ASSESSMENT POLICY

STUDENT EDITION

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INTRODUCTION

In a school which strives for excellence for all its students, assessment at Trinity Grammar School plays an integral role in curriculum development, teaching and learning practice, and reporting. This document reflects the School’s philosophy and position on assessment at the School and, in doing so, aims to clarify understandings of the whole assessment process. It is not a static document but one that is constantly evolving to reflect the assessment needs of the School.

Assessment at Trinity Grammar School plays an integral role in curriculum development, teaching and learning. There is an extensive emphasis on formative processes that improve student learning and achievement. This reflects a belief that the principles of quality assessment are the principles of quality teaching.

Evidence obtained about student learning is primarily used to adjust instruction to best meet student needs and improve academic achievement. Four key strategies associated with this include the following.
1. Learning goals are academically challenging, and criteria for success is clearly articulated and understood.
2. Classroom discussions, activities and learning tasks are designed to elicit evidence of learning.
3. Students receive feedback which is designed to move learning forward.
4. Students are activated as peer assessors and owners of their own learning.

Summative assessment information is collected at strategic points to allow teachers to make valid and reliable on-balanced judgments of student achievement. Students are provided with a range of authentic ways they can demonstrate their achievement and progress in relation to prescribed learning outcomes and standards. Feedback is given in formative ways which guides future teaching and learning. It is timely, presented in a way that all students can understand, and actively helps students to improve their learning.

The prime objective of assessment in the PYP is to provide feedback on the learning process and also to inform practice. Similarly, the NESA K–10 syllabuses promote a standards-referenced approach to assessing and reporting student achievement in NSW and the importance of assessment for, as, and of learning as essential components of good teaching and learning.

Students are provided with opportunities to demonstrate their learning through a variety of assessment tasks as part of an ongoing process. Suitable strategies include teacher observations (individual, group and whole class), performance assessments (often multimodal and requiring the execution of several skills), process-focused assessments (collecting multiple observations/samples of work- e.g. learning logs, checklists completed over a period of time), selected responses and open-ended tasks. Both peer and self-assessments are used for both individual as well as a variety of collaborative activities. Assessments are administered using a variety of tools including rubrics, exemplars, checklists, anecdotal records and continuums.

In the Middle and Senior School, assessment takes on a greater significance, and for Years 11 and 12, it is part of the public credentialling process. Strict rules are laid down by the
NSW Education Standards Authority and the International Baccalaureate, and the School must obey these, both to maintain the integrity of the assessment process and to serve the best interests of Trinity boys.

The purpose of this Policy is to make clear the procedures, expectations, rules and protocols which relate to assessment matters at Trinity. It reflects the philosophy and practices of the NSW Education Standards Authority (NESA) and the International Baccalaureate (IB). There is strong philosophical alignment concerning assessment between the two.

This Policy is intended for the guidance of boys, staff and parents. It is especially important for Senior School practice. It is not intended to, and does not create, legal obligations. While it is an honest attempt to make complex matters clear, the School accepts no liability for alleged breaches of these guidelines.

It should be read carefully and regularly.

The School’s Curriculum Office would be grateful for comment, positive or negative, and suggestions for improvement, from members of the School community. Such comments, as well as inevitable changes which will flow from credentialling authorities and the School’s own forums, will ensure that the next edition is even more helpful.

**NOTES ON ASSESSMENT TERMINOLOGY**

In line with NESA syllabuses and support materials, Trinity Grammar School promotes an integrated approach to teaching, learning and assessment. Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning. The principles of assessment for learning and assessment as learning strategies have some common elements.

**Assessment for learning and assessment as learning** incorporate:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to assist teachers and students in deciding whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their development of the five essential elements of learning, i.e. knowledge, concepts, skills, attitudes and action.

**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:

- reflects an understanding that we are all lifelong learners and feedback is essential for growth.
- involves formal and informal assessment to inform the planning of future learning.
- includes clear goals and provides effective feedback that motivates the learner and can lead to student growth.
- encourages self-assessment and peer assessment as part of the regular classroom routines and involves teachers, students and parents reflecting on evidence.
• involves differentiated practices that is inclusive of all learners.

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 for new learning. Assessment as learning:

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

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 or at the end of a unit of work, term or Semester and may be used to grade students. The effectiveness of Assessment tasks depends on the validity and reliability of activities-and the nature and quality of the feedback. As an IB school we recognise the importance of assessing the process of inquiry as well as the product. (See MTPYPH p.44 for more details). Assessment of learning:

- is used to plan future learning goals and pathways for students.
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups.
- provides a transparent interpretation across all stakeholders.

Throughout this document, the word “Assessment” (capitalised) is distinguished from the more general “assessment”. The “Assessment Programme”, comprising a number of “Assessment tasks”, is a formal set of procedures, overseen by the respective Heads of Department, designed to measure the achievement of all students undertaking a course in a consistent and comparable manner. Boys will be asked to undertake many other tasks which do not form part of the Assessment Programme, but which nevertheless help the teacher to make an assessment of their learning. Effective learning requires that boys undertake all tasks set by their teachers; Assessment tasks nevertheless have a particular significance.

The title "Head of Department", where applicable, also includes Deans who share in the administration of a department.
SECTION 1
PURPOSES OF ASSESSMENT

The NSW Education Standards Authority (NESA) defines assessment as “the collection and evaluation of evidence of a student’s learning.” Assessment is a vital part of the School’s teaching and learning programme as it provides parents, teachers and students with valuable information about students’ learning. This information is useful, both to monitor and improve teaching and learning strategies, and to measure the outcomes of learning at particular key stages.

At Trinity we recognise the critical effect that assessment and feedback have on student achievement, motivation and self-esteem. As such students and teachers are both actively engaged in assessing student progress as part of their wider critical thinking and self-assessment skills.

Assessment:
- enables students know, understand, can do at different stages in the learning process
- clarifies and promotes student knowledge, understanding and skills
- promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

Quality assessment should:
- be valid and be based on appropriate syllabus outcomes.
- include criteria to clarify the aspects of learning being assessed.
- enable students to demonstrate their learning in a range of different contexts
- be reliable and be free from bias.
- guide students through the five essential elements of learning and provide evidence of; the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action.
- enable students and teachers to use feedback effectively and reflect on the learning process.
- be inclusive of and accessible to all students.
- be part of an ongoing process where progress is monitored over time.

Student performance is assessed in accordance with NESA syllabus outcomes and the IB Standards and Practices as key reference points for decisions about students’ progress and achievement.

WHO DO WE ASSESS FOR?

Assessment is important for all stakeholders at Trinity - students, teachers, parents and administrators.

Students: Our assessment at Trinity enables students to reflect on their own learning and understand their own areas of areas growth and development achieved and areas of future growth, thereby allowing students to own their learning. Students are encouraged to be both reflective and collaborative throughout the assessment process.
**Teachers:** At Trinity we use a ‘backward by design’ approach to assessment – carefully considering both the PYP framework and NESA outcomes (Pre-K to 6), NESA outcomes and IB Diploma (7 to 12), to determine what might be the most suitable assessment tasks to utilise. Assessment is used to inform every stage of practice; planning and goal setting, programming and reporting. A range of assessments will be used (see ‘The Process of Assessment’ below) which are recorded and reported in a timely manner (see ‘Recording Assessment’ and ‘Reporting Assessment’ below).

**Parents:** Trinity recognises the importance of communicating assessment outcomes and procedures to the parent community. It is important for parents to have a clear and accurate picture of their son’s level of performance, achievements, strengths and areas of growth and development achieved and areas of future growth. Parents are informed of their son’s progress and his development against the NESA Stages/Syllabus Outcomes and IB Diploma. At Trinity we encourage informal interaction with our parents to discuss progress and next steps in learning. In addition throughout the year parents have formal opportunities to receive feedback and meet with the teachers to discuss their son’s progress. (See ‘Reporting Assessment’ below for specific assessment timeline).

**Administrators:** Trinity uses a range of assessments and standardised test results to track student achievement. Results of standardised tests are recorded in the School’s database and are used to inform future faculty of the student progress throughout his schooling career. All student reports are also archived for future reference.

**Assessment of Learning Outcomes**

All syllabuses published by NESA specify required Learning Outcomes. Syllabuses for the International Baccalaureate take a similar approach. The purpose of Assessment is to measure the extent to which students have achieved the Learning Outcomes at a given point in time.

There are no predetermined patterns of marks or grades superimposed on Assessment tasks. The purpose is simply to measure and identify what students know and can do in relation to the required outcomes for each Stage in the subjects (or criteria in the IB courses) they are studying.

Public Assessments conducted for the Higher School Certificate (HSC Examinations) and International Baccalaureate Diploma (IB Examinations) are also based on the measurement of learning outcomes.

**Assessment for Public Credentials**

In the Senior School (Years 10, 11 and 12) Assessment takes on the special significance of contributing to the award of important public credentials – the Record of School Achievement, Higher School Certificate and International Baccalaureate Diploma.

**The Record of School Achievement**

Students who leave the NSW school system prior to achieving the Higher School Certificate are eligible for a Record of School Achievement. This credential records the student’s Grades achieved at the end of Year 10, and (where applicable) at the end of
Year 11. For students who go on to achieve the Higher School Certificate, this same information will be reported on their HSC transcript.

Year 10
Throughout Year 10, the School conducts an Assessment Programme in each subject. The purpose of the Assessment Programme is to enable the School to determine an achievement Grade for each student in each of his subjects. Achievement Grades are in the range A – E (with some variation in Mathematics), where A is the most meritorious result. Grades are awarded in strict accordance with descriptors published by the Board of Studies, Teaching and Educational Standards, and the pattern of Grades awarded by each school is monitored by the Board. The descriptors define achievements standards; there is no pre-determined pattern of Grades.

Year 11 courses
Throughout Year 11 the School conducts an Assessment Programme in each subject. The purpose of the Assessment Programme is to enable the School to determine an achievement Grade for each student in each of his subjects. Achievement Grades for Year 11 Preliminary Courses are in the range A – E, where A is the most meritorious result. Grades are awarded in strict accordance with descriptors published by the Board of Studies, Teaching and Educational Standards, and the pattern of Grades awarded by each school is monitored by the Board. The descriptors define achievements standards; there is no pre-determined pattern of Grades.

The Higher School Certificate
NESA requires that, before students can progress to a Higher School Certificate (Year 12) course, they must satisfactorily complete the requirements of the relevant Year 11 course.

Over the four terms of Year 12 the School conducts an Assessment Programme in each subject. NESA requires that the School report a mark for each student in each subject which they are presenting for the Higher School Certificate. The purpose of the Assessment Programme is to determine this mark through the administration of a variety of Assessment tasks.

The marks\(^1\) which are submitted to NESA are moderated by the Board, based on the examination results achieved by the School’s candidates in each subject. The *moderated Assessment mark then comprises fifty percent (50%) of the student’s final HSC mark for each subject*. Should the student suffer some misadventure at the time of the HSC Examination, the moderated Assessment mark can become the basis upon which NESA provides an HSC result.

Thus, *in every Assessment task in Year 12 students are working directly towards their HSC result.*

Following the HSC students will receive a result notice informing them of their

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\(^1\) The procedures described in this paragraph refer to NESA Developed Courses only. Most subjects offered at Trinity Grammar School are NESA Developed Courses. The small number of exceptions are identified in the Courses Guide published each year, and in other relevant documentation relating to boys’ choice of subjects.
• Examination mark
• Moderated Assessment mark
• HSC mark (comprising the other two marks combined on a 50:50 basis)
• Achievement band ranging from 6 to 1\(^2\).
  - Band 6: Mark from 90 to 100
  - Band 5: Mark from 80 to 89
  - Band 4: Mark from 70 to 79
  - Band 3: Mark from 60 to 69
  - Band 2: Mark from 50 to 59
  - Band 1: Mark from 0 to 49, regarded as below the minimum standard

**The International Baccalaureate**

The International Baccalaureate Organisation requires the School to provide a Predicted Grade for each student in each subject presented for the IB (except Theory of Knowledge). In some subjects an Internal Assessment is also required.

A Predicted Grade requires the teacher to exercise a professional judgment to predict the final outcome of the course. This professional judgment will be based on the teacher’s professional knowledge and assessment of the boy, and will be influenced by the whole range of Assessment tasks and other work presented by the boy during the IB Programme. Predicted Grades are used by the IB Organisation to monitor the performance of schools and its own marking procedures at the time of the examinations. They are not used for candidates affected by adverse circumstances or with incomplete Assessment.

An Internal Assessment mark is based on the course Assessment Programme and will be moderated by the International Baccalaureate (IB) to ensure consistency of standards across the world-wide candidature. The moderated Internal Assessment then contributes directly to the student’s final result for the subject (the percentage differs from subject to subject).

Throughout the eight terms of the IB course, the School will conduct an Assessment Programme in each subject. Tasks undertaken in Year 12, in particular, will be used to determine the Internal Assessment mark submitted to the IB, as well as significantly influencing the Predicted Grade determined by the teacher.

IB candidates receive a mark for each subject out of 7, and a total mark out of 45. This comprises
- 3 Higher Level (HL) subjects each out of 7 (= possible 21 marks)\(^3\)
- 3 Standard Level (SL) subjects each out of 7 (= possible 21 marks)
- Theory of Knowledge and Extended Essay out of 3

The IB Diploma is awarded to a candidate whose total score is 24 or higher, providing that a number of other technical conditions have been met. These technical conditions are revised from time to time, and the Director of the IB ensures that IB students are aware of those that currently apply.

\(^2\) This varies slightly in Extension subjects.
\(^3\) Candidates may elect to enter four HL and 2 SL subjects.
ADJUSTMENTS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Teachers may need to make adjustments to teaching, learning and assessment practices for some students with special education needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

These may be:

- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology, adjusting font size
- adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.
SECTION 2

THE ASSESSMENT PROGRAMME IN SENIOR SCHOOL (YEARS 10-12)

In Senior School, Assessment takes on a greater significance, and for Years 11 and 12, it is part of the public credentialling process. Strict rules are laid down by the NSW Education Standards Authority (NESA) and the International Baccalaureate (IB) and the School must obey these, both to maintain the integrity of the Assessment process and to serve the best interests of Trinity boys. The rules which govern Assessment in Years 10-12 are contained in this section.

ASSESSMENT PROGRAMMES

For each subject in each Senior School Year group the Head of Department will publish an Assessment Programme early in the academic year. The Assessment Programme will indicate
- the Assessment tasks which will take place throughout the academic year
- in general terms what syllabus outcomes each Task is intended to measure
- approximately when each Task will occur (with specific dates to be supplied later)
- what percentage of the final Assessment mark each Task contributes

NUMBER AND WEIGHTING OF TASKS

For its syllabuses NESA publishes strict guidelines relating to Assessment Programmes, including the number of Tasks to be undertaken and their weightings. The IB also publishes Assessment guidelines. The School requires Heads of Departments to keep the number of Assessment tasks to a minimum so that they do not interfere with the normal processes of teaching and learning more than is necessary. The number of Assessment tasks and their weightings must also adhere to current NESA and IB guidelines.

Students should note that the nature of Outcome Based Assessment (for IB, criterion-referenced assessment) means that the final Assessment mark allocated to each student must be an accurate numeric representation of his level of achievement of the specified Outcomes of the course. While particular weightings are allocated to individual Assessment tasks, Heads of Department are nevertheless required to ensure that final Assessment marks reflect the boy’s overall level of achievement at the end of the course. Assessment marks achieved throughout the course will be the most important means of determining this final mark but may be subject to the application of appropriate professional judgment by the Head of Department.

TIMING AND NOTIFICATION OF ASSESSMENT TASKS

Heads of Departments will determine a suitable date (or dates) for each Assessment task by reference to the School Calendar, and where necessary, in consultation with the
Director of Campus Administration. Once determined the date(s) will be entered on the School Calendar by the Executive Assistant to the Academic Dean.

At least two (2) weeks prior to the actual conduct of any Assessment task, the Head of Department will give the specific date (or dates), and details of the task, the Outcomes to be assessed, the marking criteria and any special arrangements, to students in writing. Such notification in writing will not generally be printed in “hard copy”, but will be made available electronically to students via the School’s Information Technology systems.

In some subjects Assessment takes place over a period of time. In such cases it will be sufficient for the Head of Department to have given students two (2) weeks’ notice of the commencement of the period of Assessment.

In approving the dates for Assessment tasks, the School will endeavour to act to avoid students having to undertake more than one task on a given day. However experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a boy has more than one task on any day, or has several successive days of Assessments, providing that due notice has been given for each.

**Variation from the Published Assessment Programme**

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment task once it has been given in writing to students, the Head of Department will negotiate a new date with the Director of Curriculum and advise the students in writing. Wherever feasible the Head of Department will endeavour to consult with the classes affected, but this will not always be possible. The three key principles in this procedure will be that

- the date will not generally be made earlier than that originally advised
- the weighting of the task in the overall Assessment Programme will not generally be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

**Extensions**

Extensions will only be granted by a Head of Department in the most exceptional circumstances, and should not be assumed by students. Should a boy wish to seek an extension for an Assessment task, he must apply in advance in writing to the Head of the Department involved. A pro forma is available for this purpose. The Head of the Department will deal promptly with the application and advise the outcome.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Boys are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

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5 Except during designated Examination and/or Assessment Sessions.

6 Notification in writing can include email, or the Head of Department or teacher supervising the students to write the amended details in their Record Book.
Absence from an Assessment Task or Examination and Other Cases of Misadventure

Absence due to illness or misadventure
If a student is very ill on the day of an Assessment task or Examination, he should not sit the task. Rather, a medical certificate is to be obtained from a professional medical practitioner who is not a relative, that specifies their illness and the period of time that the student is determined to be affected by the illness and submitted to the Director of Curriculum as soon as possible, but at the latest on the day of the student’s return to school, for consideration. Students who sit an assessment task while ill cannot make an illness/misadventure claim, rather, their mark for the Assessment task will stand. Further, students cannot make a claim for misadventure due to illness after they have sat an Assessment task, rather, the mark for the Assessment task will stand.

Should an unavoidable and unplanned circumstance preclude a student’s attendance at an Assessment task or Examination, parents are to notify the Student Services Secretary (02 9581 6033) or Executive Assistant to the Academic Dean (02 9581 6135) as early as possible. To ensure that the significance of the message is understood and conveyed, it is important that the message advise that an Assessment or Examination is involved. Such circumstances do not include family holidays (whenever booked), social engagements or other matters of a discretionary nature. Documentation must be submitted to the Director of Curriculum as soon as possible to support the claim, but at the latest on the day of the student’s return to School, for consideration.

Other circumstances relating to illness or misadventure
In the unlikely event that a circumstance eventuates which may prejudice a student’s performance in an Assessment task or Examination, the details should be given in writing to the Director of Curriculum as soon as possible, for consideration.

Illness or misadventure in the days immediately preceding an Assessment task or Examination will not generally be grounds for a misadventure claim. Boys are expected to prepare over time and not to depend on last minute preparation. Nevertheless, symptoms or effects of prior illness or misadventure which are still in evidence on the day of the Assessment task or Examination, and can be reasonably proven, may be accepted as grounds for a misadventure appeal.

Note: Students who sustain a short-term injury, or encounter a circumstance that may impede their performance in an Assessment task or Examination, will not generally be granted Disability Provisions (such as extra time or a scribe). Instead, parents should contact the Director of Curriculum who will determine a course of action, which may involve the student not undertaking the Assessment task or Examination (so long as supporting medical or third party documentation is supplied) and advise the Head of Department to provide an estimate for the Assessment task(s) or Examination(s).
Deadline for Applications for Misadventure Consideration
In normal circumstances, applications for misadventure consideration will not be accepted or considered more than five (5) school days after the date of the affected Assessment task or Examination.

Long Term Illness or Educational Disadvantage
There may be cases where a student experiences an illness or other means of educational disadvantage that is of a long term nature. Generally, such cases will be accommodated through the UAC Educational Access Scheme (EAS) and not by consideration for internal Assessment tasks or Examinations. Applications for EAS are made through the Senior School office.

Misadventure Consideration – Year 9 residential camps
The School acknowledges that the absence of boys on the regular Year 9 Field Studies residential camps may affect one or more Assessment tasks during, or immediately following, the boys’ respective periods of absence.

Boys who are absent from an Assessment task in this circumstance will automatically be covered by misadventure protocols.

Boys who undertake an Assessment task at the Field Studies camp, which is not directly related to studies undertaken at the camp, will automatically be given misadventure consideration.

Boys who are required to undertake an Assessment task within four weeks of their return to School from a Field Studies camp will also automatically be given misadventure consideration.

No action or evidence will be required from the boys concerned. However, nothing in this provision should be interpreted as relieving boys in these circumstances of the responsibility to “make up” learning missed due to Field Studies camps.

Subsequent procedures in relation to illness or misadventure
Where a boy has missed attending an Assessment task or Examination, on the day of his return to School, he must see the relevant Head(s) of Department, who will determine, in consultation with the Director of Curriculum, how to proceed. The Head of Department will determine if it is appropriate and possible for the boy to undertake a similar Assessment task or Examination; the boy can be required to undertake the alternative on the day of his return to School. Alternatively it may be more appropriate to make an estimate based on other information about the boy’s performance.

Should a boy be absent from an Assessment task or Examination and fail to follow the procedures above he will be awarded zero (0) marks.

In cases where it is determined by the Director of Curriculum or the Head of Department that an estimate is to be awarded for a particular task, the Head of Department will exercise his or her professional judgment, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence of good evidence, the Head
of Department cannot predicate estimates on a boy’s potential or ability alone. The boy’s rank order in the course will not necessarily be maintained.

**Late Attendance at an Assessment Task or Examination**

Students who arrive late for an Assessment task, and who believe that circumstances beyond their control have occasioned the lateness, should report to the Head of Department concerned. The Head of Department will determine an appropriate course of action.

Students who arrive late for a School Examination must report to the Master of the Senior School or the Director of Curriculum, who will determine an appropriate course of action. In general, the procedures of NESA will be followed, *i.e.* students may only be admitted to an Examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal School Examinations, the Master of the Senior School or Director of Curriculum may exercise discretion in this regard; for external / public Examinations no such discretion is available.

**Submission of Assessment Tasks**

Assessment tasks are extremely valuable and must be handed in responsibly. Tasks completed at home must be submitted directly to the student’s teacher in circumstances conducive to their safe receipt. In the event of the teacher being unavailable, Assessment tasks may be submitted to the respective Head of Department, or failing that to the Director of Curriculum, Master of the Senior School or EA to the Director of Curriculum.

In the case of all Assessment tasks completed at home, the student is required to keep a final copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request, and will provide the student with security against loss of or damage to the submitted copy. It is also important that students ensure the security of their work prior to its completion by ensuring that secure backup copies are made. **Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.**

**Electronic Submission of Assessment Tasks**

Students are not to assume that they may submit Assessment tasks by email or by other digital media. However, on some occasions the Head of Department may instruct or allow students to submit electronically. Heads of Department may require subsequent provision of a printed copy of the task. Any such instructions will be clearly specified on the Assessment task.

When this is required or permitted, the task may be submitted on CD, DVD or memory stick, by email or via an electronic “drop box”, but not on other media (unless specifically authorised by the Head of Department). When electronic submission does occur, the following rules will apply:

1. The School will not be responsible for unreadable, unusable or virus infected files or media.
2. The School will only accept Assessment tasks which are written in applications to which School staff have ready access, and in a format which can be read by most School computers.
3. The Assessment task should be readily identifiable on the medium.
4. An Assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The School will not be responsible for the non-receipt or delay of emails. If submitting work by email, students must specifically request acknowledgement by return email of the receipt of their work. Teachers will acknowledge receipt as soon as feasible. Only receipts generated by the School’s email system will be considered valid. Students who do not receive a receipt within a reasonable time should regard their work as not submitted and take appropriate action.
6. The School will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

**Late Submission of Assessment Tasks**

Should a boy not hand in an Assessment task by the date on which it is due (without extension or acceptable explanation), the following procedure will be followed:

- Marks will be deducted as follows:
  - 20% of the marks awarded for the first day seven days (7) late
  - a further 20% of the marks awarded for the second day late
  - a further 10% of the marks awarded for the third day late
  - a further 10% of the marks awarded for the fourth day late

- No further penalty will be applied; however Assessment tasks will not be accepted for credit more than seven (7) days late, work submitted after this time may be reviewed but no mark will be awarded for credit.

- Parents will be advised by the Director of Curriculum as soon as possible of Late penalties which have been applied.

**Failure to Submit or Undertake an Assessment Task**

Should a student fail to undertake an Assessment task, or fail to submit an Assessment task for so long that it may no longer be accepted for credit, the Head of Department will advise the Director of Curriculum, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter.

The penalty in such cases is the award of 0 marks for the task.

Students who fail to attend an Examination due to an alleged misreading of the timetable will not be able to undertake the Examination at a later date and will be awarded 0 marks.

**HSC students in Years 11 and 12 are warned that failure to submit or undertake Assessment tasks which contribute in excess of 50 percent of the final Assessment**

7 A “day” means any day of the week, including Saturdays and Sundays. Hence an Assessment due on Friday but handed in on the following Monday would be three (3) days late attracting a 50% penalty. Boys should note the provisions for electronic submission, and also note that, in emergencies, Assessment tasks can be handed in to the Boarding Master-on-Duty on a Saturday or a Sunday.
marks in that course will result in the Head Master advising the Board of Studies, Teaching and Educational Standards of their unsatisfactory completion of the respective course. This is a requirement of NESA in which the Head Master has no discretion. Such advice will automatically mean that the student will not receive a result for the subject involved. This in turn may prejudice the student’s eligibility for the HSC or Year 11 credential.

**ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS**

NESA defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others.”

Allegations of plagiarism or other forms of malpractice will be reported to the Director of Curriculum and Master of the Senior School, who will consult with the respective Head of Department to investigate the matter and, if proven, determine an appropriate penalty. The award of zero (0) marks may be deemed appropriate. The outcome in such cases will be conveyed in writing to the parents.

The School requires all students, prior to or upon entering Year 11, to complete the online course, *All My Own Work*, which addresses matters of academic integrity.

As a further reminder, Senior School students will be required to sign and date a statement of compliance upon submission of any Assessment task. However a student’s failure to sign this statement will not in any way excuse malpractice.

For examination and in-class test-style Assessment tasks, the wording will be:

*The School defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others.” I certify that my attempt at this Assessment task does not involve any malpractice or cheating.*

For Assessment tasks completed at home or not under examination conditions, the wording will be:

*I recognise that collaborative work in the preparation of an Assessment task is permissible, but that what I submit must be my own work, and certify that*

1. *this is my own work,*
2. *no part of my submission has been copied from any other source except where due acknowledgement has been made,* and
3. *I have taken reasonable care to prevent my work being copied by another student. *

**APPEALS RELATING TO ASSESSMENTS**

Appeals relating to the appropriateness of the marks awarded for any Assessment task should be directed to the respective Head of Department at the time of the return of the Assessment task. Should the matter not be satisfactorily resolved through the Head of

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8 See further in Appendix 4 of this Policy
10 Generally this means within one school day of the return of the marked Assessment task.
By the Department, the student may make further application for reconsideration through the Director of Curriculum.

For Year 12 HSC candidates, at the time of the announcement of the Rank Order at the conclusion of Year 12, boys have the right to appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the School’s records and the appropriateness of its procedures. Appeals should be directed in writing to the Director of Curriculum, who will advise the Academic Dean. The Academic Dean will convene the Appeal Committee, comprising the Chair of the Council Education Committee (or his/her nominee), the Master of the Senior School, the Academic Dean and the Head of Department. The boy and/or his parents will have the right to speak to the Appeals Committee in support of the Appeal, if they wish, but may not be present for the Committee’s deliberations. Should the boy not be satisfied by the ruling of the Appeal Committee he has the right of further appeal to the Board of Studies, Teaching and Educational Standards within the timeframe published annually by the Board.

**KEEPING OF MARKS**

It must be noted that final HSC Assessment marks submitted to NESA are strictly confidential and may not be communicated to students at any time. Students are, however, permitted to know their Rank Order in each course. For IB candidates, Assessment marks and Predicted Grades submitted to IBO are also strictly confidential and may only be communicated to students in very unusual circumstances.

**ESTIMATION OF THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

The School is not able to provide reliable estimates of the Australian Tertiary Admission Rank (ATAR). The final ATAR is calculated from data which have not yet been created while students are still at School, and to which the School has little or no access.

When an estimate of a student’s ATAR is required for an application for a scholarship or similar purpose, the Academic Dean will provide the best estimate which can be derived from the available data. However the School, the Head Master and the Academic Dean disclaim any responsibility for the accuracy of any such estimate, which is provided only to avoid disadvantage to Trinity students.

**‘N’ DETERMINATIONS – WARNINGS OF NON-COMPLETION OF COURSE REQUIREMENTS**

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that a student has:
1. followed the course developed or endorsed by NESA as per the relevant syllabus;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

If at any time it appears that a student is at risk of receiving an ‘N’ determination (non-completion of course requirements) in any course, the School will:
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 or guardian in writing (if the student is under the age of 18);
3. Request from the student/parent/guardian a written acknowledgement of the warning;
4. Issue at least one follow-up warning letter if the first letter is not effective.
SECTION 3
EXAMINATIONS IN MIDDLE AND SENIOR SCHOOL

MIDDLE SCHOOL

Other than for the purposes of national testing (NAPLAN), diagnostic testing and academic competitions, students in the Middle Schooling years do not participate in ‘block’ examination periods. Formal examinations in Years 7 to 9 are used as an important assessment strategy in some subject areas to provide key evidence of the levels of knowledge, understanding and skills achieved by students. These formal examinations are implemented within timetabled periods. This ensures the assessment needs of individual subject areas are appropriately met, without unduly impacting on teaching and learning time. This approach not only maximises academic outcomes, but also reflects appropriate emphasis on key examination skills as well as recognising the developmental and pastoral needs of Middle School boys. Where there is a need for a formal examination to occur outside of normal timetabled periods, Heads of Department may apply to the Head Master for this.

SENIOR SCHOOL

Students at Trinity Grammar School will all undertake very significant public examinations at the end of their schooling. The School regards it as vital that training for the demands of examinations should begin early. Hence formal examinations commence in Year 10.

Examinations are conducted as follows:

Year 10
- Yearly Examinations held towards the end of Trinity Term

Year 11
- Half-Yearly IB Examinations held at the beginning of Whitsun Term
- Yearly HSC and IB Examinations held towards the end of Trinity Term

Year 12
- Half-Yearly Examinations held (a) for IB students at the end of Lent term, and (b) for HSC students at the beginning of Whitsun Term
- “Trial” HSC or IB Examinations held during Trinity Term
- Higher School Certificate (HSC) or International Baccalaureate (IB) Examinations held during Michaelmas Term, as per examination timetables published by the respective authorities.

RULES RELATING TO EXAMINATIONS

Please note that rules relating to Absence, Failure to Undertake an Assessment task and Malpractice, outlined in Section 2, also apply to Senior School Examinations.
DISABILITY PROVISIONS

NSW Education Standards authority (NESA) and International Baccalaureate (IB) Arrangements
Both NESA and the IB have established procedures to assist candidates whose performance in Examinations may be affected by a physical or intellectual disability or problem. Applications to NESA are usually required by the end of Lent Term and must be submitted on-line by the School. However, applications to the IB must be submitted eighteen months prior to the respective IB Examinations, that is before May in Year 11.

As considerable evidence is required, students considering making such an application are advised to commence the process as early as possible. Nevertheless NESA has shown itself to be very flexible in accepting late applications where circumstances have obviously changed, and the IB is also as flexible as it is able to be.

NESA applications must be initiated through the office of Trinity Education Support Services (TESS). IB application forms are available from the IB Director. Assistance in completing the form should be sought, in the first instance, from TESS staff, although the Academic Dean, Master of the Senior School, Director of Curriculum, IB Director and other staff may be able to assist in particular matters.

Typical reasons for the granting of disability provisions include visual or auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes or asthma or psychological difficulties. Successful applicants will be granted provisions deemed appropriate by NESA or IB. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

Once NESA or IB has granted a disability provision, the School will also endeavour to make the same provision during its own Examinations and Assessment tasks.

In circumstances where boys have a temporary condition, such as an injury, which may affect School Assessments or Examinations but is not relevant for consideration by NESA or IB, they may apply to the Academic Dean for the temporary grant of appropriate disability provisions. Medical or other appropriate evidence will be required. The Academic Dean may grant such provisions at his discretion, or may grant other disability provisions deemed more appropriate to the circumstances.

Provisions in Years 7-11
In Years 7-11, the School seeks to mirror NESA’s Disability Provisions in its own procedures. Students in these years who believe they may be entitled to a Disability Provision for School Examinations and Assessment tasks should make their application on the form available from TESS. The School will then determine which applications will be approved. In this context the following should be noted:

- Appeals relating to the School’s determinations should be directed to the Master of the Middle School or Master of the Senior School (as appropriate), who will consult with the Academic Dean and the Director of TESS.

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Once granted, a School Disability Provision will generally remain in effect until the end of Whitsun Term in Year 12, by which time School determinations will have been superseded by determinations of NESA or IB.

The granting of a School Provision in Years 7-11 does not pre-determine the decision of NESA or IB should a Disability Provision be sought for the Higher School Certificate or IB.

Separate application is required for NESA or IB Special Educational Needs Provisions. This application is the responsibility of the student.

Administration of Disability Provisions within the School

Some Disability Provisions, such as the provision of a Writer and/or Reader, require considerable personnel resources which may, at times, be beyond the ability of the School to provide. To maximise the possibility of meeting the requirements of boys, the following procedures should be noted:

1. The TESS Department will be responsible for the administration of all Disability Provisions.

2. Boys with approved Disability Provisions are not required to take further action in relation to formal School Examinations. TESS personnel will endeavour to ensure that the requirements of all such boys are accommodated.

3. Boys requiring extra time for Assessment tasks (such as in-class tests) should notify their teacher as soon as such an Assessment task is notified. It will be the responsibility of the teacher to liaise with the Head of Department to accommodate the boy’s extra time internally. Separate supervision will not be provided.

4. For boys requiring a Reader and/or Writer or the use of a personal computer (or another provision requiring extra personnel) for Assessment tasks, it is the responsibility of the boy to advise the TESS contact person with at least EIGHT (8) school days’ notice of their need for this assistance. Failure to give adequate notice may prejudice the School’s ability to meet the request. Boys requiring assistance of this sort may be required to undertake the Assessment task at a different time (such as after School hours) from the remainder of the class to suit the requirements of the people assisting them. In the case of Middle School boys only, arrangements may be made for the boy to undertake the Assessment task at home under the supervision of his parents.

5. Where the use of a personal computer is allowed, the Director of Information Technology will be responsible for providing a computer. He will ensure that there is no inappropriate material stored on the computer, and will, so far as is possible, disable functions which are not permitted in Assessment situations. The following rules will apply:
   a. Students may not use functions such as spell checking or grammar checking, or other computer functions which may give them an advantage over candidates sitting a pen and paper examination. Cutting/copying and pasting, however, are permitted.
   b. Students are not to format their work beyond simple paragraphing and other conventions which would be accessible to students sitting a pen and paper examination.
   c. A computer calculator is not an approved calculator for the purposes of NESA Examinations.
   d. Simple drawing programmes are permitted where students are required to draw diagrams etc for an Assessment task.
e. The choice of software made available on computers used for this purpose will be made by the School.

f. For the purposes of ensuring compliance with these rules, students using personal computers may be closely supervised.

g. The School will not be responsible for technical failures which may occur at the time of an Assessment task or Examination.
SECTION 4
REPORTING TO PARENTS

PRIMARY

The purpose of reporting at the Primary level is to provide informative, timely and personalised information to parents about their son’s learning. At the conclusion of each Unit of Inquiry (every 6 weeks), an Interim Report is generated for students in Kindergarten to Year 6. An electronically generated (Synergetic) Interim Report that contains feedback about English and Mathematics in the form of bullet points. The bullet points focus on ‘Areas of Growth and Development Achieved’ (2 bullet points) and ‘Areas for Future Growth and Development’ (1 bullet point).

At the end of each semester, a Semester Report is generated which includes an indication of each student’s Achievement and Application (link to the students demonstration of the Approaches to Learning) for each of the Key Learning Areas. Written feedback is once again provided in the form of bullet points. The number of bullet points for each subject area varies in reporting on ‘Areas of Growth and Development Achieved’ and ‘Areas for Future Growth and Development’. The written feedback for English and Mathematics documented in the two Interim Reports from earlier in each semester is included in the students’ Semester Report. For each subject area there is a Scope Statement which summarises the expected learning. These statements are inline with the syllabus documents developed by the NSW Education Standards Authority. Comparative data is made available for parents (Kindergarten to Year 4). Comparative data is provided on the Semester Reports for students in Year 5 and 6.

Three-way Conferences involve students, parents and teacher. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples they have chosen to share, that have previously been selected with guidance and support from the teacher and could be from the student’s digital portfolio or workbooks. The student, parents and teacher collaborate to establish and identify the student’s strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. These notes may then be used for compiling written reports. All of the participants must understand the format and their roles prior to the conference.

Student Led Conferences form an important part of our Primary Years Programme (PYP) and the reporting of student learning. Student-led conferences provide the opportunity for learners to guide their parent(s)/ family members/ guardians, through their recent “journey of learning ‘. The objectives of the conference are: to highlight a student’s learning journey, articulate personal growth and challenges and celebrate achievements. The objective of student led conferences are:
1. To offer a more concrete and meaningful dimension to the concept of assessment for learning in which students, and subsequently their parents, would be more focused on the learning process as opposed to a summative assessment grade.
2. To give further meaning or significance and importance to the IB Learner Profile for the students themselves, i.e. that they are involved in reflecting upon themselves as learners.

3. To move the student to the centre of the report process. Moreover, to shift the focus of attention away from teaching and more on learning with teachers acting more as facilitators who are responsible for extending the learning process.

4. For students to use and demonstrate the transdisciplinary skills that they are inquiring into in a real and significant context.

5. To more directly involve subject specialist teachers in the report process and give greater significance and importance to their subject areas by helping parents to understand a little more about the learning that takes place in each of these subject areas.

The PYP Exhibition is a culminating assessment experience for students in their final years of the PYP. The IB Standards and Practices require that the School ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition. It requires that each student demonstrate engagement with the five essential elements of the programme; knowledge, concepts, skills, attitudes and action. It is a transdisciplinary inquiry conducted in the responsibility of personal and shared responsibility as well as a summative assessment task as students move from their primary years into secondary schooling. The Year 6 Exhibition takes place towards the end of the year and involves the collaboration of students, teachers (Year 6 classroom teachers, specialist subject teachers and specialist support teachers), mentors (often teachers and administrators from within the school community) and parents (who act as encouragers/support and sometimes mentors throughout the process).

Middle and Senior

Parent-Teacher Interviews
Opportunities for discussion between parents and their son’s teachers are regularly organised by the School following the issue of Semester 1 and End of Year Reports, as well as at some other appropriate times for particular year groups. These occasions are generally arranged in accordance with the following pattern:
- Years 7 to 10: Parent-teacher interviews in Whitsun term.
- Years 11 and 12: Parent-teacher interviews in Lent term and Whitsun term.
- Years 8 to 12 (new academic year): Housemaster interviews in Michaelmas term

Formal School Reports
The School formally reports on student progress three times each year:
- a Mid-Semester 1 Report for Years 8-12 at the end of Michaelmas Term
- a Semester 1 Report for
  - Years 8, 9 and 10, issued at the end of Lent Term
  - Year 7, issued during Whitsun term
  - Years 11 and 12, issued in Whitsun term
- an End of Year Report for
  - Year 12: Following the Trial HSC and IB Examinations in Trinity Term, a draft Report is emailed to parents. This Report is complete except for Ranks and the Head Master’s comment. The complete Report is published at the beginning of Michaelmas term.
Years 7-11 at the beginning of Michaelmas Term

**Mid-Semester 1 Reports** will use letter grades (E Excellent, G Good, S Satisfactory, N Not Satisfactory) to provide a “snapshot” of a student’s progress early in a course. Marks will not be reported and the focus will be each boy’s progress within his own class group.

**Semester 1 Reports** will provide information concerning the student’s progress within each course, including a mark. Marks will be comparable across classes within the same course. For Years 7-11, Grades (A+ to E-) will also reflect the student’s achievement within the course and will be used to calculate the Grade Point Average (GPA). The following additional information will be provided for each course:

- **Course Mean**
- **For Years 7-10, Place in Class, and either Place in Course (top 50%) or Course Quartile (next 50%)**
- **For Years 11-12, Place in Course**
- A number of statements indicating the degree to which the student is succeeding in his study of the subject.

Co-curricular involvement will also be reported.

**End of Year Reports** will provide detailed information concerning the student’s progress within each course, including a mark and, in most cases, teacher’s comment. In the case of Year 7 subjects which are taught only one period each week, the comment will be replaced by a number of statements indicating the degree to which the student is succeeding in his study of the subject. Marks will be comparable across classes within the same course. For Year 7-11, Grades (A+ to E-) will also reflect the student’s achievement within the course and will be used to calculate the Grade Point Average (GPA). The following additional information will be provided:

- **Course Mean**
- **For Years 7-10, Place in Class, and either Place in Course (top 50%) or Course Quartile (next 50%)**
- **For Years 11-12, Place in Course**

Co-curricular involvement will also be reported. End of Year Reports will include a comment by the Tutor, Housemaster and the Head Master (or his nominee).

**Final Marks for Reports**

Final marks for Reports each semester provide a numeric summation of the student’s achievement in relation to the required Outcomes of the course at that stage. The procedures described here have been modelled on the requirements of NESA as they apply to the former School Certificate and the Higher School Certificate.

**Middle School (Years 7-9)**

Final marks for reports will be derived from a wide range of measures including Examinations, Common Tests and Assessment tasks, and class work directly related to course Outcomes, as determined by the Head of Department. The Head of Department will ensure that appropriate moderation procedures are used to ensure that all component marks are comparable across classes; unmoderated class marks will not be included.
The Final mark for the End of Year Report will reflect the work of the entire academic year, but with much greater emphasis on the student’s achievement by the end of the Semester 2.

It is the responsibility of the Head of Department to ensure that, as far as possible, Final marks are an accurate reflection of each boy’s achievement of the Course Outcomes. Hence the Head of Department may exercise appropriate professional judgment in finalising marks to ensure that this requirement is met and that marks reflect an appropriate pattern of Grades.

**Senior School (Years 10-12)**

At the end of Semester 1, only a small portion of the published Assessment Programme has been completed. The Head of Department has the responsibility of ensuring that marks entered on School Reports are as accurate a reflection as possible of the student’s achievement of the Course Outcomes at that stage. Hence (s)he may exercise appropriate professional judgment in finalising marks to ensure that this requirement is met. Such an exercise of professional judgment may take account of other evidence of achievement such as moderated class marks, but will be consistent with the overall balance and intent of the Assessment Programme.

Final marks for End of Year Reports for Years 10 and 11, and Year 12 IB, will be derived only from Common Assessment tasks and Examinations as stipulated in the published Assessment Programme for Year 10, Year 11 or IB. The Final Report mark will reflect the boy’s achievement throughout the year for boys in Year 10 and Year 11 and 12 HSC students, although the emphasis will be on his achievement at the end of the Course. For boys in Years 11 and 12 IB, reporting in the IB will be Semester-based, with the Semester 2 Report reflecting only work completed in the second half of the course.

The Head of Department may exercise appropriate professional judgment in finalising marks to ensure that they do accurately reflect each student’s achievement of the Course Outcomes at the end of the course.

Final marks for End of Year Reports for Year 12 HSC will be derived from the full year’s work. However, as final Assessment marks are required by NESA to remain confidential, they cannot be reported by the School. Hence marks reported on the final Year 12 HSC School Report may reflect a slightly different “mix” of marks. Nevertheless the Rank reported will be derived exclusively to the HSC Assessment Programme.

Descriptors used in the IB Semester 1 Reports will reflect the IB Approaches to Teaching and Learning (Chris Barnes to distribute guidelines and samples). Marks used for IB Reports reflect Grade boundaries, with the Report also including an Early Grade Indicator (1-7) for Year 11 Reports, and a Grade Indicator (1-7) for Year 12 Reports.

**Numeric value of reported marks (Middle and Senior School)**

The School’s reported marks for Years 7-12 reflect current Board of Studies, Teaching and Educational Standards policy, that satisfactory performance in a subject will result in a mark between 50 and 100. The only exception is for marks for International Baccalaureate candidates in Years 11 and 12.
It is important to note that there are significant implications of this particular mark range. Some of these are:

- A mark of less than 50 is an unsatisfactory performance. Given that, in the Higher School Certificate, only a tiny percentage of students in NSW will earn a mark of less than 50 in any subject, such a mark must be regarded as a very serious indicator of inadequate performance. The award of a mark below 50 may result in a review by the Head of Department.
- Marks which, under previous arrangements, may appear average or satisfactory, may actually represent performances considerably below average. Students and their parents are warned not to succumb to complacency based on a misunderstanding of what reported marks actually mean.
- Assessment marks submitted to NESA for Year 12 HSC candidates are not required to reflect any measure of satisfactory performance. The School reserves the right to use the full range of 0-100 for reporting Assessment marks. As Assessment marks are required to be confidential, this will not be something of which students will be aware. However, it is important that they understand that their reported marks may be markedly different from their Assessment marks conveyed to NESA.

In the case of International Baccalaureate candidates, Heads of Department are required to use the IB’s published criteria to determine the appropriate Grade level at which the student is working, then to map Final marks to reflect the general patterns contained in the most recently published Grade Boundaries, which are disseminated by the Director of the IB.

**Consistency of marking**

Heads of Department have responsibility to ensure that appropriate marking procedures are followed to ensure a consistency of marking across different classes within the same course.

Particular care is exercised with Year 12 Assessment tasks and Examinations. In all Year 12 Examinations, HSC students use candidate numbers instead of names. Numbers are not converted to names until marking has been finalised.

In each Department, the Head of Department oversees the administration of procedures to safeguard the integrity of marking. While these procedures vary from Department to Department, depending on the nature of the student work being assessed and other factors, the common purpose is to ensure, so far as is possible, that there is a consistency of marking. Procedures include

- one marker only marking an entire question or task
- pilot marking (i.e. teachers mark in teams until all are in agreement regarding the standard)
- double marking (i.e. two teachers mark each paper)
- check marking (i.e. a teacher sample checks the marking of others for consistency)
- group marking (i.e. teachers mark in teams, discuss standards and check each other’s marking)
- employment of external personnel to mark, double mark and/or check mark
- student checking of marking
Each Head of Department is responsible for developing a policy in relation to this matter, and ensuring that staff are aware of it and implement it on all occasions.

**Grades and the Grade Point Average – Years 7 – 10 and Year 11 HSC only**

For Semester 1 and End of Year Reports, Heads of Department allocate a Grade to reflect each student’s academic achievement within each course. There is no predetermined pattern of Grades but, where applicable, Heads of Department are encouraged to inform the pattern of Grades awarded by reference to the history of the pattern of Grades in their respective subject areas. Generally, Heads of Department maintain a reasonable consistency in the pattern of Grades awarded, exercising discretion to account for the differing ability levels of particular cohorts of students.

**Meaning of Grades**
The meaning of Grades allocated to boys is based on guidelines published by the Board of Studies, Teaching and Educational Standards, but adapted to the appropriate level for each Year group. These guidelines are as follows:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B range</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C range</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D range</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E range</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
</tbody>
</table>

**Allocation of Grades and Marks for the Extension and Honours Classes (Years 8-10)**
The principle underlying the allocation of Grades for Reports in Years 7-10 is that they should, broadly, reflect the levels of achievement the School expects from each Year group at the end of Year 10. Despite their differing experiences in Years 8-10, the Extension and Honours class boys must nevertheless be accessible to comparison. It is thus logical that Extension and Honours class boys should be included in the allocation of Grades for the whole Year group, and that their marks be comparable with those of boys in the other classes.

Nevertheless it is also important that the School report on each boy’s achievement across the entire range of outcomes for the Extension / Honours course, not just those which are tested in common with the Main stream.
To give expression to these principles, the following procedures are applied in each Extension subject:

1. Extension and Honours class boys undertake some or all Assessment tasks in common with the Main stream. The Head of Department is responsible for determining what is required to achieve a valid basis for comparison.

**Semester 1:**
2. A range of assessment information, including common Assessment tasks, forms the basis for determining what range of Grades may appropriately be allocated to the Extension and Honours classes as a group. The allocation of the individual Grades to individual boys is based on each boy’s achievement of the outcomes for the entire Extension/Honours course. Heads of Department may exercise appropriate professional judgment to ensure that Grades allocated reflect boys’ levels of achievement as accurately as possible.
3. Marks are moderated to reflect the Grade awarded, in accordance with the procedures outlined elsewhere in this Policy.

**Semester 2:**
4. The End of Year Report will report the mark and Grade earned by the Extension and Honours class students in the common Assessment tasks only, so that marks and Grades are comparable across the Year group.
5. In the comment section of the Report, teachers may provide an additional mark, where appropriate and where authorised by the Head of Department, to report on the extra work undertaken by the Extension class. However, in Mathematics, a separate entry for the Extension / Honours work is made. In this entry, a mark and place are provided, but no additional Grade or teacher’s comment.
6. Decisions regarding first place in the Year group for any subject will be based solely on the results of common Assessment tasks, although, where appropriate, Heads of Department may consider a boy’s achievement in the Extension or Honours class work to differentiate between boys who are very close on common measures.

**The Grade Point Average**
The GPA averages subject Grades and presents the average as a number in the range 0-15. It should thus be understood as a summative measure of the student’s achievement in the curriculum he has undertaken, and at his level of ability. GPAs are not comparable between students because different students do different subjects of differing levels of difficulty. However a student who improves his GPA from one Report to the next has shown that he has improved his own level of achievement.

**Determining Final Grades for Stage 5 and Year 11 Course Candidates**
NESA has published course performance descriptors for each course at Stage 5, and a generic set of descriptors covering all Preliminary courses. They describe the main features of a typical student’s performance at each Grade measured against the syllabus objectives and outcomes for the course.

Heads of Department will make a judgment regarding the most appropriate Grade for each student on the basis of available Assessment information and with reference to the
relevant performance descriptors. The descriptors are to be interpreted in terms of standards that can be achieved by Stage 5 students / Year 11 students within the bounds of the course. In the case of Stage 5, the same course performance descriptors apply to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10. Objectives from the affective domain (i.e., values and attitudes) must not be used in determining a student’s Grade.

Generally, the Head of Department’s decisions will be based on the order of merit resulting from the candidates’ completion of the Assessment Programme for the respective subject. Grade boundaries will be determined by the course performance descriptors and by reference to the NESA on-line Assessment Resource Centre (ARC).

However, before Grades are finalised, the Head of Department must review the initial Grades to ensure that no anomaly has occurred, particularly in the case of students close to the Grade boundaries established. An “on balance” judgment is required.

An “on balance” judgment involves the exercise of professional expertise and experience to determine to which performance Grade each student’s overall results point. Heads of Department should consider the following points:

- The final on balance judgment will take into account strengths and weaknesses in performance across a range of contexts and over a period of time, considering evidence from all Assessment activities.
- Where evidence is not consistent, the nature and quality of the various tasks should be considered rather than just the amount of evidence.
- Each Grade description should be considered alongside descriptions for adjacent Grades.
SECTION 5
AWARDS

AWARDS BASED ON THE GRADE POINT AVERAGE

At the commencement of Whitsun and Michaelmas Terms, the Head Master, on the advice of the Academic Dean, presents an Academic Excellence Citation to every boy who achieved a GPA of 13 or greater in the most recent Report. Although Year 12 students, and Year 11 IB students, are not allocated Grades, the Academic Dean provides a “notional” GPA for these students for the sole purpose of issuing Academic Excellence Citations to students who are deemed to merit this.

On the advice of the Masters of the Middle and Senior Schools, the Head Master also presents an Academic Achievement Citation to boys who have achieved a significant improvement in their GPA.

OTHER ACADEMIC CITATIONS

From time to time the Academic Dean may recommend to the Head Master that he present a boy with an Academic Citation for meritorious achievement.

Such recommendations involve the following procedures:

1. Heads of Department may present Department Awards to students for outstanding academic achievement within their Department. Policies for making such awards are developed by each Head of Department, but reflect the fact that a Department Award is highly regarded and not easily earned. However, the intention is that any student may earn a Department Award for work which is outstanding at his own level of ability.
2. When a student has received five (5) Department Awards, from at least three (3) different Departments, he may apply to the Academic Dean for an Academic Citation.
3. The Academic Dean will assess the application and advise the Head Master to make such a presentation at a Head Master’s Assembly or other suitable occasion.

AWARDS FOR SPEECH DAY

The following awards are made at the annual Speech Day:

- Dux of each Year group from 7 to 12\textsuperscript{11}
- First Place in each Subject for each Year group\textsuperscript{12}

\textsuperscript{11} The Dux in each Year Group 7 – 12 will be determined by the Head Master on the advice of the Academic Dean and the Academic Committee. Nominations from the Masters of the Middle and Senior Schools, Director of Curriculum, Director of the IB and Heads of Department will be reviewed by the Academic Committee, and a recommendation made based on a range of criteria including: final marks gained, aggregated total mark, GPA, subjects studied and other relevant factors.

\textsuperscript{12} A “Subject” means a distinct area within the curriculum, e.g. English, Mathematics, Computing Studies. In some Subjects there are different courses. Generally the prize will be awarded to the student who earns first place in the most demanding course. In Years 11 and 12 this general rule may be varied by the Head of Department in consultation with the Academic Dean. The Head Master reserves the right not to award any
• General Proficiency Awards for boys in each Year group from 7 to 12. In exceptional circumstances, the Academic Committee may advise the Head Master to make a special award to a boy whose achievements appear not to be reflected adequately by the above awards.

**SCHOOL COLOURS**

The Head Master, on the advice of the Academic Dean and the Academic Committee, may award School Colours at the end of the academic year as follows:

**Full Colours**
Dux/Duces of any Year Group 7 – 12. In Years 11 and 12, the IB Dux/Duces will also be entitled to Full Colours.

**Half Colours**
Boys whose achievement in any Year Group 7 – 12 is of the highest order of merit (1-2 from each Year Group). Where there is more than one Dux, Half Colours will not generally be awarded.

**Line**
Boys whose achievement in any Year Group 7-12 is of a very high order of merit (5-8 from each Year Group)

**SCHOLARS’ ASSEMBLY**

Each year, at the beginning of Lent Term, the Head Master convenes a Scholars’ Assembly, at which he acknowledges the achievement of outstanding scholars from the most recent Higher School Certificate and International Baccalaureate Examinations.

Criteria for inclusion at the Scholars’ Assembly are as follows:

1. An ATAR greater than or equal to 99
2. A reported HSC mark of 100 in any 2 unit Board Developed Subject, or 50 in any 1 unit Board Developed Subject, or being named first in the State in any subject.
3. Naming as an HSC All-Round Achiever.
4. An IB mark of 40 or higher.

prize at his discretion, or to award a single prize for several subjects (e.g. a Classics Prize). First place will be determined by the final Assessment marks. Where a group of subjects is involved, the Head of Department, in consultation with the Academic Dean, will determine the most meritorious student(s), taking account of the Assessment marks and the relative difficulty of the subjects in question. In the case of Year 12 only, where subjects are so grouped, students who achieve first place in one of the courses, but are not awarded the Prize, will receive a Head Master’s Citation. Head Master’s Citations will not be presented on Speech Day, and will not render the recipient ineligible for a General Proficiency Award.

13 The purpose of General Proficiency Awards is to encourage boys whose overall academic achievement is highly meritorious, but who would not receive Subject Prizes. The Head Master may award General Proficiency Awards (up to about ten for each Year group 7-12) based on advice from the Academic Dean and Academic Committee.

14 Most students undertaking either the HSC or IB course will be eligible to apply for an ATAR. Eligibility to be presented at Scholars’ Assembly in this category is dependent on the student applying for and receiving an ATAR. Documentary evidence of the ATAR achieved may be required by the School.
5. Selection of an HSC work for inclusion in *Art Express, Encore, On STAGE* or *DesignTech* display (or equivalent avenues of public recognition which may be developed).

6. IB distinctions commensurate with (5).

7. Winning a major University scholarship.

8. Winning a highly competitive cadetship, grant or similar award based substantially on academic performance.

9. At the discretion of the Head Master, HSC students who have not qualified for Scholars’ Assembly under any of the above criteria, but who are publicly named as having achieved a place within the top twenty students in the State in any subject, will be considered for Scholars’ Assembly. The Head Master’s consideration will include, but not be limited to, the total State candidature for the subject in question.
Appendix 1
Academic Honesty

Trinity Grammar School is committed to the principles of academic honesty, which are grounded in the School’s mission statement and IBO learner profile attributes, specifically to promote personal integrity and excellence in teaching, learning and assessment. This policy guides effective and informative academic honesty practices at Trinity Grammar School with the aim that teachers, parents and students use information responsibly and demonstrate ethical academic behaviour. We also aim to develop a lifelong appreciation and acknowledgement of the importance of personal responsibility, integrity and academic honesty.

The School has developed, and implemented an Academic Honesty Policy, that is consistent with IB and School expectations. Academic honesty is embedded in the IB Programme standards and practices (2014). C3.4 Teaching and learning promotes the understanding and practice of academic honesty. This policy should be read in conjunction with the Trinity Grammar School Academic Policies and Procedures document.

Definitions

Academic Honesty:
Academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act (IB learner profile in review; report and recommendation April 2013). “Students are encouraged to inquire and to think critically and creatively, and to present their thinking in a variety of ways. They should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding and thinking transparent.” (Academic Honesty in the Diploma Programme).

Academic malpractice/misconduct:
The International Baccalaureate Organisation defines academic misconduct as “behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components”. The NSW Education Standards Authority (NESA) defines malpractice, or cheating, as “any activity that allows students to gain an unfair advantage over other students”. The kernel of both definitions relates to the unfair advantage which may be gained, or may be intended to be gained, by the behaviour of a student. This is the broad principle which will be applied by the School in any investigation or adjudication of alleged malpractice. The School will not enter into legalistic arguments if this broad principle has been breached.

Examples of academic malpractice or misconduct include:
● Plagiarism: is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit
acknowledgement. This includes copying someone else's work in part or in whole, and presenting it as their own. It also includes building on the ideas of another person without reference to the source. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. The reuse of significant or identical (or near identical) portions of your own work, without acknowledgement, is another form of plagiarism, defined as self-plagiarism.

- **Collusion**: is a form of plagiarism and occurs when work is produced in conjunction with other people and is then presented as the student’s own work. Collusion can also occur when a student allows their work to be copied or submitted for Assessment by another.

- **Forbidden aids**: this would include the bringing into an examination situation of secret notes, written or electronic, whether or not they are used; or the bringing into an examination situation any potentially helpful electronic device not specifically allowed, whether or not it is used.

- Other examples of academic malpractice or misconduct include:
  - Taking unauthorised material into an examination.
  - Behaviour that disrupts or distracts other students during an examination.
  - Stealing examination materials.
  - Impersonating another student.
  - Submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially.
  - Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
  - Paying someone to write or prepare material.
  - Breaching school examination rules.
  - Using non-approved aids during an assessment task.
  - Contriving false explanations to explain work not handed in by the due date.
  - Assisting another student to engage in malpractice.
  - Disclosure of information to, and receipt of information from, candidates about the content of an examination paper (including 24 hours before or after IB examinations with others outside the School community).
  - Presentation of the same work for different assessment components and/or IB Diploma requirements.
  - Falsifying IB CAS records.

**Rights and Responsibilities of Students**

*Students have the right to:*

- be assisted in developing personal responsibility for learning.
- receive clear guidelines relating to academic honesty and how to use correct referencing.
- be informed of what constitutes academic malpractice/misconduct.
- be informed of an alleged breach of academic honesty.
- be informed about procedures in the case of an allegation of academic fraud.
malpractice/misconduct.
- be given the opportunity to submit a written and/or oral defence and to have a
  parent present at investigations.

**Students have the following responsibilities:**
- become familiar with and follow academic honesty requirements set by the School.
- complete the School’s All My Own Work Canvas Course (modelled on the NESA All My Own Work course) by the end of Term 1 in Year 10.
- not to engage in behaviour that could be considered as academic malpractice/misconduct.
- make clear which words, ideas, images and works are not our own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- give credit for copied, adapted and paraphrased material.
- when using text, make clear where the borrowed material starts and finishes.
- make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography (or reference list/list of works cited).
- seek assistance from teachers and/or library staff in the use of correct referencing.
- when provided, complete and sign the School’s Assessment cover sheet and/or the IB IA, EE, TOK or Written Assignment cover sheet, declaring the work submitted is their own.
- demonstrate good digital citizenship and follow the School’s netiquette guidelines (see Appendix A).

**Rights and Responsibilities of Teachers**

**Teachers have the right to:**
- be supported in the promotion of academic honesty and ways to help develop student personal responsibility for learning
- be informed of what constitutes academic malpractice/misconduct.
- receive clear guidelines relating to academic honesty and how students should reference.
- be informed about procedures in the case of an allegation of academic malpractice/misconduct.

**Teachers have the following responsibilities:**
- to become familiar with and follow the academic honesty requirements set by the School and reinforce these requirements with students.
- to model academic honesty.
- provide access to tools which may be used to assist them to monitor their own work, such as Turnitin.
- to guide students on academic writing and on how to reference correctly.
- ensure students complete an Assessment cover sheet declaring the work submitted is their own.
- inform their Head of Department, who will then follow the procedures in the case of an allegation of academic malpractice/misconduct.
RIGHTS AND RESPONSIBILITIES OF THE SCHOOL

The School has the right to:
- apply the academic honesty policy when investigating or adjudicating alleged malpractice/misconduct.

The School has the following responsibilities:
- promote awareness and clarity about academic honesty and malpractice/misconduct.
- promote access to the School’s academic honesty policy and procedures via the School’s Community website.
- provide age-appropriate guidance to promote and support academic honesty.
- provide ongoing professional development of teachers in academic honesty requirements and procedures.
- ensures that cultural and language differences are taken into consideration when communicating the importance of academic honesty to the members of the School community.

RIGHTS AND RESPONSIBILITIES OF PARENTS

Parents have the right to:
- be informed about the importance of academic honesty.
- be informed of what constitutes academic malpractice/misconduct.
- be informed of an alleged breach of academic malpractice/misconduct against their son.
- be informed about procedures in the case of an allegation of academic malpractice/misconduct.

Parents have the following responsibilities:
- to encourage and support academic honesty.
- to encourage their son to plan each assignment.
- provide support with the scheduling of their son’s work.
- to be become familiar with the academic honesty requirements set by the School.
- encourage their son to ask their teacher for advice if they are having difficulty with their work.

ACADEMIC HONESTY IN THE PRIMARY YEARS PROGRAMME

Attributes of the IB learner profile and the PYP attitudes are employed in the Primary Years Programme at Trinity Grammar School when implementing models of academic honesty for students. These models support the Approaches to Learning, classroom and homework practices, group work and other activities. These practices are clearly communicated to all members of the School community and are modelled at age appropriate levels.

To assist students in developing personal responsibility for learning, the School employs the use of the Approaches to Learning (self-management skills, social skills, communication skills, thinking skills and research skills) across the curriculum to further develop the tools necessary to maintain academic honesty. All educators collaborate to develop the
Approaches to Learning and to reinforce the concept of academic activity through all teaching, learning and assessment practices.

School staff also emphasise the ethical use of information when students engage in the inquiry process. They also ensure that the articulation of academic honesty occurs beyond the primary classroom. Thus ensuring consistent expectations of students in developing a lifelong process that emphasises the importance of personal responsibility, integrity and academic honesty.

Classroom and specialist teachers articulate what academic honesty means in specific terms. Clear guidance is provided throughout the teaching and learning process, including both internal and external learning engagements. This process is inclusive of our parent community as they are provided with regular and frequent examples of this academic policy, and strategies for encouraging student engagement, integrity and responsibility.

**ACADEMIC HONESTY IN THE MIDDLE SCHOOL**

Students in the Middle School are guided in further developing personal responsibility for learning. Classroom teachers, and specific sessions in the Life Skills programme, emphasise the ethical use of information and the importance of personal responsibility, integrity and academic honesty.

Allegations of academic malpractice/misconduct by boys in the Middle School will be reported to the Master of the Middle School who will consult with staff to investigate the matter and, if proven, determine an appropriate consequence. The outcome in such cases will be conveyed to the parents.

**ACADEMIC HONESTY IN THE SENIOR SCHOOL**

All work presented in Assessment tasks and external examinations (including submitted works and practical examinations) must be a student’s own or must be acknowledged appropriately. Malpractice/misconduct, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate, IB Diploma or Record of School Achievement results.

**All My Own Work**

All Year 10 students complete the programme ‘All My Own Work’ during the Year 10 Academic Conference. It is a compulsory requirement for students to complete this course before enrolling in any Preliminary, HSC or IB course. The programme is designed to help students follow the principles and practices of good scholarship, as well as learn about penalties for cheating and how to avoid malpractice when preparing their work for their HSC/IB assessment tasks. It uses a mix of teaching and learning strategies with all module content and quiz material has been adapted from the NESA programme ‘HSC: All My Own Work’ and the IB’s ‘Academic Honesty in the IB Educational Context’ document.

The programme's content is divided into five (5) modules:
1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

HSC and IB Assessment tasks, including independent research projects and major works, are likely to be the most challenging learning students will undertake during their time at school. The All My Own Work modules guide them through the research skills and study habits necessary to complete Assessments tasks with confidence and demonstrate their commitment to academic honesty.

**ACADEMIC HONESTY CONTINUUM OF EXPECTATION PK-12**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Key Student Expectations</th>
<th>IB Learner Profile</th>
</tr>
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</table>
| Early Stage 1 | PYP learners’ are encouraged to:  
• use a range of sources  
• acknowledge how they have used others’ work  
• be reflective in the research process  
• discuss the value of academic honesty  
• accept responsibility for their own learning | Learner Profile:  
- **Knowledgeable** about academic honesty and the consequences of their actions. Know how and where to find information, and how to select, organise and communicate it to others.  
- **Communicators** through the inclusion of reference lists that acknowledge sources of ideas and information. Asks for assistance when needed.  
- **Principled** by being honest, showing integrity and abiding by the school academic honesty policy.  
- **Balanced** in the range of literature and digital resources they use in their research.  
- **Thinkers** by being critical and discerning when selecting resources. Synthesises and creates new thoughts and ideas.  
- **Reflective** in the research process and able to identify strengths and limitations of their own learning.  
- **Risk-takers** by challenging their own understandings and beliefs.  
- **Inquirers** by conducting |
| Stage 1 | Students in the Middle School are expected to:  
• track and use of a range of sources  
• formally acknowledge the use of others’ work  
• be reflective in the research process and take independent action to develop learning skills  
• understand the value of academic honesty and the implications of malpractice  
• act with integrity and honesty, and accept responsibility for their own learning | |
| Stage 2 | Students in the Senior School have a responsibility to:  
• track, evaluate and use a broad range of scholarly sources  
• consistently apply formal referencing techniques  
• be reflective in the research process and employ proficient | |
| Stage 3 | | |
| Stage 4 | | |
| Stage 5 | | |
| Stage 6 | | |

Trinity Grammar School Assessment Policy 19th Edition November 2017
Allegations of academic malpractice/misconduct by boys in Years 10, 11 or 12 will be reported to the Director of Curriculum and the Master of the Senior School, who will consult with the respective Head of Department (and Director of the IB where applicable) to investigate the matter and, if proven, determine an appropriate penalty. Parents will be informed of and alleged breach of academic malpractice/misconduct against their son, the procedures that will be followed, and the outcome for their son in writing. The consequences of academic misconduct/malpractice may include:

- zero (0) marks awarded.
- partial loss of marks.
- requirement to redo and resubmit the task.
- receipt of a warning letter, notifying possible ineligibility for the HSC, IB Diploma or Record of School Achievement in a course.

In the case of suspected academic malpractice/misconduct, students may be required to provide evidence that their work is entirely their own. Such evidence might include, but not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Due process and procedural fairness principles will be followed in dealing with such allegations. To the extent that a proper investigation allows, allegations of malpractice/misconduct, and their outcomes, will be kept confidential, except for communication with the Housemaster and/or Deputy Master for pastoral care of the student.
Students who indicate that they do not believe that a fair decision has been reached will be advised of their right of appeal, which is to the Academic Dean. The Academic Dean will convene an Academic Honesty Committee which may consist of the Head Master, the Deputy Head Master, the Master of the Senior School, the Director of Curriculum, (the Director of IB for IB-specific matters) and a member of the Senior School relevant to the Assessment task as required.

**Higher School Certificate and Record of School Achievement Specific Procedures:**
1. **Warning letters:** Students who fail to meet assessment requirements will be notified in writing by the Director of Curriculum. N awards will also be given in accordance with NESA guidelines.
2. **Reporting Malpractice:** The NSW Education Standards Authority requires that the School enter all cases of proven malpractice in HSC courses in an on-line register. The register does not, however, require that the name of the student be identified.

**International Baccalaureate Diploma Programme Specific Procedures:**
1. **School-Based Assessments**
   School-based assessment is used by teachers to indicate how well the student is progressing in the course. These may replicate IBO style assessments (for example tests and research assignments) or may be of an alternative nature (for example reflective diaries). School-based assessment is required to assist teachers provide the information required by the IBO. Students need to understand that School-based assessments are not optional. All Diploma candidates must undertake and complete all requirements for School-based assessments. Peer and self-reflection/evaluation are regularly incorporated into the assessment for learning cycle. Late submission of School-based assessment tasks may result in a warning letter sent home and/or a comment in the student’s School Report. All submitted work is marked against specific marking criteria and feedback is given according to the standard of work submitted. No penalty for late submission in the form of loss of final IB marks/grades will be made, but the Director of IB will be notified of every case of late submission.
2. **Internal Assessment**
   Internal Assessment (IAs) are set according to the requirements of each course and follow IBO guidelines. Internal Assessments count towards the final course grade. Each course has a different weighting for its IA as a proportion of the final mark. Internal Assessment requirements must be fulfilled by students by the submission dates set by the School. Internal assessment due dates are set out in the “Assessment Information for Diploma Candidates” booklet published by the School in early Term 4 for Year 12.
3. **Additional Assistance to Students for IAs**
   Syllabus documents and the Handbook of Procedures for the Diploma Programme contain details of the extent to which teachers can assist students completing Internal Assessments and supervising extended essays. This also applies to teachers who are not a student’s course teacher. Students must read this document and understand the role of teachers in the preparation of Internal Assessments.
4. **Academic Infringement and Malpractice**
   There are two forms of Academic Malpractice as identified by the IBO: Academic Infringement and Academic Malpractice. Students suspected of Academic Malpractice
risk not being awarded their Diploma. Students found to breach Academic Honesty in a School-based assessment or in a draft Internal Assessment (Academic Infringement) will be required to redo the assessment and submit it in accordance with the instructions of the Director of IB. This may require the student submitting an alternative question or task.

5. **Failure to submit Internal Assessment Requirements**

Students failing to submit Internal Assessment requirements by the due date and with no valid reason will be awarded an N or F grade and a zero mark for that component. The award of an N grade will prevent a student from gaining a Diploma.

6. **Academic Warning Letters**

Academic warning letters are used to inform students and parents about:
- Late or non-submission of Internal Assessments, components or drafts
- Late or non-submission of school based assessments
- Continued absence from class
- Non completion of CAS requirements

7. **Extensions**

If an illness or misadventure occurs during the preparation of an Internal Assessment Component, appropriate medical or other documentation must be presented if a student is applying for an extension. Extensions can only be granted by the Director of IB and will not be granted if a student is sick on the date an assessment task is due.

8. **Reporting Misconduct**

The Director of IB must inform the IBO if a student is suspected of academic misconduct after the student’s work or Internal Assessment mark has been submitted to the IBO. In such cases, or when an examiner suspects academic misconduct, the School is required to conduct an investigation and provide the IBO with relevant documentation concerning the case. Students suspected of academic misconduct will present to the Director of IB a written explanation or defence. Cases of suspected academic misconduct are presented to the IBO’s final award committee, which reviews the evidence and decides whether to dismiss the allegation, uphold it or ask for further investigations to be made. If the final awards committee deems evidence of academic misconduct insufficient, the allegation is dismissed and a grade awarded in the normal way. If the final awards committee decides that case of academic misconduct has been established, no grade is awarded in the subject(s) concerned. No diploma will be awarded to the student but a certificate will be awarded for other subject(s) in which no misconduct has occurred.

**REFERENCES**

- NSW Education Standards Authority, “Assessment Certificate Examination (ACE)”
APPENDIX 2
SPECIAL CONDITIONS RELATING TO VOCATIONAL EDUCATION COURSES

APPLICATION

This Appendix outlines the special conditions which apply for Vocational Education courses offered at Trinity Grammar School.

Unless specifically stated in this Appendix, all rules relating to Assessment and Examinations which appear elsewhere in this Policy also apply to Vocational Courses.

Further details of matters specifically related to Vocational Education are published in a separate handbook relating to the Trinity Registered Training Organisation (RTO).

ASSESSMENT OF COMPETENCIES

Assessment for Vocational Courses involves the testing of competencies. Assessors and trainers are required to have the appropriate qualification, generally a Certificate IV in Training and Assessment, to be able to assess a student’s competence.

A competency is a skill or set of skills required to achieve an outcome required by the course. The competencies required by Vocational courses are determined by Industry bodies and have national application. To complete a Vocational course, a student must be able to demonstrate achievement of all the required competencies. Although pragmatic allowances may be made, wherever possible, for illness and misadventure, in no circumstances can students be exempted from their obligation to demonstrate achievement of the required competencies.

VET courses are competency-based. No internal assessment mark is required for these courses. However, a Trinity Assessment programme is created for Reporting purposes. The Board of Studies, Teaching and Educational Standards and the Australian Quality Training Framework (AQTF) require that a competency-based approach to assessment be used, and that a record be held by our Registered Training Organisation (RTO) of the competencies achieved by each student.

In a competency-based course, assessment of competencies is criterion-referenced. Thus a student’s performance is judged against a prescribed standard, not against the performance of other students.

Students are deemed either Competent or Not Competent in relation to each competency.

There are no graduations of competence, and marks are not awarded.

The achievement of competencies may be demonstrated at any point during the course. Thus, while there will be formal Assessment events at which the teacher assesses students’ achievement of particular competencies, unsuccessful students can be retested.
at other times when they may be more able to demonstrate the competency or competencies required. Notwithstanding this, however, the following points should be noted:

1. A student is not generally permitted to commence a Vocational course after the end of Week 6 of Lent Term unless the Director of Vocational Education is satisfied that the student can complete the requisite hours and competencies for the course.

2. In the case of competencies assessed within the School, it will not be possible for teachers to organise unlimited individual assessment sessions for students who have fallen behind.

3. In the case of competencies taught and/or assessed outside the School, or taught and/or assessed at the School by an outside provider, it may not be possible for the School to make another arrangement for re-teaching or re-assessment. The responsibility for which may then fall to the student himself.

4. The timely achievement of some competencies (such as Occupational Health and Safety competencies) may be necessary for students to be able to proceed with the course, or to undertake work placements.

Students studying VET Industry Curriculum Framework course must complete the mandatory work placement hours in order to be deemed satisfactory. All students going on Work Placement are required to complete the Trinity Grammar School Work Placement journal during placement. This journal forms part of the evidence required for completion of mandatory work hours and is expected to be submitted to the course teacher concerned on return to the School.

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Head Master may indicate that the course has not been satisfactorily completed and the student may be issued with an ‘N’ determination.

**Appeals Relating to Vocational Education Courses**

Students have access to an appeals process if they are dissatisfied with the assessment process. Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between the student and the assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion, the relevant Head of Department will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process may be initiated. A form for this process may be obtained from the Director of Curriculum’ office. Formal appeals may only be based on alleged problems with the assessment process rather than the fact of an unsuccessful assessment result.

Students can lodge a formal appeal in writing to the Director of Curriculum, who maintains a record of all such appeals. Appeals must be lodged within ten (10) school days of the date of assessment. The Director of Curriculum will then convene the Appeals Committee, which will review the assessment process to confirm whether or not there are justifiable grounds for appeal. The boy has a right to speak to the Appeals Committee.
in support of his appeal, if he wishes, but he may not be present for the Committee’s
deliberations.

The panel will comprise of:
  o Director of Curriculum
  o Director of Professional Learning and Teacher Accreditation
  o The Director of Vocational Education
  o Head of Department

If the appeal is upheld, the School will arrange a re-assessment process for the boy concerned.

**COMPETENCIES ALREADY ACHIEVED**

Students who have already achieved one or more of the competencies required by a
course, and who produce appropriate documentation from a Registered Training
Organisation (RTO) to this effect, may be exempted from further assessment of these
competencies. Original documentation, or copies of same, certified by a Justice of the
Peace, must be made available to the Director of Curriculum, who will forward a copy to
the appropriate staff members.

In most circumstances, students who have already achieved particular competencies will
still be required to participate in the class activities, although the teacher may allocate
them different tasks to undertake, and they will not be required to undertake further
assessment of the particular competencies.

A student will be considered to have satisfactorily completed a course if, in the Director
of Curriculum’ view, there is sufficient evidence that the student has:
  (a) followed the course developed or endorsed by the Board of Studies,
      Teaching and Educational Standards; and
  (b) applied himself with diligence and sustained effort to the set tasks and
      experiences provided in the course by the School; and
  (c) achieved some or all of the course outcomes.

**RECOGNITION OF PRIOR LEARNING (RPL)**

Students who believe that they are already capable of demonstrating one or more of the
required competencies, because of learning achieved in the workplace or through other
life experiences (of an appropriate type and at an appropriate level), may apply for
Recognition of Prior Learning (RPL).

Applications for RPL must be made in writing and should be directed to the course
teacher. Applications must be submitted in a timely manner, as early in the course as is
practical and reasonable. An application must give details of why the student believes
that he can already demonstrate the competency or competencies, sufficient that the
teacher may make an informed judgment regarding the likelihood that the student is
already competent. Based on the evidence of the application, and possible investigation,
which may include the student being asked to provide further evidence or to
demonstrate the competency or competencies, the teacher will determine whether or
not the student can be granted RPL in relation to one or more competencies. This
determination will be conveyed in writing to the student.

Should a student be dissatisfied with the outcome of an application for RPL, he may
appeal to the Director of Vocational Education whose decision in the matter will be final.

**EXAMINATIONS**

For all the Vocational courses offered at Trinity Grammar School, NESA offers an optional
Higher School Certificate Examination. Undertaking the HSC Examination is one of several
conditions which students must meet if they wish to have their result for a Vocational
Course included in their Australian Tertiary Admission Rank (ATAR).

It is the policy of Trinity Grammar School to require all students except those who are
part of the Trinity Vocational Academic Course (TVAC) enrolled in Vocational courses to
undertake the related HSC Examination. This exemption does not extend to students
enrolled in the Trinity Vocational Academic Course (TVAC).

Based on this policy, it will be usual for students to be required to undertake a written
examination paper for Vocational courses in each formal examination session during
Years 11 and 12. Marks for Reports issued during Years 11 and 12 will be derived
primarily from these written examinations.

Nevertheless, the assessment of competencies is largely independent of written
examinations. Students who demonstrate achievement of all the required competencies
will be deemed to have completed the course successfully, irrespective of their level of
achievement in written examinations.

**CREDENTIALLING**

Successful completion of a Vocational Course will result in the student
- having the course listed on his Higher School Certificate Record of Achievement
  and counting towards the minimum number of units required, and
- being issued with a credential listing the competencies achieved in the course.
- being awarded an Australian Qualifications Framework (AQF) VET Certificate.

A Statement of Competencies Achieved listing all units of competence satisfactorily
achieved accompanies the Certificate. These documents are issued by the School’s
Registered Training Organisation on behalf of the Board of Studies, Teaching and
Educational Standards.

A Statement of Attainment is issued to students in Vocational courses who partially
complete the requirements of an AQF Certificate. The statement is issued by the School’s
Registered Training Organisation on behalf of NESA. The Statement of Attainment is
recognized within the AQF.

Successful completion of the HSC Examination for the vocational Course will result in
- a mark for the course being reported on the Higher School Certificate Record of
  Achievement, and
• the mark for one Vocational course being eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR), subject however to other conditions required by the Universities.
APPENDIX 3
RECORDS OF STUDENT ACHIEVEMENT - YEARS 7-12

The School maintains the following records of student achievement:

1. Results of entry testing conducted prior to the student’s entry into Year 7. (Not every student undergoes this testing, but the great majority do.)
2. Results of ability testing conducted early in Year 7.
3. Copies of student Reports, issued two, three or four times per year (depending on Year level). Semester 2 Reports issued in Trinity term explicitly summarise the course outcomes that have formed the basis of assessment for each course.
4. Results of national literacy and numeracy tests conducted in Year 7 and 9 (previously LANNA, now NAPLAN).
5. Records of Grades awarded at the end of Year 10 and Year 11 (HSC candidates).
7. Records of calculated Australian Tertiary Entrance Ranks (ATARs) earned by matriculating students.