Introduction

**ASSESSMENT** is the process of identifying, gathering and interpreting information about students’ learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning. There are two main forms of assessment:

1. **Summative** (done at the end of a topic, unit or year) tasks which are called assessment tasks and count towards the award of grades and marks.
2. **Formative** (done throughout the course or year) which are used by the teacher to judge student progress on a day to day basis.

**What Is Formal Assessment?**
Assessment consists of a series of tasks which measure a student’s achievement in a particular course.
Assessment could include:
- Practical work
- Field work
- Research assignments, essays
- Formal exams, in-class tests
- Oral presentations, seminars etc
- Ongoing and informal observation, evaluation and assessment by the class teacher

**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, parents and teachers. Students’ learning achievements and progress are also reported to other schools and to employers. This information about students’ achievement is valuable for school and system wide planning and reporting.

**CONSISTENCY** involves on-balance, evidence-based decisions about students’ progress towards the achievement of standards as articulated through the language of outcomes. It is important because it ensures fairness, a range of assessment events, equity in access and entitlement and quality teaching and learning.

Source: Principles for Assessment and Reporting in NSW Government Schools (1996)

**BANDS AND GRADES** are issued by the school and the Board of Studies to indicate the level of achievement of students. It is a requirement of the government that each student enrolled in a school in Australia in Years 7 – 10 receives a grade of either A,B,C,D or E (with A the highest grade) for each subject at the end of each semester. These grades are allocated based on the results students achieve in formal assessment tasks (overall achievement grade) as well as achievements measured against the outcomes of the course and show the degree to which the outcomes are met.

The bands used in national tests such as NAPLAN (Bands 4 – 9 for Year 7 & Bands 5 – 10 for Year 9) and HSC (Bands 1- 6) are based on student performance in examinations.

**The successful student will:**

A = attend school every day

B= be actively involved in class

C= complete all class, home and assessment work

D= dress in school uniform

E= expect to do well
Assessment Policy

At Rooty Hill High School, assessment procedures are aligned to the NSW Board of Studies policies and requirements and to the requirements of ACARA (Australian Curriculum, Assessment and Reporting Authority).

At Rooty Hill High School assessment will be used to assist students, their parents and their teachers to evaluate student performance, achievement and progress. It will be used to assist students to plan for improvement and for future educational and career decisions. End of semester reports will show student grades against the whole cohort enrolled in a particular course (eg Year 7 English) and each course will be required to undertake cohort assessment at least once per semester to moderate marks and grades in each class.

Assessment will also be used to provide information to assist teachers to improve the quality of teaching and learning programs.

In particular the school’s assessment policies, practices and procedures will be designed and implemented to ensure consistent practice and implementation across the school. Individual faculties and teachers must adhere to this requirement. This policy and the associated procedures should be read in conjunction with the Assessment Information Documents provided to students.

Reporting Policy

Reporting about student achievement and progress to students and parents is a critical responsibility of schools and teachers. In addition, reports may be provided (in line with privacy guidelines) to other schools, employers and training organisations. Rooty Hill High School uses the mandatory A – E grades required by the government for all schools in NSW. In addition, exam marks and positions in courses are shown for students undertaking studies towards the HSC.

Reporting takes a variety of formal and informal forms including:

- Formal academic reports issued
  - at the end of Terms 2 and 4 for Years 7-10,
  - at the beginning of Term 4 for Year 11 and
  - at the end of Terms 1 and 3 for Year 12.
- A one page academic summary for Year 7 &11 issued at the end of Term 1.
- Parent/Student – Teacher interviews held in Terms 1 and 3.
- Portfolios issued at the end of each year, containing records of student participation in the life of the school as well as a summary of their merit and significant achievement awards.
- Results provided to the Board of Studies for Year 10, 11 and 12 tests and to ACARA for NAPLAN in Years 7 and 9.
- Assemblies, letters of commendation, merit awards and other forms of recognition (see below).
- Contact with parents by letter or telephone.
- Class Meetings.

In the formal academic reports issued at this school student achievement will be reported: against selected outcomes, (both subject and competency) in academic studies, against the
school’s values and against the school’s and DEC standards for behaviour and other non-cognitive domains. Teachers will ensure that reporting informs parents, and assists students to improve their performance. Teachers will ensure that reporting, including the writing of report comments, is handled in an ethical, fair and professional manner.

Reports for Years 7 – 11 will indicate a grade (A – E) for each course. The number of students in each grade for each course will be retained by the faculty and will be produced for parents wishing to know grade details.

End of semester reports will show student grades against the whole cohort enrolled in a particular course (eg Year 7 English) and each course will be required to undertake cohort assessment at least once per semester to moderate marks and grades in each class.

**Student Recognition Policy**

One of the school’s key principles is the recognition of student participation, improvement and achievement across the full range of school life, including academic performance, sports, arts, leadership and school & community service (civics). It is anticipated that all students will receive recognition and acknowledgment and that all students will earn recognition in one or more ways.

In particular, as a school that uses Choice Theory, it is important to distinguish between recognition and reward. At this school achievement is recognised for the quality of the achievement and there is no system of levels or hierarchy. However, there are targets for recognition in the school plan to ensure that students and staff keep their focus on positive recognition and achievement for all students.

**Principles guiding assessment, reporting and recognition**

**Participation & enthusiasm**

Assessment strategies and tasks will be varied and structured to embrace and challenge the full range of abilities, utilising questions with progressive degrees of difficulty and higher order thinking. Assessment tasks will build from students’ background knowledge; they will incorporate cultural knowledge where appropriate; they will require the participation of all students and they will apply real life problems whenever possible. Assessment tasks will be fair and equitable, recognizing cultural diversity and maintaining a range of voices. Assessment tasks will address both subject outcomes and competencies. Reporting practices will be fair and equitable, recognizing cultural diversity and communicating in language that is accessible to students. Reporting will reflect the full range of ways students demonstrate achievement at school, curricular, co-curricular and extra-curricular. Recognition will be given for academic, sporting, cultural and civic achievements by students within and beyond the school.
**Excellence**

Assessment strategies and tasks will require a depth of understanding, intellectual rigour and the opportunity to present or analyse alternative perspectives.

Assessment tasks will challenge students to organise, re-organise, apply, analyse, synthesise and evaluate knowledge and information. Assessment tasks in each subject will be few, but of high quality, and will be spread across the year to ensure that students can demonstrate their personal best performance on each task.

Reporting practices will encourage students to improve their performance against outcomes and standards to aim for their personal best.

Feedback will be given by teachers for class work and participation in other programs as well as for assessment tasks. This feedback will use the feedback cycle: what I can do, what I still have to do, how I compare to others, what actions I need to take to do better.

Recognition will acknowledge achievement, effort and diligence.

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**Respect & Responsibility**

Opportunities will be provided for student and parent feedback on assessment policies and practices at school and faculty level.

Students will be expected to take responsibility for the completion of assessment tasks and teachers will be expected to take responsibility for ensuring all students have access to the resources required and the skills to complete assessment tasks.

Teachers will report to students and parents in ways that respect privacy legislation and reflect respect for students and parents.

Students will take responsibility for the performance reflected in any reporting process and will take opportunities to have a voice in any discussion or feedback on that performance.

Students will be recognised for their respect and behaviour against the school values using formal and informal reporting and recognition.

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**Success**

Assessment criteria and assessment rubrics will be explicit and continuous improvement will be evident in the quality of assessment tasks set and in the quality of student work submitted.

All assessment tasks will be accompanied by a rubric and/or marking criteria.

Assessment tasks feedback will be used by teachers to improve teaching and learning programs and student learning. Students will be expected to develop skills in self-evaluation, peer evaluation and the use of critical (friend) feedback.

Students will have structured access to exemplary work samples and standards packages to ensure an explicit preparation for external assessment of any kind.

Reporting processes will be clearly linked to improving the quality of student achievement and the quality of teaching and learning.

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**Innovation & Creativity**

Assessment tasks will give students opportunity for choice in design, presentation and content.

Assessment tasks will be carefully evaluated to ensure continuous improvement in design and implementation.

Assessment tasks will focus on a variety of substantive communication in oral, written, artistic and technology-based forms.
Reporting processes will use the best available technology to ensure both the quality of reporting and the manageability of the process. There will be a clearly articulated link between the formal reports and the curriculum, assessment and pedagogy studied by students.

**Safety**

Assessment tasks will be scheduled on the school and assessment calendar to ensure an equal workload across the year across all subjects.

Assessment will be systematic and able to be mapped through to curriculum and pedagogy.

Reports will use ethical and professional language that engages students in their own improvement. For successful students reporting comments will focus on past achievements. For less successful students comments will focus on what needs to improve in the future. Recognition will be given for quality work, quality behaviour and quality language in a variety of academic and non-cognitive areas.

**Teamwork & Leadership**

Assessment tasks will be used to identify academic leadership that will be celebrated in a range of forums.

The opportunity to work collaboratively to improve skills in completing assessment tasks and in preparing for external assessments should be provided.

Recognition systems will focus on the effort and achievement of teams, classes and the school as well as individuals.

**Assessment Practices**

1. **Each student in each year** will be issued with Information on assessment, reporting and recognition at the start of each academic year or on enrolment. The information will be distributed electronically and/or in hard copy and will contain:

   i. General information about the school including bell times, student expectations, school organisations, homework requirements and the school’s recognition systems.

   ii. Assessment requirements and examination procedures for students (see documents in appendix)

   iii. An outline of the school’s requirements for assessment and an explanation of N-Determinations, misadventure forms and submission of assessment tasks (see documents in appendix)

   iv. An outline of the requirements for successful completion of coursework (see page 9) including the need for student work to be “their own work” with all sources acknowledged.

   v. The assessment calendar for the year.

   vi. A table for each subject outlining the outcomes, assessment tasks and proposed dates of assessment.

   vii. Additionally for Years 10–12 there will be a statement of student expectations that clearly articulates the rights of older students.
2. Each faculty will use these procedures and document assessment practices in line with Board of Studies policy and the school’s procedures for students as outlined in the *Information and Assessment Guidelines*. In particular, all faculties will:

i. Give two weeks written notification for every assessment task and provide a rubric and/or marking guide for every assessment task.

ii. Use the school’s Notification of Assessment Task framework – either on paper and/or sent electronically. A register that each student has received the task must be kept on the teacher’s roll and/or as part of the faculty’s registration of assessment.

iii. Set realistic timeframes. Please note: Assessment tasks that are received after the deadline will receive zero unless accompanied by a misadventure form in the senior school (Years 10 – 12) supported by a medical certificate or other documentation. In Years 7 – 9 there must be contact from a parent followed by a note or suitable documentation.

iv. Use marks (or mark equivalents) with school wide consistency in the use of “cut off marks”. Overall grade allocations will be based on school wide descriptors of overall performance.

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\begin{align*}
A &= 90-100 \\
B &= 75-89 \\
C &= 50-74 \\
D &= 25-49 \\
E &= 0-24
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v. Use common recording practices including Excel software for the reporting of marks – a centralised “database” will be held on L Drive and monitored by the Deputy Principals and executive.

vi. Ensure that students in each year group are allocated grades based on the prescribed amount of assessment tasks:

- Year 7-9 – Maximum of 2 assessments tasks per semester
- Year 10 RoSA – Maximum of 4 assessment tasks per year
- Year 11 RoSA – Maximum of 3 assessment tasks per year
- Year 12 HSC – Maximum of 4 assessment tasks per year

Please Note: For some subjects there is a requirement that there are more tasks than prescribed above. Ie, HSC English require more than 4 tasks.

vii. Explicitly teach the skills required to complete assessment tasks and monitor that assessment tasks test concepts, content and skills that have been taught or that may reasonably be expected as prior knowledge for the group of students.

viii. Provide detailed feedback on each assessment task to assist students to learn.

ix. Use assessment data to evaluate and improve teaching and learning programs.

x. Follow the school’s N-Determination processes and protect the integrity of the school’s credentials.

xi. Have systems in place for the collection of work samples for each task. Work samples will need to be collected for tasks that meet the minimum standards for each performance descriptor.

xii. Maintain assessment documents including teacher rolls for five years after students have left. Faculties will also dispose of records in a way that protects the security of the data.

xiii. Have procedures for homework that are separate to those for assessment. Homework is a part of coursework and there should be a clear demarcation
between the homework and assessment. Please see the school’s homework policy and procedures.

3. Each faculty Head Teacher will be responsible for keeping a full set of progressive faculty assessment marks:
   - On the faculty L-Drive.
   - On an external hard drive that is not stored at the school.
   They will also monitor and supervise teachers in the uploading of marks into a centralised database.

4. The Head Teachers of the Senior and Junior School (in conjunction with the Head Teacher Administration) will be responsible for the Information and Assessment documents and for ensuring all students receive orientation and annual information about assessment, reporting, examinations and recognition.

5. Teachers will be responsible for explaining course-based assessment to students and ensuring all students have the information they need. All teachers will be required to upload assessment marks into faculty software immediately after each assessment task. Weightings will be applied at that time. i.e. weighted marks will be entered not raw marks.

6. The Deputy Principals will monitor the implementation of these practices and will conduct an annual audit as part of the Curriculum Review.

Examination Practices

1. Examinations form one part of assessment and become more important as a component of assessment in Years 10 -12.

2. Detailed requirements and procedures for students are included in student information documents.

3. In preparing and implementing examinations teachers will:

   • Follow the guidelines for setting quality assessment tasks.
   • Ensure examinations differentiate for all students and allow for questions to challenge a range of learner interests and abilities.
   • Ensure confidentiality for questions and papers.
   • Complete the examination cover sheet before submitting papers for printing.
   • Submit papers for printing at least seven working days before the exam.
   • Ensure students know how to do the examination (exam strategy and process) and have a written outline of the topics, content, understandings and skills that will be tested.
   • Ensure (in consultation with the STLA team) that special provisions are provided to the students who qualify for that provision.
   • Ensure they follow faculty procedures for maintaining consistency in marking.
   • Provide detailed feedback to assist students to improve their examination performance.

In NSW there is extensive external testing of students. Students in secondary schools complete external examinations in:
- Year 7 – NAPLAN (May)
- Year 8 – ESSA (November)
- Year 9 – NAPLAN (May)
- Years 10 and 11 – students who leave school before the HSC will have an opportunity twice each year to complete the BOS online literacy and numeracy tests.
- Year 12 – Higher School Certificate (October)

At Rooty Hill High School all students will be prepared for these examinations by having both preparation for the content of the examinations and examination strategy.
- Year 11 examinations will be held at the end of Term 3
- Year 12 trials will be held in the final weeks of Term 2

**Academic Requirements for all students**

**Component 1: Attendance**
1. Students are expected to attend a minimum of 85% of all classes – this is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
2. Students must explain every absence from school and must apply for exemption (with evidence) for absences from school of more than 10 days.
3. Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The year adviser can assist students and parents.

**Component 2: Application and Sustained Effort**
Students must study each course in Years 7 – 12 for the required hours and at a satisfactory level. A student will be considered unsatisfactory in a course if she or he has failed to work with diligence and sustained effort to the set tasks and experiences required by the school to achieve course outcomes.

Indicators of possible failure to demonstrate ‘diligence and sustained effort’ or possible failure to fulfill course requirements to the school’s satisfaction include:
- An excessive number of absences or lateness to school, particularly if these are unexplained
- An excessive rate of absences from or lateness to classes in one or more courses, particularly if these are unexplained
- A recurring pattern of lateness or absences
- Poor achievement in class tests, assignments etc caused by lack of application
- Poor classroom behaviour (this inhibits your own, and others’ learning)
- Failure to submit assessment items
- Failure to complete coursework and homework
- Proven cases of copying, plagiarism or cheating

If at any stage during the course it appears that a student will not achieve a sufficient number of course outcomes, a warning letter is will be sent. The purpose of these letters is

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1 In Years 7 – 9 a faculty warning letter will be issued as the first warning. For Years 10 – 12 the Board of Studies N Determination procedures will be followed (see below for explanation).
(i) to give students a warning in time for them to correct the problem, and/or
(ii) to clarify their current status regarding an unsatisfactory designation.

Component 3: Formal Assessment
1. Students are expected to complete ALL assessment tasks by the due dates.
2. Some assessment tasks will involve attendance at excursions, field studies etc. Attendance is compulsory.
3. All work submitted for assessment must be the student’s own work. Students are required to acknowledge all sources and provide footnotes and references for all information cited.
4. It is the student’s responsibility to be aware of assessment task dates for all courses and to organise their homework schedule accordingly. Students can book themselves into the Learning Centre for help with any assessment task.

Reporting Practices
1. Each teacher will be expected to conduct formative assessment as well as summative assessment to provide regular feedback to students and parents on student learning performance. It would be expected that feedback on formative assessment would occur in each class and that more detailed, summative feedback would be given to each student at least four times a year.
2. Teacher feedback to students should include a combination of a wide range of verbal feedback tools, recognition documents, detailed written feedback in work books or on submitted assessment tasks, telephone contact, N-Determinations (where appropriate) and submission of work for principal and deputy principal awards.
3. Each teacher will use the school’s recognition scheme and other positive strategies to report to the majority of students and their families.
4. Formal reports will be issued at the end of Terms 2 and 4 for Years 7-10. Formal reports will be issued to Year 11 at the end of the Preliminary HSC course (with an informal monitoring report in the form of a letter issued at the end of Term 1). Year 12 reports will be issued at the end of Terms 1 and 3. On the last Monday of Terms 1 and 3 teachers will give feedback at Parent-Teacher nights.
5. Grades allocated on student reports will be derived from:
   Year 7-9² – Semester based assessment and grades
   Year 10-11 RoSA – Grades will be based on the overall assessment results for the whole year (not semester based)
6. Formal reports will be constructed using a variety of assessment tasks. Teachers will meet the deadlines set in the faculty and school calendar in collecting data and completing reports.
7. Report comments will focus on learning. All teachers will follow the school’s style guide in preparing report comments. This includes referring to students in the second person and focusing on academic behaviour and achievements as well as future directions to improve results. Teachers must be sensitive to the individual abilities, cultures, needs and achievements of individual students when preparing report comments. Professional learning to assist teachers to improve the quality of their reports will be available in faculties and for all new teachers.

² Grades for terminating (including Z) Year 9 Electives will be based on the overall assessment results for the whole year (not semester based). Grades for the 50 hour Elective Mandarin course in Year 8 will be allocated each semester.
8. All teachers are encouraged (in consultation with Head Teachers) to make contact with parents by telephone and letter. When a student’s attendance, behaviour or learning performance is not at the standard required, parents should be contacted as soon as possible.

9. Feedback to students and parents will focus on both positive feedback and/or issues of concern and teachers will be sensitive to the particular circumstances of each student and his/her family.

**Student Recognition Practices**

The following types of recognition are used across the school and all teachers and faculties need to ensure that quality work, behaviour and language are recognised consistently and as a strategy to maintain a positive behaviour culture.

| **Quality Award:** | Teachers give Quality Awards to encourage students to improve, to demonstrate courteous, positive behaviours in the school-community and to recognise when a student makes a positive, high quality contribution to any aspect of school life: academic, sporting, cultural and civic. | Given in class by the class teacher who keeps a record in their personal folder. The target is 100% of students to receive at least one quality award each year. Students should take their awards to the Deputy Principal who notes the award and issues a “raffle” ticket. Once a week a “Quality” draw is held at the school assembly and a student name is drawn. The student receives a prize. |
| **Certificate of Merit** | This is given to students whose performance in an activity deserves recognition at a faculty or equivalent level. For example: • producing excellent classroom results • excellent test & or assessment results • performance in an individual or team sport at school level • taking a leadership role • performing an act of school service • fundraising • taking part in a creative arts night • taking part in an aspect of the schools leadership program. • Excellent attendance | The target for the school is that 50% of students will receive at least one certificate of merit each year. Presented at Year/School Assemblies and/or at special class meetings with the Head Teacher. Entered onto RISC by the teacher, who includes the name of the course or event, a description of the reason for the recognition (what, when, how - eg great assignment, effort and improvement this term). The RISC entry is referred to S Billingsley for printing and distribution. |
| **Certificate of Significant Achievement** | This is given to students who have performed and achieved at a significant level in a school, school-community or community activity. For example, • Achieving recognition in an outside competition (Credit & above) • Representing the school in dance, | The target for the school is that 25% of students will receive at least one certificate of significant achievement each year. Presented at End of Semester Presentation Assemblies Entered onto RISC & referred to S |
| drama or music                                                                 | Billingsley for printing and distribution. A detailed description of the “event” and reasons for the award should be written on the RISC report, including whether the work was recognised by the DP or Principal. |
| ---                                                                                       |                                                                                                                                 |
| • Outstanding assignment work referred to the Principal or Deputy Principal by the Head Teacher |
| • Artwork is selected for display in the community,                                         |
| • Achieve at zone level in an individual or team sport, whose performance is at a regional or state level. |
| • Outstanding overall Report                                                               |
| • 100% attendance                                                                          |

**Principal’s Award for Outstanding Achievement:**

At the end of Stage 4, Stage 5 and Stage 6, students can apply for the Principal’s Award for Outstanding Achievement. A student can achieve a maximum of three of these awards in their school life. This award will be given to students who:

- Have achieved Certificates of Significant Achievement in at least two of the following areas: academic studies, sport, arts, leadership & civics.
- Have at least five quality and/or Merit awards (Stages 4 & 5).
- Have behaved in a positive way in class and school.
- Have set and worked towards personal academic goals and maintained sound academic progress.

On occasions, the principal may give this award to a student for an outstanding individual achievement.

**Special Awards**

In addition to these forms of recognition, there are a series of special awards given at the Excellence Assembly. These are detailed in the program of the Excellence Assembly.

**Faculty Letters of Concern for students in Years 7 – 9**

When a student’s work fails to meet the standard required for successful students as outlined in the Academic Requirements for all students (page 9) and the five descriptors of successful students (page 2) the faculty concerned will issue a faculty letter of warning. Copies of these
letters (customised for each faculty) are available on RISC. The teacher must be specific in
the reasons for their concern in relation to:

- Component 1: Attendance at 85% and required work completed.
- Component 2: Application (with diligence and effort) to class work, set homework
  and “above the line” behaviour in class.
- Component 3: Satisfactory completion of formal assessment tasks.

In the event that a student in Year 7–9 submits an assessment task after the due date, and they
do not have any reason or documentation provided by their parents, then they will not receive
a mark that contributes to their overall achievement grade. They are still required to submit
the assessment task and their level of achievement will be graded against the specified
outcomes of the task.

**N-Determination processes for students in Years 10 – 12**

When a student’s work fails to meet the standard required of successful students as outlined
in the relevant Information and Assessment booklet and the Academic Requirements for all
Students the following N-Determination processes will be used:

**Warning 1**
The teacher will interview the student, explain the reasons for the
warning and advise the parent and guardian by telephone that an N-
Determination warning will be sent home and that the
acknowledgement slip must be returned.

**Warning 2**
The Head Teacher will interview the student, explain the reasons for
the warning and advise the parent and guardian by telephone that an
N-Determination warning will be sent home and that the
acknowledgement slip must be returned to the Head Teacher.

**Warning 3**
This is the final warning. The Head Teacher Senior School and DP will
interview the student with their parent/guardian. The DP will issue the
N-Determination warning and will outline what has to be done to make
up work and avoid an N-Determination. An acknowledgement slip must
be signed at the interview.

**N-Determination**
The Deputy Principal and Principal will interview the student and
parent and issue the N-Determination. Students will be advised of the
appeals process and of any ways in which outstanding course work
and assignments can be completed.

If students get an N-Determination it may mean they will not meet
requirements for the award of the School Certificate (Years 9 & 10),
Preliminary HSC (Year 11) or HSC (Year 12). The course will not
appear on the Record of Achievement and students will not be able to
attend the graduation.

**Accident/Misadventure in relation to formal assessment tasks**
A student who submits work late or misses an assessment task or examination without explanation will receive a zero mark and have the task recorded as a non-attempt. Students in Years 10 – 12 who fail to attempt at least 50 % of required formal assessment will not receive the School Certificate, Preliminary or Higher School Certificate.

On some occasions students are sick on the day of examinations or have significant problems that prevent them submitting work on time. If this happens students need to contact their teacher immediately (or, in the case of examinations in Years 10 – 12, the Head Teacher – Senior School) and, in the case of illness, provide a medical certificate. Students in Years 7 – 9 require a note specifying details of the illness or misadventure, signed by their parents/guardians.

When the student 10-12 returns to school he/she must see the Head Teacher Senior School immediately to complete the school’s accident/misadventure form.

In the case of major external examinations, students need to speak to the examination supervisors and/or the Head Teacher of the Junior (Years 7 – 9) or Senior (Years 10 -12) schools as these examinations have particular documents that must be completed.

**Documents**

All documents in relation to this policy are held on RISC and/or are included in the student information documents. These documents can be found on the school’s Moodle, website and in paper form on request from parents.

**For teachers – please print all assessment documents on blue paper to distribute to students.**

**Monitoring and Evaluation**

This policy will be monitored in 2013 and reviewed in 2014.