <li>● the title of the document (e.g. '... Teaching Program')</li> </ul>		
<ul style="list-style-type: none"> <li>● the school's name</li> </ul>		
<ul style="list-style-type: none"> <li>● the teachers' name (if more than one teacher, all class teachers who teach the unit of work must be present)</li> </ul>		
<ul style="list-style-type: none"> <li>● the correct calendar Year (e.g. 2022)</li> </ul>		
<ul style="list-style-type: none"> <li>● the Stage, the Year Group, and class (e.g. Stage 4, Year 7, 7A etc)</li> </ul>		
<ul style="list-style-type: none"> <li>● Stage statement for the KLA (<b>only needs to appear on the FIRST unit of work for the Year, NOT each program</b>)</li> </ul>		
<ul style="list-style-type: none"> <li>● the correct NESA KLA(s)/Syllabus/Course (e.g. HSIE HSC Business Studies)</li> </ul>		
<ul style="list-style-type: none"> <li>● title of the unit of work (e.g. HSC Marketing)</li> </ul>		
<ul style="list-style-type: none"> <li>● unit overview/description</li> </ul>		
<ul style="list-style-type: none"> <li>● timing of the unit of work (when in the term) (e.g. Term 1 Weeks 1-6 2022)</li> </ul>		
<ul style="list-style-type: none"> <li>● duration of the unit of work (number of weeks and/or periods (as per syllabus requirements))</li> </ul>		
<ul style="list-style-type: none"> <li>● details of specific KLA/syllabus/course requirements (if any) (e.g. mandatory text types, field studies etc etc)</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>targeted syllabus outcomes</b> to be explicitly taught in the unit <i>(it is suggested that the full text of each outcome is included at the start of the unit, NOT just the code)</i></li> </ul>		
<ul style="list-style-type: none"> <li>● Key terminology that is reflective of the current syllabus for the subject</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Learning Intent</b> for each lesson/sequence of lessons/syllabus point (use outcomes)</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Success Criteria</b> (some of which is/can be collaboratively developed with students). Success Criteria must demonstrate surface, deep and transfer points of access to learning</li> </ul>		

<ul style="list-style-type: none"> <li>● <b>Content</b>- selected knowledge, understanding and skills to be explicitly taught in the unit <i>NOTE: because MCHF is accredited for the RoSA and HSC, ALL mandatory syllabus content must be identified in each unit of work provided at the College</i></li> </ul>		
<ul style="list-style-type: none"> <li>● Include literacy, numeracy &amp; ICT strategies to support &amp; improve learning?</li> </ul>		
<ul style="list-style-type: none"> <li>● Has a variety of engaging teaching and learning strategies/experiences planned (e.g. different approaches for a range of learning styles, challenging and achievable, support participation, communication strategies, resources)</li> </ul>		
<ul style="list-style-type: none"> <li>● Include adjustments for students with disability?</li> </ul>		
<ul style="list-style-type: none"> <li>● Differentiation catering to the range of student abilities and interests (including enabling and extending) e.g. differentiated and extension activities (<i>colour coded makes them easily identifiable</i>)</li> </ul>		
<ul style="list-style-type: none"> <li>● Include strategies for Aboriginal &amp; Torres Strait Islander students? (<i>where there are ATSI students in the course</i>)</li> </ul>		
<ul style="list-style-type: none"> <li>● Have assessment task/s been <b>embedded</b> into the program- Is there a link in your program to each assessment task given to students?</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Marking criteria</b>- each assessment task must have a marking criteria to measure student success against</li> </ul>		
<b>Minimum registration requirements (unit of work elements)</b>		
<ul style="list-style-type: none"> <li>● <b>Are teaching, learning and assessment strategies/experiences: (<i>all 3 points must be present</i>):</b> <ul style="list-style-type: none"> <li>○ Organised into learning sequences</li> <li>○ Relevant to outcomes and content</li> <li>○ Provide for the development of knowledge and skills and achievement of outcomes</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>● Are the <b>resources</b> used to teach the unit of work evident? Resources may be a separate list and/or hyperlinked into teaching and learning strategies/experiences Examples could include: <ul style="list-style-type: none"> <li>- Texts/references, articles and literary resources</li> <li>- Website, digital technologies, multimedia resources</li> <li>- Other specific resources and equipment (including specialist and/or safety equipment)</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>● Is each class teacher teaching the unit of work <b>recording the delivery of the unit of work?</b> E.g., signing and dating the delivery of teaching at regular intervals as determined by the College (<b>annotations!</b>) <i>(Electronic annotations do not need to be signed as they appear with teacher name in the comment inserted)</i></li> </ul>		

**2. Program Annotations:**

The standard of teaching of courses provided by the school will be demonstrated by teacher annotations within teaching programs and adjustments made to ensure of the effective teaching and learning activities.

<b>Considerations for determining compliance:</b>	<b>Compliant Yes</b>	<b>Compliant Not Yet</b>
Are the programs annotated by <b>all</b> teachers across <b>all</b> courses?		
Are annotations signed, dated and include the class/classes that they apply to? E.g., signing and dating the delivery of teaching at regular intervals as determined by the College ( <b>annotations!</b> ) (Electronic annotations do not need to be signed as they appear with teacher name in the comment inserted)		

**3. Work Samples (RoSA Years 10-12):**

The school will maintain evidence relating to the standard of teaching that includes samples of student work that relate to the teaching programs for that year. This is only for RoSA years that is Years 10, 11 and 12.

<b>Considerations for determining compliance:</b>	<b>Compliant Yes</b>	<b>Compliant Not Yet</b>
Does the school have a sample of assessment for the current year/cohort that reflect the levels of student achievement (A-E range) (Year 10,11 and 12)		
Do the work samples align with the teaching programs?		