



TRINITY  
GRAMMAR SCHOOL

# Trinity Grammar School Assessment Policy

2022

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# 1 INTRODUCTION TO ASSESSMENT AT TRINITY GRAMMAR SCHOOL

As a school committed to learner-centred education and 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 and sets out the assessment processes for students, teachers and parents. It is not

a static document but one that is constantly evolving to reflect the ongoing assessment needs of the School as well as national and international research relating to best practice in teaching, learning and assessment. This document supports and reflects assessment practices and principles of both the New South Wales Education Standards Authority (NESA) and the International Baccalaureate Organisation (IBO) Primary Years Programme and Diploma Programme.

The main purpose of assessment at Trinity Grammar School is to identify where students are in their learning, so we can show their growth and achievement, and design future learning. There is a twin emphasis on continuous assessment and regular feedback. Similarly, there is a twin focus on enhancing students' academic skills and engagement behaviours as well as achievement in relation to clearly defined learning outcomes. All assessment at Trinity is based on a standards referenced model and utilises student-friendly rubrics to define criteria and standards of performance in relation to criteria. Principles governing assessment design are synthesised and articulated in the 'TGS Assessment Principles' These principles are aligned to the approaches to assessment of the International Baccalaureate Primary Years and Diploma Programmes and the key principles of effective assessment provided by NESA in the overview document Advice on Assessment.

Evidence about student learning is gathered via both course-based and class-based assessment opportunities. Course-based assessment is completed by all students in a course; class-based

assessment is designed to meet the interests and needs of students within a particular class. Both course and class-based assessment is linked to explicit learning outcomes and evaluated against the

Common Grade Scale (NESA) or IBDP assessment criteria. Both course and class-based assessment opportunities may be adjusted for support and / or extension to meet the needs of the diverse range of Trinity learners. Both course and class-based assessment contribute to the grades and other information provided on Semester Reports.

Assessment and the use of assessment information for Reporting is growth focused. Course and class-based assessment information is collected at strategic points to allow teachers to make valid and reliable on-balanced judgments of student achievement and student growth. Students are provided with a range of authentic ways they can demonstrate their achievement and growth over time in relation to set learning outcomes and standards. Suitable strategies include teacher observations (individual, group and whole class), performance assessments (often multimodal), process-focused assessments (collecting multiple observations and evidence of learning development such as learning logs, checklists and folios) written responses, first-hand investigations and open-ended tasks. Peer and self-assessments, as well as individual and collaborative assessments are valued as methods of generating learning evidence.

This Policy is intended for the guidance of students, staff and parents. It should be read carefully and regularly.

<sup>1</sup> See page 3

<sup>2</sup> <https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>

<sup>3</sup> [https://educationstandards.nsw.edu.au/wps/wcm/connect/77bf10ac-aa30-4904-b65b-834ea4acb42f/advice\\_on\\_assessment\\_guide\\_web.pdf?MOD=AJPERES&CVID=](https://educationstandards.nsw.edu.au/wps/wcm/connect/77bf10ac-aa30-4904-b65b-834ea4acb42f/advice_on_assessment_guide_web.pdf?MOD=AJPERES&CVID=)

# ASSESSMENT PRINCIPLES



The main purpose of assessment at Trinity is to identify where students are in their learning so we can show their growth and achievement and design future learning.

At Trinity, assessment opportunities are:

## LEARNER-CENTRED

Learner-centred assessment allows all students genuine opportunity to successfully demonstrate what they know, understand, and can do. Assessment is differentiated for both support and extension so all students are challenged.



## GROWTH-FOCUSED

Growth-focused assessment provides specific feedback and identifies areas for improvement, giving students clear next steps. Specific data will inform teachers' planning. Students are assessed, and given opportunities to improve, within clearly described standards.



## MEANINGFUL

Meaningful assessment allows discipline specific knowledge and skills to be assessed alongside Trinity transdisciplinary learning skills. Students are encouraged to demonstrate learning in diverse ways that include student voice, choice and real-world applications.



## SELF-REFLECTIVE

Self-reflective assessment encourages reflection on personal growth and achievement. Students work with their teachers to negotiate goals, identify strengths and accept increasing responsibility for their learning growth.



## TRANSPARENT

Transparent assessment ensures expectations are communicated to students by outlining learning intentions, success criteria and curriculum connections.



## 2 ASSESSMENT IN THE PRIMARY SCHOOLS

### 2.1 Academic Integrity

#### POLICY

Academic integrity is understood as a set of values and skills that promote personal integrity and excellence in teaching, learning and assessment.

Students, teachers and parents have rights and responsibilities in relation to academic integrity.

The School develops approaches to academic integrity to guide Stage appropriate ethical scholarship practices for students, teachers and parents.

#### PROCEDURE

- ▲ Students are guided in developing personal integrity and lifelong information literacy skills via classroom practice and lesson design in collaboration with Library specialists.
- ▲ Academic integrity expectations are modelled in the inquiry process at age-appropriate levels.
- ▲ Classroom and specialist teachers articulate what academic integrity means in specific terms in specific contexts.
- ▲ Clear guidance is provided throughout the teaching, learning and assessment process.

### 2.2 Equitable Access to Teaching, Learning and Assessment

#### POLICY

Trinity Grammar School adopts a learner-centred approach to teaching, learning and assessment.

Adjustments are made so that all students are assessed on what they have learned and that assessment occurs at personalised, appropriate points of challenge.

#### PROCEDURE

- ▲ Teachers make adjustments to assessment practices for students with particular educational needs so that all students are able to demonstrate what they know and can do in relation to syllabus outcomes.
- ▲ Adjustments are made both for extension of high potential learners and supported access for students with additional needs.
- ▲ The learning evidence produced as a result of adjusted assessment opportunities is assessed against the Common Grade Scale. The purpose of adjustment is not to give advantage, nor must it bring disadvantage to any student's achievement in relation to prescribed learning outcomes or standards. The learning evidence produced by students with adjustments is not subject to penalty and is assessed only in relation to the identified outcomes.

### 2.3 Marking and Grading of Assessment

#### POLICY

The NES Common Grade Scale is applied to assessment and reporting.

#### PROCEDURE

- ▲ Throughout a programme of study, teachers collect diverse learning evidence from students and assess this learning evidence against learning outcomes of the course at that Stage.
- ▲ Teachers make professional judgements based upon the body of learning evidence collected for each student to assign a Report grade (A+ to E-) each semester.
- ▲ Grades allocated to students in all assessment contexts are based on the NSW Common Grade Scale, adapted to the appropriate level for each Year group.

Range	
A range	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B range	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C range	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D range	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E range	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.

▲ Teaching and Learning Leaders ensure that robust processes of assessment evaluation in reference to the Common Grade Scale produce reliable assessment patterns. No predetermined pattern of grade distribution is used.

▲ Teaching and Learning Leaders develop their teachers' capacity to make consistent judgements in relation to the Common Grade Scale. They establish and implement appropriate marking procedures for consistency of marking across different classes within the same Year group. This is achieved by:

- ▲ Following common syllabuses and programmes.
- ▲ Using common rubrics and marking criteria.
- ▲ Considering shared samples of student work.
- ▲ Participating in moderation sessions using real student work samples.

## 2.4 Feedback

### POLICY

Students are provided with feedback that is personalised, specific, timely and forward-focused.

### PROCEDURE

- ▲ Classroom teachers use a range of methods to provide feedback, including annotations on student work, verbal feedback, written comments, rubrics and next steps for learning on Semester Reports.
- ▲ Classroom teachers guide students as they learn to reflect and act upon feedback.
- ▲ Teaching and Learning Leaders moderate feedback given to students to promote high-quality and effective feedback.

<sup>4</sup> See Appendix I

# 3 ASSESSMENT IN THE MIDDLE SCHOOL

## 3.1 Academic Integrity

### POLICY

Academic integrity is understood as a set of values and skills that promote personal integrity and excellence in teaching, learning and assessment.

Students, teachers and parents have rights and responsibilities in relation to academic integrity.

The School develops approaches to academic integrity to guide Stage appropriate ethical scholarship practices for students, teachers and parents.

Malpractice and misconduct in assessment tasks, which includes misbehaviour during a task, plagiarism, collusion or duplication of work, is not permitted.

Penalties or sanctions for proven cases of malpractice or misconduct are determined by the Head of Middle School.

### PROCEDURE

- ▲ Students are guided in developing personal integrity and lifelong information literacy skills via classroom practice and lesson design in collaboration with Library specialists.

- ▲ Sessions in the Life Skills programme emphasise the ethical use of information and the expectations of academic honesty.

- ▲ Heads of Faculty oversee high quality task design limiting opportunities for plagiarism, collusion or duplication of work.

- ▲ Allegations of academic malpractice or misconduct are reported to the Head of the Middle School who liaises with the Head of Faculty to investigate the issue, resolve it appropriately and inform the Academic Dean.

The emphasis in these situations is to ensure the student understands the nature of the malpractice or misconduct and is given opportunity to demonstrate the required learning outcomes relevant to his ongoing programme of study.

## 3.2 Assessment Scheduling and Design

### POLICY

The Assessment Programme for each year group is fair, balanced, equitable across courses and does not impose undue burden upon any student.

Opportunity for multiple ways of demonstrating learning and improvement is provided.

### PROCEDURE

- ▲ Using the digital template provided by the Curriculum Office, Heads of Faculty design appropriate, balanced repertoires of assessment for each Middle School course in their faculty.

- ▲ For each course in each Middle School Year group the Curriculum Office will publish an Assessment Overview early in the academic year. The Assessment Overview will indicate:

- ▲ the **course-based** assessment opportunities which will take place throughout the academic year (these are the tasks common to all students undertaking a course).

- ▲ examples of the kinds of **class-based** assessment opportunities associated with each unit of work (these are tasks specifically designed for a particular class but linked to common learning outcomes for the specific unit of work within a course).

- ▲ the learning outcomes associated with each assessment opportunity.

- ▲ The Term and Week when each course-based task will occur (with specific dates to be supplied when an assessment notification is published to students).

▲ Assessment Overviews are curated on the TGS Community website and updated digitally. An email is sent to parents and students when the Assessment Overview for a particular year group is published, early in Term 4 for Years 8 and Year 9 and early in Term 1 for Year 7

▲ At least two (2) weeks prior to the actual conduct of any assessment task, the Head of Faculty or delegate will publish details of the task, the learning outcomes to be assessed, the marking criteria and any special arrangements. This notification will be made available electronically to students via the School's Learning Management System (Canvas). In some courses, assessment takes place over a period of time. In such cases it will be sufficient for the Head of Faculty to have given students two (2) weeks' notice of the commencement of the period of assessment.

▲ Variations to published dates or the nature of tasks are only made via consultation with the Director of Curriculum and without causing undue burden or disadvantage to students.

### 3.3 Submission of Assessment Tasks

#### POLICY

Course-based assessment tasks are assigned a due date for submission or in-class completion.

Penalties apply for late submissions or unexplained absences from a task.

Provision is made for instances of approved absence, illness or misadventure.

#### PROCEDURE

▲ Students submit tasks by the due date, according to the terms outlined on the assessment notification document and via the School's Learning Management System (Canvas).

▲ Students are responsible to ensure submitted files are compatible with the School's Learning Management System (Canvas) and can be opened and downloaded. Tasks emailed to teachers or handed to teachers cannot be accepted as submitted. Due dates for hand-in tasks submitted via Canvas may fall on a day when a student does not have a timetabled lesson for the particular course.

▲ Students with special circumstances may require an extension of time for an assessment task. Students or parents should speak with the Head of Faculty to apply for an extension before the due date.

▲ A task is considered late if it is submitted after the date and time indicated on the Assessment Notification. Penalties for late submission of hand-in tasks or failure to complete an in-class task will apply:

- 10% for the first day
- 20%, up to five (5) days late

▲ Canvas markbooks are used to track and apply penalties for late submission of tasks:

- Class teachers check submissions on the day of the task and email parents, copying students and Head of Faculty, to indicate a hand-in task has not been submitted or an in-class task not attempted. The email indicates penalties that may apply.
- The Head of Faculty or Assistant Head of Faculty follows up late submissions with students and parents and advises of penalties that will be applied.
- The Head or Assistant Head of Faculty indicates penalties to be applied via notes in the Canvas markbook
- In the event a task is not submitted or completed after five (5) days, the Head of Faculty will liaise with the Head of Middle School to facilitate the completion of required work at School.

## 3.4 Recording of Assessment Data and Feedback to Students

### POLICY

Students are provided with feedback that is personalised, specific, timely and forward-focused.

Students are entitled to know their own mark or grade awarded for each piece of assessment they attempt.

The recording of data relating to assessment is the responsibility of the Heads of Faculty.

Accurate and current assessment data is always available to the Curriculum Office.

### PROCEDURE

- ▲ Heads of Faculty establish and oversee processes to ensure that all assessment data is received from teachers and recorded in a timely manner in the School's Learning Management System (Canvas)
- ▲ Marks, grades, rubric, cohort feedback documents and individual student feedback comments are made available to students via the Learning Management System (Canvas) in a timely manner, generally within two weeks of the completion of an assessment task.
- ▲ When marks and grades are confirmed as accurate by teachers and students, the Head of Faculty syncs the assessment data to the School's Administration System (Synergetic).
- ▲ The School's Business Analyst and Director of Academic Administration oversee appropriate structures in the School's Administration System (Synergetic) to ensure all required calculations of marks and grades can be made and audited within this platform.
- ▲ Calculations of overall yearly marks are made in Synergetic for the purposes of determining Speech Day Prizes and other functions.
- ▲ A formula of calculated weighted averages is used to determine overall yearly marks for students who have not completed one or more components of the course's assessment programme and is automatically applied in the School's Administration System. Heads of Faculty take the proportion of assessment programme completed into account when awarding Speech Day Prizes. Generally, a student completing less than 50% of an assessment programme will not be considered for a prize.

## 3.5 Absence, Illness and Misadventure

### POLICY

Students who are unable to complete a task on or by the due date due to approved absence, illness or misadventure may have adjustments made to the task or its submission date.

Reporting is based only on the assessment completed by students, both class-based and course-based. Estimates are not provided for tasks not completed due to absence, illness or misadventure. Only tasks completed by a student appear on the student's Report.

Students participating in the Year 9 Field Studies Programme complete an assessment programme onsite, in the subjects set for study at the FSC. They do not complete assessment tasks scheduled during their absence for subjects not formally studied at the FSC. All Year 9 units of work, both at Summer Hill and FSC, are programmed and assessed within discreet terms.

### PROCEDURE

- ▲ Students and parents liaise with Head of Faculty or Assistant Head of Faculty in relation to absence, illness and misadventure.
- ▲ The Head of Faculty or Assistant Head of Faculty, in consultation with the class teacher, will determine the most appropriate adjustments and considerations to ensure best learning outcomes for the student.
- ▲ Teachers collect class-based learning evidence to ensure key outcomes are evidenced and students have mastered required learning to proceed with next phases in the learning programme.

## 3.6 Equitable Access to Teaching, Learning and Assessment

### POLICY

Trinity Grammar School adopts a learner centred approach to teaching, learning and assessment. All students must be able to access an assessment task.

Adjustments are made both for extension of high potential learners and supported access for students with additional needs.

The learning evidence produced via adjusted assessment opportunities is assessed against the Common Grade Scale.

The adjustments made must not give advantage, nor bring disadvantage, to any student's achievement in relation to prescribed learning outcomes.

The granting of assessment adjustments in Middle School does not pre-determine the decision of NESA or IBO should a Disability Provision be sought for the Higher School Certificate or IBDP.

### PROCEDURE

▲ Teachers, under the guidance and approval of Heads of Faculty and with the support of the Trinity Educational Support Services Faculty, design assessment opportunities that are inclusive of all learners.

▲ Adjustments to assessment are managed by classroom teachers in liaison with Trinity Educational Support Services case managers. Students with additional needs are accommodated in the classroom, with their peers and access to the support of the course specialist.

▲ The types of adjustments made will vary based on the needs of individual students and may include, but are not limited to:

- Verbal and/or written prompts to support student focus.
- Chunking or rearrangement of questions, parts or sections of a task.
- Access to scaffolds to support written responses.
- Adjustments to assessment items, 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, oral responses, scaffolded structured responses, short objective questions or multimedia presentations.
- Alternative mediums for collecting evidence, for example, typed responses on an electronic device.
- Access to time in addition to what is generally anticipated to complete an assessment task. Access to additional time is managed in the context of the classroom.
- Additional Assessment Adjustments may be available to a small number of students with high needs documented on an Individual Plan. These additional adjustments are approved by the Director of TESS (Academic) in consultation with Heads of Faculty and may include, but are not limited to:
  - Adjustments to the assessment environment, for example, quieter conditions, or the use of a reader and/or scribe or other specific technology applications.
  - Adjustments to the assessment schedule, for example, rescheduling some tasks to support elite performers or students with significant needs.
  - Separate supervision, if this is deemed to be of greater benefit than teacher support that can be provided within the classroom.
  - Modified outcomes and modified assessment tasks for students with substantial needs.

▲ Students, teachers, school psychologists and parents wishing to investigate access to assessment adjustments contact the Director of TESS (Academic) who oversees formal access to assessment adjustments.

▲ Case managers document recommended in-class assessment adjustments in a Bulletin or IP

- ▲ Students accessing Additional Assessment Adjustments must have these documented in an Individual Plan.
- ▲ Teachers familiarise themselves with assessment adjustments recommended for students in their care and additional assessment adjustments required for students in their care.
- ▲ Heads of Faculty oversee the application of assessment adjustments for course-based assessment tasks; they ensure teachers understand and implement these adjustments in accordance with the policy above.

## 3.7 Marking, Grading and Reporting of Assessment

### POLICY

The NESA Common Grade Scale is applied to assessment and reporting.

Range	
A range	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B range	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C range	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D range	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E range	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.

### PROCEDURE

- ▲ Under the direction of Heads and Assistant Heads of Faculty, teachers collect a wide range of class and course-based learning evidence including examinations, sustained tasks, written tests, reflections, discussions, quizzes, performances, created products, presentations and other class-based work directly related to identified learning outcomes for a unit of work.
- ▲ Teachers make professional judgements based upon the body of learning evidence collected for each student, both course-based and class-based, and assign a Report grade (A+ to E-)
- ▲ Heads of Faculty ensure that robust processes of assessment marking in reference to the Common Grade Scale produce reliable assessment patterns.
  - There is no predetermined pattern of Grades.
  - Raw marks only are used. Scaling of final assessment marks to determine grades will not occur.
  - There must be transparent alignment between the marks and grades a student receives throughout a semester and the final Grade awarded on Semester Reports.
- ▲ Heads of Faculty develop their teachers' capacity to make consistent judgements in relation to the Common Grade Scale and ensure that appropriate, consistent marking procedures are followed. These procedures include but are not limited to:
  - Using common rubrics and marking criteria.
  - Considering shared samples of student work.
- ▲ Heads of Faculty oversee assessment moderation procedures to ensure that all component marks contributing to final grades are comparable across classes.

# 4 ASSESSMENT IN THE SENIOR SCHOOL

## 4.1 Academic Integrity

### POLICY

Academic integrity is a set of values and skills that promote personal integrity and excellence in teaching, learning and assessment.

Students, teachers and parents have rights and responsibilities in relation to academic integrity.

The School develops approaches to academic integrity to guide Stage appropriate ethical scholarship practices for students, teachers and parents.

'All My Own Work' is a compulsory requirement which students must complete before the commencement of Year 10.

Malpractice and misconduct in assessment tasks is not permitted.

Penalties, in accordance with NESAs and IBO guidelines and this policy, are applied in all proven cases of academic malpractice or misconduct.

The Head of Senior School in liaison with the Director of Curriculum determines penalties and sanctions to be applied.

The Academic Dean is informed of all allegations and proven cases of academic malpractice or misconduct in Year 12.

### PROCEDURE

▲ Students in the Senior School have a responsibility to enact and model the values and skills of academic integrity. 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.

▲ Senior School students sign and date a statement of academic honesty upon submission of any assessment task and when sitting an examination. However, a student's failure to sign this statement will not in any way excuse malpractice.

▲ IB DP Diploma candidates will, in addition, sign a Candidate Declaration at the beginning of the IB Diploma Programme in accordance with IBO regulations.

▲ Classroom and Library specialist teachers support students to proactively reflect on their learning, and to develop independent research skills.

▲ Before the formal commencement of the Year 10 academic year, students complete the Trinity Grammar School 'All my Own Work' online course under the direction of the Library specialist team. Accelerated students must complete this online course before the commencement of Year 11 curriculum.

▲ Heads of Faculty oversee high quality task design, limiting opportunities for plagiarism, collusion or duplication of work.

▲ Academic malpractice includes, but is not restricted to:

- plagiarism—the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- collusion—supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
- duplication of work—the presentation of the same work for different assessment components or courses.
- misconduct during an examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate).
- Any other behaviour that can create advantage or disadvantage (for example, falsifying records or data, absence from School in days preceding a task without a reason approved by the School's attendance policy).

- ▲ Allegations of academic malpractice or misconduct are reported to the Director of Curriculum and the Head of the Senior School.
- ▲ Parents are informed of the alleged instance of academic malpractice or misconduct against their son, the procedures that will be followed, and the outcome for their son, in writing.
- ▲ The Head of Senior School directs investigations into allegations of academic misconduct or malpractice in liaison with the Director of Curriculum and the relevant Head of Faculty. Due process and procedural fairness principles will be followed in dealing with such allegations.
- ▲ The consequences of proven academic misconduct or malpractice determined by the Head of Senior School in liaison with the Director of Curriculum may include but are not limited to:
  - zero (0) marks awarded.
  - partial loss of marks.
  - requirement to redo and resubmit the task, or an alternative task.
  - receipt of a warning letter, notifying possible ineligibility for the HSC, IBD or Record of School Achievement in a course.
- ▲ In cases of proven academic malpractice or misconduct, the student will be asked to demonstrate key learning outcomes assessed by the task in question. It is at the discretion of the Head of Faculty, in consultation with the Director of Curriculum, to determine how alternative learning evidence may or may not be used in Semester Reports.
- ▲ To the extent that a proper investigation allows, allegations of malpractice or misconduct, and their outcomes, will be kept confidential, except for communication with the Housemaster and Deputy Head of Senior School as required for pastoral care of the student.
- ▲ Students who indicate that they do not believe a fair decision has been reached in an allegation of academic misconduct or malpractice will be advised of their right of appeal, which is to the Academic Dean. The Academic Dean will convene an Academic Integrity Committee which may consist of the Head Master, the Deputy Head Master – Summer Hill, the Head of the Senior School, the Director of Curriculum and a member of the Senior School relevant to the assessment task, as required.
- ▲ In the proven case of academic malpractice or misconduct in an HSC course, the Director of Curriculum will enter the case to an on-line register, as required by NESAs. The register does not require that the name of the student be identified.
- ▲ In the proven case of academic malpractice or misconduct in an IBDP course, students are required to redo the assessment and submit it in accordance with the instructions of the Director of IB Diploma Programme. This may require the student submitting an alternative question or task. Students found to breach Academic Integrity in an Internal Assessment sustain a record of Academic Infringement and risk the withholding of the Diploma credential.
- ▲ The Director of Curriculum must inform the IBO if an IBDP student is suspected of academic misconduct after the student's work or Internal Assessment mark has been submitted to the IBO. The School is required to provide the IBO with relevant documentation concerning the case. 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 Award Committee deems evidence of academic misconduct insufficient, the allegation is dismissed, and a grade awarded in the normal way. If the Final Award Committee decides that a case of academic misconduct has been established, no grade is awarded in the course(s) concerned. No diploma will be awarded to the student, but a certificate will be awarded for other course(s) in which no misconduct has occurred.

## 4.2 Satisfactory Completion: NESAs Curriculum

### POLICY

The Senior School's assessment practices conform to guidelines and rules laid down by the NSW Education Standards Authority in order to maintain the validity and the integrity of the assessment process and to serve the best interests of Trinity students.

Students who leave the NSW school system prior to achieving the Higher School Certificate are eligible for a Record of School Achievement (RoSA). 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 is reported on their HSC testamur.

### PROCEDURE

▲ Throughout Year 10 and then Year 11, the School designs and conducts an assessment programme in each course. Assessment results in designated tasks are used by the School to determine a RoSA Grade for each student in each of his courses. RoSA grades are awarded in the range A – E (with some variation in Mathematics). Grades are awarded in strict accordance with descriptors published by NESAs, and the pattern of grades awarded by each school is monitored by the Authority. The descriptors define achievement standards; there is no pre-determined pattern of grades.

▲ Heads of Faculty will make a judgment regarding the most appropriate Grade for each student in Year 10 and Year 11 on the basis of available learning evidence and with reference to the relevant performance descriptors. These decisions will be based on the published, weighted course-based assessment tasks and may be informed by class-based learning evidence for students on the cusp of grade boundaries or whose assessment performance has been affected by other circumstances.

▲ Before RoSA Grades are finalised for Year 10 and Year 11, the Head of Faculty reviews 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, with the exercise of professional expertise and experience to determine the appropriate RoSA grade for each student's overall results.

▲ Throughout Year 12, the School conducts an assessment programme in order to submit a school-based assessment mark for each HSC candidate in each of their courses. The marks which are submitted to NESAs are moderated by the Authority, based on the examination results achieved by the School's candidates in each course. The moderated assessment mark then comprises fifty percent (50%) of the student's final HSC mark for each course. Should the student suffer illness or misadventure at the time of the HSC Examination, the moderated assessment mark can become the basis upon which NESAs provides an HSC result.

▲ Academic warning letters are issued to inform students and parents about:

- Late or non-submission of Assessment Tasks
- Continued absence from class

▲ A student will be considered to have satisfactorily completed a course if there is sufficient evidence that a student has:

- followed the course developed or endorsed by NESAs as per the relevant syllabus;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

▲ Students who do not fulfil these three requirements in a particular course will be issued with an 'N' (non-completion of course requirements) determination for that course.

▲ 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:

- 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;
- advise the parent or guardian in writing;
- request from the parent or guardian a written acknowledgement of the warning; and

- issue at least one follow-up warning letter if the first letter is not effective.

▲ In HSC courses, failure to submit or undertake assessment tasks which contribute in excess of 50 percent of the final assessment marks in that course will result in the Head Master advising NESA of the student's 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 course involved. This in turn may prejudice the student's eligibility for the HSC credential.

## 4.3 Satisfactory Completion: IBDP Curriculum

### POLICY

The Senior School's assessment practices conform to guidelines and rules laid down by the International Baccalaureate Organisation in order to maintain the validity and the integrity of the assessment process and to serve the best interests of Trinity students.

School-based assessment is required by the IBO and is the basis of information about student performance provided to the IBO. School-based assessments are compulsory and all IBDP candidates must undertake and complete all requirements for School-based assessments in order to maintain their candidacy for the credential.

### PROCEDURE

▲ Throughout Year 11 the School designs and conducts an assessment programme in each course. Results in designated tasks are used by the School to assign Early Indicator Grades to each student for each of his courses on the Semester Reports. Early Indicator Grades for Year 11 IB courses are in the range of 1 – 7 where 7 is the most meritorious result. These grades are awarded in accordance with descriptors published by the IBO. The descriptors provided by the IBO define achievement standards; there is no pre-determined pattern of grades. Early Indicator Grades are not predicted grades; they are a summary of a student's achievement in relation to the learning outcomes pursued in each semester in Year 11.

▲ Throughout Year 12 the School continues an assessment programme in each course, and uses the results in designated tasks to assign Indicator Grades to each student for each of his courses on the Semester Reports. Indicator Grades for Year 12 IBDP courses are in the range of 1 – 7 where 7 is the most meritorious result. These grades are awarded in accordance with descriptors published by the IBO. The descriptors provided by the IBO define achievement standards; there is no pre-determined pattern of grades. Indicator Grades are not predicted grades; they are a summary of a student's achievement in relation to the learning outcomes pursued in each semester in Year 12.

▲ Internal Assessment tasks (IAs) are set according to the requirements of each course and follow IBO guidelines. Internal Assessments count towards the Final Grade awarded by the IBO. 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.

▲ The extent to which a teacher is permitted to assist students completing Internal Assessments, including Extended Essays, is set out in the IBO Syllabus documents and the Handbook of Procedures for the IB Diploma Programme. Students and teachers must read this document and abide by the parameters established for the roles of teachers and students in the preparation of Internal Assessments and Extended Essays. These parameters apply to teachers formally responsible for teaching and learning in a particular course as well as other teachers in the School not formally associated with the delivery of a particular course.

▲ IBO regulations require a student completes more than 50% of an Assessment Programme (that is, the programme of Internal Assessment and final examination papers) to be awarded a grade in that course.

▲ The IBO requires the School to provide a Predicted Grade for each student in each course presented for the IBDP (except Theory of Knowledge). Predicted Grades require the teacher, under the guidance of the Head of Faculty, to exercise a professional judgement to predict the final outcome of the student's performance in a course. Predicted Grades are based upon Internal Assessments and Trial Examinations. Predicted Grades are used by the IBO to monitor the performance of schools and its marking procedures at the time of the examinations. They are not used for candidates affected by adverse circumstances or with incomplete assessment. Internal Assessment marks are moderated by the IBO to ensure consistency of standards across the world-wide candidature.

▲ Academic warning letters are issued to inform students and parents about:

- Late or non-submission of Internal Assessment components or drafts
- Late or non-submission of school-based assessments
- Continued absence from class
- Non completion of Community, Activity, Service (CAS) requirements

▲ Students who do not submit Internal Assessment requirements by the due date and without a 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.



## 4.4 Assessment Scheduling and Design

### POLICY

Assessment programmes for the Senior School are designed to meet the requirements set down by the NESA and IBO .

Assessment programmes for the Senior School are reasonable and appropriate, without causing undue burden for any individual student.

In the IB Diploma candidature, Year 12 Internal Assessments are scheduled to ensure no student is required to submit more than one IA draft or one IA final submission per week.

### PROCEDURE

▲ Heads of Faculty oversee the design of an appropriate assessment schedule for each course in their Faculty and determine a suitable date for each assessment task identified in the overall course assessment programme. The School calendar is consulted to ensure dates do not encroach upon assessment-free periods and other major School events.

▲ The Curriculum Office publishes an assessment schedule for each cohort in the Senior School during the first term of the academic year. Assessment Schedules indicate the following information for each assessment task in a course:

- Learning outcomes;
- Weighting relative to the year's assessment programme;
- Form of the task; and
- Term and week the task will take place.

▲ At least two (2) weeks prior to the actual conduct of any assessment task, the Head of Faculty will publish details of the task, the learning outcomes to be assessed, the marking criteria and any special arrangements. Such notification will be made available electronically to students via the School's Learning Management System (Canvas). In some courses, assessment takes place over a period of time. In such cases it will be sufficient for the Head of Faculty to have given students two (2) weeks' notice of the commencement of the period of assessment.

▲ 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 Faculty will negotiate a new date with the Director of and advise the students in writing via the School's Learning Management Systems (Canvas). The three key principles in this procedure will be:

- ▲ the date will not generally be made earlier than 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.
- ▲ Further variations in a published assessment programme will only be permitted in exceptional circumstances and must be approved by the Director of Curriculum.

## 4.5 Submission and Completion of Assessment Tasks

### POLICY

Assessment tasks are assigned a due date for submission or in-class completion.

Penalties apply for late submissions or unexplained absences from a task.

Provision is made for instances of approved absence, illness or misadventure.

Students must maintain a satisfactory pattern of attendance while managing their assessment programme.

Students must provide a medical certificate or other formal documentation if they are absent the day before, or the day an assessment task is due for submission or completion in-class.

### PROCEDURE

▲ Teachers ensure submission structures appropriate to the hand-in task are set up in the School's Learning Management Systems (Canvas or Managebac) and clear submission instructions are provided to students.

▲ Students submit tasks by the due date, according to the terms outlined on the assessment notification and via the School's Learning Management System (Canvas) or Managebac for some IBDP courses.

▲ The Stage 6 Assessment Register is completed by Heads of Faculty and / or Curriculum Office Staff and tracks student extensions, absence and misadventure, non-submission and non-completion of Assessment Tasks.

▲ Should a student wish to seek an extension for an assessment task, he must apply before the due date to the Head of Faculty, who will consult with the Director of Curriculum if required and register the extension on the State 6 Assessment Register.

▲ Students who are absent on the day of a task submission or the school day immediately prior to the day a task is due for submission or completion in class must submit medical certificates or other formal documentation to the Head of Faculty no later than the first day of the student's return to school. Failure to submit such documentation may result in an investigation of academic misconduct, the issue of a warning letter, application of a penalty to the assessment task.

▲ Should a student not hand in a NESAs assessment task or IBDP school-based assessment task by the date and time indicated on the Assessment Notification (without an approved extension or acceptable explanation), the following penalties will be applied:

- 20% of the marks awarded for the first day, or part day, 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 the crediting of marks more than seven (7) days after the original submission date. Work submitted after this time will be reviewed and feedback will be provided but no mark will be awarded. It is at the Head of Faculty's discretion how this learning evidence is considered when awarding grades on Semester Reports, but the task will not contribute to the calculation of RoSA grades in Years 10 and Year 11 HSC or Year12 HSC marks submitted to NESAs or Predicted Grades submitted to the IBO.

▲ Canvas markbooks are used to track and apply penalties for late submission of tasks:

- Class teachers check submissions on the day of the task and email students, copying parents and Head of Faculty, to remind a hand-in task has not been submitted or an in-class task not attempted.
- The Head of Faculty or Assistant Head of Faculty follows up late submissions with students and parents and advises of penalties that will be applied.
- The Head or Assistant Head of Faculty indicates penalties applied via notes in Canvas markbook
- The Head of Faculty registers the student and assessment task in the Stage 6 Assessment Register

- In the event a task is not submitted or completed after five (5) days, the Head of Faculty will liaise with the Director of Curriculum to facilitate the completion of required work at School.

## 4.6 Recording of Assessment Data, Return of Tasks and Feedback to Students

### POLICY

Students are provided with feedback that is personalised, specific, timely and forward-focused.

Students are entitled to know their own mark or grade awarded for each assessment task they attempt.

HSC students are entitled to know their own rank for each assessment task they attempt.

The recording of data relating to assessment is the responsibility of the Heads of Faculty.

Accurate and current assessment data is always available to the Curriculum Office.

### PROCEDURE

▲ Heads of Faculty establish processes to ensure that all assessment data is received from teachers and recorded in a timely manner in the School's Learning Management System (Canvas).

▲ Marks, grades, rubric, cohort feedback documents and individual student feedback comments are made available to students via the Learning Management System (Canvas) in a timely manner, generally within two weeks of the completion of an assessment task.

▲ When marks and grades are confirmed as accurate by teachers and students, the Head of Faculty syncs the assessment data to the School's Administration System (Synergetic).

▲ The School's Business Analyst and Director of Academic Administration oversee appropriate structures in the School's Administration System to ensure all required calculations of marks and grades can be made and audited within this platform.

▲ Calculations of overall yearly marks are made in the School's Administration System for the purposes of determining Speech Day Prizes, RoSA Grades, HSC marks for NESAs upload and IBO Predicted Grades.

▲ Estimates for tasks missed due to absence or illness and tasks course to approved misadventure are made for Year 12 HSC courses only at the end of the Assessment Programme – that is, when all assessment tasks have been completed:

- Heads of Faculty are responsible for the determination of fair and equitable estimates; they work with a student's teacher and the Directors of Academic Administration and Curriculum to determine these estimates.
- A formula based on Z-scores of completed tasks is used to guide determinations of estimated marks, in conjunction with professional judgement based upon achievement (rank) in similar tasks.
- Estimated marks must not accrue advantage to the student whose task mark is being estimated nor bring disadvantage to students who completed the task. The Head of Faculty cannot predicate estimates on potential or ability. The student's rank order in the course will not necessarily be maintained.
- Students are entitled to know the estimate marks they are awarded for tasks missed due to illness or misadventure.

▲ A formula of calculated weighted averages is used to determine overall yearly marks for students in Years 10 and 11 who have not completed one or more components of the assessment programme and is automatically applied in the School's Administration System. Heads of Faculty take the proportion of an assessment programme completed into account when awarding Speech Day Prizes. Generally, a student completing less than 50% of an assessment programme, or not completing the Trial Examination, will not be considered for a prize.

▲ Determination of RoSA Grades, HSC final marks and IBO Predicted Grades are recorded in Synergetic, exported to spreadsheet, authorised by Heads of Faculty and uploaded as required to external curriculum authorities (NESAs and IBO).

## 4.7 Absence, Illness and Misadventure

### POLICY

Students who are unable to complete a task on or by the due date due to approved absence, illness or misadventure may have adjustments made to the task or its submission date.

In Year 12, students who do not complete an assessment task or examination with the cohort, due to illness or misadventure, will complete an alternative task to that completed by the rest of the cohort.

In Year 12, students who suffer illness or misadventure during a task must inform the invigilator or examiner immediately. There are no circumstances in which misadventure applications for examination or other in-class tasks will be accepted without an accompanying statement from the invigilator of the task and formal documentation; in no circumstances will misadventure applications be considered if they are made after the day of the task has passed. It follows that there is no avenue for misadventure after the release of marks.

### PROCEDURE

- ▲ The Director of Curriculum manages all cases of absence, illness and misadventure for students in Years 10 – 12, including cases of Adverse Circumstances for students enrolled in the IB Diploma Programme.
- ▲ Illness or misadventure in the days immediately preceding an assessment task or Examination will not generally be grounds for an illness or misadventure claim. Students who believe their circumstances prevent them from completing a task to the best of their ability by the due date should apply to the relevant Head of Faculty for an Extension (see 4.7 – Submission of Tasks)
- ▲ If a student is ill on the day of an assessment task or examination, he should not sit the task. Rather, a medical certificate is to be obtained, on the day the task, that specifies the student's illness and the period of time that the student is determined to be affected by the illness. The medical certificate must be 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 a 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 notify the Curriculum Office as early as possible. Such circumstances do not include family holidays, social engagements or other matters of a discretionary nature. Documentation must be submitted to the Director of Curriculum to support the claim, on the day of the student's return to School, for consideration.
- ▲ 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.
- ▲ If a student becomes ill or encounters a circumstance that may be deemed misadventure during the course of an in-class assessment task or examination, he must immediately inform the invigilator of the task that he has become unwell or is unable to continue with the task. He must obtain relevant medical or other formal documentation on the same day. Notification of intent to submit a claim for misadventure must be made to the Director of Curriculum on the day of the task.
- ▲ Where a student has missed attending an assessment task or examination, on the day of his return to School, he must see the relevant Head of Faculty, who will determine, in consultation with the Director of Curriculum, how to proceed.
- ▲ Should a student be absent from an assessment task or examination and fail to follow the procedures above he will be awarded zero (0) marks.
- ▲ Students who arrive late for an assessment task or examination, and who believe that circumstances beyond their control have occasioned the lateness, should report to the Curriculum Office. The Director of Curriculum will determine an appropriate course of action. In general, the procedures of NESA will be followed for both credentials, 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.
- ▲ Alleged misreading of the examination timetable cannot be compensated. Students who fail to attend an examination claiming that they have misread the examination timetable will be awarded zero (0) marks. Students ensure they use only the final examination timetable which will provide accurate information about examination scheduling.

▲ When an alternative task is required for students unable to complete a task with the main cohort, the alternative task will be approved by the Head of Faculty, in good faith, as commensurate in nature and difficulty with the original task. The Curriculum Office (for examinations) or Head of Faculty (for assessment tasks) will schedule the completion of the alternative task as soon as possible after the date originally set for the task. Students completing alternative tasks may not use this as grounds for appeal against the marks awarded, nor will the marks achieved be subject to any further adjustment by a teacher or Head of Faculty.

▲ In cases where it is determined by the Director of Curriculum that an estimate is to be awarded for a particular Year 12 HSC task, the Head of Faculty will follow the procedure outlined in 4.8 for determining estimates.

▲ Where a student experiences an illness or other kind of long term educational disadvantage, such cases will be accommodated through the UAC Educational Access Scheme (EAS) and not by consideration for illness or misadventure. Applications for EAS are made through the Senior School Office.

## 4.8 Appeals

### POLICY

Students have the right to appeal the processes related to, or marks awarded for, an assessment task. They must be able to state specific reasons for an appeal and provide appropriate evidence related to the appeal.

Performance in previous tasks is not considered grounds for appeal.

### PROCEDURE

▲ Concerns about the processes related to an assessment task are made to the respective Head of Faculty immediately following, or the day after, the task's completion. The Head of Faculty is responsible to investigate the appeal, make a determination and advise the student of the outcome.

▲ Concerns about the appropriateness of marks awarded for any assessment task are directed to the respective Head of Faculty at the time of the return of the assessment task. The Head of Faculty is responsible to investigate the appeal, make a determination and advise the student of the outcome.

▲ Should the matter not be satisfactorily resolved through the Head of Faculty, the student may make further application for reconsideration through the Director of Curriculum, who will investigate the appeal, make a determination and advise the student of the outcome in writing.

▲ If a student remains dissatisfied with the outcome, they may request a convening of the Appeal Committee. Appeals are directed in writing to the Academic Dean, who will convene the Appeal Committee, comprising the Chair of the Council Education Committee (or his/her nominee), the Head of the Senior School, the Academic Dean and the Head of Faculty. The student 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. The outcome of the appeal is made to the student and parent in writing.

▲ HSC students have the right of further appeal to the New South Wales Education Standards Authority within the timeframe published annually by the Authority.

▲ HSC students, at the time of the announcement of the Draft Rank Order at the conclusion of formal Year 12 lessons, 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 its processes; there is no avenue, at this point, for appeals related to the marks awarded. Students should contact the Director of Curriculum in the first instance; if they remain concerned, they must write to the Academic Dean to request a convening of the Appeals Committee.

## 4.9 Equitable Access to Assessment Opportunities, Disability Provisions (NESA) and Special Education Needs Provisions (IBO)

### POLICY

Trinity Grammar School adopts a learner centred approach to teaching, learning and assessment. All students must be able to access an assessment task.

The adjustments made must not give advantage, nor bring disadvantage, to any student's achievement in relation to prescribed learning outcomes.

During Years 11 and 12 the School offers Disability Provisions for school-based tasks commensurate to, but not beyond, what can be reasonably expected to be granted by NESA or the IBO to an individual student.

Where the School, in good faith, makes a Disability Provision available to a student in Years 11 or 12, this is not be taken as guarantee the same level of provision will be granted by NESA or IBO.

### PROCEDURE

- ▲ Adjustments are aligned to criteria and processes determined by the external credentialing authorities, NESA and the IBO.
- ▲ Both diagnostic and functional evidence is used to determine school-based Disability Provisions that, in the School's professional judgement, most appropriately meet a student's need and represent the Disability Provisions which NESA or the IBO are likely to approve.
- ▲ The learning evidence produced via adjusted assessment opportunities is assessed against the outcomes set for the task.
- ▲ Formal application to the authority is required for students who wish to access NESA Disability Provisions or IBDP Special Educational Needs Provisions. This application is the responsibility of the student. Applications to NESA are usually required by the end of Term 1 of the year in which the credential will be taken and must be submitted on-line by the School. Applications to the IBO are generally required eighteen months prior to the respective IBDP examinations, that is before May in Year 11, and may require revision by the IBO in Year 12.
- ▲ NESA applications are initiated through the office of Trinity Education Support Services (TESS) Academic. IBO applications are pursued with the Director of Curriculum.
- ▲ Once a Disability Provision has been granted (either by the School, by NESA or by the IBO) the School will endeavour, within the limits of its resources, to ensure that it is provided in all school-based examinations and assessment tasks. The TESS Department will be responsible for the administration of all Disability Provisions and Special Education Needs Provisions.
- ▲ Students with approved Disability Provisions are not required to take further action in relation to formal School examinations. TESS personnel will administer Disability Provisions during formal Examination periods.
- ▲ Students seeking access to approved Disability Provisions for assessment tasks that are not part of a formal examination period must notify their teacher or case manager as soon as such an assessment task notification is received. After the student has advised his teacher or case manager, It will be the responsibility of the teacher and case manager to liaise with the Head of Faculty to accommodate the student's Disability Provision. The Head of Faculty will liaise with TESS to determine which Disability Provisions can be accommodated and how this accommodation will take place. Students may be required to access Disability Provisions at an alternative time to the main cohort. Failure of the student to provide eight (8) days' notice of required Disability Provisions may prevent the School from meeting the request.
- ▲ In the rare circumstances use of a personal computer is approved, the Head of Information and Communication Technologies, or his delegate, will be responsible for providing a computer. They 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:
  - 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.
  - 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.
  - A computer calculator is not an approved calculator for the purposes of NESA examinations.

- Simple drawing programmes are permitted where students are required to draw diagrams for an assessment task.
- The choice of software made available on computers used for this purpose will be made by the School.
- The School will not be responsible for technical failures which may occur at the time of an assessment task or examination.

## 4.10 Marking, Grading and Reporting of Assessment

### POLICY

NESA and IBO course descriptors and other grading information is used to assess student learning evidence and report on student achievement.

### PROCEDURE

- ▲ Academic Outcome Grades and Overall Grades on Semester Reports are calculated from the marks and grades achieved on the complete body of learning evidence produced by students.
- ▲ The Head of Faculty develops their teachers' capacity to make consistent judgements in relation to course outcomes, marking guidelines and course criteria published by NESA and IBO.
- ▲ In all Year 12 assessment tasks and examinations, students use candidate numbers rather than names. Numbers are not converted to names until marking has been finalised.
- ▲ The Head of Faculty oversees the administration of procedures to ensure the integrity of marking. The purpose is to promote fair, unbiased and consistent marking. Procedures may include but are not limited to:
  - 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) and regular check marking.
  - Use of a designated moderator (i.e. an experienced teacher runs an initial moderation session for all markers and then regularly spot checks each marker's consistent application of the agreed standard).
  - Double marking (i.e. two teachers mark each paper, compare marks awarded and resolve discrepancies).
  - 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.
- ▲ The Head of Faculty ensures that robust marking processes produce reliable assessment patterns.
  - There is no predetermined pattern of Grades.
  - Raw marks only are used. Mapping or scaling of final assessment marks will not occur.
  - There must be transparent alignment between the marks and grades a student receives throughout a semester and the final grade awarded on Semester Reports.
- ▲ Teachers make professional judgements based upon the complete body of learning evidence collected for each student to provide information about learning progress on Semester Learning Progress Reports. Grades allocated to Year 10 students are based on the Common Grade Scale as referenced under assessment in the Middle School. HSC students' grades are based on the Common Grade Scale for Preliminary Courses:

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## Range

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A range	The student demonstrates knowledge of content and understanding of the course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B range	The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C range	The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D range	The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E range	The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

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▲ Grades allocated to IBDP students are termed Early Indicator Grades (Year 11) and Indicator Grades (Year 12). They are based on published Grade Descriptors for the determination of Grades 1 – 7 in each Course Group.

<sup>6</sup> See Appendix I

<sup>7</sup> Content for the Trinity Grammar School 'All My Own Work' course has been adapted from the NESAs programme 'HSC: All My Own Work' and the IBO's 'Academic Honesty in the IB Educational Context' document.

<sup>8</sup> <https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf>

<sup>9</sup> <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>

<sup>10</sup> <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>

<sup>11</sup> In this TGS policy the term Misadventure inclusive of both NESAs processes and IBO Adverse Circumstances processes

<sup>12</sup> <https://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

# APPENDIX I

## ACADEMIC INTEGRITY RIGHTS AND RESPONSIBILITIES

Students	Parents	Teachers	School
<p><b>Rights</b></p> <ul style="list-style-type: none"> <li>▲ Be assisted in developing personal responsibility for learning.</li> <li>▲ Receive clear guidelines relating to academic honesty and how to use correct referencing.</li> <li>▲ Be informed of what constitutes academic malpractice / misconduct.</li> <li>▲ Be informed of an alleged breach of academic honesty.</li> <li>▲ Be informed about procedures in the case of an allegation of academic malpractice/ misconduct.</li> <li>▲ Be given the opportunity to submit a written and/or oral defence and to have a parent present at investigations.</li> </ul> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>▲ Become familiar with and follow academic honesty requirements set by the school.</li> <li>▲ Complete the school's All My Own Work Course.</li> <li>▲ Not to engage in behaviour that could be considered academic malpractice / misconduct.</li> <li>▲ Make clear which words, ideas, images and works are not your own.</li> <li>▲ Credit copied, adapted and paraphrased material.</li> <li>▲ Make sure that information you have used is acknowledged in the body of text and is fully listed in the reference list.</li> <li>▲ Seek assistance from teachers and/or library staff in the use of correct referencing.</li> <li>▲ When provided, complete and sign the school's assessment cover sheet, declaring the work submitted is their own.</li> </ul>	<p><b>Rights</b></p> <ul style="list-style-type: none"> <li>▲ Be informed about the importance of academic honesty.</li> <li>▲ Be informed of what constitutes academic malpractice / misconduct.</li> <li>▲ Be informed of an alleged breach of academic malpractice/misconduct against their son.</li> <li>▲ Be informed about the procedures in the case of an allegation of academic malpractice / misconduct.</li> </ul> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>▲ To encourage and support academic honesty. [a]</li> <li>▲ Encourage their son to plan each assignment.</li> <li>▲ Provide support with the scheduling of their son's work.</li> <li>▲ To become familiar with the academic honesty requirements set by the school.</li> <li>▲ Encourage their son to ask their teacher for advice if they are having difficulty with their work.</li> </ul>	<p><b>Rights</b></p> <ul style="list-style-type: none"> <li>▲ Be supported in the promotion of academic honesty and ways to help develop student personal responsibility for learning.</li> <li>▲ Be informed of what constitutes academic malpractice / misconduct.</li> <li>▲ Receive clear guidelines relating to academic honesty and how students use correct referencing.</li> <li>▲ Be informed about procedures in the case of an allegation of academic malpractice / misconduct.</li> </ul> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>▲ To become familiar with and follow the academic honesty requirements set by the School and reinforce these requirements with students.</li> <li>▲ To model academic honesty.</li> <li>▲ Provide access to tools which may be used to assist students to monitor their work, such as Turnitin.</li> <li>▲ To guide students on academic writing and on how to reference correctly.</li> <li>▲ Ensure students complete an assessment cover sheet declaring the work submitted is their own.</li> <li>▲ Inform their Head of Department, who will then follow the procedures in the case of an allegation of academic malpractice/ misconduct.</li> </ul>	<p><b>Rights</b></p> <ul style="list-style-type: none"> <li>▲ Apply the academic honesty policy when investigating or adjudicating alleged malpractice/misconduct</li> </ul> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>▲ Promote awareness and clarity about academic honesty and malpractice / misconduct.</li> <li>▲ promote access to the School's academic honesty policy and procedures via the School's Community website.</li> <li>▲ provide age-appropriate guidance to promote and support academic honesty.</li> <li>▲ provide ongoing professional development of teachers in academic honesty requirements and procedures.</li> <li>▲ ensures that cultural and language differences are taken into consideration when communicating the importance of academic honesty to</li> <li>▲ the members of the School community</li> </ul>

# APPENDIX II

## ACADEMIC AWARDS IN THE MIDDLE AND SENIOR SCHOOLS

### A1.1 Awards based on the Grade Point Average

At the commencement of Terms 2 and 4, the Head Master, on the advice of the Academic Dean, presents an Academic Excellence Citation to students who achieved a GPA of 13 or greater (Years 7 – 10 and HSC students) or 6.4 or greater (IBDP students) in the most recent Report.

On the advice of the Academic Dean, the Head Master presents an Academic Excellence Citation to students who have achieved a significant improvement in their GPA. Growth is generally defined as 2.0 points or greater on the 15-point A+ to E- scale and 1.0 or greater on the 1.0 – 7.0 scale.

### A1.2 Awards based on the Engagement Point Average

At the commencement of Terms 2 and 4, the Head Master, on the advice of the Academic Dean, presents an Engagement Citation to students who achieved an EPA of 4.8 or greater in the most recent Report.

On the advice of the Academic Dean, the Head Master presents a citation for Growth in Engagement to students who have sustained a significant improvement in their EPA. Improvement is generally defined as 1.0 points or greater on the 1.0 – 5.0 scale.

### A1.3 Other Academic Citations

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

▲ Heads of Faculty may present Faculty Awards to students for outstanding academic achievement within their Faculty. Policies for making such awards are developed by each Head of Faculty and reflect the fact that a Faculty Award is highly regarded. The intention is that any student may earn a Faculty Award for work which is outstanding at his own level of progress.

▲ When a student has received five (5) Faculty Awards, from at least three (3) different Faculties, he may apply to the Academic Dean for an Academic Citation.

▲ The Academic Dean will assess the application and advise the Head Master to make such a presentation at a School Assembly or other suitable occasion.

### A1.4 Awards for Speech Day

#### Dux of Years 7 – 10 Candidatures

Where possible, a single name is recommended to the Head Master. This is achieved by considering and weighing the following criteria:

- ▲ GPAs in Semesters 1 and 2;
- ▲ Number of first, second and third placements in courses;
- ▲ Achievement in Accelerated courses.

#### Dux of Years 11 and 12 Candidatures

The two credentials offered at Trinity generate two different Ducuses. Therefore, two different calculation methods are used.

Both methods involve an initial calculation to determine a list of top achieving students, and then a closer scrutiny of these lists to determine the best recommendation to be made to the Head Master.

## Year 11

Dux of the Year 11 HSC candidature will follow the procedure for Years 7 – 10 above.

Dux of the Year 11 IB Diploma candidature will be determined by considering and weighing the following criteria:

- ▲ Total score out of 42 in the 6 group courses;
- ▲ Number of first, second and third placements in courses;
- ▲ Position within the grade boundaries for each course: students with scores closer to the upper limit of the Grade 7 boundary will be considered more favourably.

## Year 12

In the Year 12 HSC candidature, an initial calculation is based upon points awarded for ranks achieved in courses studied, including accelerated courses previously completed.

Rank	Points
1 <sup>st</sup>	5
2 <sup>nd</sup>	4
3 <sup>rd</sup>	3
4 <sup>th</sup>	2
5 <sup>th</sup>	1

No distinction at this point is made between courses of small or large candidature, nor courses arbitrarily deemed more difficult than others.

The list of top point scorers will be checked to ensure that those on the list have not been disproportionately disadvantaged for the following reasons:

- ▲ The mandatory inclusion of English;
- ▲ Students who studied 6 or more courses compared to students who studied 5 courses.

The list of top point scorers will be checked to ensure that those on the list have not been disproportionately advantaged for the following reasons:

- ▲ Success in several small candidature courses;
- ▲ Success in several courses known to scale less favourably, as determined by Table A3 Descriptive statistics and percentiles for HSC marks and scaled marks by course, in the previous year's UAC Scaling Report.

On the basis of this analysis, a recommendation for the award of Dux of the HSC candidature is made to the Head Master.

In the IB Diploma candidature the recommendation for Dux is based upon three levels of analysis in the following order:

- ▲ An initial list of top achieving candidates is generated by calculating the total score out of 42 based upon indicator grades in the 6 group courses, including Anticipated courses previously completed.
- ▲ If more than one student achieves the highest score out of 42, scores on the Extended Essay and Theory of Knowledge components are examined; students who achieve an 'A' on both components proceed to the next criteria.
- ▲ Analysis of each remaining student's position within the grade boundaries is made for each grade awarded. The student with the highest number of marks at the upper end of the Grade 7 boundary will be recommended to be the Dux of the IB candidature.

### Course Prizes for each Year Group

Where possible, a single name is recommended to the Head Master. This is achieved by considering the following criteria:

- ▲ Highest aggregated mark across all course-based assessment (Years 7 – 10) or assessment tasks (Years 11 – 12), calculated to two decimal points. In Years 10 - 12 this aggregation reflects the published weightings for assessment tasks.
- ▲ Where two or more students achieve the same aggregated mark calculated to two decimal points, the highest mark achieved in a Yearly or Trial Examination or the final course-based assessment task will receive the first in course award.
- ▲ Where a determination still cannot be made, the Head of Faculty will consider other school based learning evidence or make the determination, after consultation with the Academic Dean, to award dual prize winners.

### General Proficiency Awards

A small number of General Proficiency Awards are made to recognise students whose overall academic achievement is highly meritorious, but who do not receive the award of Dux. The Head Master may award General Proficiency Awards based on advice from the Academic Dean and Academic Committee. Recommendations are made based on all of the following criteria:

- ▲ Average GPA of 14.0 or greater across Semester 1 and Semester 2
- ▲ Number of first, second and third placements in courses.
- ▲ Achievement in Accelerated courses.
- ▲ Achievement in external competitions.

### The Stephen and Ian Cray Memorial Prize for the Most Improved Boy in Year 7

This award is based upon growth in the GPA between the Semester 1 Report and the Semester 2 Report. It is awarded to the student who achieves the highest growth in GPA. If two or more students achieve the same growth score, the prize is determined by the Head of the Middle School.

### Mrs Christian R. Thornett's Prizes for Honest Endeavour

These prizes are determined on the basis of Middle School students' EPA scores in each of the Semester Reports for the year. Generally, up to 15 awards are made in Year 7, up to 10 awards in Year 8 and up to 5 awards in Year 9. These awards are made to students who achieve consistently strong EPAs but do not receive any other academic prize.

### Growth in Engagement Prizes

This award is made to students in Years 7 - 10 with the highest growth in EPA scores. This growth is measured Semester 2 in one year to Semester 2 in the following year, or, in the case of Year 7, from Semester 1 to Semester 2 in the same year. Up to five students in each year group may receive this award.

## A1.5 School Colours

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

### Full Colours

Dux/Duces of each cohort 7 – 12.

### Half Colours

Students 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

Students whose achievement in any Year Group 7-12 is of a very high order of merit (5-8 from each Year Group). The names recommended are generally those students who are awarded General Proficiency Prizes.



TRINITY  
GRAMMAR SCHOOL

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