2019 HSC monitoring procedures

This document is for senior executives, head teachers and teachers.

This document describes what schools ‘must’ and ‘should’ do to comply with NESA’s requirements for HSC credentialing. It provides guidance to assist senior executive, head teachers and teachers when consulting to develop whole school negotiated processes and procedures to monitor the requirements for Year 11 and Year 12 courses. School processes should be time efficient and managed to support teachers, students and families. Schools may refer to the document ‘Guidance on HSC monitoring procedures’ for further assistance and suggestions.

School based processes, including retention of records, must reference the department’s [curriculum planning and programming, assessing and reporting to parents K-12 policy](https://education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming%2C-assessing-and-reporting-to-parents-k-12) and the associated [policy standards](https://education.nsw.gov.au/policy-library/associated-documents/policystandards161006.pdf) and should comply with the HSC credentialing requirements of NESA’s [registration process for monitoring the government schooling system](http://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling), the [Stronger HSC reforms](http://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/stronger-hsc-standards) and [HSC disability provisions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions).

To assist students

All senior students must:

* be issued with the ‘[2019 Higher School Certificate Rules and Procedures](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students)’ (October 2018) in accordance with NESA requirements
* sign the declaration on the Confirmation of Entry form (which is then retained by the school)
* be provided with course outlines and school-developed HSC assessment requirements
* complete ‘HSC All My Own Work’.

Other actions should include:

* providing all senior students with information about HSC requirements including Attachments 1 and 2 from this memorandum
* explaining HSC requirements and displaying them, for example, in senior students’ classrooms, study areas and the library, as relevant to the school context
* providing timely advice to all students with disability, in relation to [HSC disability provisions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions) and associated application processes
* checking individual student compliance with requirements at least once:
	+ in the first term of Year 11 and Year 12 courses
	+ whenever students change their pattern of study
	+ whenever NESA confirmation of entry documents are generated
* issuing students with printouts of their courses with variations to the approved pattern of study highlighted (e.g. where students may not be eligible for the HSC, or the ATAR as applicable)
* encouraging students to use the NESA [Students Online](https://studentsonline.nesa.nsw.edu.au/) service, which provides access to:
	+ personal information held by NESA
	+ HSC entry information
	+ personalised examination timetables
	+ past examination papers
	+ HSC results
* displaying copies of the HSC Exam Timetable and either enabling students to access their personalised timetable online or issuing students with individual copies of the timetable.

To support staff

According to NESA and the department’s policy standards, assessment policies for Year 11 and Year 12 must include statements of school procedures relating to:

* organisational details of the school’s assessment program for each course, giving the number and types of assessment tasks, components and weightings, and scheduling of the tasks
* marking, recording and reporting student achievement in assessment tasks
* administrative arrangements regarding absence from an assessment task, late submission of tasks due to illness or misadventure, malpractice and invalid or unreliable tasks
* student appeals against assessment rankings
* ‘N’ determinations
* providing students with written advice about the school’s requirements for assessment in each course.

Other procedures should include:

* providing all head teachers and teachers of Year 11 and Year 12 with a copy of the memorandum ‘Monitoring of Higher School Certificate requirements for 2019’ and attachments
* ensuring the scope and sequence and implemented learning program including teaching activities for all Year 11 and Year 12 courses are mapped against the 2019 syllabus outcomes and content
* ensuring the assessment program for each Year 11 and Year 12 course meets NESA requirements including the mandatory components and weightings for new school-based assessment described in the ‘Assessment and Reporting’ documents for each syllabus
* issuing the school-developed assessment programs and course outlines to all head teachers and teachers of Year 11 and Year 12
* ensuring a clear understanding of negotiated whole school processes and procedures and NESA requirements including retention of records. This might include conducting workshops for relevant staff (e.g. deputy principals, head teachers, Year 11 and Year 12 course classroom teachers, year advisors, careers advisors, VET coordinators)
* overseeing the delivery of courses by outside tutors and the delivery of courses by external providers (i.e. TAFE and other RTOs) as required by NESA
* entering students into courses whether delivered by school, outside tutors or external providers, as well as for optional HSC examinations
* in regard to students with disability
	+ reviewing school-based procedures and staff responsibilities in relation to the collaborative planning process for students with disability, personalising learning and support and the application process for HSC disability provisions
	+ checking that all staff are aware of, and providing the adjustments required by, students with disability to support access to and participation in all areas of learning, including school-based assessment tasks and VET courses. Students in VET courses must be able to demonstrate competence regardless of disability.