



STUDENT HANDBOOK
ASSESSMENT POLICIES & PROCEDURES
STAGE 5 - 'Milestone Tasks' 2024

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*To create
the
'best future
imaginable'*

General Information

This booklet outlines the internal school assessment procedures for each subject available at Skillset Senior College.

At any time of study, during the course of the year, a student leaving the school is eligible to receive a Record of School Achievement (ROSA) to indicate their standard of achievement up until this time. All students completing their Year 10 studies and leaving school are eligible to receive a ROSA at the conclusion of Year 10.

All students are required to stay at school until they turn 17 years of age, unless they are engaged in employment or another form of training, or a combination of both. It is the responsibility of parents and carers to ensure that their children comply with these arrangements.



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Requirements for the Record of School Achievement

The Record of School Achievement (ROSA) is awarded on the basis of completion of all courses over a two-year period in Years 9 and 10.

These include the satisfactory completion of the six core areas of study:

- English
- Mathematics
- Science
- Personal Development, Health and Physical Education (PDHPE)
- Australian Geography
- History

Satisfactory completion of a course means the student has:

- applied all efforts with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- satisfactorily achieved course outcomes;
- met the NSW Education Standards Authority (NESA) requirement for satisfactory attendance. At Skillset Senior College, **attendance of 85%** of programmed lesson time for a course is considered satisfactory. Should attendance fall below this level, students and their parents/carers will need to show the reasons for this, and give as much evidence as possible. For example, where a student has been unwell, experienced poor mental health, or other complex personal circumstances. If there is no reason for the students' absences, the Head of College may determine that the course criteria have not been met.

Awarding a Record of School Achievement

Each student receives a Record of School Achievement (ROSA) which details all the courses undertaken in Year 10 and the grades awarded. It is recorded with the NSW Education Standards Authority (NESA) at the end of Year 10 and is available to students leaving school and not returning.

At SSC we pride ourselves on assisting students in both wellbeing and in their academic subjects. You will not be penalised or punished for seeking help from our staff and we encourage you to talk to us when you believe your schooling could be impacted by things happening in your life. We can provide you with direct assistance or help you connect with other services. For example, we have assisted students connect with Veritas House when they did not have stable accommodation.

Reporting of Year 10 Results

In 2024, students in Year 10 will receive two school reports, one for each semester that outlines the school-based assessment of each student's achievements in each subject studied.

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Each student’s final mark in all subjects undertaken at Skillset Senior College will be determined by performance in internal school assessment tasks outlined for each subject. Students will receive a school-based report that will indicate their individual level of achievement as a letter grade. The grade that a student receives on their school report may undergo further moderation (adjustment in comparison to other schools) to ensure they reflect the NESA General Performance Descriptors (see over page) before being submitted to NESA for a final grading.

Allocation of Year 10 Grades

The pattern of grades is distributed to students according to the individual's participation and achievement in ‘Milestones’, which are the activities Skillset Senior College students undertake as school assessments. These Milestones are completed four times a year in Year 10 in all subjects. Milestones tasks, which may be in the form of written tests, practical exercises, project work or class tasks, must EACH be attempted to a reasonable standard in order for the student to earn their Year 10 RoSA.

The NSW Education Standards Authority (NESA) has developed a set of General Performance Descriptors that describe five levels of achievement, A - E.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	Indicates excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	Indicates high level of achievement in the course. The student has thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply the knowledge and skills to most new situations.
C	Indicates substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	Indicates satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	Indicates elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

For each course there is a set of course performance descriptors based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

In all subjects grades A to E are received. The percentage of students receiving these grades broadly follows the NAPLAN and HSC results.

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Courage

Kindness

Consideration

Milestone Week Procedures (Assessment Week)

'Milestone Week' is a week set aside each term for Year 10 students to complete the assessment tasks scheduled in the subjects needed to qualify for a Year 10 completion and award of a Year 10 RoSA. At SSC, we aim to make this week as stress-free, and positive as possible, by removing many of the barriers that our students may have traditionally encountered in mainstream settings. The aim is to give every student the opportunity to demonstrate achievement and be provided with additional learning assistance as, and, when required.

1. Students are encouraged to give their best effort during Milestones tasks and take pride in demonstrating their learning.
2. Students are encouraged to complete their Milestones tasks in the time set aside during 'Milestone Week' wherever possible, and to use this time productively to ensure their tasks are completed in a timely way.
3. Students are encouraged to seek clarification if they are unsure of the requirements of the task. Wherever possible, teaching or learning support staff will support students to interpret the task themselves and will only give the direction needed to allow the student to demonstrate their learning.
4. Staff may provide assistance with Milestone tasks in the form of scaffolding, supplying reading or writing for the task, modifying the task to suit the needs of the student, or other one-to-one or small group assistance. Staff will annotate the student's work to indicate the level of support provided, so that this can be taken into account during the marking process.
5. Equipment and resources needed to complete the Milestones will all be supplied by the school.
6. Students should limit their communication with each other while completing individual Milestones tasks. Communication with staff should be focused on the task.
7. Students will ensure that the work they submit is all their own work and has not been copied from another student or a non-acknowledged source. This conduct could result in a zero mark being awarded for the task.
8. Students will be given rest breaks, water, snacks and a comfortable space to work in, to maximise their ability to demonstrate their skills and knowledge. If a student needs to leave the space during Milestones task time, they should discuss with a staff member what their needs are.

Special Examination Provisions

Special provisions are provided to students who have special needs and require practical support in any examinations that form part of the Milestones process.

Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, exam supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

Any student wishing to apply for special provisions should discuss their needs with their teacher, Lead Teacher or Campus Coordinator.

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The Tasks

Milestones tasks are designed to allow you to demonstrate achievement in each subject area, by showing what you have learned and what you are able to do. Milestone tasks may vary between and within subjects. Where possible, Milestone tasks will be set so that they are done under the direct supervision of your teachers. Types of tasks to be used will include examinations, assignments, oral reports, tests, multimodal reports, research tasks and practical tasks.

A schedule of the tasks you will be expected to complete in can be found at the rear of this document.

Due Care

You are encouraged to seek clarification as to the requirements of the Milestone task from your teacher, as soon as possible after receiving it, to ensure you maximise your opportunity to demonstrate your learning. If you require further scaffolding or skill development to complete the milestone task please discuss this with your teacher as soon as possible. Skillset Senior College operates on an 'equity' model, which means that some students may require different support to be able to access the task and demonstrate their learning. Staff will then moderate the mark received by the student to reflect the type and extent of learning support that was actually provided.

Milestone tasks are designed to allow students to demonstrate their learning and to produce work that is of value. Learning support, scaffolding and further skill development to complete a task is preferable to not attempting a task or having a limited attempt. The process of further skill development to fully engage with Milestone Tasks is also valuable for creating future learning opportunities for students as they progress through the year. Students should be open to assistance and further skill development as these needs are identified by staff.

Notification of Milestones

You will be given prior notice of each Milestone Week, and the six Milestone Tasks you will need to complete. It is your responsibility if you are absent to complete all Milestones tasks – see your teachers or the Wellbeing staff as soon as possible if you have been absent or missed any Milestones tasks, and they can help you to get these completed. Students will be provided with sufficient time to complete all Milestone Tasks.

Submission of Work

Milestones tasks can be handed in any time during Milestone Week, to any supervising staff member. You should aim to get them all completed by the end of Milestone Week, however, in the event more time is needed, staff will work with you to arrange this.

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Malpractice

The honesty of students in completing milestone tasks, examinations and submitted works, underpins the integrity of the course work. Dishonest behaviour which aims to gain unfair advantage in the assessment process constitutes malpractice or cheating. Dishonest activities include but are not limited to:

- copying
- buying
- stealing or borrowing someone else's work and presenting it as their own, in part or in whole
- using material from a source without acknowledging that source (Plagiarism)
- submitting work, for example art work, projects, which contain a large contribution from another person such as a parent, teacher, coach or subject expert
- paying someone to write material associated with a task
- changing responses or marking annotations on a task once returned to a student
- breaching school examination rules
- using false explanations to explain late submission or applications for extension
- assisting another student to engage in malpractice

Copying another student's work or lending work to another student will, unless exceptional circumstances exist, result in a **zero mark** being awarded for that task to **both** students. Students must also be aware that **all parties** involved in any form of cheating will be treated likewise.

Any malpractice, including plagiarism, could lead, following an investigation, to a student receiving a zero mark. This may jeopardise a student's results.

Plagiarism

Work which is not the student's own work will not be accepted. Plagiarism of any form will result in a zero award, an 'N' Warning and parent/caregiver contact.

Frivolous or Non-Serious Attempts

Any non-serious attempt at a milestone task may lead to you being awarded a zero mark. The Lead Teacher, in consultation with the teachers involved, shall determine whether the attempt is non-serious and if so count it as a non-attempt. You may be provided with an alternate task should circumstances be deemed to have impacted your attempt, this will be determined by the Lead Teacher, Campus Coordinator and/or Wellbeing Coordinator.

Zero Awards and 'N' Warnings

When you fail to complete a task and have been awarded a zero mark a letter will be forwarded to your parents/guardian informing them of this. You will be given two weeks to complete the task. The zero mark will remain.

If you receive two 'N' warnings in any one subject you may be declared unsatisfactory for the Certificate for which you are studying.

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Substitute Tasks

As part of sickness and misadventure appeals, teachers involved will decide the appropriateness of persisting with a previously set task, or creating a substitute task. Where circumstances indicate that the completion of a set task or substitute task seriously disadvantages you, the Principal may authorise an estimate be given for the task.

Review of Milestone Tasks

Marks or grades awarded in milestone tasks are not subject to review. If you feel that the process of marking was unfair, you may discuss your concerns with the Lead Teacher.

Assessment Appeals

You have a right to appeal on assessment rankings. By the direction of the National Education Standards Authority you are not entitled to seek a review of teachers' judgements of the worth of individual performance in milestone tasks. The marks or grades awarded will not be subject to review as a part of this process.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- Milestone tasks were carried out in conditions that were fair to all students;
- The weightings specified by the school in its assessment program conform with NESAs guidelines;
- The procedures used by the school for determining the final assessment mark conform with its stated assessment program, and
- There were computational or other clerical errors in the determination of the assessment mark.

Monitoring Procedures – Attendance

Skillset Senior College requires that you attend a minimum of 85% of lessons, unless you are able to provide evidence of circumstances (such as sickness, mental health difficulty, family difficulty, etc.). Where your attendance falls below this, a written warning will be issued. If your attendance continues to be unsatisfactory, the Head of College will issue a final warning. If after a period of time, typically two weeks, your attendance has not shown improvement, the Head of College may expel you. You have the right to appeal this expulsion decision.

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Exclusion

You may be excluded (expelled) for “non-satisfactory participation in learning”. This means you have not met the outcomes of your courses because of:

- absences; or
- failure to complete course work.

Before an exclusion occurs, you must have received one written warning and been given the opportunity to show improvement. You have the right to appeal a decision to exclude you.

PROCEDURES TO BE FOLLOWED IF IT'S CONSIDERED THAT YOU ARE NOT MEETING NESA REQUIREMENTS:

The 'N' Warning Process

An 'N' warning letter lets you know that you are unsatisfactory in a particular course. The process is designed to identify if you are an "at risk" student and to provide solutions in the form of school support. It is aimed at helping you rather than excluding you.

You will have two weeks to “redeem” yourself by completing the work which is listed on the 'N' warning letter, if the work is done in the time the warning is redeemed. If you do not complete the work the warning remains “live” and counts towards an 'N determination' in the Course. If you end up with two “live” 'N' letters in any one Course, you may receive the 'N determination'. This means you are unsatisfactory in the Course. You may appeal the 'N determination'.

A consequence of the 'N determination' may be that you are unable to receive the Certificate for which you have been studying. Note that the letters tell you:

- the course;
- whether it's the first or second warning for that course;
- the task that was not completed;
- the date when the task was initially due;
- what you must now do;
- when the task is to be done (if that is applicable you may also be told if a zero mark has been awarded); and
- a section which should be returned to the Lead Teacher.

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Year 10

2024 ASSESSMENT SCHEDULES

ASSESSMENT SCHEDULE | STAGE 5 | 2024
YEAR 10 SCIENCE

MILESTONE NO.	TASK 1 (TERM 1)	TASK 2 (TERM 2)	TASK 3 (TERM 3)	TASK 4 (TERM 4)	
NATURE OF TASK	Examination The Big Bang	Perform a first-hand investigation	Model a scientific concept	Research Task Evolution	
TIMING	TERM 1 - Week 9	TERM 2 - Week 6	TERM 3 - Week 8	TERM 4 - Week 4	
OUTCOMES ASSESSED	SC5-4WS, SC5-5WS, SC5-7WS, SC5-8WS, SC5-10PW, SC-12ES	WS5.1, WS5.2, WS5.3, WS6, SC5-16CW, SC5-17CW	WS5.2, WS8, SC5-12ES, SC5-13ES	WS5.3, WS7.2, WS9, SC514-LW, SC5-15LW	
COMPONENTS	WEIGHTING (%)				TOTAL
KNOWLEDGE AND UNDERSTANDING	20	15	10	15	60
WORKING SCIENTIFICALLY SKILLS	5	10	15	10	40
TOTAL %	25	25	25	25	100%

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ASSESSMENT SCHEDULE | STAGE 5 | 2024
YEAR 10 MATHEMATICS

MILESTONE NO.	TASK 1 (TERM 1)	TASK 2 (TERM 2)	TASK 3 (TERM 3)	TASK 4 (TERM 4)
NATURE OF TASK	Financial Mathematics Topic Test	Measurement Topic Test (optional bonus section on applied problem solving)	Algebra & Linear Equations Topic Test	Single Variable Data Analysis & Probability Investigation
TIMING	TERM 1 - Week 9	TERM 2 - Week 6	TERM 3 - Week 8	TERM 4 - Week 4
OUTCOMES ASSESSED	MA5-FIN-C-01, MA5-FIN- C-02, MA5-MAG-C-01	MA5-ARE-C-01, MA5- VOL-C-01, MA5-TRG-C-01, MA5-TRG-C-02	MA5-EQU-C-01, MA5-LIN- C-01, MA5-LIN-C-02, MA5-IND-C-01	MA5-DAT-C-01, MA5- DAT-C-02, MA5-PRO-C- 01, MA5-GEO-C-01
WEIGHTING (%) EQUAL TO 100%				
TOTAL %	25%	25%	25%	25%

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YEAR 10 AUSTRALIAN GEOGRAPHY

MILESTONE NO.	TASK 1 (TERM 1)	TASK 2 (TERM 2)	
NATURE OF TASK	Environmental Change & Management Comparative Study	Human Wellbeing Case Study	
TIMING	TERM 2 - Week 7	TERM 4 - Week 5	
OUTCOMES ASSESSED	GE5.3, GE5.4, GE5.5, GE5.8	GE5.1, GE5.6, GE5.7	
COMPONENTS	WEIGHTING (%)		TOTAL
KNOWLEDGE AND UNDERSTANDING	30	20	50
GEOGRAPHICAL TOOLS AND GEOGRAPHICAL INQUIRY SKILLS	20	30	50
TOTAL %	50	50	100%

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ASSESSMENT SCHEDULE | STAGE 5 | 2024
YEAR 10 PDHPE

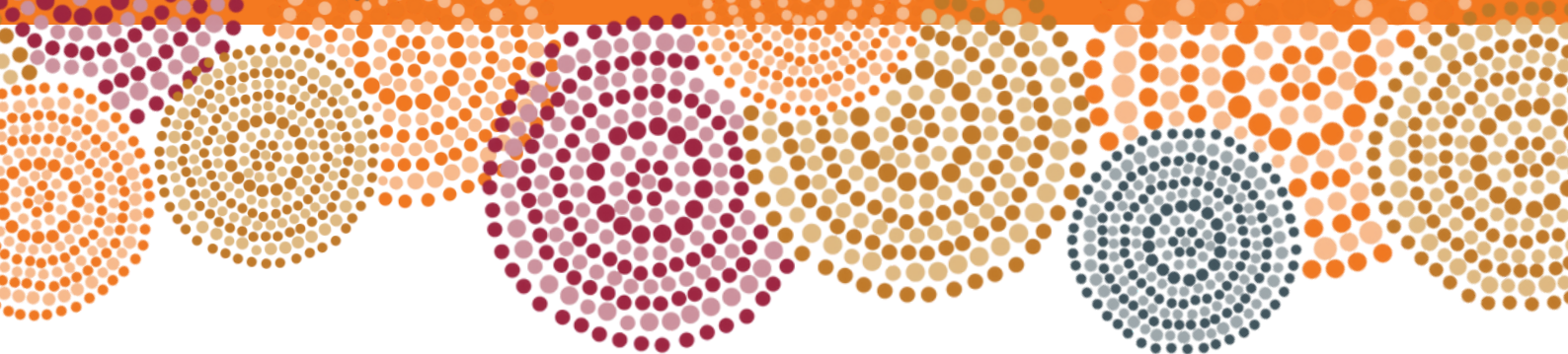
MILESTONE NO.	TASK 1 (TERM 1)	TASK 2 (TERM 2)	TASK 3 (TERM 3)	TASK 4 (TERM 4)	
NATURE OF TASK	Movement Skill & Performance Practical & Self-reflection	Health, Wellbeing & Relationships Assignment	Healthy, Safe & Active Lifestyles Assignment/ poster to hand out to primary schools	End of year exam preparation	
TIMING	TERM 1 - Week 9	TERM 2 - Week 6	TERM 3 - Week 8	TERM 4 - Week 4	
OUTCOMES ASSESSED	PD5-4, PD5-5, PD5-10, PD5-11	PD5-1, PD5-2, PD5-3, PD5-9, PD5-10	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	PD5-1 to PD5-11	
COMPONENTS	WEIGHTING (%)				TOTAL
KNOWLEDGE AND UNDERSTANDING	10	10	15	15	50
SKILLS	15	15	10	10	50
TOTAL %	25	25	25	25	100%

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ASSESSMENT SCHEDULE | STAGE 5 | 2024
YEAR 10 ENGLISH

MILESTONE NO.	TASK 1 (TERM 1)	TASK 2 (TERM 2)	TASK 3 (TERM 3)	TASK 4 (TERM 4)
NATURE OF TASK	Mini Documentary	Comprehension & Analysis of Visual Image	Adaptation of Shakespeare	Narrative and Reflection
TIMING	TERM 1 - Week 11	TERM 2 - Week 7	TERM 3 - Week 8	TERM 4 - Week 5
OUTCOMES ASSESSED	EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01	EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01
WEIGHTING (%) EQUAL TO 100%				
TOTAL %	20%	20%	30%	30%

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