

Exemplar Resource – Standards for Providers

Acknowledgement

TASC acknowledges and thanks the schools and colleges that participated in the [2026 Standards for Providers Check-In process](#).

Thank you to Campbell Town District High who generously agreed to share these quality assurance documents for the benefit of the broader sector.

These documents were submitted as evidence during the 2026 check-in process and are shared with permission as an example of one approach to documenting quality assurance practices.

About this Exemplar

TASC's [Standards for Providers Framework](#) has 7 standards, replacing the previous 10 Provider Standards. These documents were developed under the previous 10 Standards for Providers framework and have been selected as examples of effective quality assurance practice.

As part of the 2026 Standards for Providers Check-In process, TASC reviewed the documents against the revised 7 Standards for Providers to identify how existing quality assurance documentation may align with the new requirements.

The exemplars are provided to assist schools and colleges in reviewing and strengthening their own quality assurance documentation. While the document was not developed against the current 7 Standards for Providers, it contains a range of practices, processes and approaches that may assist providers in considering how quality assurance can be effectively documented and implemented.

Providers should note that:

- These documents are shared as exemplars only and are not prescribed templates.
- Providers may meet the Standards for Providers in different ways.
- Not all aspects of these documents will be relevant to every school or college.
- Providers remain responsible for ensuring their policies, procedures and practices align with the current [Standards for Providers](#) and their own operating context.

TASC encourages providers to use these exemplars alongside the Standards for Providers, practice guides, checklists and other quality assurance resources available on the [TASC website](#).

Planning to meet Standards for Providers of TASC-Accredited Senior Secondary Courses

Tasmanian schools and college who are registered to deliver TASC-accredited senior secondary courses need to meet the 10 [Standards for Providers](#). These standards are set by TASC (under the [Office of Tasmanian Assessment, Standards and Certification Act 2003](#)) to ensure that:

- courses are delivered and assessed as per the course documents.
- internal assessments are fair, equitable and comparable.
- there is clear understanding of the roles and responsibilities, communications and recordkeeping for quality assurance of the courses.
- the qualifications issued to students are valid, have integrity and are reliable.

Getting Prepared

To confirm that CTDHS is meeting the standards for registered providers of TASC-accredited senior secondary courses. The following reflects our 2021 review the following written policies and procedures:

- student enrolment policies and procedures (including processes to verify students meet course access requirements and for student movement between courses during the year)
- student attendance and engagement policies and procedures
- academic integrity policies and procedures
- policies and procedures to ensure comparability of the interpretation and application of course standards to student work.
- assessment reporting and policies, procedures and systems to resolve any disputes regarding final internal ratings and school decisions on endorsing the academic integrity of externally assessed folios.

To implement the plan, we will also provide.

- access to the school's recordkeeping systems for attendance and assessments.
- a selection of individual teachers' course delivery and assessment plans, including some planned internal assessment instruments for the year
- a school TASC Liaison Officer (TLO) with access to TRACS – TASC's student assessment and certification data management system.

Our Plan: Implementing the Provider Standards

Campbell Town District High School (CTDHS) will meet the 10 Standards for Providers of TASC-accredited senior secondary courses in 2024.

Please find enclosed paperwork that supports our 11/12 Implementation Strategies and our ability to meet all the **Standards for Providers of TASC-Accredited Senior Secondary Courses V4**.

Each standard has been addressed using the provided template. Each standard has been treated as a separate entity to explain processes. Please note that some standards are linked to other standards.

and may be listed in both standards.

This document is ever evolving and intended to be a working document that is reviewed, improved and update on a regular basis.

All teachers are given a copy of the document – electronic and hard copy. They are also shown where the document and supporting documents.

are electronically stored. In T2 of 2024 it is envisaged that 11/12 staff will systematically unpack the document in sector meetings to support the delivery of TASC courses.

All TASC document requirements, either subject or system based, are stored on the CTDHS TEAMS. Please note the **Standards for Providers of TASC-Accredited Senior Secondary Courses**

and supporting documents are stored in hard copy form in Gr 11/12 leader office.

TEAMS Link:



No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
1 All the knowledge, skills and experiences that comprise a course are delivered to students, and that all stated course requirements are met.	- Current Course document on the TASC website. - School's enrolment policies and procedures. Standards for Providers – Appendix 2 and 3 on enrolment of students pre-Year 11, concurrent enrolment, repeating a course and completion over two years. - Teachers' course delivery and assessment plans.	At Campbell Town District High School, we acknowledge the right of the student to receive student centred, engaging, authentic and rich best practice instruction to maximise learning outcomes and therefore positive future pathways. Informed, highly skilled teachers work tirelessly to ensure that all students have equal access to learning on offer, and they are not disadvantaged by, rurality, gender, ability, socio- economic background or values background. As a team, led by 11/12 leader, teachers will ensure that all the knowledge, skills and experiences that comprise a course are delivered to learners and that all stated course requirements are met. 11/12 leader will ensure: Suitability of course for each individual student. Grade 10: ✚ Students at CTDHS have participated in school Inspiring Positive Futures programs – work at career pathways with a grade level. ✚ Students in grade 10 are involved in discussions with Gr 11/12 Leader about their plans for further study. ✚ Students in grade 10 are involved in college orientation days and information sessions and online presentations. ✚ Students are exposed to vocational pathway opportunities including Industry taster days, RTO presentations, Job Agency links and ASBA's. ✚ Students participate in a week of work experience – a focus on job description and pathway stories of those at the work placement. ✚ All college materials are disseminated to parents by email, information sessions, advertising of individual colleges. ✚ Students participate in activities that unpack current Subject Guide for 11/12 study. ✚ Students participate in Work Studies classes and complete activities to build awareness and knowledge of future pathways and potential 11/12 courses that will help them achieve success within their chosen pathway. ✚ Students participate in course counselling with Gr 11/12 Leader and Gr 10 core/work studies teachers re their subject courses and suitability of course. ✚ Gr 11/12 Leader consults with Gr 10 core/work studies teachers, edi reports, IEP's, Naplan results, PAT data and LLN Robot, and midyear reports to gauge suitability for proposed course and course levels. ✚ Students and parents attend Transition meeting where courses on offer at CTDHS are discussed – night session. ✚ Students complete Pre-enrolment form with their parents and teachers <i>See attached: Pre-enrolment form.</i> ✚ Students complete Transition Plans during Work Studies classes- signed off by Work Studies teacher in conjunction with Gr 11/12 Leader. ✚ Students' complete enrolment session with Gr 11/12 Leader. ✚ Students and parents notified by mail in December of grade 10 year- Preliminary Enrolment due to access requirements, staffing and timetabling. <i>See attached letter in Notices on school drive*</i> After extensive consultation with students and parents, timetables are personalized for each individual student, to ensure that students have been enrolled into suitable and appropriate courses that support students in study and career pathways. NB. Students and parents are notified that a preliminary enrolment maybe issued if course requires a pre-test for course access protocols, prerequisites, minimum numbers or registrations eg. Essential Skills suite of courses, Working with Children. If student does not meet requirements, Gr 11/12 Leader discussion with student and/or parent to facilitate course change.	Transition Plans are responsibility of Work Studies teacher in conjunction with Gr 10 Leader by due date each year. Pre enrolment activities are overseen by Gr 10 Leader in conjunction with Core teachers and Work Studies teacher. Enrolment activities and process are conducted by Gr 10 Leader Liaison with parents is conducted by Gr10 leader. Gr 11/12 leader to support with CT enrolments. Suitability testing is conducted by teacher

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		Grade 11: - In the first 2 weeks of the school year, all required diagnostic tests will be conducted for the suite of courses that have access requirements, as per TASC requirements. TASC requires that access to these courses are restricted to learners who cannot meet the learning outcomes before entry to the course and need structured learning to reach standard and therefore be awarded relevant vs. (tests maybe designed by teacher, use of LLN Robot, ACSF, student's edi reports, TASC course documents). - If adjustments are needed for students who can already meet the learning outcomes, they will be counselled into another related course (Link Standard 10) - If courses require registrations or qualifications (e.g. Working with Vulnerable People Card, White Card, Ag Card) these will be overseen by course teacher in conjunction with Grade 11/12 leader. Course teacher to maintain copy and a master copy is uploaded into CTDHS TEAMS. <i>See attached- Registration log.</i> - CTDHS is to be guided by Appendix 2 and 3 of Tasc documentation Standards for Providers re: concurrent enrolment, repeating a course and completion over two years. <i>App 2and 3 TASC doc</i> All compulsory work requirements of each course are included in the Scope and Sequence, Assessment Matrix, Work Requirement/Content Requirement Matrix suite of documents. Each of these are stored electronically, with individual teachers and centrally on the school TEAMS system. Documents are uploaded to TEAMS each Term. Once enrolments are finalised and teachers are identified, the Gr 11/12 Leader team leader will: The 11/12 leader will ensure that: - The timetable has the flexibility to accommodate all courses selected by students - dependent on staffing, ASBA and VLT timetables. - Teachers have access to PEO, Curriculum colleagues' teachers (external if appropriate) to help with planning. - New teachers to TASC will have opportunity for PL delivered by Gr 11/12 Leader and/or TASC. - Teachers to complete a Self - evaluation toolkit for teachers. <i>See attached.</i> - Teachers have access to IEP" S, Naplan, PAT data, LLN Robot results, Gr 10 report and enrolment form to aid planning and tools available to assist student learning. - Each teacher has the current live version of the course document from the TASC website - Teachers plan learning activities that meet all course requirements and use teaching materials that enable learners to meet the requirements of the course successfully, using a common scope and sequence template. - Teachers develop an Assessment Matrix that shows all learning activities with a focus on assessment tasks and the criteria/element being assessed. <i>See attached.</i> - Assessment matrix shows weighting of assessments – colour, M / m, %. - teachers convey this information with students at the beginning of each term. <i>See attached.</i> - Teachers develop a Work/Content Requirements Matrix that demonstrates that assessment tasks are aligned to the content/work compulsory elements of the courses as listed in TASC live course guide. <i>See attached.</i> - The scope and sequence will show date, time allocated to complete work, brief activity outline, learning outcomes, assessment item, content area, criteria and elements assessed and embedded relevant documents. <i>See attached.</i>	delivering course and the discussed with Gr 11/12 Leader and disseminated at sector meeting. Course pre-requisites are overseen by delivery teacher. All is overseen by Gr 11/12 leader. IEP's to be shared at sector meeting in first 4 weeks of T1. They will be updated by 11/12 team and overseen by Gr 11/12 Leader and stored in SSS. Shared with parents T1 parent/teacher/student interviews. Timetabler and Gr 11/12 Leader to work on timetable to ensure that all 11/12 requirements fit into school timetable and staffing (begin year prior and finalized prior to school scope requirements to TASC Individual course scopes, Work Requirements Matrix and Assessment Matrix are shared at sector meeting for assessment by colleague teachers. Scope and Sequence uploaded to school TEAMS in sector meeting by end of T1.

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		- The above documents will be shared at a grade team meeting and be assessed by colleague teachers through at PLT format to ensure that all tasks are created that match the criteria and standard elements of each course. - All documents it will be stored by individual teacher to use as working documents and will reflect the circumstances, interests and nature of the class. Students are provided access to all the resources required to complete the course. The grade team leader will ensure that: - Additional course-specific materials and requirements, such as agricultural equipment and tools, personal protective equipment scientific calculators and English texts, minimum numbers, equity, ICT equipment, access to community experts and industries, and support are provided to learners. - Where learners are required to undertake practical or field activities, the teacher plans, coordinates and conducts these events and completes the required paperwork for such an excursion in line with DoE requirements. Excursion permissions are taken by Grade leader to Leadership for approval. - Specialist learning spaces will be available to ensure appropriate delivery of content for courses that have these needs such as Design and Production, Food Cooking and Nutrition or Agriculture Relevant Documents: Access to Edi reports for previous student attainment level Enrolment Forms Individual student's IEPs from Grade 10 Transition Plan access. Relevant Course Subject Guide Scope and Sequence Template Assessment Matrix Work/Content Requirement Matrix Line of Sight Standards of Providers Individual course access requirements and pre-requisites. www.tasc.tas.gov.au – Continuous Improvement: Process to be reviewed at the end of each year by sector for adjustments to be made.	Gr 11/12 Leader and sector at end of year review in sector meeting.

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2 Individual students are exposed to the learning required by a course.	- School's student attendance and engagement policies and procedures. - School's attendance recordkeeping system.	Having students attend school regularly is central to learning - this ensures each student is provided with appropriate opportunities to undertake the learning, and the formative and summative assessments required. It is also essential for them to obtain the hourly requirement of each individual course. At CTDHS we offer three distinct strategies aimed at maximising attendance: Suitability of course for each individual student. Please note Standard 1, Pt. 1 - Suitability of course for each individual student – assumed as an integral aspect and contributing factor towards the achievement of this standard. Gr 11/12 Leader will ensure: 1. Engaging programs, a supportive environment and direct pastoral care roles for all teachers. - CTDHS 11/12 courses are delivered by highly skilled teachers who attend ongoing PL to stay abreast of current best practice. - CTDHS offers a variety of TASC courses and Vocational pathways, ASBAs, through highly personalized timetables, tailored to meet student's interest and needs. - CTDHS supports student's enrolment in VLT courses, VET courses through explicit timetabling to accommodate these. - CTDHS 11/12 teachers ensure all resource requirements are met. This may include but is not limited to space, specialized equipment, off-site learning environments, safety equipment or outsourcing of curriculum delivery. - CTDHS 11/12 teachers work to continue positive relationships within our K-12 school and build engaging and rigorous programs, so students want to be at school. - Engagement, Retention and Attendance are goals in CTDHS School Improvement Plan (SIP) <i>see attached in TEAMS</i>. - Course teachers are the first point of contact and communication with student/parent/guardian should there be any concerns around the student's learning, well-being, or attendance. Escalated to Gr 11/12 Leader where appropriate. - Student success is regularly celebrated through weekly sector and whole school assemblies, communication to home, principal awards, newsletter, Facebook. - Students in Year 11/12 have their own space, including, a study room, classroom, and kitchen. Students are made to feel safe and that they belong. - At CTDHS, there is a focus on families where support for their child's attendance is needed - positive attitudes and approach to regular attendance is addressed from Kinder and maintained throughout student's enrolment at CTDHS – addressed at weekly Leadership meetings and fortnightly Well Being Team meetings as required. 2. Expectations of attendance conveyed to parent/guardians and students through formal and informal communication. Regular feedback to students and their families around an individual's attendance record. Knowledge of students/families in a regional setting also contributes to the success of our school attendance data. The Grade 11/12 leader ensures: - Each course teacher completes lesson by lesson accurate attendance records in Edupoint using standard attendance codes and reasons for explained absences.	Transition Plans are responsibility of Work Studies teacher in conjunction with Gr 11/12 Leader by due date each year. Pre enrolment activities are overseen by Gr 11/12 Leader in conjunction with Core teachers and Work Studies teacher. Enrolment activities and process are conducted by Gr 11/12 Leader Liaison with parents is conducted by Gr11/12 leader via hardcopy, email and text. Suitability testing is conducted by teacher delivering course and the discussed with Gr 11/12 Leader and disseminated at sector meeting. IEP's to be shared at sector meeting in first 4

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		- Students are expected to meet the hourly requirements of each course e.g. 50 hours, 100 hours, 150 hours. - If students are struggling to meet hourly requirements time can be made up by completing activities in study blocks, in the end of year exam period and/or outside of school hours. - Learning log may also be used for activities occurring outside of school hours- eg. Learning through Internship, Project Implementation. - Parents and student informed eg. during transition, conference, phone, formally as appropriate. - CTDHS office notifies parents of absence via text message, morning and afternoon daily absences and records parent response in Edupoint. - Sign in/sign out logbook kept in classroom and electronically at office. Edupoint cross checked with this. - Grade 11/12 leader to make home contact if more than 1 day absence – Unexplained or otherwise Updates are made in SSS and passed onto office for any relevant updates. - Weekly attendance data is printed by Attendance Admin and given to Gr 11/12 Leader to contact parent/student. All contact is logged in SSS. Once follow-up has occurred, Attendance Admin updates Edupoint as per teacher instruction. - Fortnightly review of school attendance data. Individual student plans discussed. - Wellbeing Support meeting. - Each 11/12 fortnightly sector meeting, teachers review data and plan relevant follow up strategies – course teacher to make phone contact and/or arrange a parent/guardian/student meeting. Further follow up made by Gr 11/12 leader if absence continues. Support staff consulted. - Gr 11/12 Leader to make contact if absences persist. School social worker referral maybe involved. School Well Being Officer will be informed. - CTDHS issues to parents and student school-based attendance comparison letter to support DECYP system letters. <i>See attached.</i> - CTDHS issues to parents and student DECYP 5-, 10- and 15-days attendance letters and associated actions as they present. Gr 11/12 leader and Admin to coordinate. - Chronic attendance may be addressed by a timetable review, including VLT options, part time attendance, ASBAs (including student's existing employment), work experience, VETis agreements in support of employment, driving lessons, white card, sending work home, posting on Teams. - In cases of prolonged illness or student's inability to attend school, parent contact will be made by course delivery teacher and/or Gr 11/12 Leader and work will be either sent home via mail, uploaded to TEAMS and students will complete a learning log of hours. - Gr 11/12 Leader is responsible for ensuring that Edupoint and Timetables are always up to date and attendance records are accurate. - In line with Youth Engagement Policy and Education Act, student information will be recorded in SSS and YPD and the Back on Track Team, will be actioned for follow-up for prolonged absences. - CTDHS may support parents in school exemption process or part time attendance application, if student meets exemption criteria and is the school deems this is best for the individual student. - Attendance records will be issued with each school report to students/parents/guardians. - Perfect attendance or significant improvement is celebrated via sector or school Celebration Assembly, postcards and phone/text/email contact, involvement is whole school Student Leader initiatives around attendance- eg. Music selection competition based on class attendance records.	weeks of T1. They will be updated by 11/12 team and overseen by Gr 11/12 Leader and stored in SSS. Shared at parent/student/teacher interviews T1. Timetabler and Gr 11/12 Leader to work on timetable to ensure that all 11/12 requirements fit into school timetable and staffing (begin year prior and finalized prior to school scope requirements to TASC Attendance Admin to print weekly attendance records and passed to give to individual course teachers on 11/12 leader and school to Gr 11/12 Leader to coordinate attendance letters. Course teacher responsible for keeping own attendance records in Edupoint and personal documentation. Attendance Admin/ Gr 11/12 leader to generate SSS attendance letters weekly.

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		*For inactive students: ✚ AST attempts to make contact & engage student. ✚ AST records attempts in both SSS & YPD ✚ If successful, AST to set up meeting between the school, parents, student & any other relevant staff to discuss options to reengage. ✚ If contact is not made after three reasonable attempts, SW to escalate in YPD to the Back on Track Team ✚ In 2023, attendance is a focus at CTDHS – see School Improvement Plan Record Keeping: ✚ Teachers keep an individual attendance log as well as edupoint. ✚ Records are a combination of hard copy and electronic. ✚ Teacher's records of attendance are uploaded to TEAMS at the end of each term along with evidence of student assessment and course paperwork– Edupoint and teacher attendance reports. ✚ Teachers keep an individual mark book. Mark books are a combination of hard copy and electronic. ✚ Celebrations, parent/student contact and conversations are shared at sector meeting and documented in sector minutes and relevant tables in TEAMS, SSS. ✚ The Department retains an archived record of learner participation in any courses delivered by Canvas. Relevant Documents: ✚ 11/12 Teaching and Learning Framework ✚ 11/12 sector TEAMS ✚ DOE Attendance Policy ✚ TASC Attendance Requirements www.tasc.tas.gov.au ✚ CTDHS Attendance Policy ✚ School Improvement Plan ✚ YPD Database Continuous Improvement: this policy will be reviews annually in alignment with SIP.	Final Uploads to occur in sector meeting in November. TEAMS (Check records uploaded throughout the year. Gr 11/12 Leader and sector at end of year review in sector meeting.

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3 Assessment tools meet the requirements of the course and are valid, fair and equitable.	• Policies and procedures to ensure comparability of the interpretation and application of course standards to student work. • Teachers' course assessment matrix/plans and tasks. • Information on Internal assessment on the TASC website.	Internal assessment is assessment of learner achievement by the school. Assessment is the process of acquiring information and making judgements about students' learning over a period. The purpose of assessment is to monitor developments in student learning, make judgements about student achievement in relation to agreed standards, evaluate the effectiveness of teaching programs and to enable informed decisions about future learning and support. Assessment takes different forms and could include in-class tests, performances, portfolios, assignments or assessment of competence. Assessment should be based on both Formative and Summative assessment tools and in line with course criteria. The final assessed rating is the standard at which the teacher believes students can perform consistently, it is not simply a matter of adding a set of ratings together, averaging them and then obtaining a result. CTDHS will follow Internal Moderation procedures in sector meetings and documents will be recorded and stored on school TEAMS. Staff will also participate in external moderation and quality management. To ensure assessment tasks are designed to ensure that all criteria, standard elements, and that work requirements are adequately assessed and that all assessment instruments used to measure student achievement are fit for purpose, fair, and equitable. The Gr 11/12 Leader ensures that delivery teachers: ✚ Teachers maintain an accurate attendance record for each class in Edupoint as well their own individual course records. ✚ Teachers continually convey the following regarding Attendance element in the assessment process: - <i>also</i>. ✚ Students attend all classes, arrive on time and participate fully for the duration of the class. ✚ Students follow up on any work missed due to any absence. This may include talking to or emailing the teacher to request notes and learning activities missed. ✚ Students do not miss lessons to complete work for other subjects. <i>see Standard 2</i> At the beginning of the year, teachers provide students with a current course outline, Scope and Sequence, Assessment Matrix, Work Requirement Matrix. This is to include an explanation of the assessment criteria/competencies and the assessment requirements (internal and external) for each course. <i>See attached examples as per Standard 1</i> Assessment tasks are designed to ensure that all criteria, standard elements and work requirements are adequately assessed. Task Design: ✚ Teachers give students fair warning and information regarding up-and-coming tasks. ✚ Teachers design tasks that have more weight or importance placed on it and these tasks may have more bearing on final assessment. Later assessment tasks may carry more weightings. All weightings will be clearly indicated in Scope and Sequence, Assessment Matrix and Work Requirement Matrix. ✚ Tasks vary in complexity and use a range of assessment methods and allow for differentiation e.g. observations, presentations, tests, assignments, practical, written, quizzes, Padlet, peer & self-assessment. Timeframe and length of assessment tasks to meet individual learning needs. ✚ Students can communicate their learning in a variety of ways. ✚ Teachers must use reasonable adjustments where required. ✚ Teachers are aware they must collect a folio of evidence in real time and maintained by the student in conjunction with the teacher.	Gr 11/12 Leader Course delivery teachers Process is ongoing. All TASC and 9-12 leaders' updates/communication loaded into TEAMS by 11/12 leader.

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		Task Assessment Sheet - Teachers set out clearly each assessment task with details of the task, the criteria/competencies and elements to be assessed, (these maybe co-constructed) word limit, weighting of assessment, length and the due date. This task sheet might also include suggested resources, support material and additional advice. <i>See attached Toblerone, Majorie Blyth sample assessment tasks.</i> - Teachers are aware they must provide written feedback to students on the completion of each assessment task. Marking guides or rubrics are used when marking student work to ensure consistency. This will include a rating against identified criteria/competencies and comments that explain the rating and indicate how improvement can be made. Where possible, this should be supported by oral feedback. When appropriate, Assessment Rubrics and Reflection activities will form part of the assessment. Rubrics maybe co constructed with students. <i>see attached.</i> - Teachers are aware they must each term, set aside time to discuss progress and assessments with each student. - Student's work samples are viewed as a body of work. Each body of work archiv - ed shall be sufficient scope and depth to make a final assessment judgement against course criteria. Samples will be marked and notated- showing final assessments and the reasons for assessment. - Decisions regarding acceptance and marking of late assignments should be made clear to the students and should be applied consistently across the class- a request for an extension is to be done using the CTDHS Assignment Submission sheet at least 2 days before due date and will be documented by the course teacher in TEAMS. <i>See attached.</i> Assessment Record Keeping - Records of student achievement against each criterion/competency for the set tasks are kept - and include any additional comments relating to quality/lateness/other issues. <i>See Assessment Matrix attached</i> - Teachers are aware they must assess each criterion/competency at least 3 times during the year. This provides students with the opportunity to develop competence and/or improve on their results. - In the second report, following the mid-year assessments, students should be given an indication of their likely end-of-year award. This provides them with the opportunity to improve on their internal ratings on subsequent assignments, to seek assistance or to undertake re-tests in courses, where appropriate. - Teachers are aware they must keep all assessments are up to date so that if they leave or are unavailable at the time of final assessment judgements, others can make such judgements in a way that is fair and reasonable for learners. - Students and parents are aware of their right to a review of their assessment ratings and are aware of this process- <i>See Standard 6 documentation.</i> Moderation: Internal Course teachers will participate in external Moderation of assessment tasks – as per TASC accredited courses. - Gr 11/12 Leader will ensure that each teacher is aware of what is expected of them if involved in Moderation process. - Course teachers will be part of a formal, internal meeting at least once a term. - This meeting will take place during sector meetings. - This meeting may be based on student work from their own course or from other courses delivered by the school. The formal meetings will include the; Checking of assessment instruments used to ensure they meet the requirements of the course. Strategies used may include - Collaborative marking, Double marking, Blind marking where the first mark is not known. - Results will be recorded on Internal Moderation Activity Report. <i>See attached.</i> - Internal Moderation results will be formally recorded and uploaded to school TEAMS along with a copy of student work by Gr 11/12 Leader	Gr 11/12 Leader along with delivery teachers will upload required info at the end of school term. Final EOY update overseen by 11/12 leader. Gr 11/12 leader to upload to TEAMS reporting schedule in Feb. and to coordinate reporting deadlines and

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		Teacher Assessment PL - Teachers are a part of both Internal and External Quality Assurance and Moderation processes to ensure that the awards they are issuing are comparable with other courses, delivery teachers internally and externally. - Australian Core Skills Framework and LLN Robot will be used to assist in internal moderation activities. Minutes and recording log of this process are recorded on sector meeting TEAMS. Assessment records are uploaded to TEAMS at the end of the term during sector meeting. This includes Assessment Matrix, Work Requirement/Content Matrix, attendance records and copies of retained student work. Relevant Documents: 11/12 Teaching and Learning Framework 11/12 sector TEAMS - CTDHS Attendance Policy - School Improvement Plan - CTDHS Within Course within Provider Comparability Policy - Internal Moderation Form Tasc Internal Assessment information https://www.tasc.tas.gov.au/teachers/internal-assessment/ Continuous Improvement: This policy will be reviewed annually in alignment with school plan.	parent/student interviews.

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4 Accurate assessment records are maintained.	School's assessment recordkeeping system.	To ensure that assessment judgements are formally recorded, the records are clear and easy to interpret, and are secure, Gr 11/12 Leader will ensure that all teachers know and understand that they must provide visibility all students of their progressive ratings and the judgements behind these ratings. Parents can request to review assessments at any time. All assessments are then centrally stored at the school with student records and on TEAMS. The Gr 11/12 Leader will ensure that: - Teachers maintain their own accurate attendance record for each course and are to follow school-based procedures in Edupoint. - At the beginning of the year, teachers provide students with a course outline, Scope and Sequence, Assessment Matrix, Work Requirement Matrix. This is to include an explanation of the assessment criteria/competencies and the assessment requirements (internal and external) for each course. <i>See attached examples as per Standard 1</i> - Teachers provide students with a copy of the Assessment Matrix. As assignments are handed back to the student, marks are recorded in Assessment Matrix. Time will be set aside in class for students to record/discuss their own individual marks. - Teachers provide written feedback to students on the completion of each assessment task in a timely manner. This will include a rating against identified criteria/competencies and comments that explain the rating and indicate how improvement can be made. Where possible, this should be supported by oral feedback. - Teachers in conjunction with students, collect a folio of evidence in real time. This is maintained by the student and the teacher. The student's Assessment Matrix will be stored in this folio. - Teachers must keep records of student achievement against each criterion/competency for the set tasks and include any additional comments relating to quality/lateness/other issues. - Teachers have a record/mark book that is either kept electronically and or hard copy. It can be shared with students and parents. - All Mark books are uploaded to TEAMS at the end of each Term. - That teachers plan for each criterion/competency to be assessed at least 3 times during the year. This provides students with the opportunity to develop competence and/or improve on their results (included on Scope and Sequence). - Reasonable adjustments are used where required and documented in a mark book. - Teachers are aware that each assessment task must be set out clearly with details of the task, the criteria/competencies, and elements to be assessed, word limit and the due date. This Task sheet might also include suggested resources, support material and additional advice. - Teachers design tasks that have more weight or importance placed on it and these tasks may have more bearing on final assessment. All weightings will be clearly indicated in Scope and Sequence, Assessment Matrix and Work Requirement Matrix. These weightings are considered when determining final rating for each criterion. - Decisions regarding acceptance and marking of late assignments should be made clear to the students and should be applied consistently across the class- a request for an extension is to be done using the CTDHS Assignment Submission sheet at least 2 days before due date and will be documented by the course teacher in TEAMS. - Teachers notify parents if a student does not hand in any major assessment pieces and parent contact is documented in TEAMS. - Teachers have their assessments up to date so that if they leave or are unavailable at the time of final assessment, others can make such judgements in a way that is fair and reasonable for learners.	Gr 11/12 Leader Course delivery teachers

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
		Each course has a clearly articulated process for determining the Final Internal Ratings. The Year 11 and 12 Leader will ensure that teachers: ✚ Document the assessment rubric (rule) to be applied when determining Final Internal Ratings with the assessment records for end-of-year reporting to TASC. ✚ apply an assessment rubric (rule) that takes account of the relative weighting of individual assessment tasks, both formative and summative assessment tasks, and the relative position in the learning sequence ✚ endorse the nature of criterion-based assessment, being 'focus on what both teacher and student understand to reflect endpoint achievement'. ○ that consistent high achievement at the end of the learning program is much more significant than lower achievement in the early part of the program, and 'averaging' is not appropriate. ✚ assessment records will provide: ✚ student's name ✚ the assessment tasks by title (matched to the assessment matrix and scope and sequence) ✚ date ✚ individual assessment judgements against each criterion/criterion ✚ match the task criterion/criteria and relative weighting identified by any sampled tasks. ✚ note the relative weighting/significant of the task in relation to the overall criteria. ✚ a final assessment rubric ✚ Any Borderline samples of work will be subject to CTDHS Archiving of Borderline Process- see CTDHS Archiving Borderline work samples and will be archived on TEAMS – Standard 9 Assessment Records are uploaded to TEAMS at the end of each term, in a sector meeting. This includes Assessment Matrix, Work /Content Requirement Matrix, attendance records, mark book and copies of retained student work. Relevant Documents: 11/12 Teaching and Learning Framework 11/12 sector TEAMS School Improvement Plan Course Comparability of Internal Assessments Policy Academic Integrity Policy Archiving of Borderline Assessments Policy and Procedures Internal Assessment Review Policy Continuous Improvement: This policy will be reviewed annually in alignment with school plan.	

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
5 Effective and documented procedures to ensure the comparability of the interpretation and application of course standards to the evidence of student work.	- Policies and procedures to ensure comparability of the interpretation and application of course standards to student work. - Current Course document and information on Internal moderation of assessments on the TASC website.	At CTDHS in 2023, we are offering Level 1 and 2 subjects only. Teachers are involved in external moderation and quality assurance offerings as well as internal sector moderation meeting/ discussions to ensure that learners with the same result, in the same course, have shown the same standard of work. The Gr 11/12 Leader will ensure that all delivery teachers follow the procedures of the comparability of the interpretation and application of course standards to the evidence of student work. Gr 11/12 Leader will ensure that: Teachers will have a clear understanding of the standards, criteria and elements and course levels for each TASC accredited course they are teaching. Teachers will have access to relevant PL. - Teachers have access to an external learning area leader to provide initial guidance on the use of assessment tools which address criterion and elements. Staffing in these roles will be shared at the beginning of the year in a sector meeting. - Guidance is given at the beginning of T1 by Gr 11/12 Leader (preferably the year prior if possible) in the form of unpacking and broadening teacher understanding of the course, assessment and work requirements. Teachers will participate in Professional Learning to enhance their understanding of assessment practices – internal sector meetings, colleague teacher visits in schools/colleges as well as external provide Professional Learning opportunities. - Teachers will have the opportunity to review previously assessed work where possible. - Teachers will discuss the importance of Academic Integrity and have a sound understanding of what this is- this will be done in a sector meeting early T1. - Teachers are shown the access to TASC website for clarifying documentation - Within course comparability: (https://www.tasc.tas.gov.au/wp-content/uploads/2018/05/Standard-for-Within-Provider-Within-Course-Comparability-of-Internal-Ass....pdf), Internal Assessment: (https://www.tasc.tas.gov.au/teachers/internal-assessment/), Provider level Academic Integrity Standards (https://www.tasc.tas.gov.au/wp-content/uploads/2018/05/Academic-Integrity-Standard.pdf) - TASC Quality Assurance and 11/12 Moderation opportunities will be mandatory activities for teachers who are delivering TASC subjects – further strategy to develop clear understanding of the standards. - The Scope and Sequence will be shared at a sector meeting and be assessed by colleague teachers through PLT format to ensure that all tasks are created match the criteria and standard elements of each course. Teachers have a consistent ongoing interpretation of the standards with other teachers in the state. Assessment and Moderation Support for Teachers. Quality Assurance support for teachers: - Gr 11/12 Leader will alert teachers at the beginning of the year, as per course document, if the course they are delivering have a Quality Assurance component and what is expected of them if involved in Quality Assurance process. - At the end of T1, Gr 11/12 Leader will check in to see if teacher is on track to meet requirements of a Quality Assurance meeting. - Course teachers will be part of a Formal, Internal meeting at least once a term. This meeting may be based on student work from their own course or from other courses delivered by the school. The formal meetings will include the; Checking of assessment instruments used to ensure they meet the requirements of the course. Strategies used may include - Collaborative marking, Double marking, Blind marking where the first mark is not known. - Quality Assurance as per TASC process – specific courses, specific teacher to attend. TLO notified via TRACS. - Course teachers will participate in external Moderation of assessment tasks – as per TASC accredited courses.	Gr 11/12 Leader will download all current live course outlines and show delivery teachers how to do this and where they can be found at beginning of year – where staffing is known before the end of previous school year, this will be done. Gr 11/12 leader will work with team or individual teachers to unpack relevant requirements of Quality Assurance, Moderation and Audit requirements. Gr 11/12 Leader will alert teachers to any external PL on offer. Teachers have responsibility to ensure they understand requirements and actively work to meet these. Teachers will complete any preparation needed for Quality Assurance, Moderation and any

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
		Moderation: Internal Course teachers will participate in external Moderation of assessment tasks – as per TASC accredited courses. - Gr 11/12 Leader will ensure that each teacher is aware of what is expected of them if involved in Moderation process. - Course teachers will be part of a formal, internal meeting at least once a term. - This meeting will take place during sector meetings. - This meeting may be based on student work from their own course or from other courses delivered by the school. The formal meetings will include the; Checking of assessment instruments used to ensure they meet the requirements of the course. Strategies used may include - Collaborative marking, Double marking, Blind marking where the first mark is not known. - Results will be recorded on Internal Moderation Activity Report. <i>See attached.</i> - Internal Moderation results will be formally recorded and uploaded to school TEAMS along with a copy of student work by Gr 11/12 Leader. Moderation: External - Gr 11/12 Leader will alert teachers at the beginning of the year, as per course document, if the course they are delivering have a Moderation component. - LLN robot and Australian Core Skills Framework will be another tool that teachers may access to assist with marking at the required standard. Gr 11/12 Leader will unpack these documents at sector meetings. - Course teachers participate in external Moderation of Assessment Tasks – as per TASC accredited courses (T1 and T3 as per TASC directive). - Teachers will collaborate with at least one other same course deliver to plan, implement, and moderate a common assessment task. - Course teachers will participate in within-network/within school moderation of assessment tasks for TASC accredited courses if other moderation is unavailable. - All students will complete Academic Integrity Canvas course and sign Academic Integrity Declaration Form on completion of course. Teachers use the feedback from Moderation and QA processes to adjust their grading and assessment of learner work. Quality Assurance - Teachers are supported to understand the implications of the QA Report received from TASC. This will be done in sector meetings no less than 3 weeks after feedback is provided. Moderation - Teachers are made aware of any inconsistencies between their assessment practices and those of other providers around the state and are provided advice about moderating for this – during sector meetings with Gr 11/12 Leader - Where this is required, the teacher will work with the Gr 11/12 Leader to determine what modification is needed. - Teachers document any modification required to their marking and the impact on the Final Internal Ratings for courses they are assessing based on this feedback. - Documentation of Moderation Log is minutes in sector meeting, will be stored on TEAMS – includes teachers modification required to their marking. (Log to include student work sample, pre—moderation marks, meeting and marks log)	relevant Audits and report to Gr 11/12 Leader. Gr 11/2 leader will coordinate Internal Moderation Process- 1 per T1, T2, T3 Course teacher Gr 11/12 Leader to coordinate. Gr 11/12 Leader will be responsible for uploading all documentation from QA, Internal Moderation, Audit Feedback Reports to school SharePoint.

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
		Where the subject teachers are a single teacher of the subject within the school, they may work with Year 10 colleagues and participate in some of the following and document the process. Teachers at CTDHS are part of Secondary teaching teams who regularly moderate work samples as part of PLT and K-10 moderation days. ✚ Exchange work samples and moderate electronically with 11/12 delivery teachers in Sector meetings. ✚ Work with the Gr 11/12 Leader to moderate work samples. ✚ Opportunity to visit colleague teachers in other schools or colleges. Supporting Documents: www.tasc.tas.gov.au Relevant current course documents Internal Moderation Form External Moderation Documents provided for T1 and T3 moderation session. External Quality Assurance Documents provided by TASC. Internal Assessment Policy- TASC website Academic Integrity Standards TASC Within Course Comparability CTDHS Within Course Comparability of Internal Assessment Standards for the Provision of TASC- Accredited Senior Secondary Courses- Associated Documents and Materials TASC Internal Assessment TASC Academic Integrity Guidelines CTDHS Academic Integrity Standards Continuous Improvement: This policy will be reviewed bi-annually during a 11/12 sector meeting.	

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
6 Policies and procedures to ensure that any disputes regarding internal assessment are resolved prior to final reporting to TASC.	- School's Assessment and reporting policies, procedures and systems. - Policies, procedures and systems to resolve and disputes regarding final internal ratings and school's inability to endorse the Academic Integrity of externally Assessed folios.	A student can lodge a formal request for a review of their final internal assessments in a course, if they believe a discrepancy exists between these assessments and the ratings received for completed work/assignments during the year all relevant paperwork will be stored on TEAMS. To ensure any disputes regarding final internal assessments are resolved before final ratings are provided to TASC in Term 4, the Gr 11/12 Leader will ensure that: 1a. students are made aware of their right to seek a review and the processes in place to do so. All year 11/12 students are advised of their Right to a Review their final ratings or Assessment Tasks at the beginning of each year in grade assembly, in each subject by course delivery teacher. <i>See attached.</i> - This is delivered as part of course document suite. - This process will be explained to students in a grade assembly at the beginning of T1 and reiterated by each course teacher. - Each student is given appropriate paperwork at beginning of T1 and are shown where paperwork is stored - Details are located on TEAMS and with Gr 11/12 Leader. - Subject teachers will remind students at the end of each term and as assessment/feedback is given. - Parents will be informed of this procedure and provided a copy of the paperwork at T1 Parent/Teacher/student interview. 1b. How and when can a student seek a review? - A student can lodge a formal request for a review of their final internal assessments when they receive these (in late October/early November). The appropriate paperwork should be lodged with Gr 11/12 Leader via hard copy and email. All correspondence will be uploaded to TEAMS. <i>See attached.</i> - A student can lodge a formal request for a review of an individual assessments piece 2 weeks after assignment is handed back. The appropriate paperwork should be lodged with course delivery teacher via hard copy and email. All correspondence will be uploaded to TEAMS. <i>See attached.</i> 1c. How is an independent assessment of the student's work made? - In the case of an individual piece of work, the teacher will bring the student's work (and/or previously marked work at standard) Assessment Task and rubric to sector meeting. Colleague teachers will work with the delivery teacher to reassess work- Moderation, blind marking processes. - Results will be shared with the student by the delivery teacher and Gr 11/12 Leader. - In the case of an Internal Assessment Review Request of final marks, the Gr 11/12 Leader will organise a panel to review the student's results. the panel will be made up of the Gr 11/12 leader, 11/12 staff member, and 1 other staff member. - The student will be given an opportunity to address the panel. - The student will also provide their own marked assignments/tests as evidence. - The teacher will provide evidence of attendance records, assessment records, mid-year reports and, where appropriate, samples of student work, rubrics and assessment tasks. - The panel will review the evidence and provide written advice to the student on the outcome of the review. There will also be the opportunity for a conference between student, parent and teacher to discuss result of review. - This information will be provided to the student and the teacher no longer than 3 weeks after an appeal has been lodged.	Gr 11/12 Leader will discuss with students and delivery teachers at an assembly in T1. Gr 11/12 Leader will follow up at sector meeting in T1. Gr 11/12 Leader will distribute at parent/student/teacher interviews in T1. Gr 11/12 Leader and course delivery teachers Delivery teachers will discuss and sector meeting. Gr 11/12 Leader will organise an Assessment Review panel – Gr 11/12 Leader and independent course delivery teachers. Gr 11/2 leader will be responsible for uploading Assessment Review paperwork to TEAMS no more than 1 week after review has occurred.

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
		1d. What records are held? - A record of the review will be stored on school TEAMS. This record will include student name, subject, teacher name, nature of request, outcome of the review including any adjustments made to the results and the basis for the decision made. - A copy will be also stored in student's file and in course teacher's planning. - A copy will be sent to parents. 2. All students have visibility of their progressive ratings and the judgements behind these ratings. These must be accessible to students and parents at all times. - Parents/students can request to review assessments at any time. - Students should have their own copy of their Assessment Matrix that is completed as each assessment piece is marked and returned. - Teachers aware they must assess each criterion/competency at least 3 times during the year. This provides students with the opportunity to develop competence and/or improve on their results. - Teachers are aware they must provide written feedback to students on the completion of each assessment task. This will include a rating against identified criteria/competencies and comments that explain the rating and indicate how improvement can be made. Where possible, this should be supported by oral feedback. - Teachers are aware that they must each term, time be set aside to discuss progress and assessments with each student and sign off on Term's assessment. (Preliminary and final Rating Forms. <i>See attached.</i>) - Students and parents will be informed of projected marks in Term 3 conferences and reporting phase. - Students given the opportunity to resubmit assessment pieces. - The assessment algorithms towards the end of each course document published by TASC will provide a guide for teachers when finalizing results. Outcomes of assessment will be communicated to students as soon as possible, as well as through the process of formal reporting at regular intervals. - Decisions regarding acceptance and marking of late assignments should be made clear to the students and should be applied consistently across the class- a request for an extension is to be done using the CTDHS Assignment Submission sheet at least 2 days before due date and will be documented by the course teacher in TEAMS. NB: Teachers may choose to work through Canvas, using DoE Markbook with uploaded units/assessments. Assessment records are uploaded to TEAMS at the end of the term during sector meeting. This includes Assessment Matrix, Work Requirement/Content Matrix, attendance records and copies of retained student work. In the event of Level 3 and 4 Provision: - Teachers are aware a folio of evidence will be collected in real time and maintained by the student in conjunction with the teacher. - In the second report, following the mid-year assessments, students should be given an indication of their likely end-of-year award. This provides them with the opportunity to improve on their internal ratings on subsequent assignments, to seek assistance or to undertake re-tests in courses, where appropriate. - Teachers are aware they must upload all assessment records to TEAMS in the final two weeks of 11/12 Term 4 prior to Final ratings for Saris as advised by EPR. - level 3 (and 4) TASC courses, each student should be provided with a copy of their final internal assessments at least by the Friday prior to the final examinations commencing. Please Note: <i>a student can request a review of their internal assessments if they believe a discrepancy exists between their final internal assessments and the ratings they received during the year. Information on the student's right to request a review is outlined above.</i>	When TASC releases Reporting Timeline, Grade 11/12 leader will devise CTDHS Reporting Timeline and distribute to delivery teachers via email and discuss at sector meeting. Gr 11/12 Leader will place on school calendar which is attached to each school newsletter. Gra11/12 leader will send introduction postcard by week 3 T1 to all parents. Gr 11/12 Leader phones all parents to confirm parent/student/teacher interview time and sends a notice to confirm this time. Gr 11/12 Leader disseminates this information to teachers during sector meetings at the beginning of year. This is revisited once a term at sector meetings.

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
		Notifying of students of results: appendix 4 Tasc CTDHS Reporting Schedule: - As per TASC reporting schedule, students/parents will be provided with: - Term 1 Interim report and Parent/Student/Teacher Interview. - Term 2 report and Parent/Student/Teacher Conference and Celebration of Learning. - Term 3 report and Parent/Student/Teacher Conference and Celebration of Learning. - Students should be given an indication of predicted final assessments in the T3 report. This provides student with the time to improve their final assessment in each course. - Final Internal Assessments should be provided to students and parents Week 3 of Term 4. - Internal ratings verification report shared with 11/12 staff prior to TASC final deadline. - All reports will be posted to parents at least 1 week before parent/student/teacher interview and are encouraged to bring these to interview. - A postcard will be sent to all parents by the end of T1 Wk. 3 that introduces Gr 11/12 Leader and course delivery teachers. - An informal Meet the Teacher time will be offered to parents and their child T1 Wk. 4. - All reports are uploaded to school TEAMS by Gr 11/12 Leader at the end of each reporting phase. Supporting Documents: CTDHS Assessment Review Policy and Procedures. Standards for the Provision of TASC- Accredited Senior Secondary Courses - Associated Documents and Materials TASC Reporting Timeline CTDHS Reporting Timeline Final Ratings Document Continuous Improvement: This process is reviewed at the end of each year in a sector meeting.	Delivery teachers are responsible for contacting parents if major assignments are not completed. A reoccurrence of this will be followed up by Gr 11/12 Leader.

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
7 Students are given explicit learning regarding academic integrity.	- School's academic integrity policies and procedures. - Information on Academic integrity on the TASC website, including the Academic Integrity Guide.	CTDHS aims to develop skilled students who act according to ethical principles and with integrity in their personal and future professional lives. Students are expected to act with integrity in the performance of their academic work. CTDHS assists students by regularly informing them on how to act with integrity and discouraging all forms of academic dishonesty. Students are given appropriate learning opportunities on authenticity and academic integrity and correct referencing. Staff are informed of academic integrity expectations. All students, parents/guardians and staff are aware of procedures for a breach of Academic Integrity Academic dishonesty may take several forms and these forms include but are not limited to. ✚ Plagiarism ✚ Cheating in examinations and tests ✚ Falsification of data ✚ Incorrectly ascribing authorship in group projects The Gr 11/12 Leader will ensure: ✚ That all students, parents/guardians and staff are aware and abide by TASC Academic Integrity Guidelines and are provided with a copy of the Academic Policy and Guidelines at the beginning of the year. This is located at https://www.tasc.tas.gov.au/learners/academic-integrity/. ✚ That all students, parents/guardians and staff are aware of School Academic Integrity protocols - conferences and provided documentation, emails, ✚ There is a documented Academic Policy accessible to staff on TEAMS (both schools based and TASC). The Gr 11/2 leader will ensure: Teachers: ✚ Through 11/12 sector meetings, that all teachers are aware, understand and adhere to the TASC Academic Integrity Guide and Procedures. ✚ Through sector meetings, teachers are made aware of their responsibility to ensure that all students are aware and understand all documents and policies relating to Academic Integrity including TASC guidelines and procedures and school-based policies and procedures. ✚ Follow correct copyright and referencing procedures when developing and publishing their course content – this will be discussed at sector meeting. Teachers are expected to model skills and provide subject specific exemplars. ✚ Integrate the features of Academic Integrity into their learning programs and assessment tasks. ✚ Teach research skills appropriate to the assessment task and provide feedback to students in relation to their research and referencing skills, particularly during drafting process. ✚ Ensure that all students in their class have completed the TASC Academic Integrity units, online through Canvas – discussed at 11/12 sector meetings. <i>See attached checklist.</i> Considering a breach of Academic Integrity, follow the school review processes regarding Breach of Academic Integrity. <i>See attached.</i> Students: ✚ Complete the Canvas Academic Integrity course within the first 4 weeks of T1 supported by explicit instruction in nominated time. ✚ Any students enrolling post this time will be asked to complete the Academic Integrity course via Canvas. ✚ Discuss all documents and policies relating to Academic Integrity including TASC guidelines and procedures and school-based policies and procedures with their parents. ✚ After completing the Academic Integrity course in Canvas agree to abide by the conditions, documents and policies relating to Academic Integrity (TASC guidelines) and procedures and school-based policies and procedures.	Gr 11/12 Leader will distribute Academic Integrity Guidelines to delivery teachers at the beginning of each year. Document will be shared with parents at T1. parent/teacher/student interviews 11/12 Leader will be responsible for ensuring that all students complete Canvas-Academic Integrity Course. List of students will be shared at sector meetings until every student has completed course. Delivery teachers will be aware of this list and follow up with Grade 11/12 leader.

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
		NB. Students working on externally assessed folios should meet all check dates and monitoring requirements, as well as submitting all planning, notetaking and drafting evidence. All courses use a common form to be included as a cover sheet for assessment pieces. Information regarding extension requests, late assignment and a request to resubmit. <i>See attached as previously attached.</i> Should there be a breach of Academic Integrity: - If a teacher suspects a breach of the Academic Integrity Policy, the matter should be. - discussed with the Gr 11/12 Leader. Evidence of a breach of the Academic Integrity policy collated. Minor - The teacher will meet with the student and assess the degree of the breach. - If the breach is minor, an assessment may still be awarded for the task, based on the proportion of the task that can be authenticated. Result will be awarded by course teacher. - In this case, the student will be given a new deadline to provide the opportunity to reflect the new learning about plagiarism that has occurred. - Course teacher to note in student assessment file. Major - The Gr 11/12 Leader will meet with the teacher and the student and assess the degree of the breach. - The student and parents will be notified by the Gr 11/12 Leader via a letter and/or phone call of the breach. - Where a substantial proportion of the assignment cannot be authenticated or has not been referenced, the student will not receive an assessment for the task. - The teacher of the course and the Gr 11/12 Leader will inform the student that the work cannot be submitted for assessment. The GR 11/12 leader and course teacher may decide to use supplementary assessments- oral presentation, test. - Where there is an external assessment component the teacher and Gr 11/12 Leader will inform TASC of the breach. - Academic Integrity Reports will be completed by the teacher and Gr 11/12 Leader and signed off by student and parent. - Course teacher to note in student assessment file. - These will be stored securely on TEAMS in a folder called "Breach of Academic Integrity (Year)" Relevant Documents: - Academic Integrity Report - TASC Academic Integrity Guidelines (TASC) - Information on Academic Integrity (TASC website) - CTDHS Academic Integrity Policy and Summary Sheet - Standards for the Provision of TASC- Accredited Senior Secondary Courses- Appendix 1- Associated Documents and Materials Continuous Improvement: - This document will be reviewed annually via a sector meeting.	Minor Breach- delivery teacher Major Breach – delivery teacher, Gr 11/12 Leader and delivery teacher of another TASC course

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
8 Policies and procedures to ensure that any disputes regarding a school's refusal to endorse the academic integrity of externally assessed folios are resolved.	- School's academic integrity policies and procedures. - Information on Academic integrity on the TASC website, including the Academic Integrity Guide.	CTDHS has not offered any level 3/4 subjects during 8 years of operation and strongly encourage student wishing to undertake these courses to go to Launceston College or Newstead College or to study through VLT platform. In a change of circumstance: To ensure any disputes related to the school not endorsing the authenticity and academic integrity of externally assessed folios/project work, are managed in a fair, reasonable and timely manner. In the event of level 3 and 4 courses being offered, The Grade 11/12 Leader will ensure: - The students undertaking courses with externally assessed material are provided with a clear explanation of the expectations for the work as specified in the TASC Course documents. - A Record of Progress is submitted to the teacher for each piece of work and must include initial plans as well as recording work in progress. - It must be signed and dated by the teacher, with comments where appropriate, at least twice during the development of the folio. - That the teacher can identify if the style, tone or 'voice' of the student work differs from the drafts to the final submission. - The teacher develops sufficient knowledge of each students' work, knowledge and skills to make a reasonable assessment that the final submission is the work of the student. - The final submission may be reviewed through external plagiarism detection software. - The delivery and assessment of courses requiring the submission of a folio of work allows for the proper assessment of academic integrity. - If a breach of academic integrity is suspected by the teacher, the matter is communicated to the Grade 11/12 Leader immediately. <i>Process previously attached.</i> If the delivery teacher refuses to endorse the academic integrity of the work, then the matter will be reviewed in conjunction with the Year 11 and 12 Leader immediately. The matter will be reviewed by a review panel comprising the Year 11 and 12 leader, subject teacher, Principal. The Year 11 and 12 Leader will ensure that: - The folio is reviewed by a Review Panel within two teaching days from when the subject teacher determines not to endorse the authenticity of the work. - TASC is notified immediately if this occurs. - If the Review Panel endorses the academic integrity of the folio, it will be submitted externally for assessment and the teacher will tick the box which indicates that the folio is the student's own work. - If the Review Panel decides not to endorse the authenticity of the folio, then this is communicated immediately to the student and their parents/guardians via a 3-way conference to be arranged by Gr 11/12 Leader. - In this communication the student will be requested to provide additional evidence to support their ownership of the folio content and demonstrate compliance with the TASC Academic Integrity Policy. <i>See previously attached.</i> - If the Review Panel still refuses to endorse the academic integrity of the folio: - the student and their parents/guardian will be advised in writing. - the teacher will still upload the folio but will not tick the box which indicates that the folio is the student's own work. - The office of TASC will be informed of the outcome of the process as soon as possible.	Grade 11/12 leader and course delivery teacher. Grade 11/12 leader to oversee and coordinate process. Grade 11/12 leader to oversee and coordinate process

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
		✚ All documentation produced by the Review Panel will be stored securely on TEAMS page under Folio Review – Academic Integrity Any breeches to the external assessment rules as outlined on the TASC website which is deemed sufficiently serious to require a penalty will be decided by the Executive Officer, TASC. Continuous Improvement: : Given history of course delivery, this Standard 8 is to be further explored as it becomes relevant to CTDHS setting. This is noted as a Continuous Improvement.	

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
9. Undertaking all quality assurance processes required by the Office of TASC.	- Information on Quality assurance on the TASC website. Standards for Providers – Appendix 1 recordkeeping and archives'	CTDHS is committed to the Quality assurance processes in place to ensure the validity, reliability and integrity of the qualifications each student is awarded. CTDHS is committed to and will actively undertake all quality assurance processes required by the Office of TASC. TASC's quality assurance mechanisms include: audits; quality assurance meetings; and regional workshops. Together with internal processes ensures that CTDHS delivery of TASC courses is compliant with TASC requirement and compliance with the 10 Standards for Providers. Gr 11/12 leader will: ✚ Ensure that the principal completes registration process via TRACS by the due date as specified by TASC. ✚ Completes School Scope process via TRACS by the due date. ✚ Ensure that all delivery teachers are aware of this Standard of Providers document and associated documents-sector meetingT1. ✚ Sector meetings used to complete TASC ongoing PL. ✚ Ensure staff are aware of types of audits, quality assurance meetings and regional workshops which may be conducted by TASC. ✚ Regularly monitor TASC communications in TRACS, TASC Updates and 9-12 Leaders Updates so that all Quality Assurance mechanisms dates, and timelines are shared with staff in a timely manner through 11/12 sector meeting held fortnightly. ✚ Inform teachers at the beginning of the year if their course outline specifically alludes to a Quality Assurance process via a sector meeting. ✚ Regularly check in with delivery teachers at sector meetings to ensure that the teacher is preparing for QA meetings as year progresses. Support will be given 1:1 where needed. Colleague teacher networking will be supported if required. ✚ Twice a term which check in with 11/12 teachers - ongoing documentation required by TASC in the delivery of a specific course. <i>Previously attached.</i> When Gr 11/12 Leader is notified that there is a Quality Assurance directive the Gr 11/12 Leader will ensure: ✚ That the delivery teachers are advised that the school has been selected for a Quality Assurance via email and sector meeting as soon as possible. ✚ That the delivery teacher attends the scheduled meeting, prepared and with all necessary documentation. ✚ That the Quality Assurance Meeting Report is analysed and actioned if required via a sector meeting. ✚ That during a sector meeting the Quality Assurance Report will be signed off when completed and stored on TEAMS. When Gr 11/12 Leader is notified that there is a Regional Quality Assurance Workshop directive, the Gr 11/12 Leader will ensure that CTDHS is represented at the workshop. Learnings from the workshop will inform continuous improvement. Final copy of document and supporting documents, will be endorsed by Principal and lodged with TASC> When Gr 11/12 Leader is notified that there is a Desktop Audit directive, the Gr 11/12 Leader will ensure: ✚ Once notification has been made to CTDHS via TRACS, delivery teachers will be advised if the school has been selected for a Desk-top audit of the specific courses via email. ✚ Sector meetings will be used to support teachers to understand the process and help collate required materials for audit. ✚ That the required materials are sent to TASC by the due date.	Principal and Gr 11/12 Leader will work together to ensure Registration and Delivery Scopes are submitted via Tracs by advertise date in first weeks of T1. Delivery teachers – ongoing Gr 11/12 Leader will advise Delivery teachers so that they are aware, from the beginning of the year, if they may be involved in QA process. Audit will involve Gr 11/12 Leader disseminating info onto relevant delivery teachers when notification to school is made.

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
		✚ That when advised of results of the Desktop Audit, the report is shared with all delivery teachers at sector meeting. Support will be provided to the teachers to undertake any remedial action required by TASC in a timely manner- time release may be provided. ✚ That during a sector meeting the Desktop Audit Report will be signed off when completed and stored on school TEAMS. NB. If applicable in any given year, materials are sent to TASC as per the individual course requirements for Work Readiness Level 2, Project Implementation Level 2 and Student Directed Inquiry Level 3 by the due date. (T1) When Gr 11/12 Leader is notified that there is a Regional Audit directive, the Gr 11/12 Leader will ensure: ✚ That the delivery teachers are advised that the school has been selected for a Regional Audit via email and sector meeting as soon as possible ✚ Once notified via TRACS of involvement in a Regional Audit, that this is discussed at sector meeting to ensure that there is school representation at the workshop with the nominated materials. Release time will be provided to enable preparation for the audit to occur. ✚ Support for delivery teacher to attend meeting. ✚ That when advised of results of the Regional Audit, the outcome/s of the Regional Audit Workshops will be shared in a timely manner, at a sector meeting and used to inform the development and refinement of processes - time release may be provided. ✚ That during a sector meeting the Regional Audit Report will be signed off when completed and stored on school TEAMS. When Gr 11/12 Leader is notified that there is a Site visit Audit directive, the Gr 11/12 Leader will ensure: ✚ That the delivery teachers are advised that the school has been selected for a Site-visit Audit via email and sector meeting as soon as possible. ✚ That all necessary preparations are made prior to the visit and that arrangements are in place to host the visit. Release time will be given to support teachers in readiness for the site visit audit. ✚ Support for delivery teacher to attend meeting. ✚ That when advised of results of the Site Visit Audit, that these results are shared at a sector meeting and that support is given to the teacher to undertake any remedial action required by TASC in a timely manner. ✚ That during a sector meeting the Site Visit Audit Report will be signed off when completed and stored on school TEAMS. Recording Keeping and Archiving: Identifying and retaining copies of student work sufficient to illustrate the borderline between a preliminary assessment (PA) and satisfactory assessment (SA) award. This applies to all teachers of TASC accredited syllabuses courses with the archive requirement in the quality assurance (QA) statement. Where Archiving of materials is required the Gr 11/12 Leader will work with delivery teachers during a sector meeting to: ✚ Ensure they are aware of Archiving Requirements for their course. ✚ Borderline cases are at SA /PA (or I some cases SA/NN) ✚ Archiving samples will be collected by teachers and shared at sector meeting. ✚ Individual student's work will be sufficient to illustrate the borderline between a "SA" and "PA" award against all of the course criteria. ✚ Each sample of work is treated as body of work, not a single assessment piece.	Delivery teacher of relevant courses. Gr 11/12 Leader will attend along with delivery teachers, if appropriate, when notified by TASC of the date of audit. Gr 11/12 Leader will work with relevant delivery teachers to Archive relevant materials in November. NB. internal Moderation paperwork will be up-loaded as it happens.

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
		Samples will be collected from individual students work based on: ✚ Ongoing summative and formative assessment tasks ✚ Internal moderation discussions – to be conducted each term in 11/12 staff meetings and to be led by Gr 11/12 Leader ✚ Moderation discussions with other providers as per TASC format ✚ Summative Assessment tasks The collected material will be copied and collated by teachers of each subject and shared with Grade 11/12 Leader and staff and stored n TEAMS with a summary sheet that outlines the following: • Syllabus Name • Date of Completed Work • Reasons for Assessment as a Borderline • Final decision and reason for this decision ✚ Teachers will be made aware of this procedure as well as the location of archived materials by the Grade 11/12 Leader at the beginning of each school year. ✚ Teachers will be able to access the archived materials and notes to assist with future borderline decisions. * AST 11/12 and TLO will be the same person. See Standard 4 for Assessment Recording Keeping processes. See Standard 2 for Attendance Record Keeping processes. Appendix 1, Standards for the Provision of TASC accredited senior secondary courses. See Standard 10 Supporting Documents: Current live course documents. Course Scope and Sequence, Assessment Matrix, Work Requirement Matrix, samples of students work, assessment sheets- appropriate to type of audit. CTDHS Standards doc. Standards for the Provision of TASC- Accredited Senior Secondary Courses- Appendix 1- Record Keeping and Archives - Associated Documents and Materials TASC – Quality Assurance CTDHS Policy for Archiving Borderline Samples of Work- Continuous Improvement: Procedures and protocols review each year in sector meetings.	

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
10	- School's enrolment policies and procedures on student movement/change of courses during the year. TRACS – TASC's student assessment and certification data management system.	CTDHS takes its delivery of TASC courses very seriously. To ensure that the registered scope of courses and enrolments are accurate and up-to-date with any student movement, and the final reporting is completed by the due dates for resulting and qualifications, we will follow the procedures below and be guided by https://www.tasc.tas.gov.au/providers/information-for-schools/school-registration/ Registration - Gr 11/12 Leader determines which accredited courses are delivered and assess at the end of the previous school year based on student discussions, enrolments, staffing. - The principal will complete the Annual School Registration in the TRACS portal. See – TASC Key Dates. - Principals must nominate their school's TLO at the time of annual registration. (Gr 11/12 Leader) - See www.tasc.tas.gov.au/providers/information-for-schools/tasc-liaison-officers for details regarding the role of the TLO. - The Gr 11/12 Leader/TLO (is the same person) is responsible for managing these processes in the school and ensuring that all deadlines are met. - The Gr 11/12 Leader/TLO confirms their School Scope of courses in TRACS. See – TASC Key Dates. - If any courses are subsequently required to be added to the scope, a request to amend the scope is lodged with TASC via TRACS -by the Gr 11/12 Leader/TLO - School based investigation into scope error. Protocols developed to prevent error. - The Gr 11/12 Leader/TLO will ensure that courses with no enrolments or expected to have no enrolments will be removed from the scope of courses via an official request to TASC via Tracs. This should be completed early Term 1. - The Gr 11/12 Leader/TLO is responsible for managing these processes in the school and ensuring that all deadlines are met. Enrolments - The Gr 11/12 Leader/TLO ensures that enrolment data is maintained and up to date in Edupoint. This includes new student arrivals, student withdrawal, course changes and name changes. - The Gr 11/12 Leader/TLO ensures that all student timetables are maintained and up to date. This includes new student arrivals, student withdrawal, course changes and name changes. - New enrolments, particularly in the case of a new student into a course in Term 4 will follow below process for Course Changes by completing, in conjunction with teacher, Course Change form. The Gr 11/12 Leader/TLO ensures that enrolment data is maintained and up to date in Edupoint and that a formal request to TASC is made as outlined above, if there is a need for a request to add a subject to CTDHS scope. Course Changes Requests for course changes can occur. Course change discussion with Gr 11/12 Leader will involve. - Any changes should happen as early as possible into course delivery. 11/12 leader in conjunction with course teacher and student is to ensure that the students can meet all the requirements of the new course including time and work requirements, TASC Quality Assurance requirements. - A course change can be initiated by student (may be supported by parent) or teacher. Either party in consultation with each other, determines that a course that the student is enrolled in, is either too demanding or not demanding enough: their enrolment may be transferred to another course. - The new teacher in discussions must consider the re-assessment of previously completed assessment tasks against the criterion and standards of the new course.	Principal and Gr 11/12 Leader will work together to ensure Registration and Delivery Scopes are submitted via Tracs by advertise date in first weeks of T1. Gr 11/12 Leader and school Timetable will work to ensure Timetable is updated regularly as needed. Gr 11/12 Leader, school Timetable and delivery teachers will work together to ensure students enrolments are kept up to date. Gr 11/12 Leader will work with delivery teachers to ensure resulting is accurate before final rating cutoff

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
		- Grade 11/12 leader in discussions with student's teachers to ensure the student is still on track to maximise their outcomes – TCE or TCEA attainment. - Course changes will be documented on Course Change form. - Note TASC deadline for course changes. Term 3 enrolments are fixed unless student leaves. - Where appropriate, course changes will be recorded in Teams. - All course access requirements are considered in this decision-making process. NB: The change of course will be processed in Edupoint, Timetable and the Gr 11/12 Leader will subsequently confirm that this is updated in the learner's enrolment record in TRACS. All course changes are documented using the Course Change form and stored on TEAMS. No changes or new course enrolments will be accepted after the deadline determined by TASC- Term 3. During Term 4 CTDHS delivery teachers will report the final internal ratings for all enrolments in SARIS, TASC and school by the advertised due date- CTDHS and TASC deadline – stored in Teams <i>see attached</i>. That final reporting and verification of all course outcomes to TASC occurs by the due dates. The Gr 11/12 Leader will ensure that the process to verify Internal Ratings is followed: - Teachers informed of the due date to enter final results in SARIS by Gr 11/12 Leader via email and sector meeting after reporting timeline has been finalised in T1. Information stored on TEAMS. - All teachers inform students of their predicted/expected final internal grades at the end of T3. Teachers are to maintain a written or electronic record that students have been informed of internal results. <i>see attached</i>. - Student and teacher plan for make-up sessions (study lines, lunch times, before school) to maximise outcomes TCE/TCEA - Course teacher to add plan to mark book. - All teachers inform students of their predicted/expected final internal grades at the beginning of Term 4 (at least two weeks before the TASC due dates.) Teachers are to maintain a written or electronic record that students have been informed of internal results. <i>see attached</i>. - Students can request a review of their final ratings. See Internal Assessment Review Policy. <i>Previously attached</i>. - Print SARIS reports and share in Sector meeting. Any changes that need to be made should be done by delivery teacher before the advertised cutoff date. - The Gr 11/12 Leader will run an Internal Verifications Report to confirm that all student ratings entered are correct. The Report will be shared with teachers for checking and to ensure corrections are made before the end of the Verification period TASC dates. - Verification report will be archived in TEAMS. - If there is an error in the recorded final internal ratings after the advertised cut of date 'Request a change to a final internal rating' using the TASC advertised processes official request, by 11/12 Leader. 11/12 teaching team to review process in the event this happens and details future actions, to avoid this happening again. - A copy of all student's school reports will be loaded into school drive- Reports and TEAMS by Gr 11/12 Leader. For resulting purposes, Student Declarations Forms to have been compiled.	date as advertised by TASC. Gr 11/12 Leader will work with delivery teachers to ensure resulting is accurate before final rating cutoff date as advertised by TASC. Gr 11/12 Leader will load reports at the end of each reporting phase. Gr 11/12 Leader

No	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
		Supporting Documents and Programs: TRACS correspondence will be done by Gr 11/12 Leader with access. Timetable Saris Internal Verification Ratings – issues via TRACS each year. Standards for the Provision of TASC- Accredited Senior Secondary Courses- Associated Documents and Materials Continuous Improvement:	

Want more information?

- See [Quality Assurance](#) on the TASC website at www.tasc.tas.gov.au
- Contact the Quality Assurance team via [TRACS](#) at tracs.tas.gov.au.
- Contact TASC at QualityAssurance@tasc.tas.gov.au at or phone 6165 6000.



CAMPBELL TOWN DISTRICT HIGH SCHOOL Course Pathway - Year 10 into Year 11

Student's Name: _____

Student's Mobile No: _____ Student's Home No: _____

This is NOT an enrolment form. The purpose of this form is to provide some background information to assist with enrolling you into the most appropriate courses for Year 11 – at the correct level and to suit your career pathway.

Please discuss your course selection with your parents and your teachers before your College Enrolment Interview.

Please bring this form along to your enrolment interview.

Part 1. After Year 12?

- Do you have a specific career direction or interest at this stage? ☐ YES ☐ NO

If 'YES', please specify _____

- Does this career require you to complete further study at:

- | | |
|---|--------------------------------------|
| ☐ University of Tasmania | ☐ Tas TAFE |
| ☐ Interstate University | ☐ Other _____ |
| ☐ Maritime College | ☐ Unsure |

Part 2. Your Progress in Year 10 – Check with Your Teacher(s)

Subject	Australian Curriculum A - E
ENGLISH	
MATHS	
SCIENCE	

Australian School Based Apprenticeship

Employer:

Apprenticeship Centre:

Details:

Part 3. Proposed Year 11 and 12 Courses

Please list your preferred courses for Year 11. These should be discussed with your parents and High School teachers who will know if you are ready to undertake a Level 3 course in Year 11 or need to study a foundation course to prepare you for Level 3 study in Year 12.

Proposed Courses	Level	Consultation with Teacher*
		Teacher Signature

* Grade Supervisor, Subject Teacher or Home Group Teacher

Please list your preferred courses for Year 12. These should be discussed with your parents and High School teachers who will know if you are ready to undertake a Level 3 course in Year 11 or need to study a foundation course to prepare you for Level 3 study in Year 12.

Proposed Courses	Level	Consultation with Teacher*
		Teacher Signature

* Grade Supervisor, Subject Teacher or Home Group Teacher

TCE - predicted	Points	Literacy	Numeracy	ICT
Year 11				
Year 12				

SOME COURSES ARE SUBJECT TO SUFFICIENT STUDENT NUMBERS

Tasmanian Certificate of Education

To qualify for this certificate students must be enrolled into full time study (minimum 600 hours) in both year 11 and year 12.

TCE also requires that students

- Achieve standards across Literacy, Numeracy and ICT
- Students need to have developed, lodged and reviewed a Personal Pathway Plan.
- An accumulation of 120 participation and achievement (“credit”) points, with a minimum of 80 points at TASC level 2 standard.

TASC offer an online course planner – see TASC website www.tasc.tas.gov.au

Parent/Guardian Comments

Please Tick if you will be attending the enrolment interview

☐

Parent/Guardian Name: _____

Parent/Guardian Contact Number: _____

Parent/Guardian Signature: _____

Student Signature _____

Date: ____ / ____ / ____

Course Change Form

☐ Changing level within the same class (includes adding FLP).

☐ Changing level and moving to a different class (must be on same line or in student's free line.)

Please forward this form to _____ when completed.

Student's Name: _____ Year: (please circle) 11 / 12 / 13

Current HG No: _____ Teacher's Name: _____ Date: _____

Out of Subject/Level (please include code). Not required if adding FLP Only.		
Code	Subject	Line
Teacher Name: _____		

Into Subject/Level (please include code).		
Code	Subject	Line
Teacher Name: _____		

TCE Requirements Met (includes previous years' attainment and 2020 enrolments)		
☐ Literacy	☐ Numeracy	☐ ICT

Parent Contacted:	Date: _____	Recorded in SSS: ☐ Yes
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Reason for change:

☐ Home Group Change Checked	New Home Group Number: _____	New Home Group Teacher: _____
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AP:	Signature: _____	Date: _____
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Support Notes:	
☐ Literacy	☐ Social Worker/Psychologist
☐ Numeracy	☐ Other
☐ ICT	

Administration Only		
Tick		Initial/Date
	Timetabler updated	
	EduPoint Updated (if required)	
	Home Group Change <i>Please remember to change in all three places (two in Timetabler and one in EduPoint)</i>	
	VET Administration advised of change (if applicable)	
	Online Learning Teacher (if applicable)	
	HG and Subject Teachers have been notified/emailed	
	TCE Checking completed by CC TLO	
	Parent notified if a change from Level 3 or 4	

Timetabler/EduPoint completed by: _____ Date: _____

Internal Assessment Review Policy

Year 11/12 Campbell Town District High School

School:

A student can lodge a formal request for a review of their final internal assessments in a course if they believe a discrepancy exists between these assessments and the ratings received for completed work/assignments during the year.

How will students be made aware of their right to seek a review?

- All year 11 students are advised of their right to a review. Details are located on student drive, staff drive, 11/12 TEAMS page and with Year 11/12 AST. Subject teachers will go through this process with students at the beginning of each school year and remind students at key points in the year.

How and when can they seek a review?

- A student can lodge a formal request for a review of their final internal assessments when they receive these prior to the start of external examinations in late October/early November.
- A form is available from the TEAMS page, AST 11/12 or the principal. This should be completed and returned to the designated person (**AST**) by the Wednesday prior to the start of the External Examination period in November.

How is an independent assessment of the student's work made?

- The 11/12 AST in consultation with the principal will organise a panel to review the student's results
- The teacher will provide evidence of attendance records, assessment records, mid-year reports and, where appropriate, samples of student work
- The student will provide their own marked assignments/tests
- The panel will review the evidence and provide written advice to the student on the outcome of the review
- This information will be provided to the student and the teacher before the commencement of the exams

What records are held?

- A record of the review is held by the principal and AST 11/12. The record will be in hard copy format in AST 11/12 office as well as on TEAMS page titled Internal Review Record. This record will include student name, subject, teacher name, nature of request, outcome of the review including any adjustment made to the results and the basis for the decision made.

(See Appendices 1 and 2)

Name of Student	
Subject	
Teacher	
Outline the reason for the request	
Student's Signature Date	
Person receiving Signature Date received	

Appendix 2

OUTCOME OF STUDENT REQUEST FOR REVIEW OF INTERNAL ASSESSMENTS

Name of Student	
Subject	
Teacher	
Reason for request	
Outcome of the review	
Name of Chair of Review Panel Signature Date	
Has the outcome of the review been provided to the student? Yes ☐ (tick)	

ASSESSMENT DOCUMENTATION

A SELF-EVALUATION TOOLKIT FOR TEACHERS

INTRODUCTION

This toolkit includes check-list templates and notations that will guide you through a self-evaluation of your:

- plans for assessment (your assessment matrix)
- assessment tools (the tasks, worksheets, etc. that you give to your students)
- assessment records (the mark-books/systems where you record student achievement).

Undertaking the self-evaluation will allow you to identify:

- the features and aspects of your assessment documentation that meet or exceed TASC's expectations
- opportunities for the continuous improvement of your documentation and methodologies.

THE STANDARDS

There are ten (10) Standards required by [TASC that schools and colleges registered to provide accredited Tasmanian senior secondary courses must meet](#).

This toolkit will help you measure your success in meeting the following Standards:

- 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 3: Course providers will ensure that assessment tools meet the requirements of the course and are valid, fair and equitable
- Standard 4: Course providers will ensure that accurate assessment records are maintained.

WHAT YOU WILL NEED

To undertake the process of self-evaluation you will need:

1. some time and space! (The process could be part of a school-based professional development session or done on an individual basis. Would it be best to undertake it individually or as part of a small group of teachers of the same or similar courses? You decide what works for you and your situation)
2. a copy of this toolkit
3. a copy of the course document
4. your plan for delivery and assessment of a course. (This scope and sequence may have both the delivery/teaching and assessment plans in the same document, or a separate assessment matrix. It is the assessment plan/matrix that is needed for this process)
5. two (2) examples of assessment tasks you use with your students (label them A and B).
6. your assessment records (mark-book, spreadsheet system or whatever method you use to record assessments).



SELF-EVALUATION RECORD

COURSE NAME: _____

Read a features column question. Look to your assessment plan/matrix. If you can clearly see the answer to the features question, tick the Yes column. If not, make a notation in the No column – these can then become a focus of your continuous improvement processes.

Self-evaluation PART 1: 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			
Features of the assessment plan/matrix:		Yes (✓)	No (X)
1	Are the noted assessment tasks given clear titles? (e.g. 'Fractions Test #1', 'Shakespeare Essay', 'Response to Design Brief 2', 'End-of-Unit 3 Test')		
2	Are the criterion/ia to be assessed by each task noted?		
3	Are the criterion/ia standard elements applicable to the task noted? (e.g. Criterion 1- all Elements, Criterion 2 - Elements 1, 2, and 4)		
4	Are the relative weighting/significance of assessment tasks to the overall assessment of relevant criteria noted? (e.g. by use of terms such as 'major' or 'minor', or a colour code with key)		
5	Are tasks that satisfy work requirements noted as such? (e.g. by a highlight or the letters 'WR')		
6	Are all the criteria / standard elements covered in the totality of the assessment plan? (Have any criteria / standard elements been missed? – if so, note in the No column and revisit your matrix as soon as possible, to ensure full coverage)		
7	Are there sufficient opportunities for learners to demonstrate improvement over time / consistency of achievement against each criterion? (Criteria / standard elements need to be assessed several times in order for students to be able to demonstrate improvement, and a consistency of attainment. If a criterion linked to a specific part of the course content is assessed, say, in Term 1, are there opportunities later in the year for students to demonstrate currency of achievement and/or improvement as they experience more of the course?)		

The method of self-evaluation here is the same as for Standard 1, but when judging the features of the selected tasks try to do so through the eyes of your students – just how clear is that feature to them?

Self-evaluation PART 2: Standard 3

Course providers will ensure that assessment tools meet the requirements of the course and are valid, fair and equitable

Assessment Task 'A':

Features of selected assessment task:		Yes (✓)	No (X)
A.1	Does the task have a clear title / heading?		
A.2	Does the assessment task note the criterion/ia being addressed? (Also, do my students have access to the criteria wording?)		
A.3	Does the assessment task note the criterion/ia standard elements being addressed? (Also, do my students have access to the criteria standard elements wording so that they know what their work will be assessed against?)		
A.4	Does the assessment task note the relative weighting/significance of assessment tasks to the overall assessment of relevant criteria?		
A.5	Does the assessment task give clear performance indicators to guide learners? (e.g. clearly tell them what they have to do to get 'good marks' - things like expected format and size of the response; how many correct answers (and to which question types) are needed for a B; guidance as to how the relevant standard elements will be applied within the context of this specific task?)		
A.6	Does the assessment task allow assessment of the nominated criterion/ia / standard elements? (For example, if the task requires an oral presentation, a criterion focused on written skills cannot be used. If a task does not require or allow for presentation of data in graphical form, a standard element concerned with the degree of skill or complexity of such a presentation cannot be included in the assessed elements).		
A.7	Does the assessment task allow the potential for learners to demonstrate the highest defined standards (unless otherwise noted)? (In some maths courses, for example, the very complex operations required by an A may not be required in a specific assessment task, so the 'best' mark available on this task might be C or B on a specific criterion or standard element. If this is the case, is this clear to students?)		
A.8	The assessment task does <u>not</u> privilege any certain groups of students because of varying socio-economic, cultural, gender, and linguistic backgrounds.		

Self-evaluation PART 2 (continued): Standard 3

Course providers will ensure that assessment tools meet the requirements of the course and are valid, fair and equitable

Assessment Task 'B':

Features of selected assessment task:		Yes (✓)	No (X)
B.1	Does the task have a clear title / heading?		
B.2	Does the assessment task note the criterion/ia being addressed? (Also, do my students have access to the criteria wording?)		
B.3	Does the assessment task note the criterion/ia standard elements being addressed? (Also, do my students have access to the criteria standard elements wording so that they know what their work will be assessed against?)		
B.4	Does the assessment task note the relative weighting/significance of assessment tasks to the overall assessment of relevant criteria?		
B.5	Does the assessment task give clear performance indicators to guide learners? (e.g. clearly tell them what they have to do to get 'good marks' - things like expected format and size of the response; how many correct answers (and to which question types) are needed for a B; guidance as to how the relevant standard elements will be applied within the context of this specific task?)		
B.6	Does the assessment task allow assessment of the nominated criterion/ia / standard elements? (For example, if the task requires an oral presentation, a criterion focused on written skills cannot be used. If a task does not require or allow for presentation of data in graphical form, a standard element concerned with the degree of skill or complexity of such a presentation cannot be included in the assessed elements).		
B.7	Does the assessment task allow the potential for learners to demonstrate the highest defined standards (unless otherwise noted)? (In some maths courses, for example, the very complex operations required by an A may not be required in a specific assessment task, so the 'best' mark available on this task might be C or B on a specific criterion or standard element. If this is the case, is this clear to students?)		
B.8	The assessment task does <u>not</u> privilege any certain groups of students because of varying socio-economic, cultural, gender, and linguistic backgrounds.		

The method of self-evaluation here is the same as for Standard 1, but this time the focus is on your assessment record.

Self-evaluation PART 3: Standard 4

Course providers will ensure that accurate assessment records are maintained

Features of the Assessment Record/s		Yes (✓)	No (X)
1	Does the record identify the individual learner (e.g., full name)?		
2	Are the assessment tasks noted/listed by title/name of task?		
3	Are assessments dated? (This is important so that the end points of assessment can be clearly identified.)		
4	Are the criterion/ia assessed clearly noted? If more than one criterion has been assessed by the task, are there individual assessment judgements noted for each criterion?		
5	Does the assessment record note the relative weighting/significance of the assessment task to the overall assessment of relevant criteria noted?		
6	Is a <i>final assessment rubric</i> (see below) articulated with the assessment record? Is it clear and easy to follow?		
7	Is the assessment record backed-up in case of loss of the original?		

Explainer: 'What is a final assessment rubric?'

During the year a student will receive a variety of marks/ratings (such as C+, B-, 78%, 5/10) recording achievement against each of the course's criteria. At the end of the year a single rating (such as A, B, C, t or z) is reported to TASC for each criterion. The final assessment rubric is an articulation of the rules or factors used to derive that single, final rating for each criterion, from the various marks recorded. Articulation of these 'rules' is important because it:

- removes single-person dependence (what if the teacher was away when final ratings were due? Would someone else be able to derive final ratings as the teacher intended?)
- ensures consistency, accountability, and transparency (the same 'rules' apply to all students in the class).

While final assessment rubrics will differ between courses, and may differ between different classes of the same course (if different assessment tasks are completed), there are some common principles:

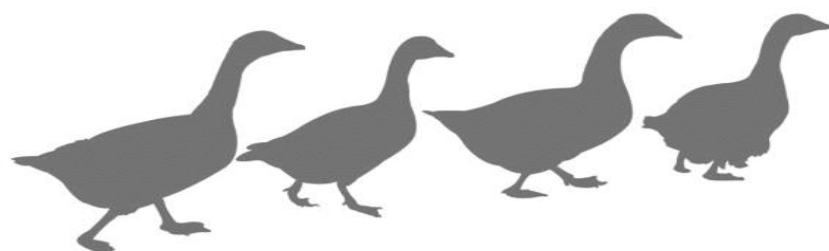
- end-points in learning. Assessments done later in the course are typically more important (carry more weight/significance) when determining a final rating than assessments done earlier. Achievement in a criterion is **NOT** averaged to determine a final rating
- consistency of demonstrated achievement is considered (a single A in a sea of C's at the end of a course does not necessarily mean a final rating of A)
- the relative weighting/significance of an individual task to the final assessment of that criterion is considered (achievement of an A on a minor test does not carry the same significance as a C- on a major, 4 week project)
- course Work Requirement may be more significant than teacher-selected tasks.

There is no prescribed way to articulate a final assessment rubric. What is important is *clarity*: ask yourself, "Do my records and systems have enough clarity and detail that – based on the evidence of the assessment record and final assessment rubric – another person could make the same final rating determinations that I would?"



Now, let's do a cross-check of the assessment plan/matrix, the selected assessment tasks, and the assessment record.

Self-evaluation PART 4: Standards 1, 3, and 4		
Cross-checking		
Features of the documentation:		
- Assessment Matrix - Example Assessment Tasks A & B - Assessment Record		Yes (✓)
		No (X)
1	Do the assessment task titles, criterion/ia assessed (and standard elements if applicable), and relative weightings in the assessment matrix <u>match</u> these noted features in the assessment record? (I.e., is there consistency between the top-level mapping and the record of achievement? Sample a few assessments tasks noted in the plan/matrix. Do their features (title etc) match those given in the assessment record?)	
2	Do the assessment task titles, criterion/ia assessed (and standard elements if applicable) and relative weightings in the assessment matrix <u>match</u> these noted features in the two selected assessment tasks (A & B having been used for this exercise only to differentiate them)? (I.e., is there consistency between the top-level mapping and the actual tasks given to learners? Do their features (their actual title etc) match those given in the assessment plan/matrix?)	
3	Are the sampled assessment tasks considered for Standard 3 noted in the assessment record? Is there a match between the record and the tasks regarding: - The actual title of the tasks? (A & B having been used for this exercise only to differentiate them) - Criterion/ia to be assessed (and standard elements if appropriate) - Relative weighting of tasks to final assessment?	



Do my ducks line up?

WHAT NEXT?

- 1) What are the strengths of my assessment documentation (lots of 'Yes' ticks)?

[illegible]

- 2) What are the specific features I need to add to the documentation or what can be done to improve it? When should this be actioned?(E.g., right away, to correct a major error? Prior to giving students their next assessment task?)

Document type (matrix/task/record)	Improvement	Timing/when

- 3) How, and with whom, will learnings from this self-evaluation be shared?



VERSION HISTORY

Version 1.0 – May 2022



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

Office of Tasmanian Assessment,
Standards and Certification

Level 6, 39 Murray Street Hobart
TAS 7000 Australia

GPO Box 333 Hobart
TAS 7001 Australia

Phone: (03) 6165 6000

Email: enquiries@tasc.tas.gov.au

Web: www.tasc.tas.gov.au

	Subject Name/Code	Teacher name:
	Student Name:	
	Name of unit or module	
Name of assignment (e.g.AT06: Separation of Powers essay)		
Date due: You need to... Length: You need to... This task is a Work Requirement of this course: Yes/No For guidelines about assessment and academic integrity at Rosny College please refer to the Student Intranet		
Submit: You need to ... Time allocated: Weighting: e.g. MAJOR/MINOR		
This is what you need to do:		
This is your learning goal:		
You will be assessed on these criteria. You should refer to the detailed rubric below when completing this assessment piece: Cr x: xxx Cr x: xxx Cr x: xxx		
If you need to seek an extension on the due date, you need to:		
In the case of late submission: *include your policy for late submission		
<i>Requesting a review of your grades:</i> When your grades are returned to you, if you believe that your ratings are not accurate (with the assessment rubric in mind), you should first discuss this with your subject teacher and/or Learning Area Manager for this subject. If you are still concerned after this discussion, you are encouraged to make an appointment with the Curriculum Assistant Principal to request a review.		

Cr x: xxx			
Element	Rating A	Rating B	Rating C

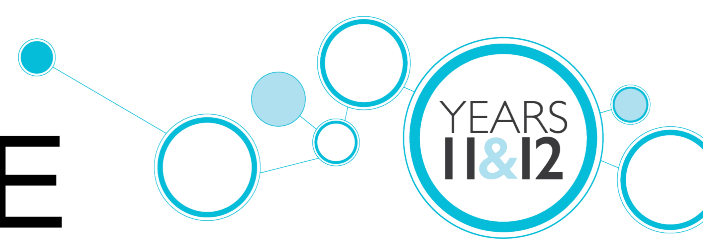
			Rating C

Cr x: xxx			
Element	Rating A	Rating B	Rating C

Other additional information (planning sheets etc.)

SCOPE & SEQUENCE

MEW215123 Essential Mathematics - Workplace LEVEL 2



Campbell Town District High School 2023 – Essential Mathematics – Workplace 2

Week begin.	Term / Wk?	Learning Outcomes	Content: Skills, knowledge and understandings	Criteria Assessed	Activities	Assessment Tasks- * a work requirement	Notes
6/2	T1 Wk 1	1. communicate thinking, strategies and solutions using appropriate mathematical or statistical language 2. plan, organise and manage learning in order to complete tasks and evaluate progress 3. apply numeric techniques and algebraic processes to represent situations and solve problems 4. apply reasoning skills to interpret mathematical and statistical information, and ascertain the reasonableness of solutions to problems 5. act as creative, critical and reflective thinkers to assess ideas and take informed action 8. apply concepts and techniques involving measurement, scales, plans and models. 1, 2	Module 3 Measurement, Scales Plans and Models - investigate types of errors, for example, human error or device limitations - consider the importance of accuracy, describe when estimation is acceptable, make estimations and describe possible implications of error in a variety of practical scenarios - review and extend how to solve practical problems requiring the calculation of perimeters and areas of triangles, rectangles, parallelograms, trapezia, circles, sectors of circles, arc lengths and composite shapes	C1 E3 C2 E4 C3 E1	Learners will review converting between fractions, decimals, and percentages. Learners will weigh and measure various objects using different measuring equipment. including analog scales to demonstrate parallax error. Learners will complete a worksheet on reading different types of gages. Learners will review formula to calculate the perimeters of different 2d shapes  Resources%20for%20Term%201.docx list of resources for term 2	Module 3 Work requirements specifications Work requirement 1 of 1 Title of work requirement: Applications of measurement Format: short responses Description: Learners will complete a series of connected short responses to investigate, interpret and construct scale drawings, plans and models and obtain the relevant measurements to calculate length, perimeter area and volume. Within the series of responses, learners will use a minimum of eight different formula, including the trapezoidal rule, to calculate and solve problems involving perimeter, area, surface area, volume and capacity, including at least one problem involving spheres and one problem involving composite solids. Learners will perform conversions, including at least one problem involving conversions between mm³ and L. Size: 6–8 hours of class time Timing: Dedicated class time should be provided throughout the module at the teacher's discretion.  1.3.1%20Dials%20&%20Gauges.docx Reading Dials and Gages minor	

13/2	T1 Wk 2	1,2	review and extend how to solve practical problems requiring the calculation of perimeters and areas of triangles, rectangles, parallelograms, trapezia, circles, sectors of circles, arc lengths and composite shapes	C1 E3, E4 C2 E4 C3 E1 C8 E2	Learners will walk around the school grounds and create a mud map of the school grounds, using only rectangles, squares, triangles, and circles. They will then calculate the perimeter of the shapes on their maps, further practice on calculating perimeters using worksheets from math salamanders. Resources needed: - Will need A3 paper - pencils - eraser Google Maps	Maths Salamander worksheets (on term 1 resource list in week 1) ongoing minor	
20/2	T1 Wk 3	1, 2	- calculate perimeters and areas of irregularly shaped blocks of land by decomposition into regular shapes including triangles and trapezia - solve problems involving surface area of solids including prisms, cylinders, spheres, pyramids and composite solids.	C1 E3, E4 C2 E4 C3 E1, E3 C8 E2, E3	Review the formulae for calculating the area of a square, rectangle, triangle, and a circle. Learners will measure the area of different shapes around the school. Learners will then work through various worksheets to practice calculating the area of regular shapes, then composite shapes. Learners will identify each of the 3D shapes using everyday items and connect them to their nets. Learners will review the formulae for calculating the surface area of a cube, cuboid, cylinder, sphere, square based pyramid, and a triangular prism. Learners will calculate the surface area of 3D solids using nets and worksheets.	Maths Salamander worksheets (on term 1 resource list in week 1) ongoing minor	
27/2	T1 Wk 4	1, 2, 3, 4, 5, 8	- calculate perimeters and areas of irregularly shaped blocks of land by decomposition into regular shapes including triangles and trapezia - solve problems involving surface area of solids including prisms, cylinders, spheres, pyramids and composite solids. - construct scale drawings by hand and by using software packages	C1 E1, E2, E3, E4 C2 E4 C3 E1, E2, E3 C4 E3, E4 C5 E4 C8 E1, E2, E3, E4	Introduce learners to Marjorie Bligh (an Instagram influencer from the 50s) and her round house in Campbell Town and relate to composite shapes. MARJORIE BLIGH - Tasmania's Domestic Goddess - YouTube Learners will work on Area and Perimeter of Composite Shapes in the Marjorie Bligh Floor Plan assignment.	Marjorie Bligh Floor Plan Assignment  Marjorie%20Bligh%20Floor%20Plan%20(Ar major	
6/3	T1 Wk 5	1, 2, 3, 4, 5, 8	calculate perimeters and areas of irregularly shaped blocks of land by decomposition into regular shapes including triangles and trapezia	C1 E1, E2, E3, E4 C2 E4 C3 E1, E2, E3 C4 E3, E4 C5 E4 C8 E1, E2, E3, E4	Learners will work on Area and Perimeter of Composite Shapes in the Marjorie Bligh Floor Plan assignment.	Marjorie Bligh Floor Plan due	
13/3	T1 Wk 6	1, 2	- solve problems involving surface area of solids including prisms, cylinders, spheres, pyramids and composite solids. - solve problems involving volume and capacity of solids including prisms, cylinders, spheres, pyramids and composite solids: - make conversions between units of length, area and volume - calculate the absolute error of a reported measurement - find the limits of accuracy - calculate the percentage error of a reported measurement	C1 E2, E3, E4 C2 E4 C3 E3	Learners will review volume of solids formulae Learners will use worksheets to calculate the volume of solids including prisms, spheres, pyramids, and composite solids.	Maths Salamander worksheets (on term 1 resource list in week 1) ongoing minor	
20/3	T1 Wk 7	1, 2, 3, 4, 5, 8	- solve problems involving surface area of solids including prisms, cylinders, spheres, pyramids and composite solids. - solve problems involving volume and capacity of solids including prisms, cylinders, spheres, pyramids and composite solids: - make conversions between units of length, area and volume - calculate the absolute error of a reported measurement - find the limits of accuracy - calculate the percentage error of a reported measurement - understand and apply drawing conventions of scale drawings, such as scales in ratio, clear indications of dimensions, and clear labelling - construct scale drawings by hand and by using software packages	C1 E1, E2, E3, E4 C2 E4 C3 E1, E2, E4 C8 E1, E2, E3, E4	Learners will work out the surface area and volume of a Toblerone chocolate bar (before they get to eat it) Learners will review unit conversions and scale. Learners will complete work sheets to practice unit conversions and scale.	Toblerone Surface Area and Volume Investigation  Surface%20Area%20and%20Volume%20o1 minor Maths Salamander worksheets (on term 1 resource list in week 1) ongoing minor	
27/3	T1 Wk 8	1, 2, 3, 4, 5, 8	- make conversions between units of length, area and volume - obtain measurements from scale drawings, including maps and cultural mappings or models, or building plans to solve problems - understand and apply drawing conventions of scale drawings, such as scales in ratio, clear indications of dimensions, and clear labelling - construct scale drawings by hand and by using software packages	C1 E1, E2, E3, E4 C2 E1, E2, E3, E4, E5 C3 E1, E2, E3 C4 E3, E4 C5 E2, E3, E4 C8 E1, E2, E3, E4	Learners will work on scaled map of the school assignment	 Scaled%20Map%20Assignment.docx Scaled Map of CTDHS Assignment Major Maths Salamander worksheets (on term 1 resource list in week 1) minor due	

3/4	T1 Wk 9	1, 2, 3, 4, 5, 8	• obtain measurements from scale drawings, including maps and cultural mappings or models, or building plans to solve problems • understand and apply drawing conventions of scale drawings, such as scales in ratio, clear indications of dimensions, and clear labelling • construct scale drawings by hand and by using software packages	C1 E1, E2, E3, E4 C2 E1, E2, E3, E4, E5 C3 E1, E2, E3 C4 E3, E4 C5 E2, E3, E4 C8 E1, E2, E3, E4	Learners will work on scaled map of the school assignment	Scaled Map of CTDHS Assignment due major	
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		Term 2					
Week begin.	Term / Wk?	Learning Outcomes	Content: Skills, knowledge and understandings	Criteria Assessed	Activities	Assessment Tasks- * a work requirement	Notes
24/4	T2 WK1	1. communicate thinking, strategies and solutions using appropriate mathematical or statistical language. 2. plan, organise and manage learning in order to complete tasks and evaluate progress. 3. apply numeric techniques and algebraic processes to represent situations and solve problems. 4. apply reasoning skills to interpret mathematical and statistical information, and ascertain the reasonableness of solutions to problems 5. act as creative, critical and reflective thinkers to assess ideas and take informed action 6. apply concepts and techniques involving finance and money management.	Module 1 Finance and Money Management. calculate monthly, fortnightly, weekly, daily or hourly pay rates from a given salary; wages involving hourly rates and penalty rates, including situations involving overtime and other special allowances; and earnings based on commission, including commission based on a sliding scale, piecework or royalties:	Relevant to this Module: C1: E1, E2, E3, E4 C2: E1, E2, E3, E4, E5 C3: E1, E2, E3 C4: E1, E3 C5: E1, E2, E3, E4 C6: E1, E2, E3, E4 C1: E2, E3, E4 C3: E2, E3 C6: E2, E4	revision of decimals fraction and percent review of time conversion how many days, weeks, fortnights months in a year? how many days, weeks in a month? how do you convert a weekly wage to a monthly wage? point out that you do not x by 4 types of wages working out wages  fractions-to-decimals-and-percents-2.pdf  fractions-to-decimals-and-percents-2.pdf  Calendar 2023.pdf  Piecework-timesheet-template.docx  Calendar%20Worksh eet.docx	Module 1 Work requirements specifications Work requirement 1 of 1 Title of work requirement: Managing money Description: This series of connected short responses will focus on the interpretation, analysis, examination and evaluation of ideas and information in response to a particular question, situation or stimulus relating to finance and money management. Learners will take informed action by analysing and calculating earnings, tax and benefits in a given situation and will investigate many possible situations involving interest and depreciation. Learners' responses will include providing recommendations for the given situation, enabling them to demonstrate mathematical reasoning. Learners should be given opportunities to work collaboratively to generate, refine and test ideas and strategies. They must reflect on how their own thinking has changed after engaging in collaborative discussion. Learners may complete the work requirement in collaborative groups; however, in this situation, they must clearly identify which work is their own. Size: 6–8 hours of class time Timing: Dedicated class time should be provided throughout the module at the teachers' discretion. External agencies: at the teacher's discretion  Wages,%20Salaries,%20Overtime%20and' minor	
1/5	T2 WK2		- calculate annual leave loading - calculate payments based on government allowances and pensions	C1: E2, E3, E4 C3: E1, E2, E3 C6: E2, E4	 percentage-increase-and-decrease-worksh  percentage-increase-and-decrease-worksheet-2.pdf Learners will revise percentage increase and decrease to assist with calculating leave loading and payments based on government allowances and pensions		
8/5	T2 WK3		calculate income tax	C1: E2, E3, E4 C3: E1, E2, E3 C6: E2, E4	  how-much-tax-shouldimpact-of-income-tax -i-pay-ssma2.4_0 (1).p -investigation.pdf Research the salary attached to your dream job and use a tax table to work out the tax that you would pay if you had that job.		
15/5	T2 WK4		- identify allowable tax deductions calculate taxable income after allowable tax deductions are taken from gross pay - calculate the Medicare levy (basic levy only)	C1: E2, E3, E4 C3: E1, E2, E3 C6: E2, E4	Go to Deductions you can claim Australian Taxation Office (ato.gov.au) and create a list of at least 20 tax deductions on, include deductions from every category. Work out which of the deductions on your list would apply to your dream job. Make an estimate of the deductions that apply to your dream job and recalculate the tax that you would Present this information on an A3 poster.	Common Assessment Task  Peter%20and%20Jodie's%20Edit%20Essenti major	

22/5	T2 WK5		calculate the amount of Pay As You Go (PAYG) tax payable per fortnight or per week using current tax scales, and use this to determine if more tax is payable or if a refund is owed after completing a tax return	C1: E2, E3, E4 C3: E1, E2, E3 C6: E2, E4	Investigate under which circumstances do you get a tax return. Print out the instructions for completing a tax return, and complete a tax return online.	Completing a tax return Tax, Super + You (taxsuperandyou.gov.au)  completing-tax-retur n-9eb19.3.pdf major	
29/5	T2 WK6		calculate net pay following deductions from income use technology to perform financial computations; for example, calculating percentage change, calculating tax payable and preparing a wage-sheet.	C1: E2, E3, E4 C3: E1, E2, E3 C6: E2, E4	Research the salary attached to a job you would like to do, calculate the tax on the job. Calculate the net pay and use this to create a weekly budget. You will need to research the cost-of-living eg rent, food, transport, bills, travel and entertainment.	 Budget%20handout% 20assignment.docx minor	
5/6	T2 WK7		use a spreadsheet to calculate and graph compound interest as a recurrence relation involving repeated applications of simple interest consider similar problems involving compounding; for example, population growth	C1: E2, E3, E4 C3: E1, E2, E3 C6: E3, E4	Review of simple interest Introduction to compound interest formula		
12/6	T2 WK8		use technology to calculate the future value of a compound interest loan or investment and the total interest paid or earned use technology to compare, numerically and graphically, the growth of simple interest and compound interest loans and investments	C1: E2, E3, E4 C3: E1, E2, E3 C6: E3, E4	Calculating future value of a compound interest loan using Excel	Spread sheet task	
19/6	T2 WK9		use technology to investigate the effect of the interest rate and the number of compounding periods on the future value of a loan or investment use technology and a recurrence relation to model a reducing balance loan	C1: E2, E3, E4 C3: E1, E2, E3 C6: E3, E4	Investigate the effects of compounding periods and interest rates on the future value of loans and investments using Excel	Spread sheet task	
26/6	T2 WK10		investigate the effect of the interest rate and repayment amount on the time taken to repay a loan. calculate the depreciation of an asset using the straight-line method as an application of the simple interest formula.		Investigate the effect of interest rates and time taken to repay a loan using Excel Straight line depreciation using Excel	Spread sheet task	
3/7	T2 WK11				Catch up on any missed tasks / work		
		Term 3					
Week begin.	Term / WK?	Learning Outcomes	Content: Skills, knowledge and understandings	Criteria Assessed	Activities	Assessment Tasks- * a work requirement	Notes
24/7	T3 WK1						
31/7	T3 WK2						
7/8	T3 WK3						
14/8	T3 WK4						
21/8	T3 WK5						

28/8	T3 WK6						
4/9	T3 WK7						
11/9	T3 WK8						
18/9	T3 WK9						
25/9	T3 WK10						
		Term 4					
Week begin.	Term / Wk?	Learning Outcomes	Content: Skills, knowledge and understandings	Criteria Assessed	Activities	Assessment Tasks- * a work requirement	Notes
16/10	T4 WK1						
23/10	T4 WK2						
30/10	T4 WK3						
6/11	T4 WK4						

		Mock Interview	Email – inquiry, complaint & resolution	Resume	Novel Study – Youth Crime in Australia Infographic	Novel Study – PEEL paragraph	Novel Study – Chapter Review Booklet	Dictation – writing & spelling Excerpt from “90 Packets”	Public Service Announcement -PSA	Advertising Image & slogan	Comprehension Questions – Yucca for Congress	Comprehension Questions – Body Hack	News Article	Dictation – writing & spelling Excerpt from “Holes”	Letter to the teacher
	Criterion 1 – Recognise and read a range of routine text types														
1.1	Recognises different text types when they read routine texts														
1.2	Understands why different text types are used for different purposes and audience														
1.3	Identifies a range of text features														
1.4	Understands how reading can be assisted by the use of different text features														
1.5	Reads and responds appropriately to everyday texts														
	Criterion 2 – Read to locate and interpret information from a range of text types														
2.1	Finds information from a wide range of everyday text sources, including the internet and websites														
2.2	Uses a range of methods to decipher unfamiliar words and to predict meaning														
2.3	Understands common vocabulary and terminology used in a range of texts														
2.4	Reads and understands the main ideas and content of routine text														
2.5	Reads and interprets information from text, tables, charts, diagrams and graphic information														
	Criterion 3 – Write a range of routine texts														
3.1	Plans what is to be written														
3.2	Drafts written text and modifies it to improve														
3.3	Writes text intended for a range of audiences and purposes														
3.4	Uses a range of text features in their writing														
3.5	Writes texts to convey ideas and information														
3.6	Uses layouts and formats to help convey the content of the text														
	Criterion 4 – Apply appropriate conventions in written routine texts														
4.1	Accurately spells common words														
4.2	Uses a source text to locate correct spelling of specific words and terminology														
4.3	Accurately uses basic punctuation (capitals, full stops, commas, apostrophe, question marks)														
4.4	Correctly uses basic grammar and sentence structure														
4.5	Uses language and text features appropriate to purpose and audience														
4.6	Produces legible handwritten text and word-processed text														
	Criterion 5 – Review & evaluate personal ability to read & write information														
5.1	Can talk about their understanding and can share their interpretation of what has been read														
5.2	Responds appropriately to requests, directions and instructions that have been read														
5.3	Proof-reads and edits text														
5.4	Discusses and explains their written text with others to ensure the meaning is clear														
5.5	Presents final version of written text to intended audience														
5.6	Seeks, accepts and responds to feedback from peers, teachers and/or supervisors to identify areas of improvement														
5.7	Orally communicates own reading and writing progress with others														

Within-Provider Within-Course Comparability of Internal Assessments

Year 11/12 Campbell Town District High School

Preamble

When schools intend to deliver Level 3 and/or Level 4 courses they are required to have processes in place to ensure comparability of internal assessments. At Campbell Town District High School in 2020 we are offering Level 1 and 2 subjects only. Teachers have been involved in external moderation offerings and staff meeting discussions

Definitions as per TASC

“Assessment is judging evidence of a learner’s attainment of knowledge and skills against standards.

Internal assessment is assessment of learner achievement by the school.

External assessment is assessment of learner achievement by TASC.

Within-provider within-course comparability – within each provider, learners with the same result in the same course have shown the same standard of work.”

http://www.tasc.tas.gov.au/4DCGI/_WWW_doc/008926/RND01/Standard_for_Within-Provider_Within-Course_Comparability_of_Internal_Assessments.pdf

Assessment Guidelines For Teachers

- At the beginning of the year, teachers should provide students with a course outline (or scope and sequence), an explanation of the assessment criteria/competencies and the assessment requirements (internal and external) for each course
- Teachers are required to maintain an accurate attendance record for each class in Edupoint, paper based copies of attendance may also be used
- A record/mark book that can be shared with students and used for audits should also be maintained
- There should be an agreed number/type of assessment tasks in the year for each course
- Each assessment task should be set out clearly with details of the task, the criteria/competencies to be assessed and the due date. This task sheet might also include suggested resources, support material and additional advice.
- Written feedback should be provided to students on the completion of each assessment task. This should include a rating against identified criteria/competencies and comments that explain the rating and indicate how improvement can be made. Where possible, this should be supported by oral feedback.
- Records (individual portfolio) should be kept of student achievement against each criterion/competency for the set tasks, and include any additional comments relating to quality/lateness/other issues
- It is recommended that each term, time be set aside to discuss progress and assessments with each student
- Each criterion/competency should be assessed at least 3 times during the year. This provides students with the opportunity to develop competence and/or improve on their results
- Decisions regarding acceptance and marking of late assignments should be made clear to the students and should be applied consistently across the class
- In the second report, following the mid-year assessments, students should be given an indication of their likely end-of-year award. This provides them with the opportunity to improve on their internal ratings on subsequent assignments, to seek assistance or to undertake re-tests in courses, where appropriate.
- In level 3 (and 4) courses, each student should be provided with a copy of their final internal assessments at least by the Friday prior to the final examinations commencing. Please Note: *a student can request a review of*

their internal assessments if they believe a discrepancy exists between their final internal assessments and the ratings they received during the year. Information on the student's right to request a review is outlined in the document

Assessment Advice For Students

It is recommended that this advice be provided to all students undertaking Year 11/12 TASC courses:

- At the beginning of the year, you will be provided with a course outline (or scope and sequence), the assessment requirements of the course and an explanation of the assessment criteria/competencies for each course that you undertake
- You will be provided, in advance, with the details and assessment criteria/competencies of each major assessment task
- Once the work is completed, submitted and marked, you will be provided with a rating against each criterion/competency and written and/or oral feedback
- It is your responsibility to keep all marked work and assessment sheets
- You are strongly encouraged to discuss your progress and particular assessments during the year with your subject teachers
- Opportunities to improve on results will be provided during the year. If you are not sure why you received a particular rating or how you can improve, ask your teacher.
- You should attempt to complete all assignments that are set for the course. If you are unsure about an assignment/test, seek assistance from your teacher. If you do not complete all the work requirements, your final award may be affected.
- You will be issued with two formal reports during the year.
- In level 3 courses, you will be provided with a copy of your final internal assessments in each course in the week prior to the End of Year Examination period
- If you believe a discrepancy exists between these final internal assessments and the ratings you received during the year, you can request a formal review of your internal assessments. Ask your subject teacher or a senior teacher for advice on how to proceed.
- You are reminded that the school/college does not condone plagiarism or cheating
<http://www.tasc.tas.gov.au/4675>

Assessment and Moderation Support for Teachers

Subject teachers will be part of a formal meeting at least once a term.

The formal meetings will include the following

- Checking of assessment instruments used to ensure they meet the requirements of the course.
- The discussion of identified work samples and the assessment by some of the following
 - Collaborative marking
 - Double marking
 - Blind marking where the first mark is not known
 - Quality assurance as per TASC process
- Documentation of the processes and any reconsideration of the marking by teachers.

Where the subject teachers is a single teacher of the subject within the school, they will work with Year 10 colleagues and participate in some of the following and document the process.

- Participate in a moderation and subject meetings of another school or College
- Exchange work samples and moderate electronically
- Work with the Curriculum Teacher Leader to moderate work samples
- Opportunity to visit colleague teacher.

Subject teachers will participate in Years 11/12 Moderation and Quality Assurance processes and have documented evidence of the process.

▪ **Appendix I**

MODERATION ACTIVITY REPORT

SUBJECT NAME	
DATE AND PLACE OF MEETING	
TEACHERS PRESENT	
MODERATOR	

DESCRIPTION OF MODERATION TASK/ACTIVITY	
STUDENT WORK SAMPLES	The marks/ratings assigned by teachers
I	

2	
3	
4	
DISCUSSION POINTS	
DETAIL ANY RECONSIDERATION OF RATINGS BY TEACHERS	

Teachers are required to

- Participate in a formal meeting each term

Academic Integrity Report

Student name _____ Support Group _____

Title of assessment task _____ Date submitted _____

Teacher name _____ Course/Class _____

What made the teacher suspect that academic integrity had been breached?

What form did the breach take?

What investigation was conducted and by whom?

Resolution

Assistant Principal's name: _____

Findings of the investigation: _____

Decision taken: _____

Penalty imposed	Follow-up action
Receiving a result of t OR Z for the submitted work.	Student informed and counselled
Letter to parent.	Report attached to work and filed in
Other - specify	student file

Signatures of Teacher and AP _____ Date: _____

INTERNAL MODERATION ACTIVITY REPORT

SUBJECT NAME	
DATE AND PLACE OF MEETING	
TEACHERS PRESENT	
MODERATOR	

DESCRIPTION OF MODERATION TASK/ACTIVITY	
STUDENT WORK SAMPLES	The marks/ratings assigned by teachers
1	
2	

3	
4	
DISCUSSION POINTS	
DETAIL ANY RECONSIDERATION OF RATINGS BY TEACHERS	

■

Teachers are required to

- Participate in a formal meeting each term



RESULTS 2025 TERM 2

<Insert Subject Name, Code, Line>

If you wish to have your internal assessment reviewed please see the *Student Review of Internal Assessment Policy* located on the college Student Intranet under Assessment - *Student Review of Internal Assessment Policy* . Please see your teacher or the relevant Learning Area AST if you have any queries about this.

Criteria	Rating (A, B, C, T, Z)
1	
2	
3	
4	
5	
6	
7	
8	
Based on these ratings and the information below, your maximum final award would be;	

Award Requirements

The minimum requirements for an award in <Insert Subject Name> are as follows:

<Insert assessment algorithm (available from TASC)>

Student name: _____ Signed _____ Date _____

Teacher name: _____ Signed _____ Date _____



RESULTS 2025 TERM 3

<Insert Subject Name, Code, Line>

If you wish to have your internal assessment reviewed please see the *Student Review of Internal Assessment Policy* located on the college Student Intranet under Assessment - *Student Review of Internal Assessment Policy* . Please see your teacher or the relevant Learning Area AST if you have any queries about this.

Criteria	Rating (A, B, C, T, Z)
1	
2	
3	
4	
5	
6	
7	
8	
Based on these ratings and the information below, your maximum final award would be;	

Award Requirements

The minimum requirements for an award in <Insert Subject Name> are as follows:

<Insert assessment algorithm (available from TASC)>

Student name: _____ Signed _____ Date _____

Teacher name: _____ Signed _____ Date _____



PRELIMINARY RESULTS TEMPLATE 2025

<Insert Subject Name, Code, Line>

These results are provided to you between the start of Term 4 and Friday of the second week of Term 4 (28th October) They can be improved through further work / assessment but cannot go backwards.

If you wish to have your internal assessment reviewed please see the *Student Review of Internal Assessment Policy* located on the college Student Intranet under Assessment - *Student Review of Internal Assessment Policy* . Please see your teacher or the relevant Learning Area AST if you have any queries about this.

Criteria	Rating (A, B, C, T, Z)
1	
2	
3	
4	
5	
6	
Based on these ratings and the information below, your maximum final award would be;	

Award Requirements

The minimum requirements for an award in <Insert Subject Name> are as follows:

<Insert assessment algorithm (available from TASC)>

Student name: _____ Signed _____ Date _____

Teacher name: _____ Signed _____ Date _____

Parent name: _____ Signed _____ Date _____

Archiving of Borderline Samples

Year 11/12 Campbell Town District High School

This procedure sets out requirements for identifying and retaining copies of student work sufficient to illustrate the borderline between a preliminary assessment (PA) and satisfactory assessment (SA) award. This procedure applies to all teachers of TASC accredited syllabuses courses with the archive requirement in the quality assurance (QA) statement.

Procedures

Teachers will be made aware and check TASC syllabus documents for archiving requirements in the QA statement in February in Year 11/12 sector meeting (led by 11/12 leader).

Archiving samples will be collected by teachers and shared by 11/12 leader and staff at 11/12 sector meetings. Individual student's work will be sufficient to illustrate the borderline between a "SA" and "PA" award.

Samples will be collected from individual students work based on:

- Ongoing summative and formative assessment tasks
- Internal moderation discussions - to be conducted each term in 11/12 sector meetings and to be led by AST 11/12
- Moderation discussions with other providers as per TASC format
- Summative Assessment tasks

The collected material will be copied and collated by teachers of each subject and shared with 11/12 leader and staff and stored with a summary sheet that outlines the following:

- Syllabus Name
- Date of Completed Work
- Reasons for Assessment as a Borderline
- Final decision and reason for this decision

The material will be stored electronically and in hard copy form with other school archived materials. Hard copies will be stored in a central folder in AST office. Electronically stored samples will be stored on school TEAMS entitled Archiving of Borderline Samples – 2023 (to be dated each year).

Teachers will be made aware of this procedure as well as the location of archived materials by the 11/12 leader at the beginning of each school year.

Teachers will be able to access the archived materials and notes to assist with future borderline decisions.

* AST 11/12 and TLO will be the same person.

REQUEST FOR REVIEW OF INTERNAL ASSESSMENTS

Name of Student	
Subject	
Teacher	
Outline the reason for the request	
Student's Signature Date	
Person receiving Signature Date received	

Appendix 2

OUTCOME OF STUDENT REQUEST FOR REVIEW OF
INTERNAL ASSESSMENTS

Name of Student	
Subject	
Teacher	
Reason for request	
Outcome of the review	
Name of Chair of Review Panel Signature Date	
Has the outcome of the review been provided to the student? Yes ☐ (tick)	