



ILLAWARRA SPORTS HIGH SCHOOL

Assessment and Reporting Implementation Procedures

These procedures relate to the implementation of the Department of Education Curriculum Planning, Programming, Assessing and Reporting to Parents K-12 policy and related Curriculum Policy Standards document.

Year 7 – 10 Learning Programs

Illawarra Sports High Year 7 – 10 Learning programs are based on Board of Studies syllabuses and comply with BOSTES and Department minimum requirements for government schools including:

- 500 hours per subject for English, mathematics and science, over Years 7 – 10
- 400 hours for HSIE, including in Years 7 - 8, 100 hours for geography and 100 hours for history and, in Years 9 - 10, 100 hours for Australian history and 100 hours for Australian geography
- 100 hours of one language in a continuous one-year period
- 200 hours for technology (mandatory) over Years 7 and 8
- 100 hours for music and 100 hours of visual arts
- 300 hours for PDHPE, over Years 7 – 10, in each of the years
- 400 hours for additional studies (electives) which may involve Board Developed courses or school developed Board-Endorsed courses
- 80 – 120 minutes per week for sport in each of the Years 7, 8, 9 and 10
- Optional Special Religious Education for Year 7 students

Each subject area has a scope and sequence and related teaching programs for every course they offer. These documents are stored on SENTRAL documents.

Year 11-12 Learning Programs

Learning programs, based on Board of Studies syllabuses (or approved courses), are provided to address each subject provided in Years 11 and 12. In providing this curriculum program, the school meets the requirements of the Board of Studies for students to gain a HSC. Each subject area has a scope and sequence and related teaching programs for every course they offer. These documents are stored on SENTRAL documents.

In addition to Board of Studies requirements for students to gain a HSC the school provides students with:

- HSC All my own work course in Year 10
- the 25-hour personal development and health education course, *Crossroads* in Year 11
- Currently 80 – 120 minutes per week for sport, if students are in Year 11, and for students in Year 12, if Year 12 students wish to participate.

Assessment and Reporting

Teachers use a variety of strategies to assess each student's work including formal and informal assessment. This includes observing their work in class and looking closely at the work they produce throughout the year. Year 10, 11 and 12 students are issued with ROSA, Preliminary and HSC Assessment Procedure and Guidelines booklets which outline scheduled assessment tasks, weightings and outcomes in each subject and BOSTES procedures in relation to assessment.

Twice a year teachers also assess each student's achievements based on the outcomes described in the syllabuses of each subject. A written report (issued twice a year) uses the five point achievement scale to judge student achievement in relation to syllabus standards for each subject the student is currently learning. The report

contains a statement which explains that the 5 point achievement equates to the A-E grade scale. Parents are able to request data comparing their child's achievement with their peer group and can access this data from the front office upon request. Reports for students enrolled in the school's Autism Support classes for whom accommodations and/or learning adjustments have been made, will provide information about learning in subjects or courses studied in the eight key learning areas or, where undertaken, life skills outcomes and content. For students for whom learning adjustments have been made, the report shows achievement in components of the negotiated, adjusted program in each KLA or subject. English as Second Language students who are receiving individual support from an ESL teacher receive a separate report written by their ESL teacher describing the student's progress in learning English.

VET Reporting

All students undertaking school based Vocational Education and Training (VET) subjects receive a report that documents the work related competencies currently achieved. These reports are added to the student's main report and are issued twice a year.

Awarding Grades

Each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) is awarded a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved. Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. These are available for a selection of courses on the [ARC](#) (Stage 5) and the [RoSA website](#) (Stage 6 Preliminary). To support teacher judgements about student achievement, Illawarra Sports High subjects use ONE of these TWO methods:

Method 1

- Establish an assessment program that consists of a number of assessment activities.
- Ensure that the assessment activities cover the full range of outcomes.
- Decide on the relative importance of each assessment activity.
- Collect performance information on each student from assessment activities. Letters, symbols or descriptive comments may be recorded for some or all assessment activities.
- Assemble the information on each student from the assessment activities to provide an overall picture of the student's achievement.
- Match the overall picture of each student's achievements to the most appropriate column of the course performance descriptor to allocate the grade.

Method 2

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Award marks for each completed activity.
5. Combine the marks awarded in each activity to obtain a total mark for each student.
6. On the basis of these marks, determine the order of merit for the group.
7. Refer to the course performance descriptors to relate the order of merit to grades awarded.
8. Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

External Assessment

All students in Years 7 and 9 sit for four tests in May that are known as the [National Assessment Program Literacy and Numeracy](#) (NAPLAN). NAPLAN assesses students' skills in numeracy, reading, writing, spelling, punctuation and grammar.

All students in Year 8 sit an online Science test called *Validation of Assessment 4 Learning and Individual Development* (VALID) program

[Higher School Certificate](#) - Years 11-12 students complete courses applicable for this assessment.

Parent - teacher meetings

Parents are given a formal opportunity to discuss their child's progress at a parent-teacher meeting held at the end of Term 2 after reports are issued. However, parents are encouraged to make an appointment at any time throughout the year to discuss these concerns as they arise with the relevant teacher. Year 7 and 11 students receive a progress report at the end of Term 1 that provides parents/carers and students with a snapshot of their child's current application towards learning at school and at home. Parents and carers are encouraged to make contact with the school to discuss this report if necessary.