THE HUTCHINS SCHOOL

Assessment and Reporting Procedures – Middle and Senior Schools

Version 5.3

HUTCHINS
ESTABLISHED 1846

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1. Purpose

The purpose of these procedures is to frame the expectations and obligations in creating the School's desired learning culture. They govern the provision of quality educational programs and services, provide information for staff, students and the school community on assessment and reporting processes, and present related guidelines and expectations. The intention is to establish clear roles and responsibilities that support students in their efforts to become independent learners and support teachers establishing this as a priority.

2. Scope

This document outlines the School's assessment and reporting procedures for Years 6–10 and 11–12.

3. Objectives

The objective of this procedure is to provide a consistent approach towards assessment and reporting through the provision of clear and concise information regarding the School's expectations.

4. Definitions and acronyms

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACECQA	Australian Childhood Education and Care Quality Authority
TASC	Office of the Tasmanian Assessment, Standards and Certification
Additional assessment	Items that lie beyond the original advised schedule of assessment in the course outline and are used for additional information, examination preparation, etc.
Course Outline	This will be the collection of units written for a course duration (term, semester or year). It may well contain many of the elements of a syllabus document. Units written in Eduplanet21 that comprise a course will have the standards, content, assessment, and resources.
Criterion-based assessment	A form of 'outcomes assessment' that defines the extent of learner achievement against the course outcomes as the student progresses through the course requirements. Criterion-based assessment does not compare and rank learners in relation to one another. Rather, assessments are made against defined standards based on the evidence of each learner's work. Learners must therefore be given sufficient opportunities throughout the course to demonstrate improvement and consistency of achievement (that is, students must be

	assessed on each criterion multiple times throughout the duration of the course). (TASC Criteria, Criterion Elements and Standards policy, page 3)
Formative assessment	Formative assessment is part of the teaching process and informs the choice of content, pedagogy and classroom environment. Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame.
Retest/resubmit	An opportunity for a student to resubmit a piece of assessment that has been previously graded. This must be approved in advance by the teacher.
Rory	The school learning management system (LMS)
Scope and sequence	The information from the course outline that is now mapped in detail against the available weeks and days from the school calendar. This would include the intended specific dates for assessments and conform to the specific timelines and examination schedules.
Summative assessment	Summative assessment is used to decide what a student can do at a particular time. This is done through choosing the appropriate assessment tasks to gather understanding of a student's ability at a point in time. Traditionally, this is at the end of a topic or unit or after teaching specific knowledge, skills or concepts.
Syllabus document	The summary of what is to be taught, the unit structure, the syllabus outcomes that are to be addressed, the achievement standards, and the standards to be achieved. The TASC course documents are excellent examples of these requirements but lack the specificity of a course outline. In the case of TASC documents the implementation course is not yet created or sequenced.
Unit plan	A co-ordinated arrangement of teaching, learning and assessment programs to implement defined outcomes. This will be created following the Understanding by Design format and have a duration of weeks. A number of unit plans comprise a course outline.
End-Point Achievement (TASC)	This is TASC terminology and pertains to their courses. TASC documents include the statement that, "…assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement." The course teacher may schedule End-Point Achievement to occur at any time through the year as long as the conditions in 6.2 of this procedure are met.

5. Policy and compliance framework

School assessment and reporting is framed by the following legislation, regulations and frameworks. The Education Council's principles and protocols for reporting on schooling in Australia guides the practice of all jurisdictions.

At The Hutchins School, our practice is guided by these legislative requirements and expectations. We note that:

> "[t]he legislation requires that schools provide reports for each student in two ways – showing progress and achievement. Although an assessment of progress is mandated, the legislation does not indicate how progress should be reported. The assessment of achievement is more prominent and requires three measures: learning standards for each subject, a comparison against any national standards and a comparison against the student's peers.' Communicating Student Learning Progress: A Review of Student Reporting in Australia." (2019) ACER.

5.1 Alice Springs (Mparntwe) Education Declaration December 2019, which replaced the Melbourne Declaration and declares the following:

"Goal 1: The Australian education system promotes excellence and equity.

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

Achieving these education goals is the responsibility of Australian Governments and the education community in partnership with young Australians, their families and carers and the broader community."

5.2 The Gonski Report

In relation to reporting, the emphasis of the Gonski Report can be summarised as introducing 'new reporting arrangements with a focus on both learning attainment and learning gain, to provide meaningful information to students and their parents and carers about individual achievement and learning growth.' (Recommendation 4, Gonski Report 2018)

5.3 Australian Education Act 2013

Subdivision G—Reports to persons responsible for students at a school

Student reports

(1) For paragraph 77(2)(f) of the Act, an approved authority for a school must provide a report to each person responsible for each student at the school in accordance with this section.

(2) A report must be readily understandable to a person responsible for a student at the school.

(3) A report must be given to each person responsible for the student at least twice a year.

(4) For a student who is in any of years 1 to 10, the report must:

(a) give an accurate and objective assessment of the student's progress and achievement, including an assessment of the student's achievement:

(i) against any available national standards (ACADA, VET, Elicos, etc); and

(ii) relative to the performance of the student's peer group; and

(iii) reported as A, B, C, D or E (or on an equivalent 5-point scale) for each subject studied, clearly defined against specific learning standards; or

(b) contain the information that the Minister determines is equivalent to the information in paragraph (a).

Note: An approved authority for a school may have obligations under the Privacy Act 1988 in providing information.

(5) For paragraph (4)(b), the Minister may, in writing, determine information that the Minister considers is equivalent to the information in paragraph (4)(a)

(6) A determination under subsection (5) is not a legislative instrument.

5.4 Measurement Framework (ACARA)

The Measurement Framework for Schooling in Australia 2020 is available through the Educational Council of Australia or ACARA.

5.5 Tasmanian Education Act 2016

The Hutchins School is responsible under the Act for the following Ministerial Instructions:

- Division 3, Post-Year 10 Education and Training and the Approved Learning Program. (here)
- No 3 Part-Time Attendance to School
- No 8 – Statement of Year 10 Completion
- No 9 for the Year 12 Completion Certificate
- No 7 Elimination or Amelioration of Risks to Health and Safety of Persons at School
- No 11 for Application for Part-time Attendance in an Approved Learning Program

5.6 Standard 4 Non-government Schools Registration Board: Guidelines for re-registration of a non-government school, Office of the Education Registrar, Tasmania, namely:

Legislative Requirement: The governing body of a registered individual school must have a student assessment policy and a reporting policy that are consistent with the relevant requirements of the Australian Government.

Supporting evidence – the following documents *must* be provided:

- Assessment and reporting policy
- Sample assessment tools

- Sample reports to parents for each of the year levels of education provided showing evidence of reporting and assessment in accordance with Australian Government requirements.

5.7 National Assessment Program

The following programs also provide feedback to students and parents and may be included in school data regarding the achievement and progress of students.

- literacy and numeracy tests (NAPLAN)
- sample assessments in Civics and Citizenship, Information and Communication Technology (ICT) Literacy and Science Literacy
- Australia's participation in the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS).
    - The national proficiency standards for approved NAP sample assessments are:
        - Civics and Citizenship Year 6 – Level 2; Year 10 – Level 3
        - ICT Literacy Year 6 – Level 3; Year 10 – Level 4
        - Science Literacy Year 6 – Level 3; Year 10 – Level 4
- academic competitions that are benchmarked against national and state standards, e.g., Australian Maths Trust, Australian Maths Competition.

5.8 TASC Courses and regulations covering assessment

The specific TASC policies and frameworks that govern our assessment and reporting are:

- Senior Secondary Accreditation Framework
- TASC Standards for the Provision of TASC-Accredited Senior Secondary Courses
- TASC Assessment Policy
- TASC Criteria, Criterion Elements and Standards Policy
- TASC's provider-level required standards for academic integrity
- TASC Internal Assessments: Assessment Records, Final Ratings and their Assessment Rubrics
- TASC change from Level 3 or 4 to Level 2
- Enrol Pre-Year 11 Student/s in TASC-Accredited Courses application
- TASC Authenticity and Academic Integrity: A Guide
- TASC Standard for Within-Provider Within-Course Comparability of Internal Assessment
- TASC's archived samples of student work
- TASC Criteria, Criterion Elements and Standards

6. Information provided to students

6.1 TASC and VET Courses

At the commencement of each TASC and VET course, the teacher will provide a detailed orientation of the course and place the following on Rory:

- The TASC/VET syllabus for the course. This should be supported by showing students how to access the TASC documentation on the website.
- The TASC/VET grade descriptions and, if applicable, the algorithms
- TASC and VET class teachers should also provide a Hutchins-specific course outline (refer to Definitions and Acronyms section in this document) that includes the following information:
    - The sequence of units and content
    - The assessment types
    - A general description of each assessment task
    - A general indication of the content covered by each assessment task
    - An indication of the criteria covered by each assessment task, and an indication of the weighting of the particular piece of assessment as major, minor, or formative
    - The approximate timing of each assessment task (i.e., the week in which each assessment task is planned or the due dates for significant stages of each extended task) including the dates for milestones, in-progress drafts and/or folio/journal submissions
    - All end-point achievement dates for criteria, especially if they occur prior to the end of the year.
    - How the final grades, both internal and external, are compiled, including reference to the TASC algorithms
    - The review process for internal ratings
    - The review process for authorising the authenticity of a folio, and the appeal process if a folio is not validated by the subject teacher as a student's work
    - A date where course work for internal grades is completed and after which revision for examination preparation is the focus.

6.2 End-Point Achievement

The teacher of a TASC course may schedule end-point achievement to occur at any time in the course as long as the following conditions are met:

- The content of that criterion is covered fully and allows time for students to internalise the information in preparation for a summative assessment.
- A number of assessments including at least one major assessment support the requirement that final criteria are based on a number of assessments (See 8.2 of these procedures).

6.3 Year 6 to 10 Courses

At the commencement of each term/semester/year for Year 6–10 courses, the teacher will place the following on Rory:

- A copy of the Scope and Sequence, including a general overview of the major assessment tasks that will be completed for that term or semester.
- An overview of the number and nature of assessment tasks that occur during the semester or year (including end-of-semester exams). Students will be advised which tasks are to be completed in class and which are to be completed out of class.
- At a Year 6 level for term-based subjects a course overview, scope and sequence, and list of activities will be included on Rory, but not assessed against the Australian Curriculum Achievement Standard due to there being insufficient period allocation to deliver meaningful assessment other than an ongoing or final project. Progress milestones for work should still be implemented.

6.4 All detailed instructions for assessment tasks will be available for the student on the class and subject's Rory page. During every course (Years 6–10), the requirements for each assessment task will be clearly described in written form (i.e., what the student needs to do, often indicating the steps involved for extended tasks). Wherever appropriate, the learning outcomes and indicators/achievement standards against which the task will be marked will also be provided.

7. Planning course instruction for assessment and reporting

7.1 All unit planning must use the Understanding by Design process and be completed in the EduPlanet21 software to enable the accurate mapping of the Prep to Year 12 program, and ensuring

- consistency of approach
- the implementation of our school vision
- effective alignment of assessments against the Australian Curriculum achievement standards and the content descriptors.

8. Mark books

8.1 Staff will:

a) keep an electronic mark book that is stored in a faculty SharePoint site, or
b) set up Rory assessments as advised so that the Rory Rubric mark book can be used as the class mark book.

8.2 School expectations of the use of a mark book

To ensure third-party understanding of the mark book, the school has the following expectations regarding how a teacher's mark book must be compiled:

- There should be three assessment types: Major (summative), Minor and Formative as per the designations on Rory.
- The assessed criteria/learning outcomes that contribute to the development of the final rating and the weighting that each criterion will contribute to that final rating must be clearly evident.
- Idiosyncratic notations should not exist.
- In developing final grades, formative tasks undertaken inform the summative grade for that criterion and learning outcomes. Formative assessments cannot, therefore, be re-used to determine the balance of summative grades for criteria in calculating a final grade, such as when a student is on a borderline of grades.

9. Student Support Panel

9.1 In the event of a student's circumstances becoming problematic during the year, the review panel should meet to develop a strategy for that student's experience for the remainder of the year. This panel consists of the respective Head of Sub-School, the Head of Teaching and Learning 6–12, the Dean of Studies, the student's respective Head of House, the School Counsellor and the Career Advisor, and the Head of Boarding in the case of boarding students. Where appropriate, the Head of Faculty, and the subject teacher would be invited. The panel may recommend an alternative pathway/experience for the student. Such a meeting may be initiated by the Head of Teaching and Learning, Dean of Studies, or Head of House.

- The Panel will reference information regarding the student including:
    - attendance records
    - reports of mental and emotional wellbeing
    - academic achievement and progress reports
    - the impact of specific life events, i.e., bereavement, separation, pandemic, etc.
- Teachers may refer students to the Dean of Studies or the Head of Teaching and Learning either through their Head of Faculty or through the Deputy Head of the Senior School and/or the Head of House.

10. Completion of a course

10.1 The Australian Curriculum is constructed on the premise that content is covered and skills acquired in a progression, and that progress is reported against learning progression points. Teachers are expected to differentiate work according to a student's ability.

A final award is assigned for each course completed in Years 6–12. Permission to vary the prescribed course content, the nature of assessment and the reporting are possible under the following circumstances:

- A student is on an Independent Learning Plan (ILP) with an NCCD allocation of disability that is managed through The Hutchins School Centre for Excellence.
- A student is to receive a narrative report. If this is not recommended in the student's ILP then this reporting format must be authorised by the respective Head of School or the Head of Teaching and Learning.
    - A narrative report must not be implemented immediately prior to reporting as a response to limited achievement. Parent consultation must have been undertaken to determine the focus of the progress, and assessment structured to inform a narrative report.
- Following a recommendation from the Student Support Panel who review student progress. (See 9)

10.2 Course completion and progress in TASC subjects are subject to the TASC policies and the structures of each course. The following documents are helpful in this regard:

- Standards for the Provision of TASC Accredited Senior Secondary Courses Policy, which states:
    - Standard 1: Course providers will ensure that all the knowledge, skills and experiences that comprise a course are delivered to students, and that all stated course requirements are met.
    - Standard 2: Course Providers will ensure that individual students are exposed to the learning required by a course.
- The TASC Work Requirements Policy, which states:

  "if a student does not complete all of the activities outlined in the work requirement, unless otherwise stated, the teacher may determine the appropriate rating for the relevant criteria by considering on balance, evidence of achievement from completed assessment tasks, including additional assessment items the teacher may set." (Version 1.0 reviewed 25/5/21)

Where the Head of Faculty and/or the Dean of Studies believe either of these standards is in danger of not being met, they should immediately advise the Head of Teaching and Learning and a meeting of the Student Support Panel should be convened to review the student's attendance and progress (refer to section 9 of this document), or meet with the Head of Faculty and Dean of Studies to resolve a process to meet the course delivery expectations.

In a circumstance where the Dean of Studies is not a TASC Liaison Officer (TLO), the latter would engage with TASC in relation to this situation.

10.3 In regard to TASC courses and electives, in the first seven weeks of a course, teachers should identify any students who seem to be experiencing difficulty in engaging with the course and may be in danger of not passing. Teachers must advise their Head of Faculty, and in the case of TASC subjects, the TASC Liaison Officer, of their concerns. Parents must also be advised.

10.4 All senior secondary students are provided with opportunities to meet the TCE requirements for ICT, Literacy and Numeracy compliance.

10.5 The repeating of a year level would not be supported without substantial reasons, and then only with the unanimous agreement of the Head of Sub-School, the respective Head of Teaching and Learning, the Dean of Studies (for students in the Senior School), the Principal, and the student's parents or carers.

10.6 A student in Year 6–10 who completes fewer than the established minimum work requirements in each subject within a course, and/or attends fewer than 80% of scheduled classes will be subject to a review with the Middle School leadership team or the Senior School Student Support Panel to establish:

a) that the course has been completed, or

b) that the course has not been completed, in which case the leadership team will determine what process will be undertaken to achieve course completion including the submission of work requirements of alternative assessments.

10.7 Dates for assignments should be set wherever possible in consultation with the class to maximise efficiency, engagement and wellness and to avoid assessments being concentrated in certain weeks.

11. Student submission of work

11.1 Students are required to attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks for marking on or before the due date.

11.2 All pieces of work that are being undertaken over a period of some weeks should have milestone dates so that progress can be observed and support given where necessary. Milestone dates must:

- be advertised to students in writing through Rory, and
- have a formative comment on the submission posted on Rory.

Where students do not submit the required work at a milestone (or the final due date), the teacher must advise the parents and should advise the Head of Faculty. The Head of Faculty may trigger a Student Support Panel if deemed appropriate.

11.3 Where a student is likely to experience difficulty in meeting a deadline, they must discuss the matter with the teacher at their earliest opportunity before the due date.

11.4 Changing a previously advertised due date for a class because some students have not completed the task is unacceptable and will not be considered an option. Students who have organised to meet the deadline must be supported.

11.5 Requests for extension are at the discretion of the classroom teacher, except when:

- requests for extension are made on the eve of the due date. These should be denied unless the teacher can evidence that the student has been working throughout the allocated preparation time,
- the Student Support Panel has determined a position, or
- the teacher chooses to consult with or refer the matter to the Head of Faculty.

11.6 In cases such as clause 10.5, for major assessments the parent/carer must:

- contact the school prior to the assessment on the day of the test and/or assessment, unless in the case of emergency, and
- provide either a medical certificate or a letter of explanation immediately the student returns.

11.7 Students must submit the latest version of their work in progress at the published due date, even when applying for an extension/ or when an extension is granted.

11.8 Student work that is submitted electronically will be considered late if the file is unable to be read. Ensuring the submission is able to be read is the students responsibility.

11.9 When dealing with late submission of work without an extension, if a student does not submit an assessment task or attend a scheduled in-class assessment task or performance, the teacher will contact the student and the parent/carer to discuss the risk of the student not completing the assessment and its impact of the course. It must be recognised that in the event that a student does not participate in a scheduled performance assessment that there may be no scope for extension, repeating or postponing the assessment.

There are two possible approaches for such late work:

i) Where a student **provides a reason that is acceptable** to the school for not seeking an extension prior to non-completion or non-submission of an assessment task, the teacher may:

- either negotiate an adjusted due date for an out-of-class assessment task, or an adjusted date for an in-class assessment task, or
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential).

ii) If a student provides **no acceptable reason** to the school for not seeking an extension prior to non-completion or non-submission of an assessment task, the teacher may:

- in the cases of TASC subjects, award a 'Z' (no evidence of achievement) notation. This may be a final grade in the case of end-point assessments, or a pending grade for milestone tasks or where the end-point achievement has not been reached.
- be graded against the following diminishing scale, which is created to encourage work to be submitted for a grade, and to ensure that there is a fair distinction made between work that is received late and that which is submitted on time. In a case where the nature of the work cannot be varied, a student would receive no mark for that assessment, thus contributing to a lower overall grade than expected at the end of the course.
- The maximum available grade overall and in each criterion will reduce each day that a piece of assessable work is late, e.g., if a piece of work was due on Monday and not submitted until the next day, the maximum grade it could achieve is a B. The table below illustrates the process.

	Grade adjustments for late work				
	Due Date as per time on Rory, or as provided by staff	Day 1 (0–24h)	Day 2 (24–48h)	Day 3 (48–72h)	Day 4 (96h)
Example Standard at A	A	B	C	D	E/t (Work still required)
Example Standard at B	B	C	D/t	E/t (Work still required)	
Example at C+ Standard	C+	C	D/t	E/t (Work still required)	
Example at C- Standard	C-	D	E/t	E/t (Work still required)	

- For TASC subjects, a rating of 't' (if submitted more than five school days late).
- A rating of 'Z' will apply if work is not submitted.
- All assessment pieces need to be submitted, regardless of how late they are, for course completion to be achieved. Teachers can still use these unmarked pieces of work as evidence of achieving a standard in the decision-making for allocation of a final mark. (See 10.2)
- For the most efficient means of tracking this grade consequence, it is recommended that students submit work on Monday or Tuesday. (This has the advantage of affording students the weekend to work on the task.)

11.10 Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g., sitting a driver's licence test, preparation for a school formal, and after school employment).

11.11 Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task. In exceptional circumstances, the parent/carer may negotiate with the Head of Teaching and Learning for the development of an individual approach. This approach will show how the missed lesson time will be compensated for and any modifications to the assessment outline for each course.

11.12 Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, students will be advised by teacher or the Head of Faculty of modifications to the task requirements and/or the assessment outline, including the due date/s.

12. Use of indicative grades

12.1 An indicative grade cannot be developed for a piece of work that is not submitted.

12.2 An indicative grade for a criterion may only be developed in the case of missing assessments if there is a body of work in other assessments to validate the grade, and with the approval of the Head of Faculty.

13. Transfer between courses

13.1 Commencing a course late can put a student at a disadvantage in comparison to other class members. An application to transfer between courses is made through the Head of Teaching and Learning (6–12) for subjects in Years 7–10 and to the Dean of Studies for all TASC and VET courses. A meeting may be held with the parent/carer to discuss student progress and the requirements necessary for the student to be assigned a final award in the course into which they wish to transfer.

The Dean of Studies must also be consulted to appraise the future effect on ATAR, TCE and course selection. The Careers Counsellor should be consulted in regard to prerequisites and post-secondary pathways.

13.2 The deadlines for student-initiated course changes are:

- For all TASC courses – Friday of Week 4 of Term 1
- Year 9 and Year 10 Semester 1 electives – Friday of Week 4 of Term 1
- Year 9 and Year 10 Semester 2 electives – Friday of Week 4 of Term 3

13.3 When a student transfers to a different TASC level in the same course (i.e., from a level 3 to a level 2), previously assessed pieces of work may be reassessed using the criteria and elements of the new course where appropriate. Criteria grades from a Level 3/4 course cannot be automatically transferred to a Level 2 course. All work requirements of the new course must be met.

13.4 Where additional work and/or assessment tasks are necessary, the teacher will develop an individual plan showing the work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/carer and provided to the student in advance of the final decision.

14. Excursions and interruptions to study

14.1 To avoid interruption to classroom instruction, there should be no excursions within the school day involving Year 11 and 12 students from week 6 in Term 3. Many students are in rehearsal for performance, and/or working on the completion of folios and extended projects that are essential to their final grades

14.2 Excursions form an important element of an inspirational learning program. Opportunities should be sought where an excursion supports an experiential learning opportunity that engages and/or extends.

14.3 Teachers should do their best to identify and include excursions in their course planning from the commencement of the year. It is acknowledged that some excursions and activities are identified as the year progresses. In times when assessment loads are significant for students, there is merit to teachers only selecting activities that are directly connected to the assessable elements of the course.

14.4 All applications for activities and excursions should be submitted to the Administration Committee an absolute minimum of three weeks prior to the proposed excursion. Students will need to satisfy Middle School and Senior School attendance and work requirements in order to attend the excursions. It is the responsibility of the teacher to compile the list and consult the attendance data at the time of application.

15. Transfer from another school

15.1 It is the responsibility of any student who transfers into a class from the same course at another school to provide The Hutchins School with the details of all completed assessment tasks. These details should be provided to the Registrar in the first instance where possible. The Head of Teaching and Learning may contact the previous school to determine:

- the part of the syllabus that has been completed
- the assessment tasks that have been completed
- the ratings awarded for these tasks.

15.2 The Dean of Studies as TASC Liaison Officer (TLO) is to be provided with previous TASC results so that an accurate assessment of progress can be made against:

- Everyday literature
- Everyday numeracy
- Everyday IT
- TCE point program

15.3 The Head of Faculty will:

- determine how the ratings from assessment tasks at the previous school will be used (Note: Where necessary these ratings will be moderated to ensure that they are on the same scale as those at The Hutchins School).
- determine the additional work, if any, to be completed.
- determine the additional assessment tasks, if any, to be completed to enable a rating to be assigned. Where additional work and/or assessment tasks are necessary, the teacher will develop an individual plan showing the work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/carer and provided to the student.

16. Academic dishonesty: cheating, collusion, and plagiarism

16.1 The Hutchins School aims to ensure that students learn and conform to best practice and hand in work for assessment that is not plagiarised. Our detailed procedures are based on two important principles: honesty and compliance. Our approach is outlined in the Hutchins Academic Integrity Protocols. These protocols are available as Appendix A in this document.

16.2 The central idea advocated in these proposals is that a student should be able to state: “This work is mine, except

- Another person has contributed ideas, pictures, content and data, or
- I have used other people’s ideas, content and data and I have specifically and honestly cited this to be the case”

16.3 The following activities are viewed as unacceptable:

- Using material directly from any sources without reference to that source
- Building on the ideas of another person without reference to the source
- Buying, stealing or using another person's work and presenting it as their own
- Submitting work to which another person, such as a parent or tutor, has substantially contributed
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone or some source to write or prepare material
- Incorrect use of formal referencing styles
- Copying someone else’s work in part or in whole and presenting it as their own.
- The use of ChatGPT or other AI programs without specific referencing.

16.4 Teachers and Heads of Faculty are to ensure that students learn what constitutes academic integrity in their discipline through:

- The delivery of specific programs by library specialists and/or faculty members
- The progressive increase of requirements in accordance with the year level and complexity of the requirements, including bibliography, footnotes or endnotes, journals, etc.

16.5 All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work that contains:

- identical or similar material to the work of another person (e.g., another student, a parent, a tutor)
- identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

16.6 Students must not cheat (i.e., engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in academic dishonesty, i.e., cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Faculty. The Head of Faculty will then determine the next course of action

in accordance with the Hutchins Academic Integrity Procedures. The names of students who are found to engage in academic dishonesty must be given to the Dean of Studies.

16.7 Each Head of Faculty with their staff should design and implement a process to ensure the authenticity of student work on an agreed number of major assignments throughout the year. This may include diaries, journals, handwritten drafts (where this does not disadvantage students on ILPs), and progressive drafts, etc. This may best be achieved through the process of using milestones (See 6.1 in this procedure).

16.8 Subjects in which folios are an element of assessment must use the TASC Academic Integrity Procedures for Folio Assessment. Variations of this should be used as a guide for assessment work in Years 6–10 as appropriate. The TASC version of this form is available as Appendix B to this document.

17. Security of assessment tasks

17.1 Where there is more than one class studying the same course at the school, there is a likelihood that the same assessment tasks will be used. In such cases, in consultation with the Head of Faculty teachers should:

- identify common assessment tasks where possible prior to the commencement of the course
- ensure that question papers are securely stored away from students
- conduct such assessments simultaneously whereever possible
- collect question papers used for such in-class assessment tasks at the end of the lesson. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task.

17.2 Students discussing the questions on a paper will be treated as cheating and the offending students will be penalised.

17.3 Where the school uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

17.4 Teachers will refrain from having a test that they repeat from year to year. It is recommended that they develop a bank of questions from which tests can be compiled. Data of student answers would provide feedback on the effectiveness of questions.

17.5 Attendance is a significant element of test security and should be closely watched. (See Section 8)

18. Examinations

18.1 Internal written examination will be held in all TASC 2 and 3 courses that have examination as an element of their final external assessment. Exemptions to this are to be approved by the Dean of Studies in conversation with the Head of Faculty. These internal examinations will be held towards the end of Semester 1.

18.2 In preparation for final external examinations, students attempting courses with a practical/performance/oral TCE examination will have practical and oral rehearsals and performances throughout the year that reflect the elements and experience of the final external examination.

18.3 The layout of exam papers should, as much as possible, replicate the final exams set by TASC.

18.4 The duration of internal examinations should also replicate final external exams.

18.5 The internal examination timetable and a copy of the examination rules will be issued to students at least two weeks before the commencement of the exam period.

18.6 Year 10 have formal exams in at least English, Mathematic, Humanities and Science at the end of the year. These exams vary in length from 1.5 to 2 hours, at the discretion of the Head of Faculty and with the agreement of the Dean of Studies, or—in the absence of the Dean of Studies—the Head of Teaching and Learning.

18.7 Each year level from Prep to 10 undertakes the Progressive Achievement Test (PAT) in Reading Comprehension, Numeracy and Scientific Inquiry in November each year. These tests must be undertaken after any other subject examinations. They constitute an important element of our internal student progress assessment framework (See Section 5). PAT tests are elements of the school's assessment schedule and students are required to attend.

19. Moderation

19.1 The Hutchins School fully participates in all Moderation processes for Year 11 and 12 TASC courses. External moderation occurs twice a year. Minutes of these meetings should be recorded and must be sent to the Dean of Studies.

19.2 Intra-faculty moderation should be the norm in all courses in Years 6–10. At the commencement of the year, the Head of Faculty should determine which assessments will be moderated and what the process for that moderation will be. Ideally, moderation will occur at least twice during the calendar year in these courses, one of which will be 'blind' for participating staff. Where there is more than one class per year level this can be easily developed by cross marking of identified assessments. Where there is only one class in a course, including TASC courses, there must be a process to moderate the identified assessments, which may be cross marking with a teacher in the department or in another school. This process is easily facilitated with concurrent class tests.

19.3 Moderation will be conducted against the progression points and achievement standards in the Australian curriculum, or the criterion in TASC subjects.

19.4 Moderations should determine scripts that can be collected for reference as:

- exemplars of borderline grades, and
- exemplars of standards to offer students in subsequent years.

20. Reporting achievement

20.1 The current suite of school reports is comprised of variations selected from five elements:

a) Reporting an Overall Achievement in a subject as an A to E grade against the Achievement Standards within the Australian Curriculum.

b) Reporting on the Learning Outcomes consistent with subject-specific domains

c) Reporting on a four-point scale on Work Practices and Attitude. The four-point scale is:

i. **VG**: Very Good (consistently exceeding the expected standard)
ii. **G**: Good (consistently meeting the expected standard)
iii. **S**: Satisfactory (generally meeting expected standard)
iv. **IR**: Improvement required (not yet achieving expected standard)

Staff to refer to rubric to determine the appropriate element on the four-point scale (See Appendix C).

d) Pastoral comments written by the Mentor and/or the Head of House

e) In the case of Middle School reports, an overall comment written by the Head of Middle School.

An overview of the report schedule and purpose is as follows:

- In Week 7 of Terms 1 and 3 parents are to be notified of students appearing to struggle with progress and achievement in semester-based subjects. This may be determined by observation and reference to a minimum of two pieces of work per subject each term that must be entered into the Hutchins Learning Management System (LMS).
- End of Semester 1: Year 7–12 mid-year report. This report offers a latest and fullest indication of student achievement and is inclusive of internal Year 11/12 mid-year written examination results.

Features:

- Overall Achievement Grade as an A–E against Australian Curriculum Achievement Standards, TASC achievement award or UTAS grading scale.
- Learning outcomes of subject measuring achievement against the assessment standards of the Australian Curriculum on the three-point scale of 'Below, 'At', or 'Above' for Years 7–10 or the TASC five-point scale. No grade rating for vocational subjects.
- An appraisal of work practice and attitude in the areas of Engagement, Effort, Task Completion, and Conduct using the 4-point scale mentioned earlier.
- End of Year: A full report is provided for students in Years 7–10. Year 11 and 12 students have a modified report.
- For Year 7–10 students, this report employs the same features as the mid-year report.
- For Year 11 and 12 students, no academic report is provided for under the assumption that the final grades for subjects are derived and awarded by TASC or VET.
- Students in Years 9–12 receive a personal report written by the Mentor or/Assistant Head of House.
- Students in Years 7 and 8 receive a personal report written by the Mentor Head of the Middle School.

20.2 During the year, continuous reporting is provided to students and parents through Rory with a minimum of three pieces per semester.

20.3 Parents are to be notified when reports are issued and provided with an opportunity to seek further clarification and feedback.

20.4 These formal reports provide a set of criteria for general work habits (common to all subjects) and then specific subject criteria.

- Ratings for TASC courses are according to TASC guidelines, namely, 'A', 'B', 'C', 't' or 'Z'.
- Years 6 to 10 courses are reported against the Australian Curriculum using the A–E grading against progression points and Achievement Standards.

20.5 All mid-year exam results are to be communicated via Rory. The Hutchins School issues a statement of completion to Year 10 and Year 12 students in accordance with government regulations:

- In accordance with Ministerial Instruction No 8, in association with the Tasmanian Education Act 2016, a Transition Statement is the statement issued by a Principal once they are satisfied that a Year 10 student has submitted a Proposed Learning Program for approval.
- In accordance with Ministerial Instruction No 9, in association with the Tasmanian Education Act 2016, a Year 12 Completion Certificate is issued by the Principal when they are satisfied that a student has completed the year known as Year 12 in accordance with the policy of the Administrative Authority.

21. Reporting progress

21.1 Student longitudinal progress reports include:

- PAT
- NAPLAN
- Attendance
- Course results for students
- Comparison with cohort.

21.2 This information is incorporated into a range of information provided to teachers through the School's internal progress reports.

22. Record keeping

This procedure is to be kept for three (3) years until review, unless there is a significant legislative or organisational change requiring earlier review. The master copy is kept in SharePoint Online in read-only PDF form. All printed copies are uncontrolled.

23. Procedure owner

The Head of Teaching and Learning 6–12.

24. Version control

Version Number	Author	Purpose/Change	Date
0.1	Policy & Compliance Manager	Draft/recreation of outdated policy (2011)	23/07/2021
1.0	Head of Teaching and Learning	Consolidating documents	03/03/2022
2.5	Head of Teaching and Learning	Faculty review process	November 2022
3.0	Head of Teaching and Learning		
5.1	Head of Teaching and Learning	Publication of document to staff	November 2022

Appendix A – Academic Integrity Protocols

INTRODUCTION

The Academic Integrity Protocols are designed to ensure academic integrity is maintained at The Hutchins School. Academic integrity is essential to the values of our academic community, and intellectual character, and it is the responsibility of all students and staff to uphold these values.

The Hutchins School is committed to upholding academic integrity, which includes, but is not limited to, the following principles:

- **Honesty**: All academic work must be the original work of the student and must acknowledge the sources of information and ideas used in that work.
- **Trust**: Students must not engage in any behaviour that would unfairly advantage themselves or disadvantage others.
- **Fairness**: Students must not engage in any behaviour that would give them an unfair advantage in assessment.
- **Respect**: Students must respect the work of others by not plagiarising, cheating, or engaging in any other form of academic misconduct.

DEFINITIONS OF KEY AREAS OF ACADEMIC PLAGIARISM

To further support the Academic Integrity Protocols and Procedure, the following definitions of key areas of academic plagiarism are provided:

1. **Direct Plagiarism**: The verbatim copying of another person's work without giving appropriate credit or citation. This can include copying a sentence, a paragraph, or an entire document.
2. **Self-Plagiarism**: The submission of one's own work in multiple contexts, without acknowledging the prior submission or gaining permission from the original instructor or supervisor. This can include resubmitting a paper or project, in part or in whole, for credit in a subsequent course or for publication.
3. **Paraphrasing Plagiarism**: The rewriting of someone else's work in your own words without giving appropriate credit or citation. This can include changing a few words, using synonyms, or altering the structure of a sentence or paragraph.
4. **Mosaic Plagiarism**: The borrowing of phrases, ideas, or concepts from multiple sources and combining them into a new work without proper citation. This can include patchwriting, where a student copies sentences or phrases from a source and changes a few words while keeping the overall structure and meaning intact.

5. **Accidental Plagiarism**: The unintentional use of someone else's work without giving appropriate credit or citation. This can occur when a student is not aware of the citation requirements, does not know how to properly paraphrase, or is not familiar with the conventions of academic writing.
6. **Ghost-writing and AI Tools**: The use of ghost-writers or AI tools to produce academic work without acknowledging their involvement or contribution is a form of academic plagiarism. This can include hiring someone to write an essay, thesis, or dissertation, or using AI tools to generate content without proper attribution. It is the responsibility of the student to ensure that all academic work is their own and to give appropriate credit to any sources or tools used in the production of that work. Failure to do so can result in disciplinary action in accordance with the Academic Integrity Procedure.

EDUCATIVE APPROACH TO ACADEMIC INTEGRITY

Our goal is to educate and plagiarism provides such an opportunity. Rather than a sign of having a dishonest character, it is usually a sign of many other things, such as:

- Poor research skills;
- Poor writing skills;
- Limited familiarity with the requirements of academic integrity;
- Misconceptions about what plagiarism is.

Our job is to support all students. The first step should be educative, which should begin in the ELC/Junior School and develop through the student's learning journey at the School. Remediation should be the norm, especially in Junior School, Middle School and Power of 9. Remediation should remain for first offenders in the senior years with harsher consequences as per the following table being reserved for students who are repeat offenders or are undertaking TASC subjects with externally assessed folios.

A WHOLE SCHOOL APPROACH

Area of school	Minimum standard required	Consequence
ELC	Be able to say where they obtained images or text	Reminders
Years 3 & 4	List of sources for images and text	Remediation and opportunity to resubmit
Years 5 & 6	List of sources for images and text. The Junior School LibGuide provides detailed information regarding referencing expectations	Remediation and opportunity to resubmit

Years 7 & 8	• Sources for all images • Bibliography as per the student diary • The Middle School LibGuides provides detailed information regarding referencing expectations	• Embedded in the A, B, and C ratings within one of the subjects learning outcomes against which a student is assessed so a student's assessment will reflect their non-compliance • Remediation through informing the student why they gained a particular rating • Opportunity to resubmit • Parents informed of plagiarism via email and a RORY notification made.
Power of 9	• Sources for all images • Genuine attempt at in-text referencing • Adherence to the referencing standards as outlined in the Nettlefold Library LibGuide	• Embedded in the A, B, and C ratings within one of the subject learning outcomes against which a student is assessed so a student's assessment will reflect their non-compliance • Remediation through informing the student why they gained a particular rating • Opportunity to resubmit • Parents informed of plagiarism via email and a RORY notification made.
Years 10–12	Hutchins, non-pre-tertiary subjects and pre-tertiary subjects not requiring an externally assessed folio • Adherence to TASC publication *Authenticity and academic integrity: a guide* • Adherence to an appropriate referencing style for ALL subjects • Adherence to the referencing standards as outlined in the Nettlefold Library LibGuide	**Hutchins subjects** • Embedded in the A, B, and C ratings within one of the subjects learning outcomes against which a student is assessed so a student's assessment will reflect their non-compliance. • Remediation through informing the student why they gained a particular rating. • Violation Procedure is then followed – see below. **TASC Subjects** • Many subjects have academic integrity embedded in the ratings as one of the subject criteria, so a student's assessment should reflect their non-compliance. • Remediation through informing the student why they gained a particular rating. • Violation Procedure is then followed – see below.

		Violation Procedure A first violation may occur due to ignorance or inexperience on the part of the student. Procedure: • Student to be referred to Head of Faculty. • The student will be given the opportunity to resubmit the work. • A Pastoral Care entry to be made in RORY for unsatisfactory academics, and parents are rung to discuss the incident. (Head of Faculty and Dean of Studies and Learning Analytics to be tagged.) A second violation is more serious. Procedure: • Student to be referred to Head of Faculty and Dean of Studies and Learning Analytics. • All plagiarised material will be ignored in determining the final award (If the entire task is plagiarised, the award against the criterion should be an E (Y10) or Z (TASC)). • A Pastoral Care entry to be made in RORY for unsatisfactory academics, and parents are rung to discuss the incident. A third violation is even more serious. Procedure: • Student to be referred to Dean of Studies and Learning Analytics and Head of Teaching and Learning. • No awards against any criterion for the work submitted. • A Pastoral Care entry to be made in RORY for unsatisfactory academics. • Meeting to be held between Dean of Studies and Learning Analytics, Head of Faculty, student and parents/carers.

TEACHER RESPONSIBILITIES

For assessment work where plagiarism may be an issue, ALL teachers are to provide students with:

- An online submission task so that their work is passed through RORY's plagiarism software.
- A rubric clearly outlining how assessments will be determined.
- Clear guidelines regarding acceptable amounts of help from peers or other adults.

In addition, teachers are responsible for:

- Assisting students who are having difficulty in the location and evaluation of information.
- Assisting students in how to manage time and deadlines throughout the research process.
- Conferencing with students on formatting and composing the final product.

TEACHER LIBRARIAN RESPONSIBILITIES

- Provide explicit instruction to classes regarding academic integrity and referencing.
- Support teachers during marking and one-on-one consultation for students during the draft process of their work.
- Provide information to students regarding academic integrity.
- Be available to work with classes to scaffold the research process and provide appropriate resources.

STUDENT RESPONSIBILITIES

- Submit authentic work.
- Follow the instructions and deadlines assigned by the teacher.
- Ask questions and seek help from appropriate persons (teachers, the librarians, and peers).
- Follow the specific requirements provided by your teacher including but not limited to Turnitin reports.
- Adhere to the specific academic integrity requirements.

Appendix B – TASC Academic Integrity Procedures for Folio Assessment

TEACHER AND STUDENT CHECKLIST

Student name			
Subject		**Year Level**	11/12
Teacher		**Head of Faculty**	

The following checklist will be maintained and updated by the subject teacher and student throughout the year to ensure:

- Authenticity – all work submitted is the student's own
- Academic Integrity – credit or acknowledgement is given for all information sources

This is so that the School can demonstrate that every effort has been made to ensure that work submitted for external assessment is the work of the student presenting the submission and that all sources have been properly acknowledged.

Section A: Preparing the Folio

Steps		Student initials and date
1	I have received and read the TASC booklet *Authenticity and Academic Integrity: A guide*	
2	I have returned the signed Student/Parent Acknowledgement Form	
3	The referencing system to be used for my Folio is …… ☐ My teacher has provided me with the necessary information about the requirements of this referencing system and/or ☐ I have familiarised myself with the requirements of this referencing system through resources provided by the library	
4	The latest date that the Folio can be submitted for external assessment: ……/……/…… But I understand that the Folio will need to be submitted to my classroom teacher on an earlier date to allow time to demonstrate authenticity and academic integrity.	
5	I have been informed of the processes for submitting work, including: ☐ Acceptable methods for submitting work ☐ Dates of all required drafts ☐ What is an acceptable amount of help from peers or other adults ☐ Whether Turnitin or Plagscan reports are required ☐ Reasons why my teacher may not be able to sign off the Folio or project for external assessment	
6	The Folio will assess the following criteria:	
7	I participated in the Academic Integrity session	Teacher signature
8	I have received the rubric or statement clearly outlining how assessments will be determined	

Section B: Drafting and developing the Folio

Steps		Student initials and date
1	I have discussed the intended format and composition of my Folio with my subject teacher	
2	I have received formal acknowledgement of any work submitted as part of my Folio on the following dates:	
3	✓ I worked on parts of the Folio in class under close supervision ☐ A copy of the latest draft has been saved in the appropriate section of Rory or submitted electronically to my teacher at least every week during the development of the Folio.	
4	Teachers review and comment on drafts at least 3 times during the development process Teacher Feedback 1:	Teacher signature
5	Teachers review and comment on drafts at least 3 times during the development process Teacher Feedback 2:	Teacher signature
6	Teachers review and comment on drafts at least 3 times during the development process Teacher Feedback 3:	Teacher signature

Section C: Completing, authenticating and submitting the Folio

Steps		Student initials and date
1	I have prepared a final draft for my Folio and submitted it to Turnitin or Plagscan (as required by the subject teacher) at least one week before the final date of submission	
2	After reading through the report from Turnitin or Plagscan I have arranged an informal interview with my teacher, discussed aspects of my work and made any necessary adjustments	
3	As part of ensuring academic integrity, I: • clearly identified the information, images, ideas and words of others used in my work • clearly identified the sources of information, images, ideas and words that are not my own • followed the required referencing system throughout the Folio with a high degree of accuracy (to the best of my ability) • created appropriate, well-structured reference lists/bibliographies	Student signature
4	The student: • clearly identifies the information, images, ideas and words of others used in their work • clearly identifies the sources of information, images, ideas and words that are not the student's own • followed the required referencing system throughout the Folio with a high degree of accuracy (or to the best of their ability) • created appropriate, well-structured reference lists/bibliographies	Teacher signature
5	My Folio has been officially submitted on this date: I declare that I: ☐ read and understood the TASC guide document *Authenticity and Academic Integrity: A guide* ☐ acted honestly and openly in the research and creation of this work ☐ followed all the procedures required by my school to ensure academic integrity	Student signature
6	The work submitted in the final Folio is consistent with and a natural outcome of the work in progress (If no see 10b)	Teacher signature
7	The work submitted in the final Folio is consistent with the student's usual performance (If no see 10b)	Teacher signature
8	There have been no unusual interruptions in the development of the work	Teacher signature

9	Final draft submitted on time	Teacher signature
10a	Student declaration form completed and attached to Folio	Teacher signature
10b	Student declaration not signed by teacher.	Teacher signature
10b(i)	Appeal of lack of school endorsement. The student may appeal to the Head of Faculty of the relevant discipline. The Head of Faculty is to assess the work and either endorse the candidate or inform them of a lack of endorsement.	Head of Faculty signature
10b(ii)	Student may appeal to Dean of Studies OR Head of Teaching and Learning. Folio to be reviewed and discussed with Head of Faculty.	Dean of Studies or Head of Teaching and Learning signature
10c	Student and parents/carers to be informed in writing of final decision from Dean of Studies or Head of Teaching and Learning.	Dean of Studies or Head of Teaching and Learning signature
10d	Any other appeals at the discretion of the Principal	Principal signature