**Memorandum to DN/17/00085**

**Secondary principals**

**Central schools principals**

### Monitoring of higher school certificate requirements for 2018

The Department of Education has a responsibility to ensure that students, parents/carers and teachers understand the requirements of the New South Wales Education Standards Authority (NESA) for the award of the Higher School Certificate (HSC).

The following attachments will help principals provide this understanding and ensure that students satisfy these requirements:

Attachment 1: Requirements of the ‘Education Act 1990’ in relation to the NSW Higher School Certificate

Attachment 2: Pattern of study requirements checklist for the 2018 Higher School Certificate

Attachment 3: School based monitoring processes for Higher School Certificate requirements for 2018

Attachment 4: HSC monitoring confirmation 2018 for principals.

In Term 1 2018, principals will be requested to review the implementation of their procedures to ensure that students satisfy the requirements for the award of the HSC and schools meet NESA syllabus objectives including teaching of current prescribed areas of study, electives and texts.

To support this critical responsibility a processes and procedures guide, ‘Supporting the Higher School Certificate’, has been developed. The materials in this guide provide support for schools to assist in the development, monitoring and review of clear, whole school processes and procedures.

In Term 1 2018, principals will be requested to confirm the following using the pro-forma at attachment 4:

* the NESA booklet *‘*Rules and ProceduresGuide for 2018Higher School Certificate Candidates’ was distributed to Year 11 students and teachers in October 2017
* HSC subject requirements have been discussed with head teachers and HSC teachers
* all requirements are being met by all students.

Principals are reminded that under the Disability Standards for Education 2005, it is a legal requirement that students with disability can access and participate in the full range of educational activities. Collaborative planning, in consultation with the student, their parents and carers, allows for the implementation of reasonable adjustments. Adjustments should apply to teaching and learning activities as well as to all school-based assessments, including examinations. Identifying and responding to the additional learning and support needs of students should be addressed through the collaborative planning process and should not be reliant on requests for support from the student, and carers.

It is also essential that school staff have a clear understanding of the disability provisions available for the HSC external examinations. Information about [these disability provisions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions), including the application process, can be accessed from the NESA website.

Principals are reminded that schools are responsible for overseeing the provisions of VET courses by external providers. While TAFE NSW is the primary external provider, courses may also be delivered by other Registered Training Organisations and may include TAFE institutes in other states. All external VET delivery to Stage 6 students is to be declared on the school’s Actual Enrolment Return (AER). This is a requirement regardless of the number of units of study being undertaken by the student. The only AER exception is for a student in a support class.

For advice and support in monitoring HSC requirements, principals may wish to contact their Director, Public Schools NSW; a NESA Liaison Officer; the Director, Secondary Education or the Director, Disability, Learning and Support.

The attached documentation has been developed in consultation with NESA and the NSW Secondary Principals’ Council.

Thank you for your commitment and hard work in meeting the requirements of the Higher School Certificate. I wish your students and staff every success for the coming year.

Murat Dizdar

##### Deputy Secretary, School Operations and Performance

October 2017