

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 Hellyer College who generously agreed to share this quality assurance document for the benefit of the broader sector.

This document was submitted as evidence during the 2026 check-in process and is 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. This document was developed under the previous 10 Standards for Providers framework and has been selected as an example of effective quality assurance practice.

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

The exemplar is 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:

- This document is shared as an exemplar only and is not a prescribed template.
- Providers may meet the Standards for Providers in different ways.
- Not all aspects of this document 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 this exemplar alongside the Standards for Providers, practice guides, checklists and other quality assurance resources available on the [TASC website](#).

Exemplar Resource from Hellyer College

Standards Policy and Procedures

Hellyer College

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TASC STANDARDS

There are 10 Standards required by TASC that Hellyer is registered to provide accredited Tasmanian senior secondary courses.

Standard 1: Course providers will ensure that all the knowledge, skills and experiences that comprise a course are delivered to students, and that all stated course requirements are met

Standard 2: Course providers will ensure that individual students are exposed to the learning required by a course

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

Standard 5: Course providers will have effective and documented procedures to ensure comparability of the interpretation and application of course standards to the evidence of student work

Standard 6: Course providers will have policies and procedures to ensure that any disputes regarding internal assessments are resolved prior to final reporting to TASC

Standard 7: Course providers will ensure that students are given explicit learning regarding academic integrity

Standard 8: Course providers will have policies and procedures to ensure that any disputes regarding a school's refusal to endorse the academic integrity of externally assessed folios are resolved

Standard 9: Course providers will undertake all quality assurance processes required by the Office of TASC

Standard 10: Course providers will ensure that their registered scope of courses and associated enrolments are accurate and up-to-date, that they have policies and procedures regarding student movement between courses, and that final reporting to TASC occurs by due dates

SCOPE

These Standards, policies and procedures apply to teachers of Hellyer College which is registered to deliver and assess senior secondary courses accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC).

PURPOSE

The purpose of this policy is to ensure that there are documented and effective practices in place at Hellyer College that provide the level of within-provider within-course comparability of internal assessment awards required by considerations of fairness to students.

The purpose of this document is to set clear and measurable requirements for Hellyer College as a provider, registered to provide TASC-accredited senior secondary courses. They are intended to support and ensure:

- the correct delivery and assessment of TASC-accredited senior secondary courses
- fairness, equity and comparability of internal assessments
- the reliability, validity and integrity of qualifications issued by the Office of TASC
- clarity about roles and responsibilities regarding quality assurance and related matters
- clarity regarding required formal communications and record-keeping.

PROCEDURES

An important aspect of our work at Hellyer College is working collaboratively within College Learning Areas, and across other providers to enable quality learning, teaching and assessment. This incorporates a process which ensures comparability of results. Through professional dialogue and shared practice, we will continue to develop a more comprehensive and shared understanding of what constitutes quality teaching and assessment.

All staff will receive an updated policy at the beginning of the year and updates from TASC through emails.

In partnership with the College's TLO, Learning Area Leaders will ensure staff are supported to meet their policy requirements.

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.

The focus of this Standard is to ensure that a course is delivered and assessed in its' entirety, and that any course-specific requirements are met. Course-specific requirements may include:

- Access Requirements - only some students may enrol as it is not designed for all
- Resource Requirements - specialised equipment or resources are needed for the course
- Work Requirements - the course may specify minimal tasks and experiences that students must undertake.

Procedure

1. Access Requirements

Course counsellors discuss course access requirements with all students before a student is enrolled. ***Refer to Appendix 1 - Enrolling Students for 2026.***

2. Resource Requirements

- Learning Area Leaders have an allocated budget and specialist equipment for each course
- Learning Area Leaders develop an asset replacement plan, and liaise with the Business Manager to replace aging equipment.

3. Work Requirements

- Before students begin, in Staff Workshops, and Learning Area Meetings, and by email all staff are requested to use current versions of the course documents accessed by link: <https://www.tasc.tas.gov.au/students/courses/a-z/>
- Hellyer College staff use a common template for Scope and Sequences.
Refer to Appendix 2 – Template for Scope and Sequences.
Refer to Appendix 3 – Scope and Sequence Checklist.

Scope and Sequences are co-constructed by teachers. In a workshop prior to the year beginning (and planning in November), the TLO directs teachers to explicitly map the course content to teaching and learning activities indicated in the Scope and Sequence. Scope and Sequences are centrally stored in the ALL Staff Team, TASC channel, Scopes and Sequences. These are dynamic documents which will be reviewed in terms of student engagement, syllabus changes and moderation.

Teachers will provide students with an outline of the course at the beginning of the year.

- Assessment Matrixes are included at the end of the Scope and Sequences or as an attachment. They will show a balance in the number of times each criterion (and standard element) is assessed during the year. They will provide opportunities for the assessment of criteria associated with content covered earlier in the year to also be assessed towards the end of the course to show end points of learning. A

minimum of 3 assessments for each element. Staff to manage over assessment of criteria.

- Work Requirements for each course are included at the end of the scope and sequence course document ([Link to TASC Work requirements policy](#))

Monitoring

- Scopes and sequences are reviewed annually, and internal audits carried out by Learning Area leaders once a year
- The College's TLO will conduct randomised desktop audits of courses once per year.
- Hellyer College participates in TASC desktop-audits and onsite audits.

Role	Access Requirements	Monitoring
Principal	The Principal ensures the time and space for staff in Leadership meetings and workshops to become familiar with course counselling requirements.	☐ Term 1 Leadership meeting ☐ Term 4 Leadership meeting and workshops
TLO	Ensure course counselling documentation contains current course access information.	☐ Term 1
Learning Area Leader (LAL)	LALs are familiar with access requirements for courses in their learning area.	☐ Term 1
Teacher	Teachers are familiar with access requirements for the courses they teach.	☐ Term 1
Timeframe	Week 1 Term 1 each year.	

Role	Resource Requirements	Monitoring
Principal	The Principal ensures specialist equipment, once known, is resourced with the Business Manager	☐ Meet with Business Manager as required
TLO	Discuss TASC expectations as per Standard 1 with the Principal if specialist equipment is required to be resourced.	☐ Meet with the Principal as required
Learning Area Leader (LAL)	- Discuss budgets and planning in Learning Area Meeting - Develop and maintain an asset replacement schedule and inventory - Meet with Business Manager re requests beyond normal budget.	☐ Meet with Business Manager, TLO as required.
Teacher	- Ensure that equipment is well maintained and that repairs occur in a timely manner - Discuss course resource requirements with LAL.	☐ Meet with LAL as required.
Timeframe	In Learning Area Meetings as required	

Role	Work Requirements	Monitoring
Principal	The Principal ensures the time and space for staff in Leadership meetings and Staff Workshops for review and development of scopes and sequences.	☐ Term 1 workshops and Leadership meeting ☐ Internal audit Leadership meeting of S&S ☐ Term 4 Time made in PL calendar in Week 5-9
TLO	TLO reminds staff before Term 1 teaching begins to use current course documents.	☐ Term 1 Week 1 Email sent to staff ☐ Staff Workshop Term 1 ☐ TLO supports staff with desktop audits and onsite audits -see TASC updates ☐ Term 1 TLO random S&S audit ☐ Term 2 TLO random S&S audit ☐ Term 3 TLO random S&S audit ☐ Scope and Sequence agenda Term 4 Week 5-9
Learning Area Leader (LAL)	- LAL in and out of workshops, works with teams to produce a co-constructed Scope and Sequence - LAL reviews scopes before uploading to shared Curriculum site.	☐ Term 1 LALs uses the TASC checklist (Appendix 3) for an internal audit in a LA workshop ☐ LALs support teachers with desktop- audits and onsite audits -see TASC updates ☐ Term 4 Week 5-9 LA Workshops on S&S ☐ By Term 4 Week 9, LAL review and provide feedback to teachers and then LAL ensures staff S&S uploaded to Curriculum
Teacher	- Teachers collaborate to produce a Scope and Sequence document and supporting resources - Teachers provide students with an outline of the course document.	☐ By Term 4 Week 9, Teachers send Scope & Sequence to LAL for feedback ☐ Teachers participate in desktop- audits and onsite audits -see TASC updates
Timeframe	Reviewed and in draft form by Term 4 the previous year for next year. Reviewed as required.	☐ Term 4

Standard 2

Course providers will ensure that individual students are exposed to the learning required by a course.

The focus of this Standard is to ensure that each student is provided with appropriate opportunities to undertake the learning, and formative and summative assessments required by a course.

Procedure

Attendance

- In a Staff Workshop TASC Liaison Officer/Assistant Principals ensure staff are aware of attendance requirements. EduPoint attendance is recorded lesson by lesson to satisfy requirements of this Standard. **Refer to Appendix 4 -Attendance Policy and Procedure Hellyer College**
- Assistant Principals and the Principal meet weekly to discuss student engagement and form actions to support student learning
- Students with ongoing attendance issues are supported with a Learning Plan
- Staff encourage students who need to 'catch up' to meet with them at break times, study lines, during study support, after school and in the November examination period (if enrolled in a Level 1 or 2 course).

Monitoring

- Attendance procedures workshopped and reviewed with whole staff in November each year
- Hellyer College participates in TASC desktop-audits and onsite audits.

Role	Attendance	Monitoring
Principal	Requests review of Attendance Policy as required. The Principal collaborates in weekly attendance and engagement meetings.	☐ Check policy dates
TLO	Before Term 1 teaching begins, TLO requests staff to record attendance in Edu Point in the first 15 mins of each lesson.	☐ Term1 Week 2, TLO requests admin to send weekly CLP attendance records to staff and to email teachers who have not recorded attendance ☐ TLO reviews in a Staff Workshop yearly attendance Week 6/7 Term 4
Learning Area Leader (LAL)	LAL supports teachers in Strategic Teams with attendance, modelling phone calls and parent meetings when necessary.	☐ LAL supports teachers with desk top audits and onsite audits as requested by TASC. ☐ ASTs support teachers will attendance concerns
Teacher	• Teachers record attendance in the first 15 minutes of each lesson • Ongoing monitoring during the year.	☐ Teachers participate in desk top audits and onsite audits as requested by TASC. ☐ Teachers follow the attendance policy and make contact home after 3 lessons away.
Timeframe	Week 1 Term 1 each year for major reminders	☐ Admin routinely check attendance completion

Standard 3

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

The focus of this Standard is to ensure that summative assessment and instruments used to measure student achievement are fit for purpose and fair.

Individual assessment tasks

Teachers ensure that individual assessment tasks have the following elements:

- note the criterion/ia (and standard elements as appropriate) that are being assessed
- indicate the relative weighting/significance of the individual task to overall assessment of the criterion/ia (minor/major/intermediate)
- give students clear performance indicators (success criteria). While these are typically based on the criterion/ia standard elements to be assessed, performance indicators can serve to contextualise standard elements in light of the specific requirements of a particular assessment instrument. This may include rubrics, checklists and exemplars
- do not privilege certain groups of students because of varying socio-economic, cultural, gender, and linguistic backgrounds and all tasks are equally accessible
- actually, allow assessment of the nominated criterion/ia, and for the potential to demonstrate the highest defined standards (unless otherwise noted)
- ***Refer to Appendix 5 Exemplar of Assignment Cover Page.***

Assessment Processes and tools

Marking guides

- Teachers use course rubrics, marking guides and exemplars to ensure consistency of assessment across all classes of the same course
- Teachers use ***Appendix 6 Assessment Tool checklist*** when preparing assessments
- Teachers use ***Appendix 7 Checklist for Assessment Records*** to ensure accuracy of records.

Work Requirements

All Work Requirements defined by the course are addressed in the Scope and Sequence.

Assessment Methods

- Teachers ensure in their scope and sequences that a suitable variety of assessment methods are used (e.g., observations, assignments, tests, peer and self-assessment, and oral/multi-modal presentations, reports, and essays)
- Teachers utilise formative (exit tickets, quizzes, think-pair share, questioning, short assignments) and summative assessment methods (e.g., tests, essays, presentations, reports, peer and self – reflection).

Monitoring

- In a Staff Workshop the TASC Liaison Officer will ensure staff are aware of expectations regarding individual assessment tasks
- Learning Area Leaders and Curriculum Team monitor Scopes and Sequences and Assessment tools
- Learning Area Leaders use **Appendix 6 Standard 3 Assessment Tool Checklist** with staff and suggest areas for improvement
- Learning Area Leaders use **Appendix 7 Standard 3 Checklist for Assessment Records** with staff and suggest areas for improvement
- Hellyer College participates in TASC desktop-audits and onsite audits.

Role	Individual Assessment Tasks	Monitoring
Principal	Makes time and space in Week 0 or 1 to review TASC Standard 3.	☐ Term 1 Week 1
TLO	Before Term 1 teaching begins, TLO requests teachers to use the checklist for Assessment when preparing assessments (Appendix 6).	☐ Term 1 Week 1 TLO Workshop
Learning Area Leader (LAL)	LAL reiterates Standard 3 message in LA workshops.	☐ Term 1 LAL uses the TASC checklist (Appendix 6) for an internal audit in a LA workshop ☐ LAL support staff with desktop- audits and onsite audits -see TASC updates
Teacher	Teachers use Appendix 6 to ensure assessments meet Standard 3.	☐ Teachers participate in desktop- audits and onsite audits -see TASC updates
Timeframe	Week 1 Term 1 each year.	

Role	Marking Guides	Monitoring
Principal	Makes time and space in Week 0 or 1 to review TASC Standard 3.	☐ Term 1 Week 1
TLO	Before Term 1 teaching begins, TLO explains TASC expectations as per Standard 3 with teachers.	☐ Term 1 Week 1 TLO Workshop ☐ TLO supports staff with desktop audits and onsite audits -see TASC updates
Learning Area Leader (LAL)	LAL works with teachers in LA meetings to ensure Teachers use course rubrics, marking guides and model written answers to ensure consistency of assessment across all classes of the same course.	☐ Term 1 LAL uses the TASC checklist (Appendix 5,6) for an internal audit in a LA workshop ☐ LAL support staff with desktop- audits and onsite audits -see TASC updates
Teacher	Teachers use course rubrics, marking guides and model written answers to ensure consistency of assessment across all classes of the same course.	☐ Teachers collaborate to form the marking guide ☐ Teachers participate in desktop- audits and onsite audits -see TASC updates
Timeframe	At least once a term and as necessary.	

Role	Work Requirements	Monitoring
Principal	Makes time and space in Week 0 or 1 to review TASC Standard 3.	☐ Term 1 Week 1
TLO	Before Term 1 teaching begins, TLO explains TASC expectations as per Standard 3 with teachers.	☐ Term 1 Week 1 TLO Workshop ☐ TLO supports staff with desktop audits and onsite audits -see TASC updates ☐ Term 1 TLO random S&S audit ☐ Term 2 TLO random S&S audit ☐ Term 3 TLO random S&S audit ☐ Scope and Sequence agenda Term 4 Week 5/6
Learning Area Leader (LAL)	LAL in and out of workshops works with teams to produce a co-constructed Scope and Sequence.	☐ LAL support staff with desktop- audits and onsite audits -see TASC updates ☐ Term 4 Week 5-9 LA Workshops on S&S ☐ By Term 4 Week 9, LAL ensures staff S&S uploaded to Teams
Teacher	Teachers collaborate to produce a Scope and Sequence document including work requirements.	☐ By Term 4 Week 9, Teachers upload course Scope & Sequence and resources to Teams ☐ Teachers participate in desktop- audits and onsite audits -see TASC updates
Timeframe	Completed by Term 4 the previous year for next year. Reviewed as required.	

Role	Assessment Methods	Monitoring
Principal	Makes time and space in Week 0 or 1 to review TASC Standard 3.	☐ Term 1 Week 1
TLO	Before Term 1 teaching begins, TLO explains TASC expectations as per Standard 3 with teachers.	☐ Term 1 Week 1 TLO Workshop ☐ TLO supports staff with desktop audits and onsite audits -see TASC updates ☐ Term 1 TLO random assessment audit ☐ Term 2 TLO random assessment audit ☐ Term 3 TLO random assessment audit
Learning Area Leader (LAL)	- LAL works with teachers in and out of workshops on recording assessment methods in their S&S - Learning Area Leaders ensure that internal moderation occurs for 3 major assessment tasks.	☐ Term 1 LAL uses the TASC checklist (Appendix 4,5) for an internal audit in a LA workshop ☐ LAL support staff with desktop- audits and onsite audits -see TASC updates ☐ Term 4 Week 5-9 LA Workshops on S&S and assessment. ☐ By Term 4 Week 9, LAL ensures staff S&S uploaded to Teams
Teacher	- Teachers ensure in their scope and sequences that a suitable variety of assessment methods are used - Teachers utilise formative and summative assessment methods.	☐ By Term 4 Week 9, Teachers upload course Scope & Sequence and resources to Teams ☐ Teachers participate in desktop- audits and onsite audits -see TASC updates
Timeframe	Completed by Term 4 the previous year for next year. Reviewed as required.	

Standard 4

Course providers will ensure that accurate assessment records are maintained.

The focus of this Standard is to ensure that assessment judgements are formally recorded, and that the records are clear, easy to interpret and securely stored.

Assessment Records

- Teachers ensure course assessment records are accurate and include the:
 - student's name
 - date of the assessment
 - assessment task/tool title/description
 - criterion/ia (and standard elements as appropriate) assessed
 - relative weighting/significance of the individual task to overall assessment of the criterion/ia
 - level of achievement demonstrated (e.g. C+)
 - notes on learning progress
 - Final Assessment Methodolgy **Refer to Appendix 14 Final Assessment Methodology** [Final Internal Assessment Methodology](#)
 - **Refer to Appendix 7 for Assessment Record Checklist**
 - **Refer to Appendix 8 for Assessment Record (Mark Book) Exemplar**
- Teachers ensure assessment records are up to date
- Teachers ensure assessment records are secure from:
 - unauthorised access
 - loss (e.g. they are stored centrally in the All Staff Team, TASC channel, Assessment Records or on Canvas- ASTs have access)

Teachers **must** articulate final assessment rubrics that clearly indicate how final judgements are made for each criterion (the 'rules' used to determine the final rating).

Monitoring

- In a Staff Workshop TASC Liaison Officer ensure staff are aware of the requirements of Assessment Records
- Early Term One, Learning Area Leaders meet with staff and use the Assessment Record Checklist and explore areas for improvement
- Hellyer College participates in TASC desktop-audits and onsite audits.

Role	Assessment Records	Monitoring
Principal	Makes time and space in Week 0 or 1 to review TASC Standard 4.	☐ Term 1 Week 1
TLO	Before Term 1 teaching begins, TLO requests staff to record assessment per Standard 4.	☐ Term 1 Week 1 TLO Workshop ☐ TLO supports staff with desktop audits and onsite audits -see TASC updates ☐ Term 1 TLO random assessment record audit
Learning Area Leader (LAL)	LAL supports teachers with Assessment Record keeping.	☐ LAL supports teachers with desk top audits and onsite audits.
Teacher	- Teachers ensure course assessment records include the: - student's name - date of the assessment - assessment task/tool title/description - criterion/ia (and standard elements as appropriate) assessed - relative weighting/significance of the individual task to overall assessment of the criterion/ia - level of achievement demonstrated (e.g. C+) - notes on learning progress - Final Assessment Methodology See Appendix 13 for Final Assessment Methodology - See Appendix 7 for Assessment Record Checklist - See Appendix 8 for Assessment Mark Book Exemplar - Teachers ensure assessment records are up to date - Teachers ensure assessment records are secure from: - unauthorised access - loss (e.g. they are stored centrally in TEAMS, All Staff, TASC, Assessment Records)	☐ Teachers participate in desk top audits and onsite audits.
Timeframe	Week 1 Term 1 each year.	

Standard 5

Course providers will have effective and documented procedures to ensure comparability of the interpretation and application of course standards to the evidence of student work.

The focus of this Standard is to ensure the reliability and comparability of internal assessment judgments. Effective implementation of this Standard is required in order to ensure the reliability, validity and integrity of qualifications issued by the Office of TASC.

Principles underpinning the Standard include: equity; fairness; and justice. This ensures within-provider within- course comparability.

The Standard means:

- an individual teacher's interpretation and application of a course's criteria standards is comparable with that made by other teachers in the state (i.e. a piece of student work would be given a similar assessment by 'teacher X' at another college and 'teacher Y' at Hellyer College.)
- in cases where Hellyer College has more than one class of a course with different teachers, assessment judgements are consistent between classes (i.e. a piece of student work would be given a similar assessment by appropriate teachers at Hellyer College).

Moderation Procedure

Internal Moderation

- Teachers engage in dialogue with other teachers about standards and assessment, and share and cross mark, selected works, including mid-year exams.
- Teachers participate in internal moderation and moderate a minimum of 2 assessment tasks per year. This work complements Standard 3 (Assessment tools-Marking guides).
- Staff who teach but are not attending Quality Assurance Meetings will internally moderate the samples with the teacher attending. **(Refer to Standard 9)**
- Mentors who teach the same subject, moderate with early career teachers and/or teachers new to the subject to support understanding of criteria and the elements within.

External Moderation

- Hellyer College is committed to resourcing moderation activities and will supply at least one teacher per subject on Hellyer's current scope of courses for Moderation Days

- Hellyer College expects all teachers to have pre-marked Moderation activities for subjects they are attending and uploaded as per instructions.
- Hellyer College commits to Moderation Leader roles for subjects that the college sponsors.

External Assessment Participation (exam marking)

- Teachers opt to apply for TASC external assessment as Markers and often use the process as on-going professional development and learning. Hellyer Colleges encourages and supports teachers to mark external assessments.

Number and scope of assessment tasks

- Teachers work collaboratively to co-design assessment tasks and most are common to the same course
- Teachers design assessment tasks that cover the scope of the course with minor tasks (formative and summative) before the Major task is set as noted on the Scope and Sequence
- Teachers use the associated marking standards to assess assignments, and this is clearly noted on the front page of assessment tasks. **(Refer to Appendix 4)**
- Learning Area Teams use their professional judgment with reference to the complexity and the elements within the course to determine the number of times assessment is required. Guiding principles of fairness and opportunities for students to demonstrate understanding will be applied
- Assessment tasks may assess more than one criterion and will be clearly noted on the front page of the assessment task
- Each **element** within a criterion **must** be assessed at least **three times** and is mapped on the Scope and Sequence and Assessment Matrix. This allows opportunity for improvement. This element might be the student's strength.
- All criteria are of equal importance and the Assessment Matrix will show a balance across all criteria. Staff should consider not over assessing criteria to manage student workload.
- **Refer to Standard 3** (Assessment tools and tasks meet the requirements of the course are fair).

Formal advice and Feedback from TASC

TASC Quality Assurance Meeting Report

- The TASC Liaison Officer (TLO) and the Principal review the report
- The TLO provides individual feedback to Learning Area Leaders and teams of teachers
- Teachers adjust assessments based on Quality Assurance Meeting assessments.

TASC Quality Assurance Audit Report

- The TASC Liaison Officer (TLO) and the Principal review the report
- The TLO provides individual feedback to Learning Area Leaders and teams of teachers
- The TLO and teachers discuss an appropriate timeline for improvements
- The TLO provides TASC with evidence of improvements.

Level 3 and 4 Internal/External rating data sets

Level 3 and 4 internal/external rating data sets are used to inform assessment judgements and future planning.

- The TLO/Principal leads the discussion in the Leadership Meeting and reviews all data sets
- The Learning Area Leaders review data with teachers
- Learning Areas discuss areas for adjustment and use the Inquiry Cycle Model for improvement.

Monitoring

- Hellyer College participates in TASC desktop-audits and onsite audits
- Teachers participate in a workshop/ Learning Area Meeting based on level 3 and 4 results and actions are monitored in Leadership Meetings- Learning Area Inquiries and in discussion with the Principal
- The TLO and Learning Area Leaders monitor QA meeting reports and support teacher action for audit improvements.

Role	Internal Moderation	External Moderation	Monitoring
Principal	In Leadership meetings, the Principal supports allocation of time within Learning Area meetings for moderation.	Hellyer College commits to Moderation Leader roles for subjects that the college sponsors.	☐ Term 1 ☐ Term 2 ☐ Term 3
TLO	During Term 1, TLO allocates time for LAL to moderate in LAL meetings (Standard 5).	TLO ensures all subjects on Hellyer's Scope have at least one teacher at Moderation.	☐ Term 1 workshop time ☐ Term 2 workshop time ☐ Term 3 workshop time
Learning Area Leader (LAL)	LALs guide moderation in Learning Area Meetings.	Learning Area Leaders ensure that all subjects at Moderation are covered by teachers and this is communicated to the TLO.	☐ Term 1 External Moderation ☐ Term 2 External Moderation ☐ Term 3 External Moderation
Teacher	- Teachers actively participate in internal moderation within Learning Area Meetings held to moderate 3 major assessment tasks per year. Internal moderation occurs in LAM, before formal Moderation Days in March and September each year, and before and during Quality Assurance Meetings in September (refer to Standard 9) - Teachers engage in dialogue with other teachers about standards and assessment, and share and cross mark selected works; including mid-year exams - Mentors who teach the same subject moderate with early career teachers and/or teachers new to the subject to support understanding of criteria and the elements within.	- Teachers attend Moderation. - Hellyer College expects all teachers to have pre-marked Moderation activities for subjects they are attending and uploaded as per TLO instructions.	☐ ☐ ☐ Teachers internally moderate x3 ☐ Teachers attend Moderation in March ☐ Teachers attend Moderation in September
Timeframe	Moderate 3 times per year.	In March and September.	

Role	External Assessment Participation	Monitoring
Principal	The Principal approves external assessment participation.	☐ The Principal notes names of participants
TLO	TLO emails staff TASC update information regarding participation in external assessment.	☐ As noted on the TASC updates
Learning Area Leader (LAL)	LAL invites teachers to apply for external assessment roles in LA meeting.	☐ Term 1 to 4
Teacher	Teachers opt to apply for TASC external assessment as Markers as on-going professional development and learning.	☐ Teachers opt to mark external exams (must inform The Principal)
Timeframe	Teachers apply through TASC update.	

Role	Number and Scope of Assessment Tasks	Monitoring
Principal	The Principal make time and space for planning of assessment tasks with learning teams.	☐ Term 1 - 4
TLO	During Term 1, TLO explains TASC expectations as per Standard 5 with teachers.	☐ Term 1
Learning Area Leader (LAL)	LAL works with teachers in and out of workshops to improvement assessment tasks.	☐ LAL uses checklist with staff
Teacher	• Teachers work collaboratively to co-design assessment tasks and most are common to the same course • Teachers design assessment tasks that cover the scope of the course with minor tasks (formative and summative) before the Major task is set as noted on the scope and sequence • Teachers use the associated marking standards to assess assignments, and this is clearly noted on the front page of assessment tasks. (see Appendix 4) • Learning Area Teams use their professional judgment with reference to the complexity and the elements within the course to determine the number of times assessment is required. Guiding principles of fairness and opportunities for students to demonstrate understanding will be applied • Assessment tasks may assess more than one criterion and will be clearly noted on the front page of the assessment task • Each element within a criterion must be assessed at least once and is mapped on the Scope and Sequence and/or assessment matrix • Refer to Standard 3 (Assessment tools and tasks meet the requirements of the course are fair).	☐ Teachers participate in desktop- audits and onsite audits -see TASC updates
Timeframe	Every assessment considers the above.	

Role	Formal Advice from and feedback from TASC	Monitoring
Principal	TASC Quality Assurance Meeting Report The Principal reviews the report and plans with TLO future steps. TASC Quality Assurance Audit Report The Principal reviews the report and plans with TLO future steps. Level 3 and 4 Internal/ External rating data sets The Principal reviews the final results in December and plans with the Leadership Team future inquiry.	☐ QA Report reviewed ☐ Audit Report reviewed ☐ External Ratings data sets reviewed December
TLO	TASC Quality Assurance Meeting Report • TLO reviews the report • The TLO provides individual feedback to Learning Area Leaders and teams of teachers. TASC Quality Assurance Audit Report • TLO reviews the report • The TLO provides individual feedback to Learning Area Leaders and teams of teachers • The TLO and teachers discuss an appropriate timeline for improvements • The TLO provides TASC with evidence of improvements. Level 3 and 4 Internal/ External rating data sets • The TLO with the Principal leads the discussion in the Leadership Meeting and reviews all data sets.	☐ QA Report reviewed ☐ QA Report reviewed with LAL and course teachers ☐ Audit Report reviewed ☐ Audit Report reviewed with LAL and course teachers ☐ Audit Report timeline complete ☐ External Ratings data sets reviewed December ☐ External Ratings data sets reviewed February with LAL

Role	Formal Advice from and feedback from TASC continued	Monitoring
Learning Area Leader (LAL)	TASC Quality Assurance Meeting Report LALs support teams of teachers to review and make adjustments to assessment. TASC Quality Assurance Audit Report • LAL support teams of teachers to review and make adjustments to assessment. • LAL supports teachers to meet timelines for improvement. Level 3 and 4 Internal/ External rating data sets LAL leads the discussion in the LAL Meetings and reviews all data sets.	☐ TASC QA LAL support teachers ☐ LAL meet with TLO to action report findings ☐ LAL meet with AP and P to develop and action Inquiries
Teacher	TASC Quality Assurance Meeting Report Teams of teachers take on feedback and review assessment practice(s). TASC Quality Assurance Audit Report • Teams of teachers take on feedback and review assessment practice(s) • Teachers meet timeline for improvements. Level 3 and 4 Internal/ External rating data sets Teachers review data as part of Learning Area Inquiries.	☐ Teachers attend QA ☐ Teachers prepare for audit ☐ Teachers participate in desktop- audits and onsite audits -see TASC updates ☐ Teachers review previous years data Feb/ March
Timeframe	As per feedback timeline.	

Standard 6

Course providers will have policies and procedures to ensure that any disputes regarding final internal assessments are resolved prior to reporting to TASC.

The focus of this Standard is to ensure that any disputes regarding final internal assessments are determined prior to a school sending ratings to TASC in Term 4 each year.

In order to achieve this Hellyer has systems in place to: inform students about their predicted final internal ratings for each course studied; undertake any requested review in fair and just manner; and make and record the determination of the process.

Ongoing Access to student records

Teachers are encouraged to support students maintain their own record of progress, including their own reflection on teacher feedback. (**Refer to Appendix 10 Student Internal Assessment Progress.**)

In Term One, Teachers explain to students that they can view their record of progress at any stage. On request, all students have access to their record of progress.

Provisional Internal Ratings

- The Curriculum Team review the Provisional Internal Ratings template each year and it is presented in a staff workshop.
- Teachers provide all students with a copy of their Provisional Internal Ratings 4 weeks before the end of the year. (**Refer to Appendix 9- Provisional Internal Ratings.**)
- The Principal will communicate this information with parents, via the newsletter and social media and a text will also be sent home.
- Students are requested to sign the copy provided. Class Teachers will retain the signed copy
- Teachers will print a signed copy for the student or students take a photograph for their records.
- Those students who have not met the requirements of the course will have noted on their Provisional Ratings Sheet unsubmitted assignments to complete by the end of Week 2/3
- One week prior to term's end, teachers provide all students with a copy of the Provisional Internal Assessment with the **Final Rating*** for each course. Class Teachers will retain a copy of the final rating sheet and email class sets to their Learning Area Leader.

*Teachers will determine for TASC Level 1, 2 and VET courses, those students requested to return in the end of year assessment zone. Teachers will email Learning Area Leaders names of students and the subject for mailout. LALs will bulk send this to Admin.

- All teachers will inform students of their right to review their internal ratings and students may request a review of their internal assessment ratings in Term 4 Week 4. Refer to Appendix 11 Review of Assessment (Folios and Final Internal Ratings Policy)

- Students who have not completed all internal assessments by Term 4 Week 2, will be sent a letter requesting their child return to complete work in the Examination Period
- Teachers will collate all class Final Ratings Award, and centrally store them in the class Assessment Record in the ALL Staff Team, TASC channel, Assessment Records by week 8 Term 4.

Role	Ongoing Access to student records	Monitoring
Principal	The Principal informs staff that student records are ‘the College’s’ and that students can access their own on request.	☐ Term 1
TLO	During Term 1, TLO encourages teachers to use Appendix 10 -Student Internal Assessment Progress with their students.	☐ Term 1 Student Internal Assessment Progress
Learning Area Leader (LAL)	LALs encourage teachers to use the Appendix 10 -Student Internal Assessment Progress .	☐ Term 1 Student Internal Assessment Progress
Teacher	Teachers encourage students to use the Appendix 10 -Student Internal Assessment Progress. In Term 1, Teachers explain to students that they can view their record of progress at any stage.	☐ Term 1 Week1-4
Timeframe	Week 1-2 Term 1	☐ TASC desktop-audits ☐ TASC on-site audits

Role	Provisional Internal Ratings	Monitoring
Principal	The Principal communicates release of Provisional Internal ratings by text. Internal ratings review panel The Principal reviews and signs off on the panel for internal rating reviews.	☐ Newsletter and text by End of Week 1 Term 4 ☐ Term 4 Internal reviews completed before TASC advertised internal ratings due
TLO	TLO and the Curriculum Team ensures staff have access to Provisional Internal Ratings Sheet Term 3 Week 7. Internal ratings review panel The TLO leads panel review of requested internals.	☐ Provisional Internal Ratings sheet Term 3 Week 7 ☐ Internal reviews completed before TASC advertised internal ratings due ☐ Record number/nature of complaints made to TASC regarding a school's final internal assessment judgements.
Learning Area Leader (LAL)	Learning Area Leaders request copies of final provisional ratings sheets.	☐ Internal ratings collated by LAL October
Teacher	- Teachers provide students with Provisional Internal Ratings sheet - Teachers inform students of their right to seek a review in Term 4 Week 3 after they have received their final internals. Teachers explain the process - Teachers provide students with final Internal Ratings results.	☐ End of Week 1 Term 4 ☐ End of Term 4 Week 3
Timeframe	Term 4	☐ TASC desktop-audits ☐ TASC on-site audits

Standard 7

Course providers will ensure that students are given explicit learning regarding academic integrity.

The focus of this Standard is to ensure that students are given appropriate learning opportunities regarding:

- the nature and significance of authenticity and academic integrity
- how to reference/cite other people's information, images, ideas or words (including material from the internet and social media) in their own work
- how to create appropriate reference lists/bibliographies
- and, for students undertaking Level 3 or 4 courses that involve externally assessed folios, the significance of [TASC's External Assessment Rule](#) (#3: 'Externally assessed folios and other project work'). Most Level 2, 3 and 4 courses have criteria with standard elements explicitly referring to academic integrity and referencing. While Level 1 courses generally lack such standard elements, Hellyer College should teach students undertaking level 1 courses the basic principles of academic integrity, and citation.
- It is expected that teachers model the best practice of academic integrity [Academic-Integrity-Guide.pdf \(tasc.tas.gov.au\)](#) in the first month of CLP and then when necessary in class.

(e.g. cite the use of other people's information, images, ideas or words used in information sheets or assessment tasks given to students).

In addition to academic integrity, teachers will communicate with students about the significance of time management and submitting work by due dates (e.g. the penalties for late submission of externally assessed folios, and any school-based penalties for late submission of internally assessed tasks).

Teachers use Appendix 12 Academic Integrity Policy and Procedures for all work that is to be submitted for assessment.

Teachers will complete a Microsoft form for each subject to ensure course specific advice on Academic Integrity. This is centrally stored in the All-Staff Team, TASC channel, Academic Integrity.

Role	Academic Integrity	Monitoring
Principal	The Principal requests all staff to model best practice of academic integrity. Possible breach of External Assessment Rule #3 The Principal and TLO confirm process and next steps.	☐ Term 1 ☐ Term 3/ 4
TLO	TLO liaises with AST Griffith Martin to review the Academic Integrity Policy and to communicate information to all staff and students. TLO sends out Microsoft survey on how teachers teach Academic Integrity. Possible breach of External Assessment Rule #3 • TLO communicates concerns with the Principal • TLO contacts student and the relevant teacher if there is a possible breach of External Assessment Rule #3 and a meeting/ phone call is made to discuss the students' response.	☐ Term 1 communicate with teachers. ☐ Monitors Microsoft Forms for submissions ☐ Policy updated as new information provided by TASC ☐ Evidence gathered and submitted to TASC for review ☐ The student is contacted post review from TASC and P/AP group, teacher notified.
Learning Area Leader (LAL)	• LALs requests teachers to use Appendix 12 Hellyer College Academic Integrity Policy • Learning Area Leaders Review Academic Integrity subject plans for Learning Area with Teachers (Intranet, shared staff documents, Academic Integrity, subject. link) See Appendix	☐ completed in LA meeting by end of Term 1
Teacher	• Teachers communicate with students the Appendix 12 Hellyer College Academic Integrity Policy. In the first month of CLP. Further reference for students from TASC • Teachers communicate the importance of time management and submitting work by due dates in class. (e.g. the penalties for late submission of externally assessed folios, and any college-based penalties for late submission of internally assessed tasks) • Teachers in Level 3 and 4 subjects that have a folio, refer to: https://www.tasc.tas.gov.au/students/years-11-and-12/preparing-for-exams/rules/?highlight=rules • Teachers use additional/supplementary assessment techniques in cases where academic integrity is questionable (e.g. oral assessments or comparing work with tasks done under test conditions) and this is noted in student Assessment records • Teachers model best practice of academic integrity and referencing when communicating to students (PowerPoints, assessment tasks, images etc). • Teachers will complete a Microsoft form for each subject to ensure course specific advice on Academic Integrity. This is centrally stored in the All Staff Team, TASC channel, Academic Integrity	☐ As required in individual course Scope and Sequences
Timeframe	Term 1	☐ TASC desktop-audits ☐ TASC on-site audits

Standard 8

Course providers will have policies and procedures to ensure that any disputes regarding a school's refusal to endorse the authenticity and academic integrity of externally assessed folios are resolved.

The focus of this Standard is to ensure that any issues related to the college's refusal to endorse the authenticity and academic integrity of a student's Level 3 or 4 externally assessed folio or project work are managed in a fair, reasonable and timely manner.

This Standard is closely related to the context set by Standard 7.

TASC requires Hellyer Colleges to endorse the authenticity and academic integrity of students' externally assessed folio or project work. In cases where such authenticity is in question, the endorsement should not be made. For example: a completed folio is submitted but the teacher has not seen prior drafts; the 'voice' of the work does not appear to be the student's; citation has not been used; or unreferenced copying from the internet has been identified.

Refer to *Appendix 12 Academic Integrity Policy and Procedures* and *Appendix 11 Review of Assessments (Folio & Final Rating) Policy and Procedures*.

Role	Academic Integrity of Folios	Monitoring
Principal	The Principal requests all staff of subjects with folios to make students aware of academic integrity policy and reviews. Student's folio remains unsigned by teacher. The Principal and TLO confirm process and next steps.	☐ Term 1 ☐ Term 4
TLO	Student's folio remains unsigned by teacher. - TLO communicates concerns with the Principal - TLO forms panel to review any written requests from students for review - TLO communicates with LAL and the teacher involved - TLO completes page 4 of Appendix 11 Review of Assessments (Folio & Final Rating) Policy.	☐ Evidence gathered and submitted to panel ☐ The student and parents are contacted post review from P/AP group. ☐ The Office of TASC is informed of decision. ☐ All documentation is stored in Teams (All Staff TASC, Folios and Final Assessment Formal Review folder) and the review placed in the student's folder
Learning Area Leader (LAL)	- LALs inform teachers of folios of review process - LALs support teachers in the review process.	☐ completed in LA meeting/ or workshop by end of Term 1 ☐ Term 4
Teacher	The teacher will - Verbally inform the student of the college's inability to endorse the authenticity and academic integrity of their work - Send a formal letter informing the student of the college's inability to endorse the authenticity and academic integrity of their work and their right to seek a review of the decision not to endorse. The Request for Review of Internal Assessment form from Appendix 11 Review of Assessment (Folios 7 Final internal Ratings) Policy page 3 will be attached.	☐ verbal contact made by subject teacher ☐ formal letter sent by subject teacher ☐ teachers compile evidence of student work
Timeframe	Term 1	☐ TASC desktop-audits ☐ TASC on-site audits ☐ TASC requirement of evidence from a school if possible breaches of External Assessment Rule (#3) are found.

Standard 9

Course providers will undertake all quality assurance processes required by the Office of TASC.

The focus of this Standard is to ensure clarity about the roles and responsibilities of the college and the Office of TASC regarding formal quality assurance activities. Robust quality assurance is required in order to ensure the reliability, validity and integrity of qualifications issued by the Office of TASC.

Under Sections 11 (ab & e), 31, 33(1-3), 56(l) (e & gd), 56(2), 57 and 64(2)(a) of *the Act*, the Office of TASC is given legislative powers and responsibilities to undertake a variety of quality assurance activities. Principals - on behalf of their college - are responsible for ensuring that all TASC quality assurance requirements are met.

TASC Quality Assurance Meetings

Quality Assurance Meetings are for selected courses. This activity is typically used to monitor aspects of Standard 5.

- TLO identifies courses from the TASC update that will be Quality Assured in current year
- TLO confirms with Learning Area leaders the teacher who will represent the college at QA and the teachers who will moderate before the QA meeting in September
- TLO confirms with teachers (and their Learning Area Leader) their role at QA
- TLO invites QA teachers (and their Learning Area Leader) to a meeting on QA process. The purpose of the meeting is for all teachers to be fully informed of the process, the bodies of work to be collated and copied and assessment made as per TASC requirements, including required record sheets completed
- Learning area leaders work with teachers to gather and moderate bodies of work supported by the TLO
- Learning Area Leaders meets with teachers at least 2 weeks before to discuss progress
- TLO calendar invites each staff member to QA on the date and asks them to organise relief when necessary
- TLO ensures a staff member attends the scheduled meeting confirm/check 2 days before
- The Principal ensures college-based analysis and actioning of Quality Assurance Meeting Reports (Term 4 of meeting year, and second report in early Term 1 of the following year).

Desk-top Audits

These activities are used to monitor aspects of Standards 1 to 4.

- TLO requests materials from teachers to be sent to TASC as per individual course requirements (*Work Readiness Level 2* and *Project Implementation Level 2*) and by the due date
- TLO requests material of selected courses/ providers (as notified by TASC)
- TLO responds to requests from TASC (e.g. late enrolment changes or changes to Scopes of course offered.) **Refer to Standard 10**
- The Principal ensures any remedial action required by TASC occurs in a timely manner.

Regional Quality Assurance Workshop

This activity is used to give Hellyer College formal opportunities for *self-monitoring* of Standards 1 to 8, and the development of plans to address identified needs. Selection occurs on an annual basis and at the request of TASC.

- TLO identifies staff need to attend the workshop. e.g new staff to a course
- After the request from the Office of TASC, the TLO ensures the college is represented at the Workshop, with nominated materials.

Site-visit Audits:

TASC will request a focused audit of a particular course/s. These activities are typically used to monitor Standards 1 to 8. The TLO will liaise with teachers when required.

Role	Quality Assurance	Monitoring
Principal	The Principal confirms with TLO that the process has started. The Principal ensures college-based analysis and actioning of Quality Assurance Meeting Reports.	☐ Term 1 ☐ Term 4 of meeting year, and second report in early Term 1 of the following year.
TLO	TLO identifies courses from the TASC update that will be Quality Assured in current year. TLO confirms with Learning Area leaders the teacher who will represent the college at QA and the teachers who will moderate before the QA meeting in September. TLO confirms with teachers (and their Learning Area Leader) their role at QA. TLO invites QA teachers (and their Learning Area Leader) to a meeting on QA process. The purpose of the meeting is for all teachers to be fully informed of the process, the bodies of work to be collated and copied and assessment made as per TASC requirements, including required record sheets completed. TLO calendar invites each staff member to QA on the date and asks them to organise relief when necessary. TLO ensures a staff member attends the scheduled meeting confirm/check 2 days before.	☐ Term 1 ☐ Term 1/2 ☐ Term 2 ☐ Term 2 ☐ Term 3, Two days before QA.
Learning Area Leader (LAL)	Learning Area leaders discuss with teachers who will represent the college at QA and the teachers who will moderate before the QA meeting in September. Learning Area Leaders attend in-house QA information meeting to have a clear understanding of the QA process. Learning Area Leaders check-in with teachers on progress in August. Learning Area Leaders work with teachers based on recommendations of TASC Report.	☐ end of Term 1 ☐ Term 2 ☐ Term 3 ☐ Term 4

Teacher	If there is only one teacher of a QA subject, this teacher will attend QA. If there is more than one teacher this role will be rotated each year so that all teachers can experience and learn from the process. Teachers attend in-house QA information meeting to have a clear understanding of the QA process. Courses that have Lit, Num, ICT standards (ticks) For individual Level 2 courses which include in their Quality Assurance section the stated requirement for, "archived samples of individual student's work sufficient to illustrate the borderline between that judged as an SA or PA award." Each archived sample needs to: • be at the SA/PA (or in some cases SA/NN) borderline, not the borderline of higher awards as it is on this borderline that the contribution of a course to the TCE's 'everyday adult' skill sets standards rests (the so-called 'ticks') • be of sufficient scope and depth that each sample can be used to make final assessment judgements against all the course's criteria and - by application of the award algorithm - the final award that would be generated (i.e. each sample is a substantial body of work, not a single assessment task) • have notations regarding the final assessment ratings and the reasons for each. • Teachers need to review archived collection on the intranet and update as required Teachers' check-in with LAL on their progress in August. Teachers attend QA in September.	☐ Term 1 ☐ Term 1/2
Timeframe	Term 1- Term 3	☐ TASC QA Meetings

Role	Desk-top and Site Visit Audits	Monitoring
Principal	Desk Top Audits The Principal confirms with TLO that the process has started. The Principal reviews and signs Risk Assessments for Project Implementation. On site audits The Principal is advised of site-visits and desk top audits and process discussed with TLO. The Principal ensures any remedial action required by TASC occurs in a timely manner.	☐ Term 1 ☐ Term 1/2
TLO	TLO requests materials from teachers to be sent to TASC as per individual course requirements (<i>Work Readiness Level 2</i> and <i>Project Implementation Level 2</i>) and by due date. TLO requests material of other selected courses/ providers (as notified by TASC) for on-site visits. TLO ensures arrangements are in place for on-site visit (e.g. room provided, principal/ representative and course teacher/s available at agreed times, documents and other materials forming the evidence-base for audit are available) TLO support teachers to undertake remedial actions as necessary (i.e. as identified by any Requirement audit findings). TLO responds to requests from TASC (e.g. late enrolment changes or changes to Scopes of course offered.) See Standard 10.	☐ Term 1 ☐ Term 2 ☐ Term 3 ☐ Term 4
Learning Area Leader (LAL)	When necessary, LAL support teachers to meet TASC requests as per individual course requirements and by due date. LALs support teachers to undertake remedial actions as necessary (i.e. as identified by any	☐ Term 3/4

	Requirement audit findings).	
Teacher	Teachers respond to requests from TLO as per individual course requirements (<i>Work Readiness</i> Level 2 and <i>Project Implementation</i> Level 2) and by the due date. Teachers organise materials of selected courses/ providers (as notified by TASC) for site-visit audits Teachers undertake remedial actions as necessary (i.e. as identified by any Requirement audit findings). Teachers are timely when making course adjustments for students. Teachers must ensure all work is assessed using the course standards that the student is enrolled in.	☐ Term 1 ☐ Term 1/2 ☐ Term 3
Timeframe	Term 1- Term 3	☐ TASC desktop-audits ☐ TASC on-site audits

Role	Regional Quality Assurance Workshop	Monitoring
Principal	The Principal confirms with Leadership Team the teachers that may benefit from PL. The Principal is aware who is attending QA Workshops at The Office of TASC requests. Out of Workshop refinement of QA Improvement Plan, the Principal endorses and TLO lodges with TASC	☐ Term 1
TLO	TLO ensures the college is represented at the Workshop, with nominated materials. TLO meets with teachers to discuss QA Improvement Plan and ensure it is actioned in a timely manner.	☐ Term 1/2
Learning Area Leader (LAL)	LAL confirms with TLO who is represented at the Workshop and supports teachers to gather relevant material. LALs support teachers when meeting with TLO to discuss QA Improvement Plan and ensure it is actioned in a timely manner.	☐ Term 1/2
Teacher	Teachers may request attendance at QA Workshop for PL. TLO may request a teacher's presence to represent the College at the QA Workshop, with nominated materials. Teachers meet with TLO to discuss QA Improvement Plan and ensure it is actioned in a timely manner	☐ Term 1/2
Timeframe	Term 3	☐ TASC QA Workshops

Standard 10

Course providers will ensure that their registered scope of courses and associated enrolments are accurate and up-to-date, that they have policies and procedures regarding student movement between courses, and that final reporting to TASC occurs by due dates.

The focus of this Standard is to ensure Hellyer College maintains accurate and up-to-date scope registrations and enrolments and undertake final reporting to TASC by due dates. While the principal is responsible for a College's compliance with all Standards, it is expected that much of the actioning of Standard 10 will fall under the responsibilities of the TASC Liaison Officer (TLO).

The Principal must nominate Hellyer College's TLO at the time of annual registration in February. See www.tasc.tas.gov.au/providers/information-for-schools/tasc-liaison-officers for details regarding the role of the TLO.

This Standard is aimed at ensuring:

- the timeliness and accuracy of qualifications (including the TCE) issued by TASC to individual students
- the integrity of Standards 1 - 4 in cases where late changes to enrolment are required
- that errors/omissions in matters of scope, enrolment or final reporting are used as opportunities to inform continuous improvement
- TASC's quality assurance processes take account of courses being delivered and assessed by individual schools
- TASC's external assessment arrangements in Level 3 and 4 courses are planned and undertaken efficiently and effectively.

As part of the annual registration with TASC, Hellyer College propose which accredited courses they wish to deliver and assess via the TRACS Reporting, Assessment and Certification System (TRACS).

Once approved by TASC the list becomes the school's official *scope* of courses for that year. Requests for amendments to scope (addition/removal of courses) must be made in a timely manner. While it is understood that some changes may be required early in the academic year, TASC will require evidence of delivery and assessment for requests related to scope additions.

TASC will notify Hellyer when individual students are to be officially enrolled in specific courses via the TRACS system. It is Hellyer College's responsibility to ensure that enrolment information is kept up-to-date and accurate.

It is vital that all courses with enrolments are on Hellyer's scope, including each individual course that has been 'packaged' or 'bundled' to form a 150 hour subject by Hellyer.

Hellyer College should not have courses on scope that have no associated enrolments. While it is understood that courses with a small size value (e.g. 5) might not be delivered until later in the year, students should still be enrolled in such courses pending commencement of class. TASC may remove courses from scope that have no associated enrolments.

Hellyer College has formal policies and procedures to address student movement between courses. (**Refer to Appendix 14 Course Adjustment Policy and Process**) It is understood that once teaching and learning has commenced some students may find a course too demanding or may wish to choose a more demanding course. This may lead to a learner moving, for example, from a Level 2 to a Level 3 course in the same learning area, or from a Level 3 to a Level 2 course. In such cases Hellyer College must:

- give careful consideration to the re-assessment of previously completed assessment tasks against the criterion/ia and standards of the 'new' course (**Refer to Standards 3, 4 & 5**)
- ensure that all the course contents and Work Requirements of the 'new' course are completed by the learner (**Refer to Standards 1 & 2**)
- be mindful of the impact of such changes on TASC quality assurance requirements and processes (**Refer to Standard 9**).

It is expected that movement of students between courses would be completed early in the academic year as individuals' needs become apparent. Early intervention is required to give students as much time as possible to complete course content and Work Requirements, and to have adequate opportunities for formative and summative assessments against the criteria and standards of the 'new' course.

In Term 3 each year enrolments are fixed. Any subsequent changes require TASC approval on a case-by-case basis.

During Term 4 each year Hellyer College teachers report final internal rating to TASC via the TRACS system. Hellyer College is notified of the due date well in advance. All internal assessments and final assessment judgements must be made prior to the due date (**Refer to Standard 6**). It is a Hellyer's responsibility to ensure that final reporting to TASC is completed by the due date, and that formal verification of reported results is undertaken. For more information refer to the TASC website page: www.tasc.tas.gov.au/teachers/internal-assessment Any changes to internal ratings after verification requires TASC approval on a case-by-cases basis.

Concurrent Enrolments in the same course

TASC will *not* issue qualifications (or 'count' associated TCE Participation and Achievement Standard credit points) **in** cases where a student completes the same TASC-accredited course more than once in the same academic year. Hellyer course counsellors will be reminded before enrolments. A student will be promptly advised

when an error has been identified and re-counselled e.g. students who wish to complete two Design in Wood, metals or Textiles classes will be counselling into Workshop Techniques for the other course.

Repeating a course in separate academic years

A student may repeat a TASC-accredited course in a separate academic year. In such cases the qualifications issued in each year will appear on the learner's Qualifications Certificate and both sets of credit points will contribute to the TCE's Participation and Achievement Standard. In the case of Level 3 and 4 courses, only the highest scored achievement will contribute to the calculation of the ATAR.

Enrolments for High School students

Hellyer College delivers and accesses *Mathematics Methods - Foundation* Level 3 course for Year 10, 9 or 8 students with very strong maths skills. It will be taught on an 'option line' and the students will also study Australian Curriculum Maths. [Pre-Year 11 enrolments in TASC-accredited courses - TASC](#)

The course is being used as an extension to the K-10 Australian Curriculum Maths, which is also being taught and thus meets TASC's expectations. Year 10 students will be made aware that the course involves an external examination. Satisfactory Achievement (or higher) in the course would gain the student 15 credit points at Level 3 and be taken as evidence that they had reached the TCE's 'everyday adult' maths standard. Achievement would *not* contribute to the calculation of ATAR. Failure to undertake the examination would 'cap' an award at Preliminary Achievement (PA). A PA award gains TCE points.

Completion of a Course Over Two Years

TASC-accredited courses are designed for and intended to be delivered and assessed *within a single academic year*. In exceptional circumstances a Hellyer might apply to TASC to split delivery and assessment over two academic years. For example, a student may undertake an international student exchange - leaving Tasmania part way through their Year 11, and returning part way through their Year 12- and wish to continue in courses they had commenced in Year 11. In such a case TASC would require the following to be stored on the Teams TRACS channel:

- the student's attendance record (up until the date they left for their exchange placement)
- a copy of the teacher's scope and sequence for the course, with clear notations showing what course content had been delivered to the student and which assessment tasks they had undertaken
- copies of the student's summative assessments to the date they left, the marks/grades gained and any relevant teacher comments
- a copy of the assessment records to the date the student left.

Given that there is a strong possibility that the teacher of the course in Year 11, may not be the same person teaching the course in Year 12 it is vital that the records noted above have clarity, and that they are stored on the intranet.

The TLO will check the accreditation period of the course. If the course being studied in Year 11, was expiring at the end of that academic year it is possible that it might not be accredited for use the following year (when the student returns from their exchange) or that major changes to the course occur during its re-development. If the original course simply expired the student would not be able to continue studying it on their return and would not gain any 'credit' for the work they had done in the year prior. If the course was replaced by a similar course, changes in content and assessment requirements would need to be identified and new/different content and assessments be added to the student's Year 12 learning.

It is important to note that in the example given it is the special circumstance of a student that has led to the situation. TASC does not expect Hellyer College to plan to deliver and assess courses to a class over more than one academic year. Similarly, TASC does not expect Hellyer College to plan the partial delivery of any accredited course.

Role	Scope	Monitoring
Principal	The Principal confirms with TLO the scope for current year.	☐ Term 1
TLO	The TLO and Timetablers confirms scope for current year and upload to TRACS. When no students are enrolled in a course, the TLO through TRACS officially requests removal of a course in Term One. After Term Three enrolment census date, TLO officially requested addition of a course through TRACS. TLO in conjunction with teachers will provide: - Evidence of delivery and assessment to date (e.g. scope and sequence, assessment records, attendance records) - Details of cause of scope error and future actions (e.g. updating of school procedure) to ensure error does not re-occur (continuous improvement).	☐ Term 1 ☐ Term 3
Learning Area Leader (LAL)	LALs are invited to join Curriculum Group to develop scope on behalf of their Learning Area.	☐ Term 2
Teacher	Teachers are invited to join Curriculum Group to develop the scope for the following year.	☐ Term 2
Timeframe	Term 1- Term 4	☐ Term 1 to 3

Role	Enrolments	Monitoring
Principal	The principal monitors enrolments with senior staff.	☐ Term 1-4
TLO	Removal of a student after Term Three census date TLO liaises with other APs and teachers. If a student will not be resulted in any courses, the TLO will request removal through TRACS. Enrolment of a student in a course after Term Three census date Official request from TLO to TRACS including: • Individual's attendance records for 'old/new' course, examples of completed assessment tasks • School's policy and procedure for change of courses, and how these were applied in this specific case • Evidence of management of course change (e.g. prior tasks re- assessed for 'new' course, changes made to assessment record, identification of 'new' course work requirements needing to be undertaken, mapping of 'old' and 'new' course contents, and plan to address identified gaps in content) • Evidence of delivery and assessment to date (e.g. scope and sequence, assessment records, attendance records). Enrolment of a student in a size value 5 course during Term 4 Official request from TLO to TRACS. TLO will include: • Scope and sequence (and assessment matrix) detailing how course will be delivered and assessed within the remaining timeframe • Examples of student's completed assessment tasks and assessment record to date • Student's attendance record to date	☐ Term 3

	• Details of any special arrangements made (e.g. use of study lines/supervised out-of-class opportunities to undertake required learning). TLO will ensure all course counsellors are aware of advice to students for enrolment. Enrolment of Students in High School to Year 11 and 12 courses Hellyer College delivers and accesses <i>Mathematics Methods - Foundation</i> Level 3 course for Year 10, 9 or 8 students with very strong maths skills. It will be taught on an 'option line' and the students will also study Australian Curriculum Maths. TLO will request via TRACS names of eligible students Resulting via SARIS Hellyer teachers submit final internal ratings to TASC via the SARIS system. (Link to information sheet) 1. TLO run the TRACS Rating Verification Reports from TRACS. 2. TLO distributes Reports to Learning Area Leaders TLO collates completed Reports from LAL. 4. TLO scans and stores Reports on the Intranet under Curriculum.	
Learning Area Leader (LAL)	LAL support teachers with record collecting for uploads to TRACS. Resulting via SARIS Hellyer teachers submit final internal ratings to TASC via the SARIS system. (Link to information sheet) 1. TLO distributes Reports to Learning Area Leaders to distribute to teachers to check for accuracy. 2. TLO collects checked reports and returns to TLO when all have been completed and signed by the advertised date.	☐ Term 4

Teacher	Removal of a student after Term Three census date Teachers inform the TLO the 'leaver' will not achieve an award. Enrolment of a student in a course after Term Three census date Official request from TLO to TRACS. Teachers will be requested to gather the evidence: • Individual's attendance records for 'old/new' course, examples of completed assessment tasks • School's policy and procedure for change of courses, and how these were applied in this specific case • Evidence of management of course change (e.g. prior tasks re- assessed for 'new' course, changes made to assessment record, identification of 'new' course work requirements needing to be undertaken, mapping of 'old' and 'new' course contents, and plan to address identified gaps in content) • Evidence of delivery and assessment to date (e.g. scope and sequence, assessment records, attendance records). Enrolment of a student in a size value 5 course after Term Three census date 4 Official request from TLO to TRACS. TLO will request of teacher the following resources for upload: • Scope and sequence (and assessment matrix) detailing how course will be delivered and assessed within the remaining timeframe • Examples of student's completed assessment tasks and assessment record to date • Student's attendance record to date • Details of any special arrangements made (e.g. use of study lines/supervised out-of-class	☐ Term 3/ 4

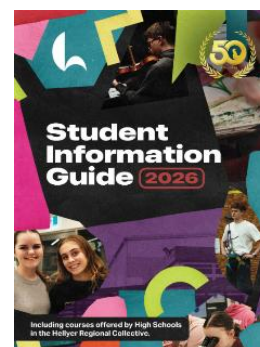
	opportunities to undertake required learning). Resulting via SARIS 1. Hellyer teachers submit final internal ratings to TASC via the SARIS system. (Link to information sheet) 2. Learning Area Leaders distribute reports to teachers to check accuracy and make adjustments in SARIS when necessary and noting the change on the Report. 3. Teachers confirm ratings by signing and dating the document 4. Teachers return Reports to LAL by the agreed date.	
Timeframe	Term 1- Term 4	☐ Resulting

Role	Changes to Resulting AFTER verification process	Monitoring
Principal	TLO will inform the Principal of any changes	☐ Term 4
TLO	Requested change to a final internal rating after school's verification process completed Official request from TLO. TLO will upload the student's: • Assessment record for individual student (including final assessment rubric). Examples of completed major assessment tasks may be required • Copy of documents used in school's process to inform the student of final rating (Refer to Standard 6) • Details of cause of reporting error and how checking process did not identify issue • Details of future actions (e.g. updating of school's checking procedure) to ensure error does not re-occur (continuous improvement).	☐ Term 4
Learning Area Leader (LAL)	LAL responsibility to ensure double checking of all internal verification reports.	☐ Term 4
Teacher	Requested change to a final internal rating after school's verification process completed Teacher will speak with TLO and an official request made in TRACS. Teacher will collate the following evidence for TLO will upload to TRACS: • Assessment record for individual student (including final assessment rubric). Examples of completed major assessment tasks may be required • Copy of documents used in school's process to inform the student of final rating (Refer to Standard 6) • Details of cause of reporting error and how checking process did not identify issue • Details of future actions (e.g. updating of school's checking procedure) to ensure error does not re-occur (continuous improvement).	☐ Term 4
Timeframe	Term 4	☐ verification

Appendix 1 Enrolling Students for 2026

Course Counselling in High Schools

- Checklist for enrolling students and course adjustment for 2026
- General levies \$450 in 2025 tbc
- Stationary guide. Subject levies are invoiced late Term One.
- Learning Area notes
- 2024 TCE to ATAR conversion sheet
- 2024 ATARs per subject (2025 N/A)
- You have the Student Information Guide and TCE planner



Enrolment checklist for 2026

1. Data is required in **all** fields.
Career Interests – if they know, name the job e.g. engineer, teacher
Course Counselling notes section – date the interaction every time **6/9**
Marion F: (start at the top of the notes if there is already something written)
 - suggested subjects to be studied
 - their two-year plan for study if in year 10
 - ATAR best 5 over 2 years
2. Any pre-filled information needs to be **confirmed**.
3. Timetablers have automatically added CLP to all students. Briefly discuss this important subject and role of CLP teacher. If you know they are at another school on a Wednesday, then put that school in.
4. A student is considered full time when they are enrolled in 600hours. Students need to choose 4 subjects plus CLP. Discuss with an AP if the student asks for an extra line (Note: some yr 12s need to make up TCE points)
5. All staff need to be aware of courses with access requirements **and convey** this information to students. See separate sheets attached.
6. If a Gov. school student has indicated Hellyer College as their MyEd pathway we can access their high school Edi reports. Might be worth a look at:

Edi, Student Collection Reports, Student Collection Individual Profile (Transitioning students)
7. Any student who is coming from a Non-government school who turns 18 before they start at college will require a WWVP card. This takes 6 weeks in most instances. Encourage them to apply for one straight away.
8. Each year 10 student has been provided with a Student Information Guide. There is a link on our website in Future Students Tab.

TCE requirements: 120 credit points (80+ need to be level 2 or above).

Numeracy, Literacy and ICT ticks.

Course	Access Requirements TASC as at 20.8.26
Visual Art 3	Learners who have completed <i>Visual Art</i> Level 2 will have been introduced to key knowledge, skills and understandings to support their study in this course. However, <i>Visual Art</i> Level 2 is not a mandatory entry requirement for this course.
Art Studio Practice 3	Learners are required to complete <i>Visual Art</i> Level 3 at a Satisfactory Achievement or above as a prerequisite to study this course.
Athlete Development 2	Learners must: • have a supporting reference from a sporting body, coach and/or other qualified individual (e.g. a past coach, club official, past or current HPE teacher) who is prepared to endorse the enrolment and verify the athlete's capacity to successfully complete the course • compete in a recognized sporting competition in the year they undertake the course • be involved in a physical preparation, sport-specific coaching and technical training program • be aware that while inclusive of learners with varying levels of talent and athletic attributes, this course has a focus on the athletic development of learners in competitive (not recreational) sports contexts. Learners will be involved in creating a positive group environment and a culture of teamwork and supportive interaction with others. This will be an ongoing priority throughout the course and reflective of the climate and expectations typically placed on athletes and staff in state and national level high performance sport environments across Australia. A strong work ethic and commitment to developing personal potential are fundamental to success in this course.
Biology 2	Learners are required to work as directed in practical situations as potentially dangerous materials and equipment may be used in this course. Learners are required to apply some mathematical skills from Australian curriculum F–10. See Appendix 2 for full details. This course requires learners to collaborate with others.
Biology 3	Learners are required to work as directed in practical situations as potentially dangerous materials and equipment may be used in this course. Learners are required to apply mathematical skills from F–10 Australian curriculum. See Appendix 2 for full details. This course requires learners to collaborate with others. Previously submitted work cannot be used in meeting the requirements of <i>Biology</i> Level 3. Therefore, a learner cannot use work including, but not limited to, an independent study, folio, project or assignment that has already been presented for assessment for a previously or concurrently studied TASC-accredited or recognised senior secondary course.
Chemistry 4	Learners are required to be able to work as directed in practical situations as potentially dangerous materials and equipment may be used in this course. It is highly recommended that learners studying Chemistry have successfully completed Physical Sciences Level 3, and, as a minimum, have studied or are currently studying General Mathematics Level 3 or equivalent.

Community Sport and Recreation 2	Learners undertaking this course must be aware of the level of physical activity required. Participants must be prepared to participate fully in a range of practical recreation experiences which comprise approximately two thirds of this course. The capacity to demonstrate fundamental movement skills applicable to selected activities/sports is an essential requirement of the course. Learners with physical disabilities can access this course and receive an award commensurate with their ability to successfully meet the criteria and standards. Teamwork and interaction with others are fundamental to this course.
Computer Applications 2	Learners undertaking this course must have demonstrated Satisfactory Achievement in <i>Essential Skills – Using Computers and the Internet</i> Level 2 or an equivalent standard of knowledge, understanding and skills articulated in that course, or be studying <i>Essential Skills – Using Computers and the Internet</i> concurrently with this course (for example, on a size value 10 'line' or equivalent).
Contemporary Art Practise 2	Access to the contemporary visual art industry either in person, online or virtually will be required. Previously submitted work cannot be used in meeting the requirements of <i>Contemporary Art Practice</i> Level 2. Therefore, a learner cannot use work including, but not limited to, an independent study, folio, project or assignment that has already been presented for assessment for a previously or concurrently studied Office of TASC-accredited or recognised senior secondary course.
Contemporary Music and Song writing 2	Prior music, singing, performing and songwriting experience is recommended for <i>Contemporary Music and Songwriting</i> Level 2.
Dance 2	Prior dance experience is recommended but not mandatory. Previously submitted work cannot be used in meeting the requirements of <i>Dance</i> Level 2. Therefore, a learner cannot use work including, but not limited to, an independent study, folio, project or assignment that has already been presented for assessment for a previously or concurrently studied TASC accredited or recognised senior secondary course.
Dance 3	Learners who have completed <i>Dance</i> Level 2 will have been introduced to key knowledge, skills and understandings to support their study in this course. However, <i>Dance</i> Level 2 is not a mandatory requirement for this course. <i>Dance</i> Level 3 requires at least two learners to be viable. If there are fewer than two learners in the class, other learners within the school such as learners enrolled in <i>Dance</i> Level 2 or a Year 10 dance course may be a support for group choreography work. Previously submitted work cannot be used in meeting the requirements of <i>Dance</i> 3. Therefore, a learner cannot use work including, but not limited to, an independent study, folio, project or assignment that has already been presented for assessment for a previously or concurrently studied TASC-accredited or recognised senior secondary course.
Drama 3	Due to the significance placed on ensemble work a minimum of three (3) learners are required for a provider to offer this course. A group of at least three candidates is required for external assessment purposes. Learners must view a minimum of two (2) different live theatre performances. • Not more than one (1) performance can be a recording of a professional live theatre show^A. • At least one (1) of the two (2) live theatre performances will <i>not</i> be school/college productions.

	^Δ If extenuating circumstances mean that you are unable to access live theatre, you MUST apply to TASC through Quality Assurance to approve an alternative.
Drama Foundations 2	Participation in group work is required for learners to complete the requirements of this course. Learners are required to attend at least two (2) live theatre performances in order to form and express considered opinions on the drama works of others. These will be live, not recordings/filmed performances.
English 3	<i>English Level 3 builds on English Foundations Level 2 which contains all elements of senior secondary Australian Curriculum: English Units 1 and 2. An understanding of the English Foundations Level 2 content is assumed knowledge for learners undertaking this course. The cognitive complexity of English Level 3 content increases from English Foundations Level 2. It is highly recommended that learners studying English Level 3 have either successfully completed English Foundations Level 2 – attaining an award of CA or above – or successfully completed Year 10 Australian Curriculum English attaining an award of an ‘A’ (or strong B), or have attained its equivalent knowledge, skills and understanding.</i>
English Inquiry 2	There are no access restrictions for entry into this course. Work submitted for assessment in other studies cannot be used for assessment in this course. Therefore, a student cannot use work including, but not limited to, an independent study, folio, project or assignment presented for assessment for a TASC accredited course or recognised formal learning qualification including VET studies.
English Inquiry 3	There are no access restrictions for entry into this course. Work submitted for assessment in other studies cannot be used for assessment in this course. Therefore, a student cannot use work including, but not limited to, an independent study, folio, project or assignment presented for assessment in another TASC-accredited course or recognised formal learning qualification including Vocational Education and Training (VET) studies.
English Studio 3	Learners who have completed <i>English Studio</i> Level 2 will have been introduced to key knowledge, skills and understanding to support their study in this course. However, <i>English Studio</i> Level 2 is not a mandatory entry requirement for this course. Previously submitted work cannot be used in meeting the requirements of <i>English Studio</i> Level 3. Therefore, a learner cannot use work including, but not limited to, an independent study, folio, project, or assignment that has already been presented for assessment for a previously or concurrently studied TASC accredited or recognised senior secondary course.
Essential Mathematics 2-Workplace	This course requires learners to collaborate with others. If they choose, learners may access this course and <i>Essential Mathematics – Personal</i> Level 2 in the same year.
Essential Skills Reading and Writing 2	Access to this course is restricted to learners who cannot meet the learning outcomes before entry to the course. Providers of this course will have an assessment process to identify the level of support learners need to attain requisite levels of literacy competence. For students on a supported pathway or Below to Apr-L English in grade 10.

Essential Skills Maths 2	Access to this course is restricted to learners who cannot meet the learning outcomes before entry to the course. Providers of this course must have an assessment process to identify the level of support learners need to attain requisite levels of numeracy competence. For students on a supported pathway or Below to Apr-L Maths in grade 10.
General Mathematics 2	This course requires learners to collaborate with others.
Japanese 2	No prior knowledge of Japanese is required for participation in this course. Access to the course is restricted to learners for whom Japanese is an additional language.
Mathematics Methods 3	It is highly recommended that learners attempting this course will have successfully completed either of the courses <i>Mathematics Methods – Foundation</i> Level 3 or the <i>AC Mathematics 10A</i> subject with some additional studies in introductory calculus. Assumed knowledge and skills are contained in both of these courses and will be drawn upon in the development of key knowledge and skills in <i>Mathematics Methods</i> .
Music 3	Learners undertaking this course require prior learning in music skills – instrumental and theory – for a selected instrument. This Level 3 course is designed for learners who have: • successfully completed Music Studies Level 2, <i>or</i> • a high level of achievement in Years 9-10 Band of Australian Curriculum, <i>or</i> • completed a Grade 5 or equivalent music qualification.
Outdoor Education 2	Learners must have the capacity to demonstrate fundamental technical skills applicable to selected outdoor activities to ensure that safety elements and educational challenges are aligned at an appropriate level. The capacity to work in teams and interact with others are fundamental aspects of this course. With appropriate support learners with physical disabilities can access this course and receive an award commensurate with their demonstrated ability to successfully meet the criteria and standards.
Outdoor Leadership 3	Teamwork and interaction with others is a fundamental aspect of this course. The capacity to demonstrate fundamental technical skills applicable to selected outdoor activities is required to ensure that safety elements and educational challenges are aligned at an appropriate level. Expectations of learners: This course requires participants to work in roles as a leader and participative group member across a range of experiences. Learners undertaking this course must be aware of the complexity of the content and the high levels of leadership responsibility and physical activity required.
Physics 4	Learners are required to be able to work as directed in practical situations as potentially dangerous materials and equipment may be used in this course. It is highly recommended that learners studying <i>Physics</i> have successfully completed <i>Physical Sciences</i> Level 3 and, as a minimum, have studied or are currently studying <i>General Mathematics</i> Level 3 or equivalent.

Preliminary courses 1	Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Providers will determine the entry point for learners based on each learner's level of readiness. All learners have a right to an education that meets their needs through full participation and engagement with learning. Providers enhance the quality of all students' learning through responsive and planned learning programs that optimise achievement using inclusive practices. Learners will have access to appropriate resources such as professional support staff (or adult assistance), and equipment such as assistive technology or modified facilities, as required. The Disability Standards for Education 2005 outline the obligations that educational providers must meet in supporting the needs of learners with disability through reasonable adjustments. Adjustments include a range of supports and accommodations including but not limited to: 1. supportive learning environments - tailored delivery models- visual and organisational supports -multimodal learning and assessment opportunities -varying levels of prompting and adult assistance. 'Adjustment' does not mean the lowering or removal of standards but rather it means allowing learners appropriate means to demonstrate their learning and achievement against standards. In the instance of online, distance or flexible delivery, adjustments may be made in the delivery of the courses by providers to suit the individual student's learning environment. This may involve differentiation to reflect the resources readily available to the learner within their home or community.
Project implementation 2	This course requires the learner to work as a member of a group or team.
Sports Science 3	Learners must have basic knowledge and understanding of the body's respiratory, circulatory and muscular systems.
Sports Science Foundation 2	Working with others and as a member of a team are required in this course. Learners undertaking this course must be aware of the practical and physical activity elements required. Participants must arrive organised and ready to participate in a range of practical experiences and roles as part of this course. Learners with physical disabilities can access this course and receive an award commensurate with their demonstrated ability to successfully meet the criteria and standards.
Theatre Performance 3	Learners undertaking this course must possess competent acting/dramatic skills – see Course Content Area 1: Skills – Advancement of Acting/Dramatic Skills, and Stagecraft Skills for more details. It is highly recommended that students have completed <i>Drama</i> Level 3 before undertaking <i>Theatre Performance</i> . Due to the significance placed on ensemble work a minimum of three (3) learners is required for a provider to offer this course. A group of at least three (3) candidates is required for external examination purposes.
Visual Art 2 and 3	Prior visual arts experience is recommended but not mandatory.
Working with Children 2	Learners MUST NOT undertake any of the practical components of this course involving interactions with children until they have obtained a Working with Children Registration from the Tasmanian Department of Justice. A copy (scanned or photocopied) of each learner's Registration Card will be retained on file by the provider for a period corresponding to the provider's records and archive schedule/procedure. Students will gain with teacher support.

Appendix 2 – Template for Scope and Sequences

Course Code Course Name

Scope and Sequence



Week	Content (Unit / Topic)	Criteria	Learning Activities (including formative assessment tasks)	Assessment Tasks (including criteria and elements assessed)	Teacher Notes
1 5 Feb					
2 12 Feb					

Minor assessment task

Intermediate assessment task

Major assessment task

Work Requirements

Assessment

Award Requirements

|

MTG215123

Scope and Sequence

General Mathematics 2

TERM 1					
Week	Content (Unit / Topic)	Criteria	Learning Activities (including formative assessment tasks)	Assessment Tasks (including criteria and elements assessed)	Teacher Notes
1 Term 1 - Week 1 2.2 Module 2 - Algebra, matrices and finance Module 1 purple	Algebra Revision Module 1: Apply mathematical processes in contexts that require problem-solving, modelling or both formulate the concepts, technique and models required to solve and interpret mathematical problems		Week 1 1 lesson: Relationship building (Maths names): Student and Teacher Expectations - Photo of something meaningful to you share with partner - Maths survey for students - Course summary, text and information sheet Revision of basic algebra skills- Algebra pages 1-8 - Directed numbers ($\pm \times \div$) - BODMAS		Hand out - course summary - Algebra & Matrices book - Information Sheet
2 Term 1 - Week 2 9.2 Module 2 - Algebra, matrices and finance Module 1 - Mathematical modelling, problem solving and reasoning	Algebra and matrices: - identify and solve linear equations - Develop a formula from a word description - substitute numerical values into linear algebraic and simple non-linear algebraic expressions, and evaluate - find the value of the subject of the formula, given the values of the other pronumerals in the formula - transpose a formula to make an alternative variable the subject Module 1: Apply mathematical processes in contexts that require problem-solving, modelling or both - formulate the concepts, technique and models required to solve and interpret mathematical problems - select and apply the mathematical concepts, models and techniques needed to represent, analyse and solve problems involving algebra and matrices	C1 C2 C5 C6	Revision of basic algebra skills- Algebra pages 1-8 Lesson 1: - Expanding and collecting Lesson 2: - Solving Linear Equations BASIC SKILLS! - Algebra skills scavenger hunt: sequence classroom, café, film room, gym, R block, fish tank back to classroom. Lesson 3: - Solving Linear Equations BASIC SKILLS! Continued - Kahoot! Basic algebra skills - solving equations on GC - Substitution p28 Q8,9 - Transposition p30 Q14-15	Book laptops for next week Hand out Algebra Assignment (Task 1 of 6) MINOR Module 2 C4E1C5E1	
3 Term 1 - Week 3 16.2 Module 1 - Mathematical modelling, problem solving and reasoning Module 2 - Algebra, matrices and finance	New Unit: Matrices Algebra and matrices: use spreadsheets as an introduction to matrices where a number of repeated calculations occur Module 1: Use technology and other sources to develop ideas and find solutions Minor assessment task		Lesson 1 Spreadsheet introduction and activity Matrices and Matrix Arithmetic: Lesson 2 Introduce matrices using 'Australia's got talent' example Major assessment task WR Work Requirement Literacy focus vocab words costing/pricing problems p4	Module 2 – Matrices Assignment (Task 1 of 5) MINOR C4E1C5E123 In class Matrices Module 2 Excel Spreadsheet Activity Minor C4E24C5E23	Algebra assignment due

Appendix 3 - TASC Scope and Sequence Checklist

Internal

Auditor: _____

Date: _____

TASC COURSE CHECKLIST

Course code _____ Course Name _____

Standard 1		
All of the knowledge, skills and experiences that comprise the course have actually been delivered to learners:		
Features of our documentation	Meets (✓) or NA	Action Required (R)
Is this scope based on the most recent version of the course?		
Is there an Access Requirement or Recommendation for the course? If so, how does our college manage this?		
The scope and sequence document maps time (e.g. lesson, date, week) explicitly to the course's content (e.g. uses course content wording, numbering system <i>not only</i> college based terms to describe learning activities)		
Does the course have requirements regarding the sequence of content delivery? If so, is this reflected in the scope and sequence document?		
If relevant, does the scope and sequence document align with any suggested or set time allocation for each content area mentioned in the course document?		
Assessment matrix (may be in the scope and sequence document or separate to it): are assessment tasks listed?		
Assessment matrix: are the criterion/ia to be assessed by each task noted?		
Assessment matrix: are the criterion/ia standard elements applicable to the task noted?		
Assessment matrix: are the relative weighting/significance of assessment tasks to the overall assessment of relevant criteria noted?		
Assessment matrix: are tasks that satisfy work requirements noted as such?		
Assessment matrix: are all the criteria covered?		
Assessment matrix: are there sufficient opportunities for learners to demonstrate improvement over time / consistency of achievement against each criterion?		
NOTES:		
Actions, to be completed by (date) _____		

DECEMBER 2025

Attendance Policy and Procedure

Hellyer College

Department for Education,
Children and Young People



Children and Young People



Appendix 4 Attendance Policy and Procedure Hellyer College

Hellyer College – Attendance

POLICY

This Policy and Procedure document aligns with the Department of Education, Children and Young People's Attendance Policy and Attendance Procedure.

Purpose

Consistent attendance at school is critical to achieving positive educational outcomes and keeping students engaged in their learning. Parents/Carers have a legal obligation to ensure a child is enrolled in and attending school or is registered for home education.

Hellyer College is committed to:

- Maintaining accurate and timely attendance records.
- Making prompt contact with families to understand reasons for absences and offer appropriate support.
- Building respectful, supportive relationships with students and their families to promote engagement.

These practices enable early identification of students who may require interventions or additional support to maintain regular attendance.

The purpose of this policy is to:

- Support and improve student participation and attendance in Years 11 and 12.
- Ensure Hellyer College meets all legislative and regulatory obligations regarding attendance.

Scope (audience and applicability)

This policy applies to all students enrolled at Hellyer College, their parents/carers and all staff.

PROCEDURES

Staff responsibilities

The recording of student attendance is a legal mandate and part of each teacher's role and responsibility.

- All teaching staff must record student attendance in EduPoint within the first 15 minutes of each lesson. This includes any off-site provision.
- Teachers must ensure they update student attendance accurately when a parent/carer provides a reason for an absence. Independent students will provide their own reason (Independent status is documented in EduPoint).
- An automatically generated text message will be sent to parent/carers after the first class missed each day.
- Class teachers monitor student absences and are responsible for following up any student absence as per the Attendance Flowchart on page 4.
- All conversations with parents/carers around all absences (including unsuccessful attempts to speak with parents/carers) must be recorded in the contact log in SSS.
- Referrals to the Wellbeing Team are made as needed and parents are informed. Reporting to parents includes attendance data.
- Staff must ensure that colleagues and office staff are informed of course related absences (e.g. excursions, work placements etc.) 2 weeks prior to the event.

Student responsibilities

- All scheduled classes must be attended unless absence is caused by illness or other authorised reason(s). Refer to DECYP Attendance Procedure, p25. (attachment1).
- When returning to college after absences, the reason for the absences must be explained to each teacher and parent notes, copies of doctor's certificates, appointment cards etc. must be given to the office for filing in the student's files.
- If lengthy absence is likely the college should be informed.
- A medical certificate or statutory declaration should be provided when the total number of days absent in a school year through illness is 6 or more, not necessarily consecutive.
- If it is known beforehand that an absence will occur the student is to inform each teacher.
- When possible, appointments (e.g. medical, dental, driving lesson etc.) should be arranged for times which do not clash with class times.

Parent/Carers responsibilities

- Parent/Carers are required to notify the office staff of the reason for any student absence.
- A medical certificate or statutory declaration should be provided when the total number of days absent in a school year through illness is 6 or more, not necessarily consecutive.
- Parents are required to respond appropriately to automated text messages.

Part-time Attendance Assistant Principals and Principal

- An independent student or parent/carer **may** initiate an application for part-time attendance in accordance with the application form. A school **must not** make an application without the independent student or parent/carer initiating it.
- An application **must** attach any relevant supporting evidence detailing why the application is in the best interests of the child and be accompanied by a report from a school social worker (or similar) **and** Principal.

Review of Part-time Attendance

- At least once per term, the Principal **must** review each part-time attendance arrangement. The Principal **must** consult with the parent/carer and/or student as part of this review. (DECYP Attendance Procedure, p6)

References

DECYP Attendance Policy

<https://tasedu.sharepoint.com/sites/intranet/Document%20Centre/Attendance-Policy.pdf>

Attendance Procedure

<https://tasedu.sharepoint.com/sites/intranet/Document%20Centre/Attendance-Procedure.pdf>

Ministerial Action

[Students-Excused-from-Daily-Attendance-at-School-Ministerial-No-4.pdf](#)

Attachments:

- Hellyer College Attendance Procedure Diagram
- List of Authorised Reasons for Children to be Excused from Schools
- Student Absence Flowchart 2023 from DECYP Attendance Procedure

Policy development date: 8 December 2025

Policy review date: November 2026

Hellyer College Attendance Procedure Flowchart

Student leaves your class without permission

- Call or email **admin** who will alert an available Assistant Principal



Subject Teacher

The subject teacher is best placed to swiftly make contact when a student is absent from their class.

3 missed classes

- Check SSS (contact log tab) and **MSP Student Attendance Report/** TCE Tracking Report/ EduPoint for current student information and trends
- Speak with the student **and** phone home to parent/carer. Email admin with dates and reasons.
- Enter new details in SSS – **Contact Log only**
- Follow up with student, offer ongoing support



CLP Teacher

The CLP teacher has overview of attendance across all CLP student's subjects and should coordinate actions to support regular attendance where absences are across several subjects. This might mean coordinating a meeting with the student, subject teachers and parents/carers with an AST.

5 missed days- alerted by email

- Check SSS (contact log tab) and **TCE Tracking Report/** MSP Student Attendance Report/ EduPoint for current student information and trends
- Speak with student **and** phone home to parent/carer. Alert parents re medical certificate if sickness is the reason.
- Enter new details in SSS- **Contact Log only**
- Follow up with student, offer ongoing support, course counselling (subject and CLP teachers)
- If no response, email Strategic AP who may action 5-day Attendance letter



Strategic AST

The AST supports CLP teachers with parent meetings and additional individual conversations. Strategic ASTs meet with their CLP teams regularly to support attendance.

10 missed days- alerted by email

- Check SSS (contact log tab) and **TCE Tracking Report/** MSP Student Attendance Report/ EduPoint for current student information and trends
- Phone home to parent/carer and arrange parent meeting with class teacher(s)
- Enter new details in SSS – **Contact Log only**. Ensure teachers are aware of strategies/supports
- Follow up with student, offer ongoing support, course counselling (subject and CLP teachers)
- If no response, email Strategic AP who may action 10-day Attendance letter



Assistant Principal/ Principal

The AP/ P assists ASTs to support attendance.

15 missed days- alerted by email

- Check SSS (contact log tab) and **TCE Tracking Report/ MSP Student Attendance Report/** EduPoint for current student information and trends
- Ensure efforts have been made to resolve non-attendance
- Enter new details in SSS – **Contact Log only**. Ensure teachers are aware of strategies/supports
- Continue follow up with student/parent/carer, offering ongoing support, course counselling, flexible arrangements (subject and CLP teachers)
- If no response, AP may action 15-day Attendance letter. Consider referral to Student Wellbeing Team, Learning Services North.

Excusable circumstances

Ministerial Instruction No 4 Students Excused from Daily Attendance at School

- a. bereavement of a person with whom the school-aged child or youth has a close, significant or family relationship; or
- b. medical, legal or related appointments; or
- c. where the school-aged child or youth has witnessed or been subjected to family violence; or
- d. terminal illness of an immediate family member; or
- e. where a natural disaster or extreme weather event prevents:
 - i. school-aged child or youth from a non-government school safely attending their enrolled school; or
 - ii. a school-aged child or youth from a State school safely attending their enrolled school or nearest State school; or
- f. recognised (i.e. a National or International level event sanctioned and organised by the official governing body) sporting, academic or cultural event as:
 - i. a participant (e.g. as a contestant or competitor); or
 - ii. an official of a team or other body, competing or participating in that event (e.g. coach, team manager); or
 - iii. an official otherwise engaged in that event (e.g. as an umpire/referee or steward);
- g. Where an independent student or parent objects, as a matter of conscience, to his or her school-aged child or youth participating in a school activity specified in the Education Regulations 2017; and
 - i. the independent student or parent notifies the school's principal in writing at least 2 days in advance of that school activity occurring; and

ii. that activity will occur for at least 1 full school day; and iii. separate supervision of the school-aged child or youth is not possible; or

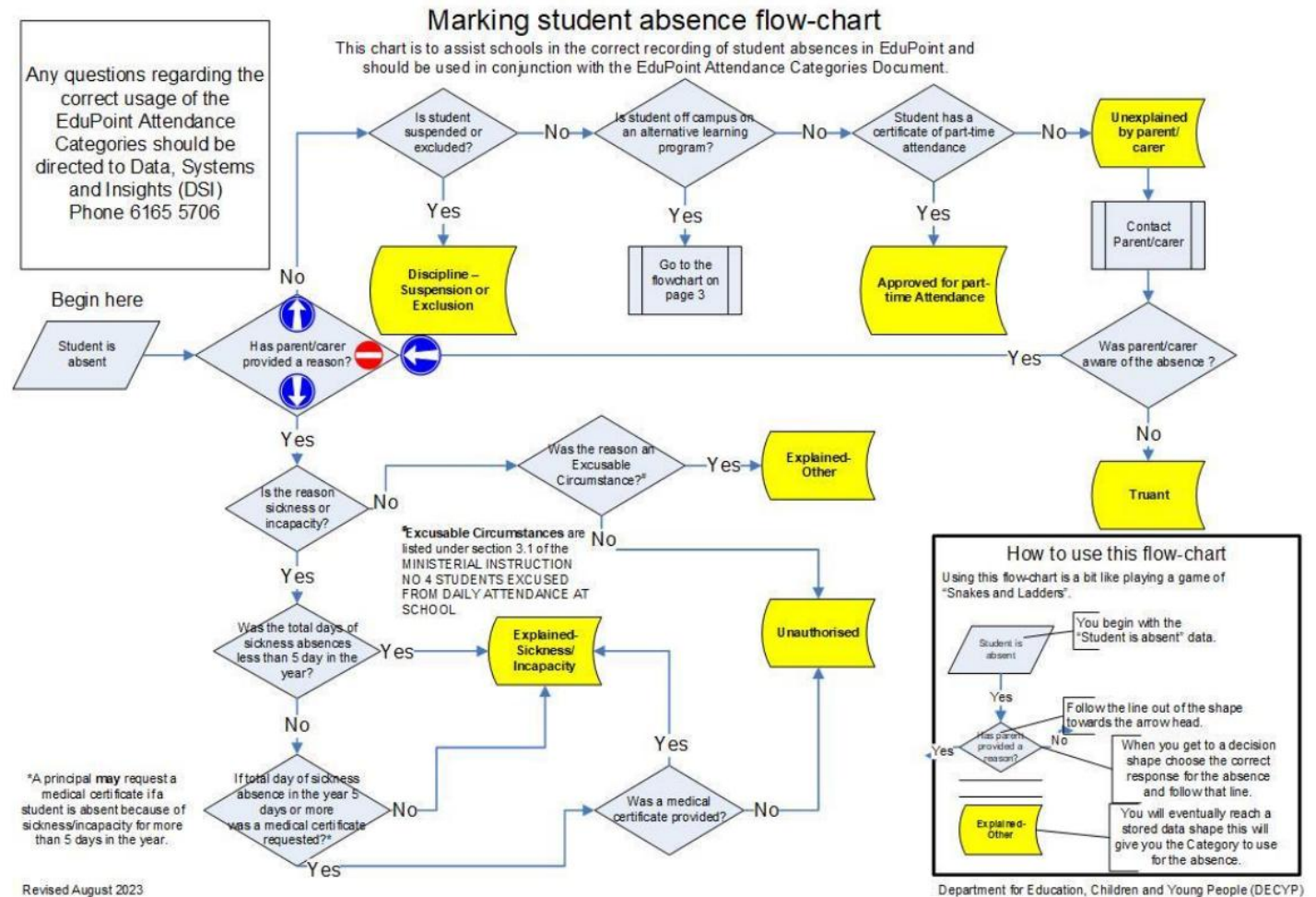
g. Where an application for home education has been received by the Registrar and provisional registration has been granted.

i. Where a school-aged child or youth has been directed to stay at home as a result of advice from the Director of Public Health.

A school-aged child or youth is excused from attendance at a school where the Minister for Education and Training is satisfied that it is in the best interests of the school-aged child or youth to be excused from attendance at a school.

Appendix B - Student Absence Flowchart

Appendix A - Student Absence Flowchart



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Appendix 5 Exemplar of Assignment Cover Page

Name:
Teacher:
Due Date:

Assignment/Test 1 -Name of Assessment 2025 Assessment: Minor/Major Work requirement: Criteria Assessed: 1- 8			
	Rating 'A'	Rating 'B'	Rating 'C'
STANDARD ELEMENT	CRITERION 1: COMMUNICATE MATHEMATICAL IDEAS AND INFORMATION AND APPLY MATHEMATICAL CONVENTIONS		
E01 – communicates arguments	Communicates reasoned mathematical and statistical judgments and arguments using appropriate mathematical terminology and concise language	communicates reasoned mathematical and statistical judgments and arguments using appropriate mathematical terminology and language	communicates mathematical and statistical arguments using appropriate mathematical terminology and language
E02 – uses conventions	uses mathematical conventions, systems and constructs, including manipulation and use of symbolic expressions, rules and formal systems accurately	uses mathematical conventions, systems and constructs, including manipulation and use of symbolic expressions and rules appropriately	uses mathematical conventions, systems and constructs based on definitions and rules in familiar situations
E03 – uses units and notes	presents work with correct use of units and notation throughout calculations to convey mathematical information	presents the final answer with correct use of units and notation as required	uses correct units and notation when prompted to include them in an answer
E04 – identifies solutions	presents work with the final answer clearly identified and articulated in terms of the questions where necessary.	presents work with the final answer clearly identified.	presents work with the final answer apparent.
	CRITERION 2: MANAGE AND TAKE RESPONSIBILITY FOR LEARNING AND EVALUATE MATHEMATICAL DEVELOPMENT		
E01 – reflects on performance	analyses own learning strengths and weaknesses in order to establish processes used to plan, monitor and assess understanding and performance	recognises own learning strengths and weaknesses and establishes processes to plan, monitor and assess understanding and performance	identifies personal traits that promote or inhibit learning performance and understanding
E02 – manages time	monitors and analyses progress towards meeting own goals and timelines	sets own goals and timelines and monitors progress	Selects goals from a given range and monitors progress
E03 – plans and organises	selects and applies effective organisational, planning and self-management skills to manage resources and complete all learning tasks	applies organisational, planning and self-management skills to manage resources and consistently complete tasks	uses a limited range of tools to organise and plan in order to manage resources and complete set tasks
E04 – works individually and collaboratively	performs tasks, demonstrates initiative and guides others in their contribution to the completion of individual and collaborative activities	performs tasks and demonstrates initiative when contributing to the completion of individual and collaborative activities	performs tasks as directed to contribute to the completion of individual and

			collaborative activities
--	--	--	--------------------------

Comments

Criteria/ratings with a grey background are not covered in this assessment task due to the nature of the questions. These will be covered in other tasks.

Style of assessment- individual questions might lend themselves to be highlighted on the rubric so students can clearly see highest defined standard for each question

Elements are clearly noted on rubric.

Appendix 6 Standard 3 Assessment Tasks Checklist

Standard 3		
Assessment tools together with their associated rubrics/guidelines etc, for making judgements.		
Features of our documentation	Meets (✓)	Action Required (R)
Assessment Task A: Does the assessment task note the criterion/ia being addressed?		
Assessment Task A: Does the assessment task note the criterion/ia standard elements being addressed?		
Assessment Task A: Does the assessment task note the relative weighting/significance of assessment tasks to the overall assessment of relevant criteria?		
Assessment Task A: Does the assessment task give clear performance indicators to guide learners (e.g. what they have to do to get 'good marks')?		
Assessment matrix: do the assessment task title, criterion/ia assessed (and standard elements if applicable) and relative weighting on the assessment task match these noted features in the assessment matrix? (i.e. is there consistency between the top-level mapping and individual tasks?)		
Are marking guides / tools available to support the selected assessment tasks?		
NOTES:		

Appendix 7 Assessment Records Checklist

Standard 4		
Successful learners have met all of the assessment requirements for the course.		
Features of our documentation	Meets (✓)	Action Required (R)
Assessment record: does the record identify the individual learner (e.g. name)?		
Assessment record: are assessment tasks noted/listed (e.g. by title/name of task)?		
Assessment record: are assessments dated?		
Assessment record: 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?		
Assessment record: does the assessment record note the relative weighting/significance of the assessment task to the overall assessment of relevant criteria noted?		
Assessment matrix: do the assessment task titles, criterion/ia assessed (and standard elements if applicable) and relative weightings in the assessment record match these noted features in the assessment matrix? (i.e. is there consistency between the top-level mapping and the record of achievement?)		
Assessment record: 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: 1) Criterion/ia to be assessed 2) Relative weighting of tasks to final assessment?		
Assessment record: are the sampled completed assessment tasks recorded correctly? Do the following match: 1) Name of student 2) Marks/grades/percent etc with criterion/ia?		
Is a final assessment rubric articulated with the assessment record? Is it clear and easy to follow?		
How is the assessment record backed-up in case of loss of the original?		
NOTES:		

Appendix 8 Mark Book Exemplar

General Mathematics 2 MTG215123

AutoSave On MTG215123 General Maths Assessment Record 2023 • Last Modified: 20/09/2023 Ferguson, Marion FM													
File Home Insert Draw Page Layout Formulas Data Review View Automate Help Acrobat Clipboard Font Alignment Number Styles Cells Editing Sensitivity Add-ins Analyze Data Create and Share Adobe PDF													
C3 ✕ ✓ fx													
A	B	C	D	E	F	G	H	I	J	K	L	M	
Date	Task	First Name	Surname	CRITERION 1: communicate mathematical ideas and information	CRITERION 2: manage and take responsibility for learning and mathematical model	CRITERION 3: apply mathematical model to investigate	CRITERION 4: use digital technology and other sources to develop	CRITERION 5: interpret concepts and apply mathematical	CRITERION 6: interpret concepts and apply mathematical	CRITERION 7: interpret concepts and apply mathematical	CRITERION 8: interpret concepts and apply mathematical	Notes MAJOR MINOR	
1/3/23	Assignment 1 Linear Modelling C1E234, C2E12, C4E12, C5E1, C6E4 WR			B+	B		B	A-	C			minor sign rule errors, proofread, rounds too early just last step.	
15/3/23	Test 1 Linear Modelling C1E234, C4E2, C5E1, C6E4			B			B	B	C			CD: sub for x and y, knows a and b, GC intersect, use gradient formula NI: transposition, algebraic intersect, explain a and b, use equation	
30/3/23	Assignment 2 Linear Modelling C1E134, C2E1345, C4E12, C5E1, C6E45 WR			B	B		C	B	B+			CD: scatterplots, find the gradient, use a graphics calculator to make an equation for a line, read off a graph, can draw a step graph, can algebraically find BE point. NI: find the equation of a line, explain features of an equation, discuss reliability of data.	
3/4/23	Test 2 Linear Modelling C1 E134, C4 E12, C5 E1, C5 E45 Major			B+			C	B	C+			RETEST GC: excellent formula sheet CD: scatterplots, find the gradient, discuss reliability of data, can draw a step graph NI: find the equation showed teacher on GC	
28/4/23	Retest GC simultaneous equations						C						
5/5/23	Term 2 Reports May			B+	B	NYA	C+	B	C+	NYA	NYA		
12/5/23	Matrices Assignment WR 3 of 4 C1E23 C4 E12 C5E123			B+			A	A-				CD: add subtract, 2x2, name order, worded, analyses, technology NI: analysing	
17/5/23	Matrices Test C1234 C4E12 C5E123			A			A	A				CD: Order, add subtract, scalar, 2x2, identity, matrices, analyses, technology, access graph adjacency matrix, NI: transpose no fs	
27/5/23	Fundraiser Work requirement C1 2 3 4 6 minor			B	B	B	B		B			no GC no A level comparison	
31/5/23	CAT travel assignment C1E1234 C6E12 minor			A-					B+				
2/6/23	Consumer maths Assignment WR4a of 4 short connected series of responses C1E3, C2E2, C4 E1, C6E12			B+	A		B+		B+			CD: mark up, GST, GST claiming, unit pricing ABC, wages, exchange CB, budget NI: A level comparisons profits and GST,	
7/6/23	Spreadsheet Activity Finance C5E1							A				shown in class 2.8.23 as been ill very well done	
12/6/23	Consumer Maths Test 1 (for 4a) C1E3, C6E12			B+					B+			CD: mark up, GST, GST claiming, unit pricing ABC, wages, exchange CB, straight forward budget NI: profits and GST, foreign currency NI: GC changes, Rounding up	
21/6/23	Consumer maths Assignment WR4b of 5 short connected series of responses C1E3, C2E2, C4 E1, C6E123			A-	A		B+		B+			CD: tax, dividend, dividend yield, PE, SI, CI annual, CI monthly, GC, bank a/c Bank account A	
5/7/23	Consumer Maths Test 2 (for 4b) C1E3, C4 E1, C6E123			B			B		B+			Excellent understanding of simple interest and minor understanding of i in compound interest. C level tax and foreign currency fs good.	
20/7/23	August Reports			B+	A	NYA	B+	A	B+	NYA	NYA		

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings

The minimum requirements for an award are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('Z' notation) will be issued with a PA (Preliminary Achievement) award.



Appendix 9 Provisional Internal Ratings Summary

Student Name: Teacher:

To Be Determined (TBR) can be provided if assessments for your current unit and ratings are yet to be determined.

.....

	Criterion	Provisional Rating	Final Rating
1	<i>Copy from your subject TASC document.</i>		
2			
3			
4			
5			
6			
7			
8			

*Denotes externally assessed criteria.

Assessment tasks that can be completed or resubmitted, including retests (Please complete in consultation with student)

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA) e.g 11A, 2B Ratings (4A, 1B from external assessment)

HIGH ACHIEVEMENT (HA) *Copy from your subject TASC document.*

COMMENDABLE ACHIEVEMENT (CA)**SATISFACTORY ACHIEVEMENT (SA)**

PRELIMINARY ACHIEVEMENT (PA)

Note: A "Z" on any criteria will result in the highest possible award being PA.

I understand that these are the provisional ratings that I will receive internally, *and my final award will depend on an externally assessed portfolio and/or an externally assessed exam as part of the total algorithm.*

Student signature: Date: Final Internal Rating (student)

Teacher signature: Date: Final Internal Rating (student)

Students requesting a **Formal Review of their Internals** are asked to meet with an Assistant Principal *after* the **FINAL** ratings have been provided.



Appendix 10 Internal Assessment Progress

Student Name: Class:

Assessment	C1	C2	C3	C4	C5	C6	C7etc	Feedback/Reflection

Insert your subjects Achievement requirements

e.g. General Mathematics 2

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings

The minimum requirements for an award are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

**Appendix 11 – Review of Assessment (Folios and
Final Internal Ratings) Policy and Procedure**

AUGUST 2024

Review of Assessment (Folios and Final Internal Ratings) Policy and Procedure

Hellyer College

The opportunity for review of assessment is an important aspect of ensuring we have the best quality practices and outcomes.

At Hellyer College teachers will keep you fully informed about assessment processes and expectations. Actively engaging in assessment practices and reflecting on feedback are important ways in which you take responsibility for your learning. Regular discussions with your teacher will ensure that you understand how you are progressing and how you can improve. It will also help resolve any concerns you might have with respect to a particular assessment.

Review and reflection should be ongoing throughout the year. It is best to address a concern about an assessment with the teacher at the time it occurs so that you can use it as an opportunity for learning and improvement.

Folios

If a teacher refuses to sign a folio declaration form, students may seek a Review of Assessment.

Provisional Internal Ratings

Teachers will provide all students with a copy of their Provisional Internal Ratings in Term 4 Week 1.

In Term 4 Week 3, Teachers will provide all students with a copy of the Provisional Internal Assessment with the ***Final Rating**** for each course.

*TASC Level 1 and 2 courses who have students returning in the assessment zone to complete tasks will adjust the date for task to be completed accordingly.

If you have a genuine concern that you have been unfairly disadvantaged by the final internal ratings (other than just wish you had done better!) you can seek a formal review.

Process for formal review of Internal Assessment ratings (including folios)

1. The student will meet with an Assistant Principal (AP) and indicate intention to seek a review.
2. The AP will ensure that the student first seeks a resolution through discussing the matter with the teacher who gave the assessment.
3. If the student is not satisfied with the outcome of the discussion with the teacher the student will submit a *Request for Review of Internal Assessment* form in person to the AP **before the beginning of the exam period (or at the time of folio due date)**.
 - 3.1. The AP will discuss with the student the process and clarify the grounds for seeking the review.
 - 3.2. All materials, notes and records that may be relevant to the outcome of the review will be documented and stored in the All-Staff Team, TASC channel, Folios and Final Internal Assessment Formal Review Folder by 2 working days after the panel meeting.
 - 3.3. The form should be accompanied by copies of feedback and assessment.
4. The AP will convene a meeting of the subject teacher and another teacher of that subject. They will review all the available documentation, including the subject teacher's records of assessment.
5. The student will not be required to attend the meeting unless the AP deems it necessary. However, the student may choose to present a case to the meeting and be accompanied by a support person.
6. The AP in discussion with the TASC liaison officer and Principal will make the final decision regarding the internal assessment ratings. The panel will consider the following: checking application of the final assessment rubric to the assessment records, re-assessment of one or two major pieces of work, undertaking an additional assessment task and folio submission guidelines.
7. This decision will be conveyed to the student in writing.
8. The AP will ensure that any changes to ratings are conveyed to the Office of TASC using TRACS by the TLO.
9. If a teacher does not endorse a folio this will be conveyed to the Office of TASC using TRACS by the TLO.
10. The process should be completed by final date that internals are due (See TASC key dates) or as soon as possible after folio due date.

11. A record of the documentation will be kept for the mandatory period. A copy will be placed in the student's file and in the All-Staff Team, TASC channel, Folios and Final Internal Assessment Formal Review Folder



Request for Review of Internal Assessment

Student name	
Subject	
Teacher	
Outline your concerns	

(Student Full Name)

(Signature)

(Date)

Please provide completed form to the office which will be forwarded to an Assistant Principal.

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Outcome for Review of Internal Assessment

Student name	
Subject	
Teacher	
Course Criteria reviewed	
Outcome of the review (Evidence shown)	
Name of Chair of Panel	
Chair Signature	
Date of Panel review	
Panel Members	
Date returned to student	

A record of the review is held in the All Staff Team, TASC channel, Folios and Final Internal Assessment Formal Review Folder. This includes all forms, evidence considered, meeting records and the outcome of the review including any adjustments made to the results.

Appendix 12 – Academic Integrity Policy and Procedure

JANUARY 2024

Academic Integrity Policy and Procedure

Hellyer College

Based on underlying principles that:

- The work of others deserves respect and honesty
- Learning involves developing or advancing existing ideas and creating new and original work
- Sources of information must be acknowledged in an appropriate format or referencing system
- All students and staff must be educated about Academic Integrity policies and practices and in particular to TASC and DECYP requirements (Intellectual Property and Copyright, 2020)

The Hellyer College policy is based on:

1. TASC (2023) *Academic Integrity guide*. Office of Tasmanian Assessment Standards and Certification Hobart.
<https://www.tasc.tas.gov.au/wp-content/uploads/2023/03/TASC-Policy-Academic-Integrity.pdf>
2. *Academic integrity for Students*.
<https://www.tasc.tas.gov.au/students/academic-integrity/?highlight=academic%20integrity> (accessed 26/1/24)
3. *Academic integrity for Teachers*
<https://www.tasc.tas.gov.au/teachers/academic-integrity/> (accessed 26/1/24)
4. Compliance with Standard 7 and 8 for the provision of TASC-accredited senior secondary course.

Roles and Responsibilities

Students will:

1. Read TASC: *Academic Integrity Guide* <https://www.tasc.tas.gov.au/wp-content/uploads/2023/03/TASC-Policy-Academic-Integrity.pdf>
2. Submit work that is their own work.
- 2.1. Keep rough annotations, photos, drafts and edited copies of work to demonstrate the creation and genesis of ideas.
- 2.2. Maintain version control of documents using 'save as' in Microsoft Word
3. Learn the referencing requirements within their own subject disciplines.
4. Acknowledge any sources of information used to complete their work using a recognised referencing style as stipulated by teacher and/or TASC syllabus.
5. Consult with their teachers, or teacher-librarian, regarding preferred referencing system for subject area.
6. Use Turnitin for externally assessed folios and other subjects when requested.
7. If true, sign a declaration form to accompany work submitted to the college and/or TASC verifying that (i) work is original and (2) contains no unacknowledged information, images, ideas, words, and (3) satisfies TASC deadlines.
8. Be made aware of possible TASC penalties by the teacher in class.

9. If a teacher refuses to sign the folio declaration form, a student may seek an internal review. (see Sharepoint library [Review of Internal Assessment](#)) 79

Teachers will in order to help students learn about Academic Integrity and TASC requirements.

- Regular conferencing with students
- Model best practice in academic integrity in development of lesson materials
- Discuss plagiarism and consequences.
- Discuss, demonstrate and implement academic integrity practices relevant to the subject area.
- Demonstrate and promote referencing tools (such as Citethisforme, MS Word, etc) as appropriate to their subject area.
- Work with a teacher-librarian to assist students with submitting assignments and folios to Turnitin (where relevant to subject area requirements).
- Work collaboratively with teacher librarians/teachers in order to meet the current expectations of Academic Integrity.
- Keep records in TEAMS (TASC channel, Stored Folios) which verify authenticity of student work to allow the co-signing of declaration form by teacher for external purposes.
- Draft records must be submitted to Teachers via email or CANVAS to be used in situations where the teacher of a student undertaking an externally assessed folio or project work is not available at the time endorsement. The Learning Area AST will verify and can sign on their behalf.
- Complete a yearly Academic Integrity Microsoft Form on referencing an authenticity validation of student work.(What, how and when)

Teacher-librarians will

- Collaborate with subject teams to develop resources (referencing tools) and provide ongoing support for teachers/students to promote academic integrity and train teachers in use of the tools
- Assist with note-making and summarising, and correct methods of citation
- Maintain an intranet page which supports and centralises Academic Integrity materials
- Maintain and assist with use of **Turnitin**
- Implement version control - Academic Integrity documents
- Assist Principal with maintaining records of breaches – resolutions/penalties

In the event a teacher has a concern about the authenticity of student work submitted for internal assessment, the following sequence of events will occur and be documented:

The seriousness of any breach is dependent on the time of the breach, prior breaches and feedback given to the student at that time. This will inform the level of intervention. Focus is on education and support.

Level 1: Support and re-education.

Teacher has identified there are initial instances of minor breaches in Academic Integrity and expectations of conduct. Student is re-educated about the expectations of Academic Integrity, their work is to be re-worked and resubmitted. The teacher records this initial breach in SSS and emails teachers of that student.

Level 2: Repeat Breach.

The teacher has identified subsequent breaches of Academic Integrity by this student and the Learning Area Leader is notified and work reviewed with other teachers of the same subject. The student has the option to resubmit work, receiving a consequence of a limit of a C across all criteria, or to not resubmit and receive a 't' grade on the assignment. The teacher consults with the Learning Area Leader and a call is made by the teacher to the parent/carer to explain the breach. The teacher records in SSS this repeated breach and emails teachers of that student.

Level 3: Serious Breach.

The student has a serious or repeated breaches of Academic Integrity. Teacher informs AP. AP calls parents/carers and organises a meeting with the student, teacher and parent/carers. Student receives a 't' across all criteria on the assignment with no option to resubmit. Teacher and AP record in SSS this serious breach and parent meeting. An email is sent to teachers of that student.

In the event a teacher has a concern* about the authenticity of student work submitted for external assessment, the following sequence of events will occur and be documented:

The teacher will

- Outline reasons for not submitting external folio
- Request further evidence of authenticity
- Review drafts
- Ring parents/carers to confirm suspected plagiarism breach
- Direct or inform the student on procedures to request a review of decision (AP) – see documents available Hellyer Sharepoint – Academic Integrity

*Concerns may include

- the teacher has not sighted work in progress
- the teacher cannot validate the authenticity of the students work eg absence of drafting
- In house plagiarism software (Turnitin) reveals plagiarism
- the student does not meet the TASC deadline
- the student has not signed the declaration form
- there has been a change of teacher

*

If the authenticity concern/issue remains unresolved internally, the folio will remain unsigned by the teacher, and forwarded for TASC consideration.

The teacher will

- Verbally inform the student of the college's inability to endorse the authenticity and academic integrity of their work
- Send a formal letter informing the student of the college's inability to endorse the authenticity and academic integrity of their work and their right to seek a review of the decision not to endorse. The Request for Review of Internal Assessment form Appendix 10 page 3 will be attached.
- The review will be completed within one week of receiving the review request. As soon as possible after the folio due date. (See TASC Key dates)
- Parents and guardians will be informed by letter and copied into the student's files. **All** associated documents (forms, evidence considered, meeting records and determinations made (by whom, when and any communications) must be formally filed in the college's Curriculum Folder
- The Office of TASC will be informed of the result of the review by TLO. If the folio is endorsed on review it must be externally assessed. If the folio is not endorsed it will be treated as not submitted (i.e. give 'z' ratings on all relevant criteria, hence capping the award at PA)

References:

Don College *Authenticity and Academic Integrity Policy 2024*

DECYP Intranet. 2024. *Intellectual Property And Copyright*. [online] Available at: <<https://tasedu.sharepoint.com/sites/intranet/SitePages/Copyright.aspx>> [Accessed 26 January 2024].

Smartcopying.edu.au. 2024. *Smartcopying The Official Guide To Copyright Issues For Australian Schools And TAFE*. [online] Available at: <<https://www.smartcopying.edu.au/home>> [Accessed 26 January 2024].

TASC (2023) *Academic integrity guide: understanding academic integrity*. 2023. Office of Tasmanian Assessment Standards and Certification Hobart.

Policy Development Date 15 August 2024
Policy Review Date November 2025
Author: Griffith Martin and Marion Ferguson TLO

JANUARY 2024

Course Adjustment Policy and Procedures

Hellyer College

This Policy and Procedure document aligns with TASC Standard 9.

DECYP guidelines 2024- <https://www.decyp.tas.gov.au/learning/supporting-student-need/quality-learning-for-all/>

Purpose

Hellyer College aims to support everyone create their future by the provision of quality learning for all.

In order for every student to create their future, every effort is made through the course counselling process to ensure that each student is enrolled in a course and corresponding subjects which are appropriate for the student's future pathway and commensurate with the student's level of ability.

Where a course change becomes necessary, it is desirable that it be made before the end of Term One, with due consideration of the student's whole course commitment and in light of TCE requirements and future aspirations.

In special circumstances, and on a case-by-case basis, some students may need to make later changes due to wellbeing or other personal considerations. Decisions to adjust courses need to be made in consultation with students, teachers, senior staff and parents/carers.

Where a student's course change results in needing to move up or down a level in the same subject, it is essential that students have adequate opportunities for formative and summative assessments against the criterion/ia and standards of the 'new' course.

The subject teacher must keep a new assessment record, mapped across the different criteria and elements of the new subject, to ensure the delivery of course requirements and valid assessment across this subject. They must:

- give careful consideration to the re-assessment of previously completed assessment tasks against the criterion/ia and standards of the 'new' course
- ensure that all the course contents and work requirements of the 'new' course are completed by the learner
- be mindful of the impact of such changes on TASC quality assurance requirements and processes

If it appears likely that there may be movement across the levels, the record for the student should be maintained across both. This might occur in classrooms where two different syllabus levels are taught concurrently. Any such change must be made by the end of Term Three (TASC key dates confirm each year), and again on a case-by-case situation.

In addition to new and adjusted assessment records, where a course change has resulted in a move up, or down a level in the same subject, teachers must ensure that student work is moderated by colleagues.

SCOPE (audience and applicability)

This policy applies to all students enrolled at Hellyer College.

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PROCEDURE

As with all adjustments to students' courses of study, the following processes must be followed.

1. Student conversation with class teacher (Subject) or Career and Life Planning teacher
 - a. Record in SSS
 - b. Contact student's CLP Teacher
 - c. Include in the notes;
 - i. Reasons for the proposed change (This will then be available to support the Assistant Principal (AP) during the course adjustment interview.)
2. Student is to make an interview during their **study line** with AP or AST. This is to be organised through the main office.
3. Course adjustment interview with AP or AST. If an adjustment to course is required then;
 - a. TCE requirements checked to track progress.
 - b. Parent contacted. (Phone or Face to face interview)
 - c. Confirmation with new teacher(s).
 - d. Senior staff record in SSS
 - e. Electronic course adjustment form (**All Enrolments** on Sharepoint) filled in by AP/AST
4. Electronic course adjustment process
 - a. **Tracking→ Enrolment → Student Enrolments** filled in by AP/AST on Sharepoint. Parent approval written on form. AP informs parents of potential fee adjustments.
 - b. Timetabler adjusts timetable.
 - c. AP sends confirmation email to all relevant teachers. (Cut and paste from SSS)
 - d. Office staff generate new subject fees and send letter to parents.
 - e. Student collects new timetable from the main office and then joins the new class.

Additional Resource Links:

This policy for Hellyer College fully references TASCs Standards policy and procedures document:

<https://www.tasc.tas.gov.au/providers/quality-assurance/standards-for-providers/> [accessed 26 January 2024]

Current TASC policies link <https://www.tasc.tas.gov.au/about/policies/> [accessed 26 January 2024]

Policy Development Date 26 January 2024

Policy Review Date November 2026

Appendix 14 Final Assessment Methodology

All staff **must** articulate in their Assessment Records their final assessment methodology. This is not the algorithm for determining the final award rating (LA, PA, SA, CA, HA, EA), but the method used to determine a final rating judgement. Staff, in writing, must show how they arrive at the final ratings. This will ensure fairness for all students.

Assessment records must be accessible for senior staff in the rare case the class teacher is unable to make judgements and submit the final award ratings.

“Do my records and systems have enough clarity and detail that – based on the evidence of the assessment record – another person could make the same final rating determinations that I would?”

“Ensures consistency, accountability, and transparency - the same rules apply to all students in the class/cohort.”

The process of determining a final rating in each criterion is shaped by over-arching 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* (for example, a single A at the end of a course when most are C marks does not necessarily mean a final rating of A)
- *the relative weighting/significance of an individual task to the final assessment of that criterion* (for example, achievement of an A on a minor test does not carry the same significance as a C- on a major, 4 week project).

Hellyer College has a core set of articulations, and depending on individual student circumstance, additional information will be provided.

Core

- Major assessments hold more weight than minor assessments.
- For each criterion, assessments held later in the unit/year hold more weight. Achievement in a criterion is not averaged to determine a final rating.
- For students who submit work late, this will only affect the criterion that has a ‘late work/ or managing time’ criterion*. *Teachers will monitor and discuss with their Learning Area Leader if a pattern of inflated results occurs. Teachers will remind students of the importance of submitting work for timely feedback.
- A student who has a B+ and an A for the last 2 major assessments in a criterion are an A** for that criterion (or a C+ and a B are a B, t+ and a C are a C). ** Teachers cannot confidently say the B+ mark is not an A, so students are given the favourable result to reflect end-point achievement.
- Some tasks carry more weight depending on the length of time taken to do them.

- A task that is used to assess a few standard elements of a given criterion may not carry as much weight as a task that is used to assess all a criterion's standards. 87
- A task addressing a course's work requirement might reasonably be expected to carry more weight than an assessment that was additional to such a requirement.
- Reporting periods are not considered assessment marks, but where a student is 'at' for the time of year.
- Teachers must copy the final algorithm for their subject for minimum requirements for an award into their Assessment Record.

e.g. General Mathematics 2

Algorithm for final rating will be the minimum requirements for an award are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

- Students who are borderline will have their assessment record reviewed and opportunities for improvement offered.
- Students who are able to demonstrate a level of achievement that they haven't before are then at the higher level.

Examples of additions based on the **subject**:

- Major tests hold more weight than major investigations.
- Students who do not submit a folio will only achieve a maximum of a PA award.

Examples of additions based on **individuals**:

- Assignment 2 Linear Modelling, Student X is exempt from repeating because they have completed the test, and the relief teacher lost their assignment.
- Student X has come from interstate and has their worked assessed from their previous school against the course rubrics and will not have to complete all assessments.
- Student X has been in hospital for 8 weeks in June and July and will not need to submit Assessment B and Investigation C and can demonstrate competence in other assessments.

Resources used:

- <https://www.tasc.tas.gov.au/wp-content/uploads/2022/10/Determining-Final-Ratings-Information-Sheet.pdf>
- <https://www.tasc.tas.gov.au/wp-content/uploads/2018/03/Internal-Assessments-Assessment-Records-Final-Ratings-and-their-Assessment-Rubrics.pdf>
- <https://www.tasc.tas.gov.au/wp-content/uploads/2025/01/Final-Internal-Assessment-Methodology-TDD-January-2025.pdf>

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Policy Development date: 9 December 2025

Policy Review date: November each year

Author: Marion Ferguson

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 Hellyer College who generously agreed to share this quality assurance document for the benefit of the broader sector.

This document was submitted as evidence during the 2026 check-in process and is shared with permission as an example of one approach to documenting quality assurance practices.

About this Exemplar

This Learning Area checklist was developed by a Hellyer College to support consistent planning, delivery, assessment and review practices across TASC courses. It provides a structured approach to key activities such as course planning, assessment design, assessment record management, academic integrity processes and quality assurance responsibilities.

The exemplar is provided to assist schools and colleges in considering how quality assurance expectations can be embedded within learning area and teaching team practices. While local processes will differ between providers, this resource demonstrates one approach to supporting consistency, accountability and continuous improvement at the course level.

Please note:

- This document is shared as an exemplar only and is not a prescribed template.
- Schools and colleges may implement different processes to achieve the same outcomes.
- Not all aspects of this document will be relevant to every provider.
- Providers remain responsible for ensuring their practices align with the current [Standards for Providers](#), TASC requirements and their local context.

TASC encourages providers to adapt ideas from this exemplar to support their own quality assurance processes and continuous improvement activities alongside the [Standards for Providers](#), practice guides, checklists and other quality assurance resources available on the [TASC website](#).

Exemplar Resource from Hellyer College

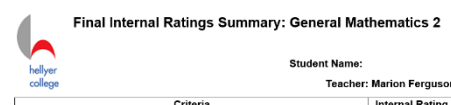
TASC **TEACHER** Learning Area checklist

Name of course _____ Completed by _____

- ✓ Tick off when complete. Speak with your LAL if you need extensions on timelines.

Student Final Internal Ratings Sheets. Submitted to admin or uploaded by 20 November.

- There is a tray in front of Tania's desk, label a folder clearly with class code, course name and your name. Drop into the tray as a *class set* the ratings sheets. Admin will copy and place in your Assessment Record Folder on Teams or you can do this yourself. ALL Staff Team, TASC channel, Assessment Records, 2026, your name.
Label File: class course code course name your name 2026



Course syllabus

- Print out 2027 course document [Courses - TASC](#). Use this to ensure you are using the current version for the following tasks.

Scope and Sequence (one per subject work as a collaborative teaching team) **completed by 4 December.**

Must have:

- Current course content reflected in column 2 of template titled "Content (Unit/Topic)"
- Work requirements clearly marked
- If relevant, course content suggestions for length of units about the same number of week
- Plan for assignments/tests **major** and **minor (intermediate)** with criteria and elements
- Assignments/test mapped to your Assessment Matrix
- Assignments/tests mapped to your mark book (Assessment Record) **same** dates
- Academic integrity explicit teaching for course highlighted in S&S
- Subject algorithm for award ratings at the end

Best practice suggestion: ○ Explicit Vocabulary highlighted in Scope and Sequence

All points above buddy checked at the same time with _____ date _____

- Scope and Sequence is stored centrally in the ALL Staff Team, TASC channel, Scopes and Sequences, Learning Area, Subject, **2027** once amendments have been buddy checked.

Assessment tasks **completed by 4 December.**

- Assessment tasks given to students from Standards doc **p68** do they all contain these elements?

First 2 assessments 2027 buddy checked with _____. All assessments for 2027 must have these same elements.

Assessment Matrix completed by 7 December.

- Assessment tasks given to students from Standards doc p68 do they all contain these elements?
- Assessment matrix shows a balance in the number of times each criterion (and standard element) is assessed during the year. They will provide opportunities for the assessment of criteria associated with content covered earlier in the year to also be assessed towards the end of the course to show end points of learning. Staff to manage over assessment of criteria/elements. All criteria have equal weighting, all elements within a criteria have equal weighting. Each element assessed as least once and each criteria assessed 3 times unless stated in Final Assessment Methodology with reasons.
- Any adjustments to assessment matrix are reflected in the S&S and Assessment Record

Assessment Records completed by 7 December.

- Teachers will use either Canvas or an electronic format for assessment recording.
- Use page **69** Standards doc to ensure you have all elements of the assessment record in it.
- Set up for 2027 with all assessments
- Must include Final Assessment Methodology
- Learning Area Leader must be able to understand your mark book.
- Stored centrally in the All Staff Team, TASC channel, Assessment Records, 2027. (Start a new folder with your name on it). Staff using CANVAS fill out the word document *"I use Canvas for my Assessment Records"*

Academic Integrity completed by 7 December.

- I have noted in this document [Academic Integrity 2027.xlsx](#) how teachers deliver Academic Integrity in their courses. Please review as a team, modify if things have changed for your course.
- If your course is not listed add in the row.
- In the document, subjects with an orange background (not running 2027) let's keep for 2028

Teachers, place your checklists in your subject ASTs pigeonhole by December 8. Within each subject team you will need to work out who will be the keeper of the checklist.

Other important Tasks in Learning Areas

- Canvas Room updates and Learning Area Tasks
- Review Student Information Guide for subject updates and send to AST
- Review photos to update the website and send to AST
- Review subject information on the website. Talked to AST about any changes or email them.
- Taster Day booklet: Discussed sessions, updates and send to AST
- Reviewed Subject Information handouts for Taster Day/ Parent Information Night and subject expo, these must be checked by AST.