

COROWA

High School

RESPECT | RESPONSIBLE | ACHIEVE

WHOLE SCHOOL
ASSESSMENT POLICY



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INTRODUCTION

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- provide opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- enable students to demonstrate what they know and can do.
- clarify student understanding of concepts and promote deeper understanding.
- provide evidence that current understanding and skills are a suitable basis for future learning.

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students and parents. Reporting can involve a combination of these methods.

Students at Corowa High School are being assessed on what they understand, know and can do.

Formative and summative assessment is used to measure skills and levels of understanding and equip students and teachers with data to inform the future direction of learning activities.

The assessments set for a course are intended to measure a student's level of achievement and to ascertain if the individual student has achieved the outcomes specified for the course.

Informal assessment

Allows students and teachers to see how well they are developing knowledge and understanding but are not used for the purpose of reporting and grading students. Informal assessment takes the form of quizzes, book marking, showcasing work, and some homework tasks. Teachers use informal assessment to fine tune lesson delivery.

Formal Assessment

Structured Assessment Tasks are used to collect student data for the purpose of reporting and grading. Students will undertake a variety of internal and external assessments. Assessments are used to determine the extent to which students have mastered stated outcomes of the New South Wales High School curriculum.

NSW RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to students who finish Year 10 but leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

To be eligible for a RoSA students must have:

- completed the mandatory curriculum requirements for Years 7 to 10.
- attended a government school, an accredited non-government school or a recognised school outside NSW.
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- complied with the requirements from the Education Act.
- The RoSA shows a student's comprehensive record of academic achievement which includes:
 - completed courses and the awarded grade or mark.
 - courses a student has participated in but did not complete before leaving school.
 - results of any minimum standard literacy and numeracy tests that may have been sat date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Year 11 courses the student has satisfactorily completed. Grades are:

- based on student achievement in their assessment work.
- submitted to NESA by the school in Term 4 (note that Year 10 grades recorded on the RoSA may be different from those in students' reports as the RoSA is a record of student achievement at the end of Stage 5 while school reports represent achievement throughout courses).
- monitored by NESA for fairness and consistency.

Life Skills

Students with disability can complete the Life Skills curriculum option. For every satisfactorily completed Life Skills course an accompanying profile of student achievement is included with the RoSA to provide students with more details of their achievements from each course.

ASSESSMENT COMPONENTS

The New South Wales Educational Standards Authority (NESA) places certain requirements on some courses including:

- mandatory components and weightings.
- mandating certain tasks in some courses.
- capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12.
- capping the number of formal written examination tasks that mimic the HSC examination to one per course and introducing a maximum weighting for them in Year 12 courses.

Within these bounds, the school determines the various tasks such as tests, assignments and projects on which assessments are based and the weighting allocated to each task.

Assessment tasks may include but are not limited to:

- Formal examinations – an examination of wide scope conducted in a designated period under examination conditions.
- Tests of limited scope – tests that include a small number of content areas or topics or modules.
- Oral presentations - prepared speech and/or seminar presented to the class.
- Fieldwork/Excursion reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified guidelines which may be completed individually or as a group.
- Design projects - projects designed and produced to meet a design problem.
- Portfolios - for example, accompanying documentation records for a design project.
- Practical work - range of practical learning experiences completed in class and/or at home.
- First-hand investigations – original problem solving in science using scientific method.
- Body of work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
- Viewing/Listening task.
- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Group work activities.
- Representation – creation of visual representation or representation through performance.
- Scripted and improvised performance.

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

COURSE COMPLETION CRITERIA

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

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

Students must also make a genuine attempt at assessment tasks that contribute more than 50 percent of available marks in courses where school-based assessment marks are submitted.

Where it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, an N-determination warning letter will be issued by the school. Class teachers will speak to students who are being issued with a warning to outline the procedures that apply and the consequences of not resolving the warning. A letter that outlines the process will be posted or emailed to the student's parent or guardian (if the student is under 18 years of age). An interview may also be arranged with the student and their parents or guardians.

DISABILITY PROVISIONS

What are HSC disability provisions?

Disability provisions provide students with practical support to access, that is, to read and respond to the Higher School Certificate (HSC) exams.

Disability provisions are one way that NESA ensures there are reasonable adjustments available to students with disability so that they can access and participate in the HSC on the same basis as students without disability. Approved provisions must not confer an advantage, nor are they intended for the achievement of potential.

What is covered?

Disability provisions address students' exam needs related to learning, medical, vision or hearing disabilities. For example, students with a:

- learning disability may use reader or writer
- medical disability may access toilet breaks or use adapted furniture
- vision disability may use braille or large-print papers
- hearing disability may use an oral or sign interpreter.

What is not covered?

Disability provisions do not apply to:

- Conditions that may or may not occur during an exam (episodic) e.g. migraines. An occurrence of this type of condition would be covered by an illness/misadventure application, except when there are identifiable factors that might contribute to, or trigger, a condition. For example, if fluorescent lighting frequently results in a migraine, a student might request seating near a window with natural light.
- Loss of preparation time or difficulty undertaking a course, e.g. a musical instrument being broken some months before the HSC.
- Difficulty with reading due to English being an additional language/dialect for a student.

The school's responsibilities under the Disability Discrimination Act 1992

All schools must ensure that students with disability can access and participate in education on the same basis as other students.

Schools are responsible for any decisions made at the school level to offer adjustments to students with disability in school-based tasks. School-determined adjustments will not necessarily apply in the Higher School Certificate examinations as what is assessed in school-based assessments may be different to HSC examinations. In addition, for HSC examinations, each application is assessed to ensure consistency and equity across the entire HSC cohort. NESA only approves disability provisions for the HSC exams.

There is no guarantee NESA will grant the same provisions as those given at school.

Applying for HSC disability provisions

Schools are responsible for submitting disability provision applications. The Learning and Support Teacher coordinates the process at Corowa High School; however, students and parents should be involved throughout the application process. They can do this by:

- Discussing the impact of the student's disability with the school throughout schooling, including possible adjustments and support required for the student to access the curriculum as well as exams.
- Advising the school when the student's scheduled specialist appointments are taking place. In this way, the school can provide medical forms requiring completion at the appropriate time so that a special appointment just for this purpose is not required.
- Keeping the school up to date with any changes in the impact of the disability, medications etc.

Supporting evidence for applications

Each application must provide:

- Evidence of a diagnosed disability: NESA medical, vision or hearing form(s) need(s) to be completed by a qualified health professional relevant to the condition(s). This must include the health professional's comments regarding the impact on the student's ability to access and respond to questions in an exam situation. For most applications, the health professional must complete this form no earlier than Term 4 of the year before the HSC examinations.
- Functional evidence: Specific measurable data that demonstrate the level of impact in an exam situation. For example, reading results, spelling results and writing samples that meet NESA requirements as outlined on the NESA application. The evidence must be relevant to the provisions requested – e.g. there is no need to provide writing samples for a student with reading or spelling difficulties.
- Teacher comments: These must show how the student's disability affects them and how provisions implemented at school address their needs in reading and/or responding to exam questions.

Dates

Most applications for disability provisions open in Term 4 the year before a student's HSC exams and close at the end of Term 1. There are different timeframes for students for whom the impact of their disability in exam situations is variable and unstable, eg. newly diagnosed psychiatric/neurological disorders and for students who require emergency provisions for late injury and illness, eg. car or sporting accidents, broken arm, recent surgeries.

Assessment of applications

Every student applying for HSC disability provisions is unique. NESA reviews all applications and makes decisions based on the evidence submitted by the school using NESA approved, evidence-based guidelines. NESA has a panel of specialists that includes medical practitioners, educational psychologists and consultants for the visually or hearing impaired. NESA requests expert advice from this panel as required.

SCHOOL ASSESSMENT POLICY AND PROCEDURES

For each course, the school has developed an assessment program that details:

- the number and type of assessment tasks
- syllabus outcomes assessed in each assessment task
- the components and weightings allocated to each assessment task
- when each assessment task is to be attempted or submitted.

This program will be distributed to each student in each course at the commencement of the academic year. Students sign to acknowledge receipt of this written advice about the school's requirements for assessment in each course.

Each assessment is checked by the class teacher and head teacher before being provided to students. Head teachers determine the procedures in place for this process in their faculties.

For each assessment task (including formal examinations), students will be given a written notification at least fourteen calendar days before the task is due indicating:

- components and weightings of the task
- syllabus outcomes assessed
- type of the assessment task
- scheduled date and time for attempting or submitting the task
- marking criteria (where appropriate).

For every assessment task, an assessment task tracking sheet will be used to record the details of the task. The sheet will be signed and dated:

1. by each student when they receive the notification for the task.
2. by the class teacher when each student submits the task. For formal examinations, a class list noting attendance at the examination will be included with the form instead of class teacher signatures.
3. by each student when the task is returned to them following marking.

A digital tracking system may be used in place of the hardcopy tracking sheet provided that the digital system keeps records of students receiving notification of tasks, notification of any changes to tasks, submitting tasks and receiving feedback.

No assessment tasks will be scheduled in the two weeks before or one week after an examination period for any subject for which an examination is scheduled.

Feedback, either written or verbal, will be provided to each student using, at a minimum the marking criteria for the task. Feedback will indicate what the student did well and how they can improve. Feedback should be given to students in the two weeks following the due date of the task to ensure relevance and explicit improvement.

Invalid or unreliable task results

In the unlikely event that an assessment task does not produce valid or reliable results, the relevant head teacher, with the deputy principal's approval, may adjust the task weighting or discard the task and replace it with a substitute task. If a substitute task is to be given, students will be reissued with

a written assessment task notification to ensure that they are given adequate notice of the time and nature of the task.

Examination conduct requirements

Examinations and tests require students to work individually and make a genuine attempt to the best of their ability.

Examinations and tests are conducted under silent conditions throughout the allotted time. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist them or does not follow instructions from supervisors will have committed malpractice.

Students may come to school outside of the times scheduled for their examinations to study during scheduled examination periods. Students must wear school uniform during examination periods.

Students requiring disability provisions for examinations and tests (such as a reader, writer, extra time, large print papers, coloured paper or the use of a computer) should contact the Learning and Support Teacher for specific information as soon as possible but no later than the end of Term 2.

Examination rules

Students are responsible for the correct reading of their examination timetable including the examination location.

Students should be prepared to commence examinations at the scheduled time. Students should arrive at least 10 minutes before the scheduled commencement time. Time will not be added for latecomers.

Students will not be able to leave the examination room before the scheduled finish time of the examination.

All writing paper will be supplied for examinations. Students must provide all other requirements such as writing equipment and calculators. Students are to bring all writing equipment in a transparent bag.

The following items are the only items that are permitted during examinations:

- black pens
- lead pencils (at least 2B)
- erasers
- approved calculator
- sharpener
- ruler in centimetres and millimetres
- non-programmable watch (which must be placed on the desk in clear view and not touched during the exam)
- water in a clear, unlabelled bottle.

For some examinations, students will be required to bring additional equipment (such as a non-programmable calculator). Students will be informed if there is specific equipment that they need to bring to an examination in the task notification.

The following items are specifically prohibited during examinations:

- electronic devices (except for a calculator, if allowed), including mobile phones, programmable watches, communication devices, organisers, tablets, music players and earphones
- paper or any written material (including exam timetables)
- dictionaries
- correction fluid and tape
- drinks (other than water) and food, except where disability provisions have been approved.

Any items which are prohibited may be placed inside the entry to the examination room at students' own risk. Electronic devices must be switched off BEFORE entering the examination room.

Students who are found with a prohibited item will have breached the examination rules and hence have committed malpractice. Instances of malpractice and any penalties applied must be recorded in Sentral.

Penalties for malpractice in examinations include one or more of the following:

- A warning.
- A reduction in available marks for the examination.
- Receiving zero marks for the examination.
- Considered to have made a non-serious attempt.
- Being removed from the examination room and not permitted to continue their attempt.
- Action according to the school's student behaviour policy.

Submission of assessment tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Electronic issues including printer/computer failure and tasks not arriving by email, are not acceptable reason for late submission of work.

Assessment tasks must be submitted on the due date by 9.00 am OR as specified on the assessment task notification. Students who submit tasks late will receive a mark of zero unless an illness/misadventure application is approved.

In circumstances where a student is ill or experiences misadventure on the day an assessment task is due or scheduled, the student must complete and submit an illness/misadventure application and notify the class teacher of the course by a phone call to the school.

Student leave and assessment tasks

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education expects all students to

attend school whenever instruction is provided. The Department of Education's position concerning student leave is stated in the School Attendance Policy.

All assessments should be handed in or completed at the scheduled time unless students are affected by illness or misadventure.

NESA guidelines for HSC students make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. All assessments must be completed at the scheduled time unless students are affected by illness or misadventure and an Illness/Misadventure application is submitted and approved.

Allocating grades for Year 10, Year 11 and Year 12 courses

At the end of the Year 10 or Year 11 course, using all available assessment information, teachers will make a judgement to assign a grade to each student that best matches student achievement at the end of the course based on:

- for Year 10, achievement descriptions in the [Common Grade Scale](#) and applicable Course Performance Descriptors.
- for Year 11, achievement descriptions in the [Common Grade Scale for Preliminary Courses](#).

In some circumstances, students with the same grade cut-off mark may be awarded different but adjacent grades. Where activities or tasks are scheduled throughout a course, greater weight would generally be given to those activities or tasks undertaken towards the end of the course. For example, in a 200-hour course extending over Years 9 and 10, the assessment information collected in Year 10 provides a more complete picture of student achievement.

Reporting Year 12 marks to NESA

The marks submitted to NESA at the conclusion of a Year 12 course are calculated by the aggregation of the weighted assessment task mark achieved by each student in each assessment task.

ILLNESS/MISADVENTURE APPLICATION PROCESS

The illness/misadventure application process assists students who:

- are unable to attend or submit an assessment task due to unforeseen illness or misadventure, or
- consider that their performance in an examination has been affected by illness or misadventure immediately before or while sitting an assessment including an examination.

Students have the right and the responsibility to submit an illness/misadventure application when necessary. If they are incapacitated, an application may be submitted by a parent/guardian on their behalf.

The following table details examples of situations in which students are required to complete illness/misadventure application and the procedures and timeframes they will need to follow.

Situation	Action required by the student	Maximum time allowed
A student will be absent on the day(s) a task is scheduled to be completed in class.	Inform the class teacher and discuss potential alternatives.	On becoming aware that the student will be away from school.
	Complete and submit an illness/misadventure application form to the class teacher(s).	At least two school days prior to the due date.
A student is absent on the day(s) a task is scheduled to be completed in class.	Contact the school by phone and leave a message for the class teacher OR notify the class teacher through established class procedures if applicable (such as email or Google Classroom).	On the day the task is scheduled or due.
	Complete and submit an illness/misadventure application form to the class teacher(s).	By the end of the student's first day back at school OR no more than three school days after the due date (whichever is the later).
Due to circumstances beyond a student's control, they are unable to complete a task by the due date OR they believe that their performance in the task will be negatively affected by circumstances beyond their control.	Inform the class teacher and discuss potential alternatives.	As soon as the student is aware that they will not be able to complete the task.
	Complete and submit an illness/misadventure application form to the class teacher(s).	At least two school days prior to the due date.

Paper copies of the illness/misadventure application form can be obtained from the deputy principal.

When completing an illness/misadventure application form, students should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of the application.

The class teacher and head teacher will consider the application and accompanying evidence and make a recommendation on the outcome to the deputy principal for approval. The possible outcomes are:

- An extension of time is given (which may mean the task is accepted with a reduced penalty).
- The original or a substitute task is to be completed.
- In exceptional circumstances, an estimate is awarded.
- Zero marks are to be awarded which may include N-determination warning procedures being initiated.
- A combination of the above options (for example, a substitute task is completed as a guide to determining an estimated assessment mark).

The student will be informed of the decision within five school days of submission of the illness/misadventure application.

Supporting evidence for illness/misadventure applications

Evidence that clearly identifies the disadvantage experienced during the time the student was attempting to complete the assessment task is required. Students should seek independent evidence on the same day of the task. The documentation provided must:

- be current and specific to the date and time of the assessment task.
- clearly explain how the illness or misadventure has or will negatively impact the result the student was or will be able to achieve OR why the student was not able to complete the task on or by the due date.
- submitted with the illness/misadventure application form to the relevant class teacher(s).

Examples of supporting evidence include:

- For an illness: A medical certificate is required which covers the actual date of the assessment task and all subsequent absences until the task is completed.
- In cases of misadventure. Evidence from other sources, for example, police statements and/or statutory declarations, explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

The student must attend school on the first day not covered by independent documentary evidence, that is, when well enough or circumstances allow. Students will generally be required to complete the assessment task or exam on their first day back at school and must be prepared to do so. Penalties will apply for absences not supported by an approved illness/misadventure application.

Deciding illness/misadventure applications

For Year 11 and 12 courses, the relevant head teacher makes a recommendation to the deputy principal on whether to uphold or decline an illness/misadventure application and, if upheld, the actions taken to provide the student with an equitable opportunity to complete the assessment task.

For Year 7, 8, 9 and 10 courses, the relevant head teacher decides whether to uphold or decline an illness/misadventure application and, if upheld, the actions taken to provide the student with an equitable opportunity to complete the assessment task.

In making a recommendation or decision the head teacher will discuss the situation with the relevant class teacher.

Where an illness/misadventure application is upheld, the student will be given the opportunity to complete the assessment task by:

- Providing an extension of time to complete the original assessment task if this does not compromise the validity of the task. Where an application is partially upheld, the marks available for the task may be reduced.
- Providing the student with a substitute assessment task.
- Estimating the student's mark based on completed comparable assessment tasks which contain comparable outcomes. For Year 12 courses an estimate may only be given in exceptional circumstances and the decision to give an estimate must be made by the principal.

MALPRACTICE AND NON-SERIOUS ATTEMPTS

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is 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.

Dishonest behaviour carried out to gain an unfair advantage in the assessment process constitutes malpractice or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of the Preliminary course and the HSC. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

What constitutes malpractice?

Malpractice is any attempt to gain an unfair advantage over other students. It includes but is not limited to:

- misleading or deceiving others by presenting untrue information through the fabrication, alteration, or omission of information such as
 - making up journal entries for a project
 - submitting falsified or altered documents
 - referencing incorrect or non-existent sources
 - contriving false explanations to explain work not handed in by the due date.
- pretending to have written, created or developed work that has originated from another source including
 - copying someone else's work in part or in whole and presenting it as your own
 - using material directly from books, journals or the internet without reference to the source
 - building on the ideas or words of another person without appropriate acknowledgement
 - using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

- inappropriately collaborating with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. For example:
 - sharing answers to an assessment with other students
 - submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert
 - contract cheating by outsourcing work to a third party
 - unauthorised use of artificial intelligence (AI) technologies
- breaching assessment rules
- not adhering to examination conditions
- knowingly assisting other students to engage in malpractice.

Responding to suspected malpractice

Should malpractice be suspected, the student and their parent/carer will be informed of the allegation and be required to demonstrate in writing that malpractice has not occurred within five school days of being notified. After five days, the relevant head teacher, in consultation with the deputy principal, will determine based on the available evidence and the student's response (if received) whether malpractice has occurred. The head teacher will write to the student and their parent/carer explaining the reasons for their decision and detailing the penalties which will apply. One or more of the following penalties may be applied:

- The student is warned. A warning may only be issued as the only penalty if the student has not previously been warned for malpractice.
- The section(s) of the task where malpractice has occurred are ignored when determining a mark.
- The student receives zero marks for the task.
- The student is determined to have made a non-serious attempt at the task.
- The school's behaviour management plan is implemented.

Separate and additional penalties may be imposed for malpractice during an examination attempt as detailed above.

Instances of malpractice and any penalties applied must be recorded in Sentral.

When malpractice occurs in a Year 12 course students will be added to the NESA HSC Assessment Task Malpractice Register; this information will be monitored by the school's NESA coordinator and deputy principal.

HSC 'All My Own Work'

'All My Own Work' is a compulsory program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The HSC: All My Own Work consists of four modules:

1. What is all my own work?
2. What is plagiarism?
3. How do I acknowledge other people's work?
4. How can I work honestly?

The program builds on existing programs in schools and provides flexibility in delivery. It also recognises the rapid growth in information available to students through the internet.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they can be enrolled in Preliminary (Year 11) or HSC (Year 12) courses unless they are only completing Life Skills courses. At Corowa High School, students complete 'All My Own Work' at the end of Year 10.

Non-serious attempts

In cases where a teacher believes that the student has made a non-serious attempt at a task, the matter should be referred to the relevant head teacher as the decision maker. If the head teacher agrees that the student has made a non-serious attempt at the task the student may be given zero marks and an N-determination warning letter may be issued. The student will be required to complete the task again or a replacement task.

REPORTING STUDENT PROGRESS

Corowa High School provides two written reports each year that include information about students' achievement relevant to course outcomes and the Common Grade Scale and applicable Course Performance Descriptors for Year 7-10 courses or the Common Grade Scale for Preliminary Courses.

Outstanding	A	The student has 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.
High	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills in most situations.
Expected	C	The student has a expected knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic	D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	E	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.

Parents are welcome to contact class teachers, head teachers or year advisors at any time to discuss student progress.

APPEALS REGARDING ASSESSMENT

Students may submit an appeal in the following circumstances:

- Dissatisfaction with outcome of an illness/misadventure application.
- Dissatisfaction with a malpractice determination.
- Concern with assessment rankings
- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgement in applying the marking criteria.
- Concern regarding results recorded on a student report.

Where possible all reviews of final assessment marks will be resolved within the school. If a student is dissatisfied with the outcome the student should advise the principal that they wish an appeal to be sent to NESA.

The appeals procedure:

1. Write to the relevant head teacher within five days of receiving the determination explaining the reasons that the decision was not correct or that the penalty was too severe. The professional judgement of the head teacher may not be appealed. The appeal must identify and explain a factual error made by the head teacher or explain why the penalty applied was too severe.
2. The head teacher will consider the student's appeal and reply in writing within five school days explaining their decision and reasoning. The head teacher may overturn their original decision or change the penalty to be applied by lessening it or making it more severe.
3. If the student does not believe that the head teacher appropriately addressed their grounds for appeal, they may refer it in writing to the deputy principal providing copies of the assessment task notification, your attempt at the task, your appeal to the head teacher and the head teacher's response as well as other relevant information (such as the Illness/Misadventure Application Form). The deputy principal will consider all the information provided to decide. The decision regarding the appeal will be communicated as soon as possible. If the deputy principal has been previously involved in the decision-making process they are to refer the appeal to the principal.

In any assessment appeal, the school will determine whether:

- a computational or clerical error occurred.
- the weightings used by the school were consistent with those specified by NESA
- the procedures used by the school for determining the final assessment mark comply with this assessment policy and assessment schedules.

NESA does not consider appeals after the release of HSC results nor of marks awarded for individual assessment tasks. In reviewing the assessment rank, NESA will only consider whether the:

- school review was adequate
- conduct of the review was proper in all respects.

AI IN ASSESSMENT AND LEARNING

Artificial Intelligence (AI) is a type of technology that can help students in different ways. It can provide support with learning and can even help with tests and assignments. For example, there are AI tools that can help generate answers or provide explanations for difficult concepts. This can be useful for studying and understanding new topics.

However, when using AI for tests and assignments, we need to be mindful of how it's used. It's important to make sure that the use of AI is fair and doesn't give an unfair advantage to some students.

Teachers will consider if and how AI tools should be used in assessments. They might need to make changes to tests or assignments to make sure that they still accurately reflect a student's knowledge and skills.

In some cases, assessments may need to be modified to either avoid using generative AI tools or to use them in a way that ensures a fair and unbiased evaluation of students' performance. This means that teachers will need to think carefully about how to use AI in a way that doesn't unfairly help some students over others. The goal is to make sure that assessments continue to provide a fair and accurate measure of a student's abilities.

Therefore, the scales of AI have been produced to assist you in how you use AI in assessment tasks and assignments. Each task will be given a level. You can clarify this with your teacher when tasks are handed out.

Am I able to use AI on my assignment / assessment task?

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

Student disclosure of AI use:

Level	Use of AI	Disclosure Required	Examples
1	<i>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</i>	Not required	N/A
2	<i>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</i>	Acknowledgement only Acknowledgement: Generative AI was used to help check for grammar, spelling and general proofreading. All content is my own work.	Example: Generative AI was used to check the grammar. All content is my own work.
3	<i>You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.</i>	Acknowledgement only Acknowledgement: Generative AI was used to help brainstorm and plan. All content is my own work.	Example: Generative AI was used to help brainstorm research ideas. All content is my own work.
4	<i>You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</i>	Acknowledgement, in-text citation, and full reference Acknowledgement: Generative AI was used to help write part of the content. I reviewed the AI output. In-text citation: (ChatGPT, 2025) Reference: OpenAI. (2025). <i>ChatGPT</i> [Large language model]. Retrieved October 10, 2025, from https://chat.openai.com	Example: Generative AI was used to write a paragraph on renewable energy. I reviewed the AI output.
5	<i>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</i>	Acknowledgement, full reference, and prompt used Acknowledgement: This work was generated by ChatGPT (2025). The prompt used was: "[Insert prompt]". I reviewed the AI output. Reference: OpenAI. (2025). <i>ChatGPT</i> [Large language model]. Retrieved October 10, 2025, from https://chat.openai.com Prompt: "Write a 500-word essay on climate change with citations."	Example: This work was generated by ChatGPT (2025). The prompt used was: "Write a 500-word essay on climate change with citations." I reviewed the AI output.