

CHRIST OUR LIGHT



**MACKILLOP**  
Catholic College  
WARNERVALE

## YEARS 5-6

### Assessment Policy & Procedures Handbook 2026

Review Schedule	
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Author	Curriculum Lead K-12/Student Achievement Lead 5-8
Approved by	Deputy Head Student Achievement

*Providing a quality K-12 Catholic education for all students of our community, following Christ as our light, in the spirit of Mary MacKillop.*


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## College Contact Information

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# 1. Leader of Curriculum Message

Assessment is a broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation.

Assessment is used to analyse and interpret the knowledge, understanding and skills that students demonstrate throughout the learning process. Assessment provides information about student learning and achievement at a point in time and the progress students have made.

Assessment is most effective when it is an integral part of teaching and learning. The primary role of assessment is to identify where students are in their learning so that teaching can be adapted to target student needs, and progress can be monitored over time.

Students can engage with their learning through 3 important aspects of assessment:

- Assessment 'for' learning – all the learning tasks that build up or add to the student's ongoing learning. The brain-food for knowledge and skills.
- Assessment 'of' learning – are the formal assessment tasks chosen to be completed at a certain point of time where every student's learning is measured in marks, grades and standards. Mostly, this type of assessment task will be completed through assignments, tests and exams.
- Assessment 'as' learning – are the times when a student can make a self-assessment of their learning. This is important and it is a way of motivating or inspiring oneself to aspire for improvement. A mentor, a parent and a teacher are among the best people to engage with for self-assessment.

In Years 5 and 6, students are introduced to a structured schedule of assessments to support their learning journey and prepare them for Years 7 and 8. This structure helps students develop essential skills such as time management and organisation.

Students are encouraged to carefully review assessment schedules, plan their work, and complete tasks within the set timeframes. Success is supported through attentiveness in class, understanding marking criteria and scaffolding, and engaging in discussions with teachers.

Students are not expected to work independently without support. Teachers are available to guide and assist throughout the process. All work submitted must be original and the student's own.

Mackillop Catholic College looks forward to supporting students and celebrating their success.

Mrs A Walters

Mrs C Whitmore

Shayne Winkler

Deputy Head Student Achievement

Student Achievement Lead 5-8

Curriculum Lead K-12

## 2. College Curriculum Team

Principal	Mrs T Appleby
Head of Middle School	Mrs K Power
Deputy Head: Student Achievement	Mrs A Walters
Deputy Head: Evangelisation and Catechesis	Mrs C Price
Curriculum Lead K-12	Mrs S Winkler
Director of Diverse Learning	Mrs S Mayall

### **Middle School Team**

Student Achievement Lead 5-8	Mrs C Whitmore
Wellbeing Lead 5-8	Mrs C Fairleigh
Evangelisation and Catechesis Lead 5-8	Mr J Hodgson
Learner Diversity Lead 5-8	Mrs A Passafaro

### **Year 5 Teaching Team**

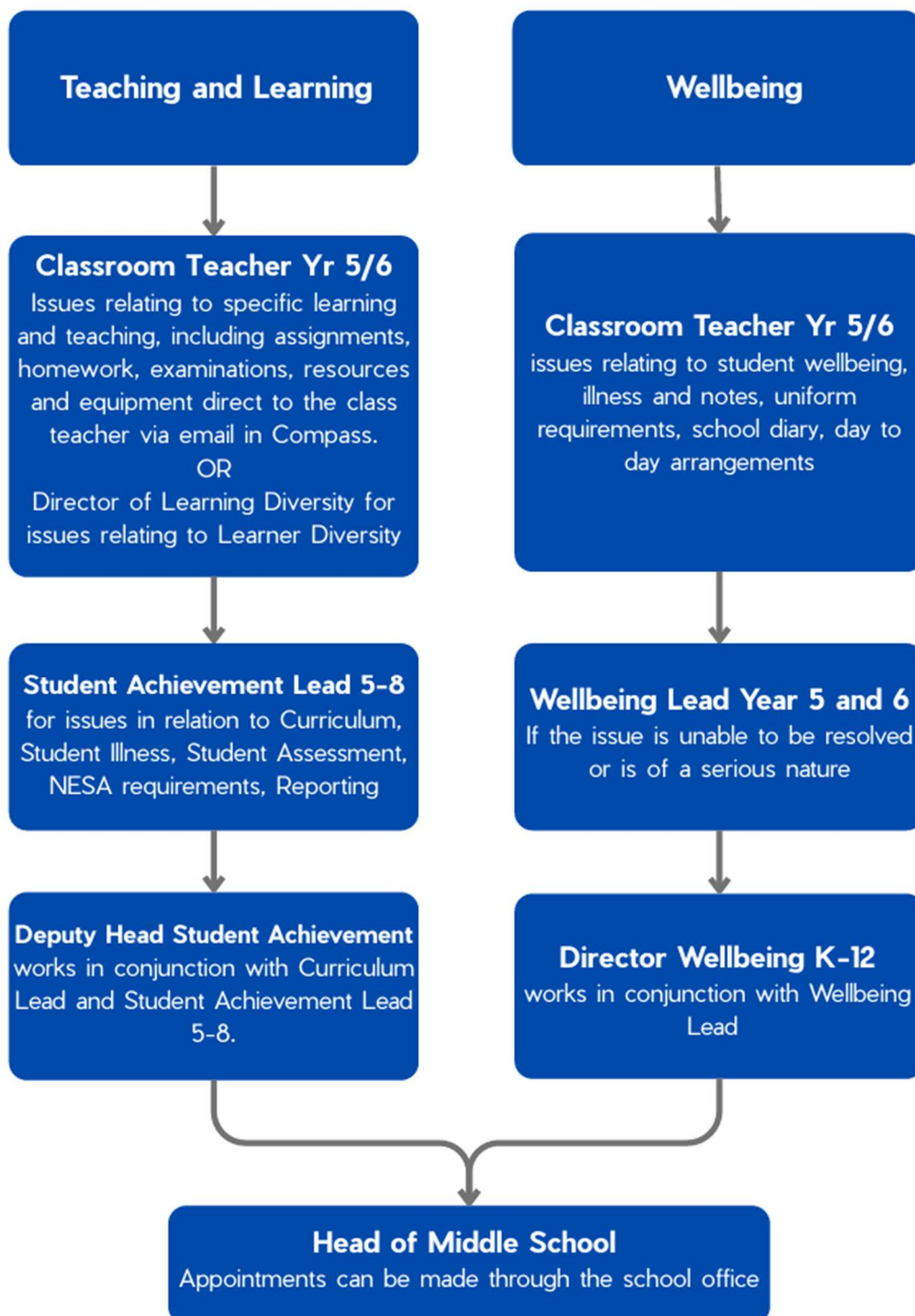
Mrs K Jones  
Mrs A Paraskevas  
Mrs K Tolehurst  
Mrs G Wellfare

### **Year 6 Teaching Team**

Mrs C Whitmore  
Mrs S Mohan  
Mrs A Passafaro  
Mrs B Sandeman  
Mrs L Mukherjee

### 3. Lines of Communication

Most issues at MacKillop Catholic College can be resolved very quickly if directed to the correct staff member. To assist you and your student, the flow chart below details the lines for effective communication within the College.



## 4. NESA Mandatory Study Requirements

Based on the Education Act requirements, NESA has determined that for students to be eligible for a Record of Student Achievement they are required to study the following subjects:

- English
- Mathematics
- Science
- Geography and/or History
- PDHPE
- Creative Arts
- Religious Education is a requirement for all students at MacKillop Catholic College.

## 5. Assessment Program

The NSW Education Standards Authority (NESA) suggests that a total of 3-5 assessment tasks is sufficient to measure student achievement against syllabus objectives and outcomes.

### 5.1 Reporting

All reporting of student achievement at MacKillop Catholic College is compliant with Federal Government legislation. All student achievement will be recorded on a scale from A to E. The benchmarks used for the determination of student grades will be based on NESA's Common Grading Scale as shown below.

Each student will receive a report each Semester on how they have achieved course outcomes based on a variety of formal assessment instruments. Stage 3 students (Years 5 & 6) will receive a grade for each course.

- Semester 1 Report (End of Term 2)
- Semester 2 Report (End of Term 4)

### 5.2 Marking and Grading

Teachers aim for a **2-week turn around** in marking, ensuring that feedback is close to the assessment event in accordance with NESA'S Assessment principles. Students should receive meaningful and constructive feedback on how they have achieved the outcomes(s) for a particular assessment task. Marks for individual assessment tasks will be made visible to parents and students in Compass.

As to maintain consistency with NESA, a Common Grading Scale will be used; the descriptions of levels of achievement for Stage 3 will be categorised into 5 broad bands of achievement:

<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## 6. Approved Leave

### 6.1 Approved Leave

Granting of leave is a matter for the Head of School to determine. The Head of Middle School has discretion in granting leave provided that they are satisfied that the impact of the absence is not substantial and that the progress of the student towards course outcomes will not be unduly affected.

Students intending on taking leave must apply in writing to the Head of Middle School **at least two weeks** prior to departure providing clear evidence as to why leave should be given by submitting the Leave Application Form (found on Compass). This form requires parent/carers to list all assessment tasks that will be missed during the absence. Students must wait until the Head of Middle School has given permission, before taking leave. Students should not automatically assume leave has been granted. Vacations taken outside normal College holidays will not be accepted as a valid reason for absence from an assessment task.

If the request for Leave is **not approved** by the Head of Middle School any non-submitted or missed assessment tasks will receive **zero marks**.

As part of the application process students must consult with their classroom teacher to make arrangements for any assessment tasks. Generally, all hand in tasks must be submitted prior to the leave. In-class tasks will be scheduled before the leave commences and may require students to complete a substitute task at a time decided by the classroom teacher.

In extreme circumstances the Student Achievement Lead 5-8 may approve the allocation of an estimate based upon evidence of assessment.

Where the period of leave requested is extensive, the student must demonstrate to the Head of Middle School that outcomes in each course will be achieved. Educational progress can be ensured by a variety of means, including assignments set by the College, tuition or private study, attendance at another school, distance education lessons and catching up.

## **7. Assessment Policy**

### 7.1 Course Assessment Schedules

Course Assessment Schedules provide students with the general nature and timing of formal tasks. The schedules for all courses are in the Assessment Schedule & Calendar Booklet for each year group.

A student will not perform more than two test-type assessment tasks per day.

### 7.2 Assessment Notification

Course teachers will advise in writing the precise timing and nature of the task, at least two weeks before the task commences. Assessment Notifications will be given to students in a hard copy format. If uncertain about a task, students should communicate directly with the classroom teacher.

It is the student's responsibility to ensure that students know what work has been missed and to catch up on that work. The same conditions apply if students are absent when an Assessment Task is notified. Students are not entitled to any automatic extension of time for the task.

### 7.3 In Class Tasks – tests, examinations, speeches and presentations

It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the Assessment Notification. Unless other instructions are given, normal examination conditions will apply to all tasks, including mobile phones and smart watches being prohibited from the examination room.

In-class assessment tasks may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy and must understand that their interests are best protected by not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.

It is expected that students be present for the start of the school day, and the day prior, to handing in a prepared task or sitting an in-class task.

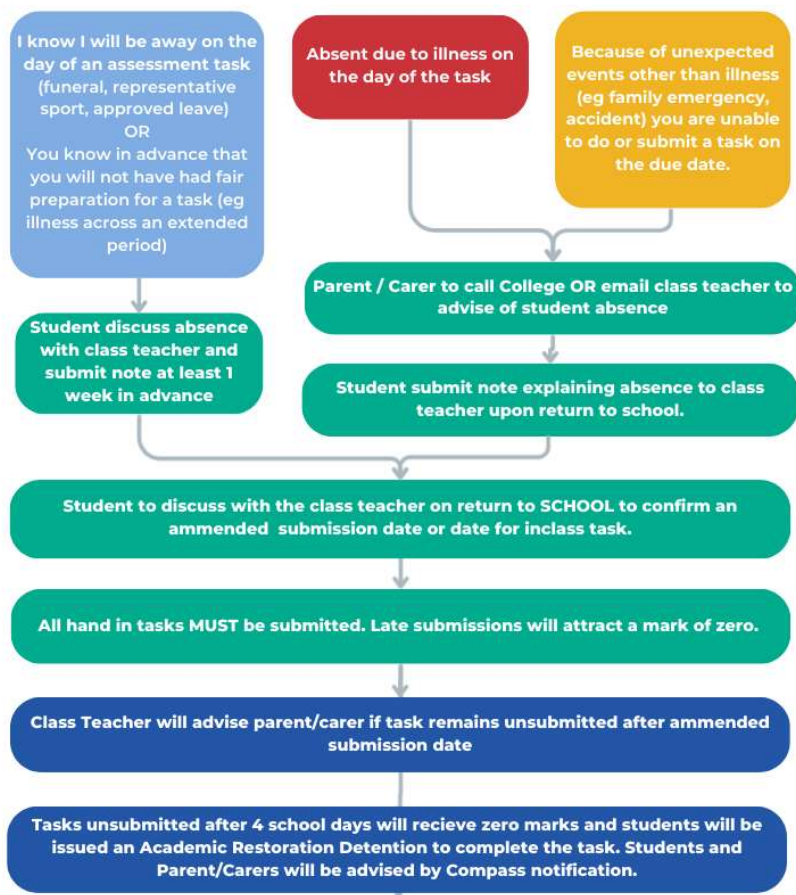
Students who are on in school, or at home, suspension will need to sit or hand in the task on the following day after their suspension ends. Non-attendance will result in a **zero mark** for the task.

## 7.4 Disability Provisions

The teacher may apply disability provisions for the completion of the assessment task if the student has been granted such provisions by NESAs or by the College's Diversity Team, or in accordance with the adjustments and accommodations agreed upon in the student's current Personalised Learning and Support Plan.

## 7.5 Absence on the Date of an Assessment Task

Students and parent/carers are responsible for the steps highlighted green in the following flow chart.



## 7.6 Non-Attempt and Non-Serious Attempt

Students who make non-serious or non-attempts may receive **zero marks** for the task and will be required to redo the task in an Academic Restoration Detention. Parents/carers will be advised in writing.

## 7.7 Late or Non-Submission

Any hand-in tasks submitted after the given due date, or an arranged time, will be deemed **LATE**. If a student has not applied for, and been granted, an extension of time **a zero mark** will be awarded.

No responsibility will be taken if a student gives their assessment to another student, teacher or office staff member. No responsibility is taken for a misplaced assessment task.

Students on in school or at home suspension are expected to submit hand-in tasks on time or penalties will apply. No extensions will be granted.

Students who miss a formal in class 'test-type' assessment task will either be required to attempt a task upon their return to the College or be allocated an estimate result based on previous performance / or appraisal based on informal assessment. Students will be required to submit a hand in task on their immediate return to the College.

For Year 5 & 6 students the submission of a signed note with a valid explanation of the student's absence from the assessment task from a parent/carer to the class teacher within 4 school days will avoid the allocation of any penalty to the students' mark. If a student is unable to supply this note, within 4 school days of the task date, to substantiate their non-submission they may receive a zero for that assessment task. All students absent from assessments will complete the assessment task upon return to school as advised by their teacher.

When a student does not submit a task on time or is not present or an in-class assessment the following communication will occur:

1. The class teacher will notify the students' parent/carer by email, through a Compass chronicle, about the non-submission of a task within 24 hours of the task date. If a **parent/carer note** is not supplied to class teacher **within 4 school days of task due date** the student is awarded **zero** for the task.
2. If the non-submission is due to absence/leave a Compass chronicle will also be raised to advise the student and parent/carer of the rescheduled date of the assessment (in-class and hand-in). If the hand-in task is not submitted on the revised due date a zero mark will be awarded. The Classroom teacher will send an email home, through a Compass Chronicle.
3. If the task is not submitted within **four (4) school days** after the due date, the student will be required to attend an after school Academic Restoration Detention to complete the task. Parents/carers will be advised through a Compass Chronicle. The zero mark will stand for the task.
4. The student is encouraged to submit the assessment task before the Academic Restoration Detention, in which case the detention will be cancelled.
5. During the Academic Restoration Detention students will be given an opportunity to

complete the requirements of the task in order to receive feedback on their progress.

6. Failure to attend the Academic Restoration Detention will result in the student being referred to an Afternoon Detention.

## 7.8 Extensions

In general, students will not receive extensions for foreseeable circumstances, e.g. sports training. It is expected that students will manage their time effectively and adequately plan the completion of assessment tasks. Suspended students will not receive extensions for assessment tasks during their suspension period.

## **8. Malpractice Policy**

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice in any form is unacceptable. All work must be a student's own (which may be supported by a parent at home but not completed by them) or must be acknowledged appropriately. Types of malpractice in assessment tasks may include, but are not limited to:

- using generative AI tools to compose or improve all, or parts of, an assessment task, unless specifically instructed by the task
- plagiarism: using the words, ideas, designs or workmanship of others without acknowledgement or copying from another student. Examples of plagiarism include, but are not limited to:
  - Downloading information from the Internet and presenting this as your own work.
  - Taking information from a published source (encyclopedia, book, magazine etc) without acknowledgment.
  - Copying another student's work
  - Getting help or ideas from another person without acknowledging this.
- being in possession of unauthorised notes or electronic devices during a test or examination.

A student who knowingly assists another student to engage in malpractice, is also engaging in that malpractice.

If malpractice is concluded to have occurred, one of the following consequences will apply:

- reduced marks for all or part of the task
- zero marks for all or part of the task

## 9. Summary of Student Responsibilities

A student is expected to:

- become familiar with, and follow, the assessment requirements set by the College.
- complete all set tasks on time or talk to teachers about what is required.
- follow all instructions given for a task, in the notification and on the task itself
- make a genuine and serious attempt in all tasks avoiding behaviour which could be considered cheating, including plagiarism.
- keep records of the progress of your work, for example version history of Word documents.
- keep a final copy of all submitted assessment tasks.
- follow up any concerns with tasks at the time they are marked and returned.

It is the responsibility of any student who is/has been absent:

- to find out if any assessment tasks have been announced.
- to produce an absence note signed by a parent/carer to their class teacher.

## 10. Forms

<p><a href="#">Leave Application Form</a></p>	<p>Please note you must:</p> <ul style="list-style-type: none"> <li>● Submit this form at least 2 weeks prior to the commencement of leave</li> </ul>
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