

DOCUMENT ID	HSC Assessment	
APPLICABLE TO	St Joseph's Catholic College, Aberdeen	
DOCUMENT OWNER	AP - Curriculum	
EFFECTIVE DATE	Term 4, 2025	
REVIEW SCHEDULE	Annual	
RELATED DOCUMENTS	Catholic Schools - HSC Assessment Guideline SJCCA - Statement of Practice - Academic Malpractice and Collusion	

1. Purpose

The purpose of the college specific Statement of Practice is to outline the culture, development and practice at a school level that implements the Catholic Diocese of Maitland-Newcastle (the Diocese) [Catholic Schools - HSC Assessment Guideline](#).

The college specific Statement of Practice outlines the college's expectations regarding HSC Assessment to ensure clarity and consistency for staff, students, and parents. This document is designed to uphold principles of procedural fairness in the submission of HSC Assessment Tasks and in the consideration of applications for variations to these tasks.

2. School Context

St Joseph's Catholic College, Aberdeen, is a regional secondary college for Years 7–12. The college offers a broad range of HSC courses, enabling students to complete Year 12 and attain either the Higher School Certificate or a Year 12 Record of School Achievement (RoSA) statement. For some students, this includes achieving an ATAR for university entry.

3. Development

In response to the recent revision of the Higher School Certificate (HSC) Assessment Guidelines issued by the Diocese, St Joseph's Catholic College has developed a new Statement of Practice for HSC Assessment. This statement reflects our commitment to maintaining consistency with diocesan expectations while also addressing specific local practices relevant to our college context.

The Statement of Practice address procedures, responsibilities, and expectations for students undertaking HSC assessment tasks that are not covered in the Higher School Certificate (HSC) Assessment Guidelines issued by the Diocese.

This Statement of Practice complements the diocesan guidelines and is designed to support transparency, fairness, and academic integrity in all aspects of HSC assessment at the college.

4. Implementation

Implementation	Responsibility
1. School-Based Assessment Notifications From the beginning of Term 4, 2025, all members of the college community are required to use the 2026 HSC Assessment Notification Template for all HSC assessments. Staff must maintain the format of the template to ensure consistency across the college. Please note that the Marking Guideline/Teacher Feedback included in the template is provided as an example only.	Staff
2. Malpractice Guidelines This college maintains a dedicated statement that outlines its approach to academic malpractice, including the use of emerging technologies such as artificial intelligence. The Catholic Schools - HSC Assessment Guideline and SJCCA - Statement of Practice - Academic Malpractice and Collusion provides clear guidance on expectations, responsibilities, and consequences related to academic integrity. Staff and students are encouraged to refer to this document to ensure full understanding and compliance.	All Parties
3. Assessment Committee (Years 10, 11 and 12 only) The Assessment Committee will be comprised of the Assistant Principal – Curriculum, the Pedagogical Mentor, the Learning Support Coordinator, and/or Leader of Growth and Development. This committee will consider all applications twice weekly. Students seeking an assessment variation must complete the School-Based Assessment Variation Form, available via the college website, Compass portal or from Student Services. Once completed, the form must be submitted to Executive Assistant along with the required supporting evidence, in accordance with the diocesan Catholic Schools - HSC Assessment Guidelines. Executive Assistant will ensure that all information and documentation is completed and attached. They will then acknowledge receipt of the form by signing the document, scan the documentation, and return a copy to the student. The scanned form and evidence will be added to the Compass Chronicle “Assessment Variation Form Received 10-12”. The Executive Assistant will create the chronicle, placing the relevant LOL into the chronicle. Please note: An email is generated and sent to the parents. The Leader of Learning will review the request and make a recommendation in the follow-up to the Chronicle. The Assessment Committee will then review the request, taking into account the recommendation provided by the Leader of Learning, and make a final determination. A Chronicle will then be appended to the original Chronicle with the decision.	All Parties

All Chronicle entries will notify both the LOL, teacher, student and their parent/carer of the outcome of each stage of the process including the Assessment Committee's decision, with the exception of the LoL Recommendation.	
4. Notification of HSC Assessment Tasks It is the practice of this college that students electronically sign to acknowledge receipt of each Assessment Task Notification. However, a physical sign on sheet may be used also. This ensures that students are aware of the task requirements, due dates, and relevant guidelines. For tasks that require submission (e.g., assignments or projects), students will electronically sign a second time to confirm that the task has been submitted on time. In the case of in-class assessments, it is assumed that students are present and completing the task as scheduled, based on their recorded attendance on the class roll. No additional submission confirmation is required for these tasks. Duration of Notice In accordance with the Diocese's Catholic Schools - HSC Assessment Guidelines, students must be provided with a minimum of 14 calendar days' notice prior to the due date of any scheduled assessment task. However, as part of our commitment to transparency and student preparedness, the college's practise is to provide at least 21 calendar days' notice for all assessment tasks. This extended notification period allows students sufficient time to plan, prepare, and seek support where needed, ensuring equitable access to success in their assessments.	All Parties
5. Submission of School-Based Assessment Variation Forms Students may be required to submit a School-Based Assessment Variation Form for a range of reasons, most of which are outlined in the Diocese's <i>Catholic Schools - HSC Assessment Guidelines</i>. These include, but are not limited to: • Foreseen absences (e.g. medical appointments, family commitments, college representation): A variation form should generally be submitted at least four school days prior to the scheduled assessment task. Exceptions may be made in cases of extenuating circumstances, at the discretion of the Assessment Committee. • Illness or misadventure in the lead-up to an assessment task: Students are still expected to submit or complete the task by the due date, unless exceptional circumstances justify an extension. In such cases, a variation form must be submitted with appropriate supporting documentation. All variation requests are subject to review and approval in accordance with the college's assessment procedures. Students are encouraged to speak with their Leader of Learning or the Assistant Principal – Curriculum if they are unsure about the process.	All Parties

6. Procedure for Submitting a School-Based Assessment Variation (SBAV) Form

To ensure consistency and transparency in managing missed assessment tasks, the following procedure must be followed at St Joseph's Catholic College:

1. Chronicle Entry for Missed Task

- If a student is absent on the day of the task or fails to submit the task, the Leader of Learning (LoL) must submit a Chronicle entry titled "Missed School-Based Assessment Task. This applies to all years.
- Parents and students will be notified via this Chronicle entry that the task has been missed and that the student is required to complete a School-Based Assessment Variation Form.

2. Submission of SBAV Form

- If the student meets the criteria outlined in Step 1 or has another valid reason for requesting a variation, they must:
 - Complete the School-Based Assessment Variation Form.
 - Attach all supporting evidence (e.g., medical certificates, documentation).
 - Submit the completed form and evidence to the Executive Assistant.

3. Processing by Executive Assistant

- Upon receiving the form, the Executive Assistant will:
 - Sign and stamp the form to confirm receipt.
 - Scan and attach the SBAV form and evidence to the relevant Chronicle entry titled "Assessment Variation Form Received". Return the original form to the student as confirmation of submission.
- The Chronicle will automatically generate an email to relevant parties.

4. LoL Recommendation

- For students in **Years 10, 11, and 12**, the Leader of Learning must complete the "**LoL Recommendation Chronicle**".
- For students in Years 7, 8, and 9, the LoL will determine whether to approve or decline the assessment variation request by completing either:
 - Form 3A – Approved or
 - Form 3B – Declined

- These forms are located under the "Assessment Variation – Years 7-9 (ABD)" Chronicle category.

5. Assessment Committee Review

- The Assessment Committee meets twice weekly (currently Mondays and Thursdays) to consider all SBAV requests.
- Based on the documentation and LoL recommendation, the Committee will:
 - Make a determination.
 - Complete either:
 - Chronicle 4A – Approved
 - Chronicle 4B – Declined
- The outcome will be emailed to parents, and the Leader of Learning will be included in the notification chain.

6. Appeals Process - If a student or family is not satisfied with the Committee's decision, they may submit an Assessment Appeal Form. - This form must be submitted to the Executive Assistant, who will: - Sign and date the form. - Return a copy to the student for their records. - Attach the form to the Chronicle entry titled "Assessment Variation Appeal Received". 7. Appeal Review Allocation - Assessment appeals for students in Years 10, 11, and 12 will be reviewed by the Principal. - Assessment appeals for students in Years 7, 8, and 9 will be reviewed by the Assessment Committee. - In both cases, the reviewing party will notify parents of the outcome via the Assessment Variation Appeal Outcome Chronicle entry.	
7. Catch-Up Assessments In addition to the Catholic Schools - HSC Assessment Guidelines, St Joseph's Catholic College has established procedures for managing missed assessment tasks to ensure fairness and continuity of learning. Students who miss a scheduled assessment will be required to complete the task at the next available lesson that is convenient for the Leader of Learning. If this lesson is not within the relevant faculty, the Leader of Learning must negotiate with the Leader of Learning of the affected faculty to ensure that removing the student will not compromise learning outcomes in the other courses. As a last resort, catch-up assessments may be scheduled during designated non-curricular periods such as Sport, Assembly, or Wellbeing time, where appropriate, and with consideration of the student's overall learning program. This approach ensures that assessments are completed in a timely and equitable manner while maintaining the integrity of learning across all courses.	All Parties
8. Non-Serious Attempts in Assessment Tasks In addition to the guidelines outlined by Catholic Schools - HSC Assessment Guideline for the Higher School Certificate (HSC), St Joseph's Catholic College considers a non-serious attempt to include any submission that does not demonstrate genuine engagement with the task. This includes, but is not limited to: - Submissions where no response is provided (i.e., blank pages or unanswered questions). - Responses that contain content unrelated to the question, including material that is clearly irrelevant or nonsensical. - Work that consists of complete gibberish or incoherent writing, indicating no meaningful attempt to address the task requirements.	All Parties

Such submissions may result in a mark of zero and may be subject to further review by the Assessment Committee. Students are encouraged to engage seriously with all assessment tasks to ensure their learning progress is accurately reflected and supported.	
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