



MINARAH
RABBI ZIDNI ILMA

RoSA and HSC Policy and Procedure

February 2024

Purpose

This Policy outlines RoSA and HSC Policies and Procedures. It explores the processes involved in understanding the requirements up until Stage 6 curriculum at Minarah.

Date of last review:	February 2024	Author:	Principal/s
Date of next review:	February 2025	Owner:	Principal/s
Type of policy:	State-wide (DoE) Tailored by school	Approval:	School Board
Key contract email:	principal@minarah.nsw.edu.au	Key Contact Number:	02 8783 9188

Positioning Within Minarah Operational Model

Component	Element
<input type="checkbox"/> Strategic Leadership and Planning	
<input type="checkbox"/> Monitoring, Reporting and Data	
<input checked="" type="checkbox"/> Governance and Accountabilities	
<input checked="" type="checkbox"/> Teaching and Learning	
<input checked="" type="checkbox"/> Culture, Ethos and Wellbeing	
<input type="checkbox"/> Curriculum and Assessment	
<input type="checkbox"/> Pathways and Enrichment	
<input type="checkbox"/> Parents and Community	
<input type="checkbox"/> Finance, IT & Estates	
<input type="checkbox"/> Our People	

Contents

1.0 Rationale	4
2.0 Record of School Achievement – Years 7-10	6
3.0 Record of School Achievement – Stage 6	9
4.0 School review of HSC internal assessments	12
5.0 Guidelines for student appeals against assessment rankings in HSC courses: student evidence and Principal/s's report on appeal	13

This policy should be read together with the Assessment Handbook and Guidelines

Record of School Achievement (Rosa)

1.0 Rationale

The RoSA is a cumulative credential showing Year 10 grades as well as any grades for Year 11 (Preliminary) completed courses. The RoSA came into effect with the 2012 Year 10 cohort. RoSA provides the capacity to record students' extracurricular activities as well as citizenship and leadership achievements.

The RoSA records all courses undertaken in Stage 5 (Years 9 and 10) and Stage 6 (Years 11 and 12) by the student up until the HSC examinations, along with grades awarded. BOSTES issues the formal Rosa credential to students who satisfy the eligibility requirements when they leave school.

There are **No External Examinations** for RoSA, optional online literacy and numeracy tests are available for students who wish to participate.

Pattern of Study

Mandatory Curriculum Requirements – Years 7-10

English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE.

Mandatory Stage 5 courses

Students are enrolled automatically in the mandatory 200-hour Stage 5 courses in English, Mathematics, and Science, and the mandatory 100-hour courses in Australian Geography and Australian History.

Elective Courses offered at our school Commerce, Information and Software Technology, and Arabic

Courses completed in Year 9

Where schools program 100-hour elective courses to be completed in Year 9, the students should be entered for the course(s) in the year in which they are expected to complete the course(s). However, in some cases students may begin a 200-hour course in Year 9, but withdraw from the course at the end of Year 9, having completed 100 hours of the course. These students are entitled to have the 100-hour course credentialed.

Confirmation of entry

Our school submits Confirmations of Entry via *Schools Online* as soon as entries are completed. Each Confirmation of Entry is signed by the student and retained at the school until March of the following year.

Amendment to student entry

Amendments are made via *Schools Online* as required. When an amendment is made, a new Confirmation of Entry must be produced, signed by the student, and retained at the school.

Curriculum Requirements for Years 11 and 12

To be eligible for the award of the HSC, students must have satisfactorily completed two years of

study (Years 11 and 12) courses that meet the prerequisites of NESAs. Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. To qualify for HSC, students must satisfactorily complete the HSC requirements comprising at least 10 units.

The pattern of study must include:

- at least 12 units of study (6 courses) in the Preliminary year; and at least 10 units of
- Both Preliminary and HSC course patterns must include:
- at least 6 units of Board developed courses
- at least 2 Units of a Board developed Course in English
- at least three courses of 2 units value or (greater); and
- at least four subjects

You may not count more than six units of Science courses towards the minimum 10 HSC units required.

Eligibility requirements for the award of the Record of School Achievement

- To qualify for the award of the RoSA, students must:
- Satisfactorily complete the mandatory requirement of the BOSTES Curriculum and Assessment requirements for the award of RoSA
- Attend school until the final day of Year 10 as determined by the Principal/s.
- Sit for and make a serious attempt at the school based Examinations.
- Students will be warned by the Principal/s or their delegates if they are in danger of not satisfactorily completing mandatory requirements. The warning letter is given by the Principal/s or their delegates in enough time for students to meet the requirements.
- If a student fails to meet all mandatory requirements by the end of Year 10, then the student will not be eligible for the award of a RoSA in that year.
- School leavers who are not eligible for the RoSA will receive a Transcript of Study showing all grades awarded, including 'N' determinations for mandatory courses studied in Stage 5.

Criteria for satisfactory completion of a course

A student is considered to have satisfactorily completed a course if, in the Principal/s's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESAs.
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all the course outcomes.

Attendance in relation to satisfactory completion of a Stage 5 course

The Principal/s will determine an appropriate level of attendance, which will allow each student to achieve the outcomes of each course being studied. Exceptions may be made in the case of severe illness or similar situations (in consultation with the Principal/s).

The Principal/s may determine that, as a result of absence, a course completion criterion has not been met. It is the responsibility of any student whose attendance is called into question to prove that they are meeting all of the requirements for their course.

2.0 Record of School Achievement – Years 7-10

Procedures for dealing with absences in Years 7–10 Absence through illness and/or physical injury

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence.

School work may be undertaken while at home or in hospital. The Principal/s may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

Absence on holidays

It may be possible for compensatory assignments to be negotiated, completed, and posted back to school by students who are absent on holidays. In this way, the Principal/s may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course. Some students may be judged able to catch up missed work upon return, in order to meet course requirements and achieve the outcomes of the course.

Absences without satisfactory explanation

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. Warning letters to the student/parent would be given by the Principal/s or their delegates and would set out the steps necessary for the student to satisfactorily complete the course(s).

Non – completion of Stage 5 Course – ‘N’ Determination

Students will be provided with written warnings if their progress in a particular course is unsatisfactory. Parents/caregivers will be informed by the Principal/s or their delegates of what is required for the student to satisfactorily complete the course. Students who have not complied with the course completion criteria and who have received at least two warnings can be regarded as not having satisfactorily completed the course at the time of finalising the grades.

N’ determinations – Warnings of non-completion of course requirements

If at any time it appears that a student is at risk of receiving an ‘N’ determination (non-completion of course requirements) in any course, the Principal/s or their delegates will:

1. advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an ‘N’ determination;
2. advise the parent or guardian in writing (if the student is under the age of 18);
3. request from the student/parent/guardian a written acknowledgement of the warning;
4. issue at least one follow-up warning letter if the first letter is not effective; and
5. retain copies of all relevant documents. It is strongly recommended that written warnings are issued as soon as possible and regularly where required.

‘N’ determinations – eligibility for Record of School Achievement

A student who is given an ‘N’ determination in a Stage 5 mandatory course will not be eligible for a Record of School Achievement. Transcripts of Study will list the mandatory course(s) in which an ‘N’ determination has been awarded in Stage 5.

The document will carry the statement Not Eligible for the Record of School Achievement.

Achievement of outcomes independently or with support

The Principal/s would determine that an outcome should be considered as ‘achieved independently’ if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with the adjustments that enable the student to access coursework and/or demonstrate achievement during assessment opportunities.

- The adjustment is provided when a student requires assistance to demonstrate the achievement of the outcome.
- In such cases, an outcome would be considered as ‘achieved with support’. Examples of additional support include verbal prompts, visual prompts, physical assistance, and the provision of partial responses.

Record of School Achievement – Year 10 leavers, arrivals, and transfers

The Principal/s or their delegates will immediately notify the BOSTES via Schools Online of Record of School Achievement students who have left school, or transferred to another school, or transferred from another school; or arrived from interstate or overseas.

School leavers

Students who leave school at or after the completion of Year 10 will receive either a Record of School Achievement or, if not eligible for the Record of School Achievement, a Transcript of Study. Students who leave school prior to the completion of Year 10 is not entitled to a credential from NESA. The Principal/s or their delegates will notify NESA, via Schools Online, of students leaving school at or after the completion of Year 10, giving the date that the student left or will leave school. NESA will then issue the credentials to which the student is entitled.

Year 10 students who transfer to another school

In the case of students who are transferring from one NSW school to another, the new school must, via Schools Online, reactivate the student’s entry for the Record of School Achievement, confirm the program of study undertaken by the student at the previous school, and confirm the NESA student number. Students transferring from another NSW school retain the student number allocated by NESA from the previous school’s entry record.

If the transfer happens before the end of Term 2, Year 10, the new school must submit the grades. The new school if need be would consult the previous school about the validity of the grades.

If the transfer takes effect in Terms 3 or 4, Year 10, the previous school is responsible for submitting grades.

If a student is unable to meet all mandatory requirements over Years 7–10 because of a change of school, the Principal/s may deem that they have been met.

Year 10 students who arrive from interstate or overseas

Where the Principal/s determines that a student arriving from interstate or overseas could meet the eligibility requirements for the Record of School Achievement, the student should be entered for the Record of School Achievement via Schools Online.

Assessment at the end of a Stage 5 course – grading student achievement

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

The grade awarded to each student at the completion of a Stage 5 course would indicate the student's overall achievement in relation to the course performance descriptors in the course. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus. No specific allocation of marks is required for any syllabus objectives or outcomes.

Earlier performance in a course would be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade would be made on the basis that it provides the best overall description of the student's achievement of the Stage 5 syllabus outcomes. This applies regardless of whether the student has studied a 100-hour or a 200-hour course.

The same course performance descriptors apply to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10. Students will be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Our school will retain samples of student work and corresponding assessment tasks in Stage 5 courses specified each year by NESAs. The samples retained would be work completed towards the end of Stage 5 and at various points in the distribution of A to E grades.

The school would allocate grades to all students for any 100-hour, or 200-hour course completed during Stage 5 and would maintain a record of grades awarded for courses completed in Year 9. The grades would be submitted using Schools Online by the due date published by NESAs.

Stage 5 Assessments – areas, tasks, and programs

(Refer to the Assessment Schedule)

The Principal/s has the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations.

Disability provisions

The *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education (2005)* require NESAs to ensure that students with a disability are able to access and respond to an examination.

NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. reading the examination questions; and/or
2. communicating his or her responses.

Provisions may include Braille papers, large print papers, use of a writer, use of a reader, an extension of test time, rest breaks, the establishment of a special test center, small group supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

Confidentiality of grades

Grades will not be disclosed to students until the date determined by the BOSTES. The Principal/s and only his delegate have the access to the students' grades.

Acceleration in Courses

Decisions about the acceleration of students will be made by the Principal/s. Students may accelerate in all courses (grade advancement), in one course, or in a number of courses. Acceleration must be based on the principle of compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame (i.e. one or more years in advance of their cohort). An accelerating student may be permitted to repeat a course in which they have been accelerated, although this would not be the expectation.

Entries for the Record of School Achievement or Higher School Certificate for students who are accelerants should be submitted by schools via Schools Online.

3.0 Record of School Achievement – Stage 6

The Principal/s or their delegates will immediately notify NESA via Schools Online of Stage 6

Preliminary course students who have left school; or transferred to another school; or transferred from another school; or arrived from interstate or overseas.

Students who leave school at or after the completion of Year 10 will receive either a Record of School Achievement or, if not eligible for the Record of School Achievement, a Transcript of Study.

The Principal/s or their delegates will notify NESA, via Schools Online, of students leaving school at or after the completion of Year 10, giving the date that the student left or will leave school. NESA will then issue the credentials to which the student is entitled.

Year 11 students who transfer to another school

In the case of students who are transferring from one NSW school to another, the new school must, via Schools Online, reactivate the student's entry for the Record of School Achievement, confirm the Stage 6 Preliminary program of study undertaken by the student, and confirm NESA student number. Students transferring from another NSW school retain the student number allocated by NESA from the previous school's entry record.

If the transfer happens before the end of Term 2, Year 11, the new school must submit the grades. The new school may need to consult the previous school about the validity of the grades. If the transfer takes effect in Term 3, Year 11, the previous school is responsible for submitting grades.

Year 11 students who arrive from interstate or overseas

The Principal/s determines that a Year 11 student arriving from interstate or overseas could meet the requirements for satisfactory completion of Stage 6 Preliminary courses, the student would be entered for the Preliminary courses via Schools Online.

Assessment at the end of Stage 6 Preliminary course

The Principal/s or their delegates would submit grades for all students completing any Stage 6 Preliminary Board Developed or Board Endorsed Course. The grade awarded to each student at the completion of a Stage 6 Preliminary course should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

Our school will retain samples of student work and corresponding assessment tasks in Stage 6 Preliminary courses specified each year by NESA. The samples retained would be work completed towards the end of the Stage 6. NESA recommends that for a 2-unit course, 3 assessment activities are sufficient for Year 11 and 4 tasks for Year 12 to gain an adequate picture of student achievement.

NESA grading system is intended to describe the student's achievement at the end of each Stage 6 Preliminary course.

Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Common Grade Scale for Preliminary Courses and other material produced by NESA to support the consistent awarding of grades. In applying the Common Grade Scale for Preliminary Courses, teachers should interpret them in terms of standards that can be achieved by Stage 6 Preliminary students within the bounds of the course.

Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade should be made on the basis that it provides the best overall description of the student's achievement of the Stage 6 Preliminary syllabus outcomes. Students should be given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Preliminary courses.

Preliminary courses – Allocation and submission of grades

Our school will allocate grades to all students for any Stage 6 Preliminary course completed and the grades will be submitted using Schools Online by the due date published by NESA.

Internal Assessment of HSC BOSTES Developed Courses

For each NESA Developed Course schools are required to submit an internal assessment mark to NESA for every student including those who are studying the course with an outside tutor. Assessment marks for NESA Developed Courses are moderated, and the moderated marks are reported on the Record of School Achievement. In the event of a successful illness/misadventure appeal, the examination mark may be derived from the moderated assessment mark or unaffected components of the examination. Moderation of assessment marks allows comparison across the entire candidature for any course.

Granting Leave to HSC Students

Granting leave is a matter for the individual school Principal/s to determine. The Principal/s have discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student toward course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the Principal/s that outcomes in each course will be achieved.

Educational progress can be ensured by a variety of means, including assignments set by the school, tuition or private study, attendance at another school, distance education lessons, and catching up.

Non-completion of HSC internal assessment: failure to submit tasks

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (eg illness or endorsed leave), the Principal/s may decide that, in accordance with the school's assessment policy, an extension of time may be granted, or a mark may be awarded based on a substitute task.

In exceptional circumstances (eg where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal/s should authorise the use of an estimate based on other appropriate evidence.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter of the teacher's professional judgment.

NESA will consider only whether:

- the school review process was adequate for determining whether the procedures used by the school for determining the grade(s) conform with the NESA's advice and the school's policy regarding the grading of student achievement
- the conduct of the school review was proper in all respects.

Since the appeal is directed to the progressive reporting by the school, NESA will not revise individual tasks or test marks.

If the appeal is upheld, NESA will refer the matter back to the school for further review.

Record of School Achievement and Higher School Certificate appeals

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of School Achievement on a number of bases. These may be summarised as follows:

- a. student appeals on the grounds of illness/misadventure in a Higher School Certificate examination(s)
- b. student appeals against 'N' determinations in particular courses
- c. student appeals against assessment rankings in HSC courses
- d. student appeals against the withholding of Higher School Certificate and Record of School Achievement credentials by NESA.

4.0 School review of HSC internal assessments

Internal review procedures

1. As the final submitted assessment marks are not available to students, any assessment review students request will be based on their rank order placement and feedback on their performance during the course. That is, students who think that their placement in the rank order for a course is incorrect, given the feedback on their performance during the course, might seek a school review.
2. An assessment review would focus on our school's procedures for determining the final assessment mark. **Students are not entitled to seek a review of teachers' judgments of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned.**

The Principal/s or their delegates would return to the Office of NESA an Assessment Review Schedule detailing all reviews sought by students by the date shown in the Higher School Certificate Events Timetable.

The Principal/s or their delegates would inform the student of the outcome of the review and would advise the student of the provision for a subsequent appeal to NESA, including information about grounds for appeal.

Student's evidence and reasons for appeal

Relevant evidence might include information about:

- a. the school's stated assessment policy
- b. the assessment policy as actually implemented
- c. feedback given to the student about his or her performance in assessment tasks
- d. the adequacy of the procedures used in the school review
- e. the propriety with which it was conducted.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.

5.0 Guidelines for student appeals against assessment rankings in HSC courses: student evidence and Principal/s's report on appeal

Relevant evidence might include:

- a. whether the review panel considered that the weightings specified by the school in its assessment program conformed with the Board's requirements as detailed in the syllabus packages
- b. whether the panel considered that the procedures used by the school for determining the final assessment mark conformed with its stated assessment program and, in particular, whether the weightings used for the various assessment tasks are consistent with those specified in the assessment program
- c. whether the panel considered that no computational or other clerical errors occurred in the determination of the assessment mark
- d. the number of members of the review panel who:
 - i) were directly involved with the course, including the preparation of the assessments
 - ii) were not directly involved
- e. the information given to students about the required assessment tasks including a copy of the weightings given to each task in the course
- f. the information given to the student about his or her performance in assessment tasks in this course
- g. the written and/or verbal information given to the student about the school review of the assessment
- h. the written and/or verbal information given to the student about the outcome of the school review:
 - i) a copy of the relevant parts of the school assessment policy
 - ii) the other comments.

School review of HSC internal assessments: Appeals to NESAs

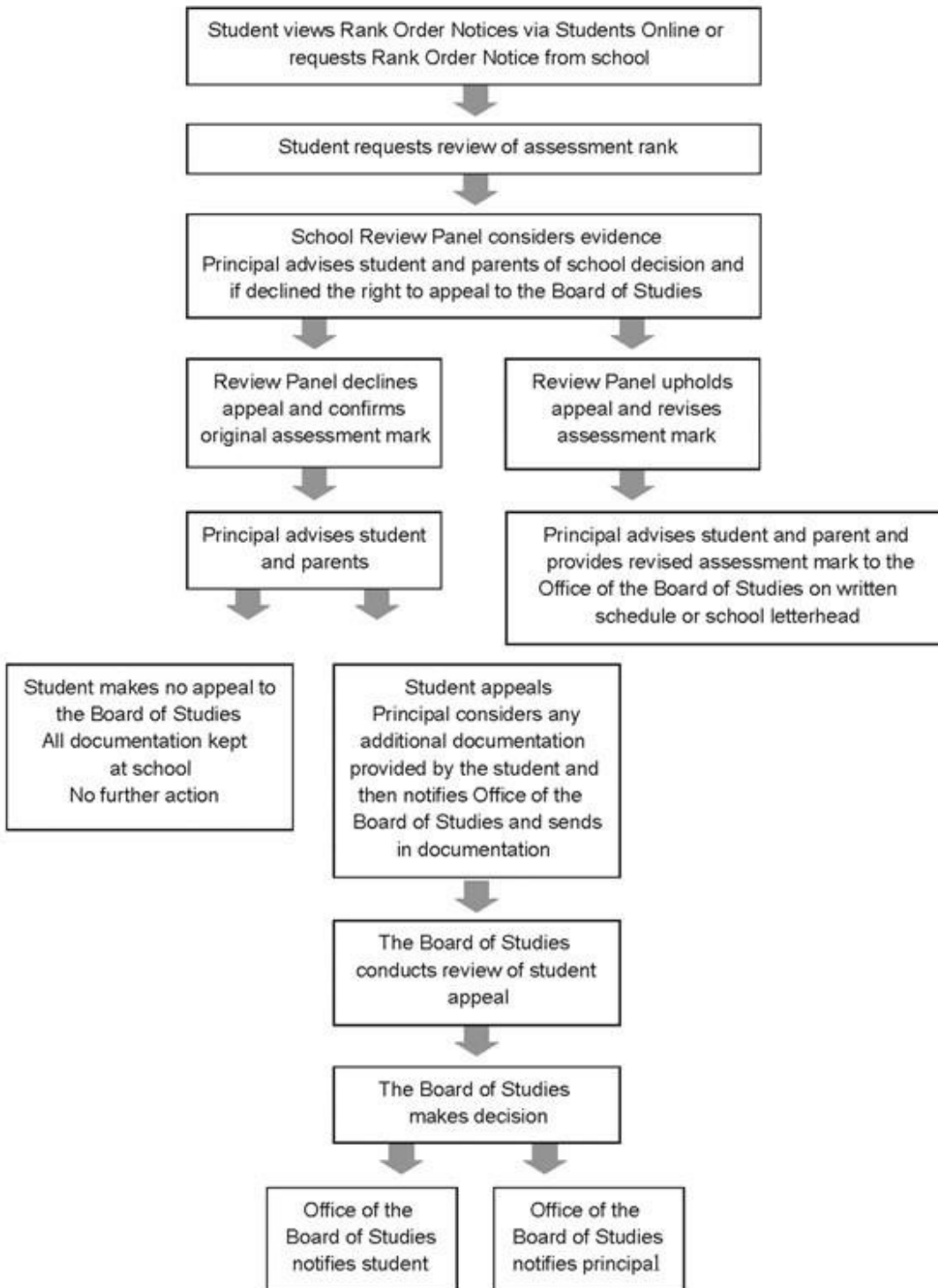
Where possible, reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESAs. There are no appeals against the marks awarded for individual assessment tasks. NESAs will consider only whether:

- a. the school review process was adequate for determining whether:
 - i) the weightings specified by the school in its assessment policy conform with NESA requirements as detailed in the syllabus packages
 - ii) the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment policy
 - iii) there are no computational or other clerical errors in the determination of the assessment mark.
- b. the conduct of the review was proper in all respects.

Since the appeal is directed to the assessment process, NESA itself will not revise the assessment marks or rank order. If the appeal is upheld, NESA will direct the school to conduct a further review. The appeal to NESA should be submitted by the date stipulated in the Higher School Certificate Events Timetable. The appeal should be submitted through the school on the appropriate form.

Appeals submitted after the release of results will not be considered by NESA.

Procedures for student appeals against assessment rankings in HSC courses



Literacy and numeracy tests

Students intending to leave school and recent school leavers are able to take optional online literacy and numeracy tests. These tests will be scheduled at times advertised on the NESA website.

Students who advise the school that they intend to leave before completing the Higher School Certificate and who wish to sit for the tests are eligible to participate.

Students may only attempt each test once in a test period, except in the case of a successful illness/misadventure appeal to the Principal/s.

Recent school leavers who wish to sit for the tests must do so in the first test period available after they leave school. These students should seek advice from their last school in the first instance.

Illness/misadventure: literacy and numeracy tests

Where a student is prevented from a reasonable attempt at the literacy and/or numeracy test due to illness or misadventure, there may be a further opportunity in the test period for the student to redo the test(s).

Alternatively, the next test period will provide an occasion for the student to undertake the test(s).

NESA makes no provision for school-based assessment or estimated marks to be substituted for literacy and numeracy test results.

Conduct during the literacy and numeracy tests

If a student does not follow the examination rules, he or she may be removed from the test room and reported to NESA.

Malpractice and breaches of examination rules in relation to the literacy and numeracy tests

The Principal/s or their delegates will inform NESA immediately following the test period of any instances of suspected malpractice or breaches of examination rules.

Test reports from the testing period involved will not be awarded to a student who has been found by NESAs to have been guilty of malpractice or a serious breach of examination rules in relation to the optional online literacy and numeracy tests.

Higher School Certificate students: Study with an outside tutor Definition

An outside tutor is any person, other than a teaching staff member of the school, whom the Principal/s have approved to deliver a specified course of study that is part of the curriculum to a student or students enrolled in the school. The delivery of such a course may take place on school premises or elsewhere. The outside tutor may deliver the course to students during school hours or outside them.

Pattern of study

Students who wish to study with an outside tutor must ensure that their pattern of study includes English plus at least ten units in the Preliminary and eight units in HSC courses taken at an accredited school in NSW.

Criteria and conditions for Principal/s approval

The Principal/s may give approval for the student to study additional course(s) with an outside tutor provided that the Principal/s have determined that the proposed tutor is, by qualifications and/or experience and/or expertise, a suitable person to teach the NESA syllabus.

The Principal/s have responsibility to ensure that in approving an outside tutor, the school continues to comply with the mandatory requirements under relevant child protection legislation.

In addition, the Principal/s must be satisfied that:

- a. the student's study of the course cannot be accommodated within the school
- b. the student will be able to study the HSC course with the outside tutor after completing the Preliminary course
- c. the student and tutor have a copy of, or easy access to, the appropriate syllabus package
- d. the tutor has indicated in writing that the course will be taught in accordance with the NESA syllabus
- e. the tutor will provide to the Principal/s and the student an assessment program for the course detailing:
 - i. what will be assessed (i.e. components)
 - ii. when tasks have been scheduled
 - iii. how each task will be assessed
 - iv. how much weight will be given to each task
 - v. what administrative arrangements have been made
- f. the tutor will provide assessment marks determined in accordance with syllabus guidelines, but these marks will not be used except in the case of illness/misadventure

Language courses

The study of languages through a community languages school (not one of the centres of the

Department of Education and Communities' Saturday School of Community Languages) may be approved by the Principal/s of the home school, provided that the above conditions are met.

Higher School Certificate students: study with an external provider

The Principal/s may give approval for a student to study additional course(s) with an external provider.

Definition

An external provider is any organisation that the school has entered into an arrangement with to deliver a specified course of study that is part of the curriculum to a student or students enrolled at the school. The delivery of such a course may take place on school premises or elsewhere.

Entry of HSC internal assessment marks for courses studied outside the home school

Where a course is studied outside the home school (e.g. Saturday School of Community Languages) the assessments are submitted by the teaching school.

In the case of a course studied with an outside tutor, the tutor must provide the assessment mark to the student's home school. The home school will then submit it to the BOSTES via Schools Online.

Document Control

Publication date:	February 2021	Review Date:	February 2024
Version number:	v1.3		
Applies to:	All of Minarah Staff		
Responsible Review Officer:	Principal/s		
Approved by:	Minarah Board	Meeting Date:	

Revision History

Version	Revision Description	Revised By	Date
v1.0	Authored	Jay Halai	February 2021
v1.1	Template Change	Jay Halai	February 2022
v1.2	Template Change	Saireen Hussain	February 2023
v1.3	Review	Samina Ali	February 2024