



School Registration

School Specific Assessment and Reporting Policy

This Policy to be read in conjunction with the [Curriculum](#) and [Assessment and Reporting content](#) on [Policy Connect](#).

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ASSESSMENT OVERVIEW

PHILOSOPHY

The Australian International Academy recognizes that assessment plays a crucial role in the teaching and learning process. For teachers, assessment is used to give insight into the level of student understanding of content knowledge and skills as well as identifying areas of the curriculum that students require revision.

For students, assessment is used to provide them with a tool to measure their own degree of understanding the content knowledge and skills, while also tracking their progress and reflecting on areas that need further improvement. Assessment is also a significant part of AIA's communication with parents, as parents are regularly informed of their child's progress.

RATIONALE

Assessment is integral to all teaching and learning. It is central to the goal of effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take responsible action.

Assessment is a process concerned with gathering information about what has been achieved by students, but also on how they have gone about their learning. Assessment is also used as a tool to inform students and parents how the student has progressed in relation to his/her previous performance. Furthermore, information from assessment is used to improve classroom teaching and learning.

PURPOSE OF ASSESSMENT

The purposes of assessment tasks are:

- to promote student learning
- to provide information about student learning
- to contribute to the efficacy of teaching-learning programmes.

1. Student learning is promoted through:

- assessing the children's prior knowledge and experience brought to the topic or task (Pre- Assessment)
- planning the teaching and learning in order to meet individual or group needs
- building a profile of children's understanding and skills
- engaging children in self-assessment and peer assessment to reflect on their learning.

2. Information about student learning is provided by:

- examples of children's work or performance
- statistics based on explicit benchmarks and/or rubrics

- assessment results i.e. portfolios.

3. Programme evaluation uses a variety of student assessments to:

- Assess students' performance in relation to the general and specific expectations of the courses/programmes implemented (examples, NAPLAN DATA, PM Benchmarks, PAT-M/PAT-R).
- Assess group performance in relation to other classes or groups both internally and externally.

PROCESS of ASSESSMENT

- Diagnostic pre-assessment: Assessment that is conducted to know what the students can do, identify difficulties and use this information to design targeted teaching and learning activities to support the learner. These diagnostic pre-assessments help identify students' prior knowledge and skills before commencement of the teaching and learning program and placing them on the learning continuum. Formative assessment is interwoven with the daily learning and helps teachers and students find out what the student already knows in order to plan the next stage of teaching and learning. Formative assessments can be formal (structured work samples) or informal (teacher observations, exit cards, etc) learning tasks.
- Summative assessment takes place during specific stages of the teaching and learning program and gives the students opportunities to demonstrate what has been learned. Summative assessments may include any of, and any combination of, the following: acquisition of data, synthesis of information, application of knowledge and processes. Such assessment tools may include a single outcome or a number of outcomes.
- Assessment can take various forms but will be completed throughout each semester as a regular part of classroom practice.

PRINCIPLES OF ASSESSMENT

In accordance with NESA and the IB Programmes philosophy, there are 3 principles of assessment.

- Assessment for Learning
- Assessment as Learning
- Assessment of Learning

Effective assessments allow the student to:

- have criteria that are known and understood in advance
- analyse their learning and understand what needs to be improved
- demonstrate the range of their conceptual understandings, their knowledge and their skills
- synthesize and apply their learning, not merely recall facts
- base their learning on real-life experiences that can lead to other questions to ask or problems to solve
- focus on producing a quality product or performance
- highlight their strengths and demonstrate mastery
- express different points of view and interpretations

- promote reflection, self- and peer-evaluation.

TYPES OF ASSESSMENT

The following list the types of formative and summative assessments includes, but is not limited to:

- Observations:** All children are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or activity).
- Performance assessments:** The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multi-modal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
- Process-focused assessments:** Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance liability, and synthesizing evidence from different context to increase validity. A system of note-taking and record keeping that minimises writing and recording time. Checklists, inventories and narrative descriptions are common methods of collecting observations.
- Selected responses:** Single occasion, one-dimensional exercises. Examinations, tests and quizzes are the most familiar examples of this form of assessment.
- Open-ended tasks:** Situations in which children are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

ASSESSMENT TOOLS

The following is a list, but not limited, of assessment tools teachers use for assessment:

- Rubrics:** An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
- Benchmarks exemplars:** Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one Benchmark for each achievement level in a scoring rubric.
- Checklists:** These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
- Anecdotal records:** Anecdotal records are brief written notes based on observations of students. These records need to be systematically compiled and organised.
- Continuums:** These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Portfolios / E-Portfolios

- All students keep a portfolio of work containing a collection of their assessment tasks. The portfolio shows the student's efforts, progress and achievements and is part of their formal assessment.

- Selected samples of student work at various stages of their learning is collated in the portfolio and is aimed at encouraging students to assume responsibility for their learning.
- It contains work from all subjects.
- All work to be dated, with student's self-reflections attached.
- MYP Only - A report is included in Semester 1 and 2 reports and is completed by the Form teacher

HOME STUDY AND HOMEWORK REQUIREMENTS

Regular home study and homework is able to provide:

- establishment of self-discipline and develop good study habits
- a link between home and school
- the opportunity for students to revise/ complete work at home.

Every student is expected to do homework each night, whether it is written work, revision of the day's lessons, memorisation of Quran, wider reading, research, or private study.

Role of Parents

Parents are encouraged to establish regular habits of homework and study, and support their children in developing a sensible routine.

It is vital that parents work in collaboration with the school to ensure that there is a consistent emphasis placed on the importance of homework and study.

Please check with your son or daughter on a daily basis:

- class work and or assessment task due dates
- their student planner and or diary
- following up on incomplete work
- concerns and or progress at school.

Please provide the right conditions for home study. Where possible students should have:

- a room to him/herself or at least an area away from distractions such as TV
- a desk or table
- good lighting.

Role of Teachers

- Teachers should set homework on a regular basis via the Student Diary, the E-Learning platform which is relevant to the current learning objectives.
- Work assigned for Home Study must be corrected and feedback provided to assist the development of student

learning/capacity.

Role of Students

- Revise work for each of the day's classes.
- Complete assigned tasks and work required by teachers.
- Work due over a period of time should be worked on over multiple Home Study Sessions.

FEEDBACK

The School supports a whole school policy of recognising students' achievement, effort and improvement at all levels of ability. It is important to emphasise student's achievements, to celebrate their success and to involve parents whenever possible.

Teachers are encouraged to:

- display students' work wherever possible from the whole range of abilities.
 - award merit for work which demonstrates achievement, effort, commitment, creativity and/or improvement.
 - use positive reinforcement and encouragement.
 - use Form Level and General Assemblies to acknowledge student's achievements, effort and contributions whenever possible.
 - report student achievement to students and parents (e.g. term and semester reports, cyclic reviews and provide written feedback for summatives)).
- * be cautious in the use of AI generated or generic feedback

Teachers are ultimately responsible for the feedback given to the students and to ensure that the feedback given can be used by the student to improve learning outcomes.

ABSENCES AND ATTENDANCE

This section should be read in conjunction with the [Attendance Policy](#).

ABSENCE WITHOUT SATISFACTORY EXPLANATION

Any unsatisfactorily explained absence, if its length or pattern is extensive, may result in the course not being satisfactorily completed.

Students must attend 85% of a School's programmed lesson time for a course.

ABSENCE THROUGH INJURY OR ILLNESS

A Medical Certificate will be accepted as satisfactory evidence of legitimate absence.

School work may be undertaken during any leave under these circumstances at home or in hospital.

GRANTING OF LEAVE

Granting of leave is a matter for the individual School Principal to determine.

Schools are to ensure that syllabus objectives and course study requirements, including mandatory hours of study as specified by NESA and the International Baccalaureate are met.

SHORT TERM LEAVE and HOLIDAYS DURING TERM

It may be possible for compensatory assignments to be negotiated, completed and posted back to School by students who are absent on short term leave and or holidays during term. Some students may be able to catch up on missed work upon return, in order to meet course requirements and achieve the outcomes of the course.

ASSESSMENT IN THE PRIMARY SCHOOL AND PYP - KINDERGARTEN TO YEAR 6

Overview

The Primary School provides the opportunity for learners to construct meaning, principally through structured inquiry, and emphasizes the connections between subject-specific knowledge and transdisciplinary skills and themes, through the programme of inquiry.

- Units of inquiry: include Key Learning Areas, English, Mathematics, Science & Technology, History & Geography, The Arts and PSP.
- Outcomes: students are assessed against NESA and Australian Curriculum Stage outcomes.
- Feedback: is provided for student progress and performance in each of these areas.
- Recording: Teachers compile student performance and results in a structured manner.

Levels of Achievement and descriptors

ACADEMIC PROGRESS

LEVEL	DESCRIPTOR
Outstanding	<i>Has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</i>
High	<i>Has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</i>
Sound	<i>A sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</i>

Basic	<i>Basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</i>
Limited	<i>A limited knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</i>
Not Assessed	<i>Does not apply to your child OR the knowledge, skills and understandings have not yet been covered in class.</i>

ATL SKILLS	DESCRIPTORS: The student demonstrates:	
Communication	<i>i. Communication</i>	<ul style="list-style-type: none"> • <i>uses a range of communication tools: verbal, non-verbal, visual</i> • <i>uses and interprets a range of content-specific terminology</i>
Research	<i>ii. Information literacy</i>	<ul style="list-style-type: none"> • <i>uses a range of technologies and information for research</i> • <i>makes connections between and applies a variety of resources</i>
	<i>iii. Media literacy</i>	<ul style="list-style-type: none"> • <i>uses a variety of media sources and references</i> • <i>interprets, and utilises media to present different perspectives</i>
Self-Management	<i>iv. Organisation</i>	<ul style="list-style-type: none"> • <i>sets personal goals, organizes learning materials</i> • <i>uses time effectively, keeps to deadlines, and hands in all work</i>
	<i>v. Affective</i>	<ul style="list-style-type: none"> • <i>analyses, appreciates, and respects others ideas and perspectives</i>
	<i>vi. Reflection</i>	<ul style="list-style-type: none"> • <i>reflects on one's self at different stages in the learning process</i>

Social	<i>vii. Collaboration</i>	<ul style="list-style-type: none"> • <i>demonstrates teamwork</i> • <i>adapts to roles and takes responsibility for collaboration</i>
Thinking	<i>viii. Critical Thinking</i>	<ul style="list-style-type: none"> • <i>generates ideas, identifying problems, creating novel solutions</i>
	<i>ix. Creative Thinking</i>	<ul style="list-style-type: none"> • <i>uses a combination of critical and creative thinking strategies</i> • <i>considers problems from multiple perspectives</i>
	<i>x. Transfer</i>	<ul style="list-style-type: none"> • <i>uses knowledge, understanding and skills across subjects</i> • <i>applies skills and knowledge in unfamiliar situations</i>

ATL LEVELS	DESCRIPTORS
Novice	<i>Students are introduced to the skill, and can watch others performing it (observation)</i>
Learner	<i>Students use the skill and use the skill with scaffolding and guidance (emulation)</i>
Practitioner	<i>Students employ the skill confidently and effectively (demonstration)</i>
Expert	<i>Students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)</i>

ASSESSMENT IN THE MIDDLE YEARS PROGRAMME YEARS 7-10

Overview

Assessments in high school use a combination of the IB assessment criteria and NESA outcomes to assess student learning. Task specific clarifications for each formal assessment task, allow students to understand how the different achievement levels can be demonstrated in that specific task.

The IB MYP lists specific criteria that need to be used for each subject area. Each MYP criterion is to be assessed at least twice per semester. The IB MYP published criteria descriptors have been written with year 5 final assessments in

mind. Faculties are required to use the assessment criteria as prescribed for their subject for Years 1, 3, and 5 of the Programme.

Teachers are to refer to the MYP subject guides for subject specific assessment requirements and further details.

General Expectations of tasks:

- Varied assessment tasks are used to allow every student the opportunity to succeed.
- Tasks should allow students to reach the highest levels of achievement within the criteria according to course objectives.
- Tasks should be meaningful and require students to synthesize information, apply what they've learned, and perform or demonstrate their understanding of the material according to specific criteria.
- The level of complexity of the tasks should relate to the subject objectives.
- All teachers within a faculty must come to common understanding about the meaning and application of command terms.
- Faculties may agree on assessed work for student portfolios. This work should be clearly annotated, reflected on by the students and placed in the student's portfolio.
- Marking of work/exercise books should be frequent and meaningful with work being returned within a reasonable timeframe.
- Marked work must contain useful feedback that clearly communicates what the student was able to demonstrate, relates directly to the relevant MYP assessment criteria and provides useful recommendations for student improvement.
- Self and peer marking are valuable exercises that encourage collaboration, understanding of criteria/objectives and reflection but do not take the place of marking by teachers.
- The High School has a common style and presentation guide for all students' submission of work.
- Teachers are expected, where possible, to collaborate in processes of standardisation, moderation and cross marking to enough a consistent approach to marking of student work.

Levels of Achievement and descriptors

ATL SKILLS	SKILLS CLUSTER	DESCRIPTIONS
Communication	Communication	<ul style="list-style-type: none"> uses a range of communication tools: verbal, non-verbal, <u>visual</u> uses and interprets a range of content-specific terminology
Research	Information literacy	<ul style="list-style-type: none"> uses a range of technologies and information for <u>research</u> makes connections between and applies a variety of resources
	Media literacy	<ul style="list-style-type: none"> uses a variety of media sources and <u>references</u> interprets, and utilises media to present different perspectives
Self-Management	Organisation	<ul style="list-style-type: none"> sets personal goals, organizes learning <u>materials</u> uses time effectively, keeps to deadlines, and hands in all work
	Affective	<ul style="list-style-type: none"> analyses, appreciates, and respects <u>others</u> ideas and perspectives
	Reflection	<ul style="list-style-type: none"> reflects on <u>one's self</u> at different stages in the learning process
Social	Collaboration	<ul style="list-style-type: none"> demonstrates <u>teamwork</u> adapts to roles and takes responsibility for collaboration
Thinking	Critical Thinking	<ul style="list-style-type: none"> generates ideas, identifying problems, creating novel solutions
	Creative Thinking	<ul style="list-style-type: none"> uses a combination of critical and creative thinking <u>strategies</u> considers problems from multiple perspectives
	Transfer	<ul style="list-style-type: none"> uses knowledge, understanding and skills across <u>subjects</u> applies skills and knowledge in unfamiliar situations
SKILLS LEVELS	DESCRIPTORS	
Novice	students are introduced to the skill, and can watch others performing it	
Learner	students use the skill and use the skill with scaffolding and guidance	
Practitioner	students employ the skill confidently and effectively	
Expert	students can show others how to use the skill and accurately assess how effectively the skill is used.	

MYP CRITERIA	A	B	C	D
LANGUAGE AND LITERATURE English	Analysing	Organizing	Producing text	Using language
LANGUAGE ACQUISITION Arabic	Listening	Reading	Speaking	Writing
MATHEMATICS	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life context
INDIVIDUALS AND SOCIETIES History/Geography	Knowing and understanding	Investigating	Communicating	Thinking critically
SCIENCES	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
DESIGN Technology	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
ARTS Visual Arts and Music	Knowing and understanding	Developing skills	Thinking creatively	Responding
PHYSICAL AND HEALTH EDUCATION PDHPE	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
INTERDISCIPLINARY UNIT	Evaluating	Synthesising	Reflecting	
PERSONAL PROJECT	Planning	Applying Skills	Reflecting	

HOW MYP 1 -7 GRADES ARE DETERMINED

Each subject uses the MYP criterion-referenced rubrics.

In each semester each criterion is assessed twice in each subject.

Final subject specific criterion achievement levels are determined by the gathering of evidence from the range of assessment data collected over the period of assessment and then using teacher informed professional judgment, with particular attention to data patterns, consistency and mitigating circumstances, to make an informed and justifiable determination.

The MYP grades 1 – 7 are determined in each subject by:

- adding the achievement level obtained for each criterion for a total (out of 32)
- ensuring the totals correspond to boundary guidelines from which MYP grades 1 – 7 are determined.

IBO Grade Descriptor	MYP Final Grade	MYP Boundary guidelines	NESA Common Grade	NESA Common Grade Descriptor
	1 - 7	0 - 32	A - E	
Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	7	28 - 32	A	extensive knowledge and understanding
Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.	6	24 - 27	A	extensive knowledge and understanding
Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	5	19 - 23	B	thorough knowledge and understanding

Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	4	15 - 18	C	sound knowledge and understanding
Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	3	10 - 14	D	basic knowledge and understanding
Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	2	6 - 9	D	basic knowledge and understanding
Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	1	1 - 5	E	elementary knowledge and understanding

ASSESSMENT IN SENIOR HIGH SCHOOL

(NESA HSC COURSES AND DIPLOMA PROGRAMME YEARS 11-12)

OVERVIEW

- Students are required to complete all assessment tasks for each of their subjects during the Preliminary/Higher School Certificate and IB Diploma Programme Courses.
- The purpose of Internal School Assessment is to measure a student's achievement across a wider range of syllabus objectives and outcomes rather than those assessed exclusively in formal written examinations.
- For this reason, the nature of assessment tasks differs from one subject to another and are as per the guidance set by IB and/ or NESA.
- Each subject teacher sets the number of assessment tasks necessary to measure syllabus objectives and outcomes; and students are informed of: the type of assessment task, task specifications, objectives and/or outcomes assessed and the date of issue and submission, clear marking guideline/ rubric, component and relative weighting for each task.

- The Principal in conjunction with advisors, monitors the placement of assessment tasks throughout the next year.
- * Assessment Drafts can be a valuable support in the completion of assessment tasks, but drafts are purely for the purpose of providing guidance rather than providing students with specific feedback on their responses.

QUALIFYING FOR THE NESA HIGHER SCHOOL CERTIFICATE (HSC) - YEARS 11 and 12

To be eligible for the Higher School Certificate students must fulfill all requirements as set by NESA HSC. In addition to this the students must:

- have satisfactorily completed Stage 5 RoSA requirements
- have satisfactorily completed All My Own Work (AMOW)
- have met the HSC Minimum Standards
- have satisfactorily completed 12 Units of Preliminary courses;
- have satisfactorily completed 10 Units in the HSC course including;
 - at least 2 Units of English
 - at least 4 2-Unit subjects
 - no more than 4 Units of Science subjects
 - at least 6 Units from Board Developed courses
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- attend lessons in and make a serious attempt at all formative and summative assessment tasks
- maintain attendance as specified in the School's Attendance Policy.

QUALIFYING FOR THE INTERNATIONAL BACCALAUREATE DIPLOMA

(Refer to the IB DP Assessment Procedures Core elements)

To be eligible for the International Baccalaureate Diploma students must fulfill all requirements as set by IBO. In addition to this the students must:

- must complete all the requirements of the six subjects, plus the three core subjects—EE, TOK and CAS.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.

- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.
- Please refer to https://resources.ibo.org/dp/works/dp_11162-426343 for additional requirements as stipulated by the IBO for your exam session.

Bilingual Diploma

In addition, candidates who have completed these conditions through multiple languages may be eligible for a bilingual diploma.

A bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria:

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language
- Attainment of a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups

PLEASE NOTE: Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met. The following CANNOT contribute to the award of a bilingual diploma:

- An extended essay
- A school-based syllabus
- A subject taken by a candidate in addition to the six subjects for the diploma (“additional subjects”)

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. These examination sessions need not be consecutive.

SATISFACTORY COMPLETION OF A HSC/IBDP COURSE

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

- followed the course developed or endorsed by NESA or IBO
- Fulfilled the attendance requirements as set by the school attendance policy
- applied him or herself with diligence and sustained effort
- achieved some or all of the course outcomes and/or objectives.

General Processes And Procedures

Throughout the completion of a subject, students:

- should be exposed to a variety of tasks that form the basis for formative assessment to be used for diagnostic and monitoring purposes
- and which provides students with feedback on areas of concern and suggestions for ways of improving their work.

The award of satisfactory completion for any subject is based on the teacher's judgment and evidence-based that the student has demonstrated achievement of the objectives for the subject as specified in the subject specific NESA syllabus or IB Diploma Programme subject guide.

Demonstration of achievement of objectives and/or outcomes will be based on the student's:

- performance on a selection of assessment tasks, which enable students to demonstrate their understanding of key knowledge and skills
- ability to produce work that meets the required standards
- ability to submit work by the required deadline
- ability to submit work that is genuinely their own
- observation of all School academic policies and procedures
- observation of all School attendance policies and procedures.

A student AT RISK of NOT satisfactorily completing the Higher School Certificate or IB Diploma Programme and assessment requirements MAY BE GIVEN the opportunity to complete further work to demonstrate satisfactory achievement on the condition that the student has observed the School's policies and procedures in relation to work submitted for assessment(s).

Change of Subject, Course and Units

For Year 11 HSC Courses

- Changes are permitted provided that the HSC Coordinator and/or Principal is satisfied that a student can satisfactorily complete the new course before commencing study of the HSC.
- No changes will be permitted after the end of Week 2 of Term 1 of the respective academic year.
- All changes need to be requested in writing by the students endorsed by the parent(s).
- Changes to subjects can only be done within the specified lines or subjects offered.
- Principal and/or HSC Coordinator reserves the right of not allowing subject changes to take place.

For Year 12 HSC Courses

Changes in subjects and courses CANNOT take place unless the HSC Coordinator and/or Principal is satisfied that a student:

- has satisfactorily completed the Preliminary (or equivalent) of the subject/course she or he wishes to enter;
- will be able to complete all HSC course requirements, including assessment.
- No changes will be permitted after the end of Week 2 of Term 4 of the respective academic year.

- All changes need to be requested in writing by the students endorsed by the parent(s).
- Changes to subjects can only be done within the specified lines or subjects offered.
- Principal and/or HSC Coordinator reserves the right of not allowing subject changes to take place.

For IB Diploma Programme

- As the IB Diploma is a consecutive 2-year course that runs from the start of Year 11 until the end of Year 12, students can only change any courses once the IBDP Coordinator is satisfied that the requisite hours will be met.
- With utmost guidance and support from the School, students will endeavour to choose courses that they can study consecutively over the two years of their IB Diploma study

Assessment Schedules, Scope & Sequence Overviews And Task Outlines

The School develops assessment programs that adhere to NESA and IB Programme guidelines, ensuring alignment with syllabus objectives and appropriate weightings of components. Assessment is designed with the minimum number of tasks necessary to achieve valid and reliable assessments.

Each subject features a detailed assessment schedule and a scope and sequence plan. Students will be informed about:

- The components and their weightings for each course.
- The nature and requirements of each assessment task.
- The specific dates for each assessment task, provided in a schedule distributed at the start of each term.
- The mark value of each task relative to the total number of marks for the course.

Students will receive timely feedback (within 2 weeks) for each assessment task and must verify their marks when tasks are returned. Any questions or concerns regarding an assessment task should be addressed immediately upon the return of the task.

Students are responsible for checking all marks and ensuring any errors are corrected without delay. This process ensures transparency, accountability, and continuous improvement in student learning outcomes.

Assessment Marks

In the NESA Higher School Certificate (HSC):

- Student achievement is assessed and reported with reference to specified performance standards.
- Marks awarded to students reflect the standards they have achieved.
- Comparisons can be made between students based on their achievement of the standard.
- Final examination marks are determined by the proportions of students who achieve each performance standard.
- There is no predetermined pattern of marks. This means that while standards remain constant, the proportions of students achieving each standard may change from year to year.
- There are no limits on the number of students who can reach the top standard.

- Reporting includes information on the knowledge, skills and understanding typically demonstrated by students who achieve a particular performance standard.

School Reviews And Appeals

SCHOOL REVIEW OF ASSESSMENT

Students may request a review based on the rank order placement, the rank order list and the feedback provided on their performance throughout the course.

An assessment review focuses on the School's procedures for determining the final assessment mark. It is important to note that students are not entitled to seek a review of a teacher's judgments regarding the worth of an individual performance in assessment tasks. Marks or grades awarded will not be subject to review as part of this process.

Assessment reviews will ascertain whether:

- The weightings specified by the School conform with NESA guidelines.
- The procedures used by the School align with the stated policy and program.
- There are any computational errors in the calculation of marks.

Assessment Non-Submission Procedures: Years 7-10 IB Myp Programme, Years 11 And 12 HSC And IB Diploma Programme

Formative Class Work And Learning Tasks Submission

Completion of class work:

Students are required to submit all class work and or other formative tasks assigned by their class or subject teacher(s).

Feedback:

Teachers will provide feedback in a timely manner typically within one school week of receiving the students' submissions.

Non-submission of work:

If a student does not submit a class task by the due date, the class or subject teacher:

- Will penalise submission
 - No mark reduction or zero mark for Years K to 10 due to non submission
 - On completing any late task, feedback will be given to the student based on the merit of the task.
- May request the student to attend supervised study support classes
 - Attend supervised study support classes until the work is completed to a satisfactory and or required level.
 - Attendance at these sessions will be noted and an email will be sent to the student's parents to inform

them.

- May request the student to complete a reflection
 - To improve self-management, a student must complete an “Incomplete Work & Late Submission (Formative) Reflection Sheet”.
 - The reflection sheet must be submitted to the student’s Form Teacher.
- Will request the student to submit required classwork
 - Once the work is completed, the student must submit it directly to the teacher or via the School Learning Management System (LMS) i.e. Managebac.

Summative Assessment Tasks Submission

- All students must submit all summative assessments as assigned by their class and/or subject teacher(s).
- All work must be submitted as specified in the Assessment Task notification.

Non-Submission Of Work

NON-SUBMISSION OF WORK due to ABSENCE ON DUE DATE

If a student is absent on the due date of an assessment task, the following procedures must be followed:

i. NOTIFICATION:

- The student's parent must notify the Form Teacher via telephone or email about the absence and the missed assessment task.

ii. MEDICAL CERTIFICATE:

- The students must obtain a Medical Certificate from a doctor (not family member).

iii. ALTERNATIVE DATE and TASK (For Year 11 and Year 12):

- It is the student’s responsibility to see their teacher on the morning of their return to submit and/or complete the missed in-class tasks.
- An alternative assessment task will be provided if the student has a medical certificate or another written reason deemed acceptable by the Principal.
- In all cases, if a student’s reason is considered unacceptable, a WARNING LETTER and A ZERO MARK will be awarded.

iv. EXTENSION REQUEST (Medical and or Compassionate Reasons)

- Students may request an extension of a due date by submitting a written request to their class or subject teacher at least 5 school days prior to the original due date.
- The request must include an "Illness/Misadventure" form.
- Extensions can only be granted by the Programme Coordinator after the original due date as deemed

appropriate.

- Class or subject teachers will be informed of any approved extensions.
- All relevant documentation must be provided by parents and students.

NON SUBMISSION By DUE DATE (N Warning Process)

If a student **DOES NOT submit** the assessment task on the required due date, the following steps will be taken:

i. SUPERVISED SUPPORT CLASSES

- The student may be required to attend supervised study support classes until the work is completed to a satisfactory and or required level.
- Attendance at these sessions will be noted and an email will be sent to the student's parents to inform them.

ii. PARENTS and the relevant HEAD of TEACHING and LEARNING

- The Class Teacher will notify the student's parents and the relevant Head of Teaching and Learning via email.

iii. SUBMIT COMPLETED TASK

- Once the work is completed, the student must submit it to the teacher.

NON SUBMISSION

If a student **DOES NOT COMPLETE** the work by the allocated date and time, the student will be penalised for [non submission as outlined earlier](#), the N warning process will take place and the following actions will be taken:

First Warning:

- A "Warning of N (Not Assessed) Notification Letter 1" will be issued
- A zero mark will be awarded for the task
- The new due date will be provided to the student in the notification letter
- The class teacher will inform the student's parents and relevant Head of Teaching and Learning via email

Second Warning:

- A "Warning of N (Not Assessed) Notification Letter 2" will be issued if the work is still not submitted.
- The new due date will be provided in the notification letter
- The class teacher will inform the student's parents, relevant Head of Teaching and Learning

Final Notification:

- An "N (Not Assessed) Notification Letter 3" will be issued if the work remains incomplete.
- The class teacher will inform the student's parents, relevant Head of Teaching and Learning and the Deputy Principal via email.

Reflection and Accountability:

- As part of the reflection process to improve self-management, the student must complete an "Incomplete Work Requirements (Summative & Required Tasks) Reflection Sheet." This reflection will count as one demerit and must be submitted to the student's Form Teacher, serving as the student's submission of work.

N Award Determinations For Years 7-10 Rosa And Year 11 And 12 Hsc Courses

N Determinations:

- 'N' determinations are issued for the non-completion of course requirements. Students who do not comply with the requirements for satisfactory completion of a course cannot be regarded as having satisfactorily completed the course.
- The Principal will issue an 'N' determination. All students issued with an 'N' determination have the right to appeal against the Principal's decision.

Implications:

- For students who fail to satisfactorily complete a mandatory Stage 5 course:
 - They are ineligible for the award of the RoSA if they leave school at the end of Year 10.
 - They may be ineligible to enter Preliminary (Year 11) courses.

Satisfactory Completion Criteria:

- A student is considered to have satisfactorily completed a course if there is sufficient evidence that they have:
 - Followed the course.
 - Applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school.
 - Achieved some or all of the course outcomes.

Malpractice: Academic Honesty And Plagiarism

Cheating, plagiarism, unethical use or copying of another student's work will be viewed seriously by the School. If a student submits work which is found to not be their original work, the N warning process will be followed.

YEAR 11- 12 IB DIPLOMA PROGRAMME

All candidates for the IB diploma are expected to acknowledge use of the work or ideas of another person/ entity in any work (written, oral and/or artistic) they may submit for assessment by using a standard style of referencing.

If a candidate uses the work or ideas of another person in any form of work that is submitted for assessment, they must acknowledge the source at the point of use, using a standard style of referencing, and add the source to the bibliography. This includes direct quotation, paraphrasing or summarizing.

The IB allows school discretion in the choosing of a recognised referencing style, which will be used consistently by all

students. The school has duly chosen the Australian Harvard referencing style to be implemented consistently by candidates across the DP for all student submitted work.

Failure of a candidate to acknowledge a source will be investigated by the IB as a potential breach of IB regulations. This may result in a penalty imposed by the final award committee.

A4.2.2 Collusion

Coordinators need to be aware that candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group work is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single (or very similar) version of a report is presented by a number of candidates as their own individual work.

A4.2.3 Other forms of academic misconduct

There are a number of other forms of academic misconduct:

- duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment
- taking unauthorized material into an examination room (this poster gives details)
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination impersonating another candidate theft of examination papers
- obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.

Authentication

The IB will only accept work for assessment or moderation that has been authenticated and constitutes the final version of that work. This authentication should take place before work is submitted. DP teachers are responsible for supporting candidates in the preparation of their work for assessment and for ensuring that all candidates' work complies with the requirements of the subject guide.

Circumstances that will trigger an investigation

These are some of the most common circumstances that will trigger an investigation:

- A coordinator informs the Assessment Division, IB Global Centre, Cardiff, that academic misconduct may have taken place during an examination.
- An examiner reports possible plagiarism or collusion.
- A sample of assessment material randomly submitted to plagiarism detection software(s) (by the Assessment Division, IB Global Centre, Cardiff) reveals that the work of a candidate may not be entirely authentic.
- Before the IB will investigate a case of suspected academic misconduct, there must be clear evidence to justify a suspicion of wrongdoing.

- In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate.
- In cases of collusion, an investigation will only be pursued if the candidates' work shows clear similarities.

The investigation process

When the IB starts an investigation into academic misconduct, the coordinator is informed by email. The IB requires the coordinator to immediately inform the head of school of the investigation.

The IB will include full instructions for the investigation, including the steps to be taken by the coordinator, statement templates, and so on, with the email.

The evidence is then considered by the academic honesty sub-committee of the final award committee and the outcome is decided.

If an allegation of a breach of IB regulations is established, a penalty will be applied. If it is decided that no breach has occurred, the subject result will be released in the normal way. In all cases where the final award committee has established a breach of regulations, the head of school will be informed by email of the decision reached by the committee. The correspondence will be copied to the school's DP coordinator, appropriate IB staff and the chair of the examining board.

The final award committee, or its sub-committee, has full discretion to make these decisions.

Appeals against decisions of the final award committee

Decisions of the final award committee may be appealed if there are acceptable grounds for the appeal.

Awarding Of Levels Of Achievement For School-Based Coursework And Assessments **NESA HSC Year 11 AND 12**

All Year 11 and Year 12 HSC Assessments are marked according to the marks and weighting as per the respective subject Assessment Schedule. The final school-based assessment mark will be based on the marks assigned to the various assessment tasks. This final school-based assessment mark is reached by the straightforward aggregation of the assessment task marks for each student.

MARKS = a score out of allocated number of marks

The overall grade/mark = **a mark out of 100**

Internal Assessment (coursework)

The weighting contribution of each assessment component is specified in the subject specific HSC Syllabus documents and Assessment Schedules.

IB DIPLOMA PROGRAMME Year 11 and 12

Year 11 IB Diploma Programme

The School Assessed Coursework consists of the following components:

- IB Diploma Internal Assessments
 - The student’s level of achievement will be determined according to the assessment criteria achievement level descriptors published in the subject specific IB Syllabus.
 - OVERALL LEVEL of ACHIEVEMENT = an achievement level out of 7

Year 12 IB Diploma Programme

Assessment is based on two components:

- Internal Assessment (coursework) and External Assessment (examinations)
 - The weighting contribution of each assessment component is specified in the subject specific IB Syllabus documents.
 - Year 12 IB internal assessment marks are based on subject specific assessment tasks, which are described in the syllabi documentation
 - OVERALL LEVEL of ACHIEVEMENT = an achievement level out of 7

Reporting And Awarding Of Levels Of Achievement NESAs HSC Year 11 And 12

Students who sit the Higher School Certificate will be assessed on:

- (1) internal assessment tasks and
- (2) externally marked examinations.

An A to E grade will be allocated for each subject based on the student’s overall performance:

NESAs GRADES	DESCRIPTORS: The student demonstrates:
A	<ul style="list-style-type: none"> ● extensive knowledge of content and understanding of course concepts ● applies highly developed skills and processes in a wide variety of contexts ● creative and critical thinking skills using perceptive analysis and evaluation ● effectively communicates complex ideas and information
B	<ul style="list-style-type: none"> ● thorough knowledge of content and understanding of course concepts ● applies well developed skills and processes in a variety of contexts ● creative and critical thinking skills using analysis and evaluation ● clearly communicates complex ideas and information.
C	<ul style="list-style-type: none"> ● sound knowledge of content and understanding of course concepts ● applies skills and processes in a range of familiar contexts ● skills in selecting and integrating information ● communicates relevant ideas in an appropriate manner

<i>D</i>	<ul style="list-style-type: none"> • <i>a basic knowledge of content and understanding of course concepts</i> • <i>applies skills and processes in some familiar contexts</i> • <i>skills in selecting and using information</i> • <i>communicates ideas in a descriptive manner</i>
<i>E</i>	<ul style="list-style-type: none"> • <i>an elementary knowledge of content and understanding of course concepts</i> • <i>applies some skills and processes with guidance</i> • <i>elementary skills in recounting information</i> • <i>elementary skills in communicating ideas</i>

Students will be awarded Bands of achievements related to the overall marks achieved in each subject.

Band	Marks
Band 6	90 - 100 marks
Band 5	80 - 89 marks
Band 4	70 - 79 marks
Band 3	60 - 69 marks
Band 2	50 - 59 marks
Band 1	0 - 49 marks

Reporting And Awarding Of Levels Of Achievement Ib Diploma Programme Years 11 And 12

For the IB Diploma Programme, students need to complete:

- (1) internal Assessments
- (2) external Assessments

Students will be awarded the following general levels of achievement for every subject:

ACADEMIC PROGRESS and ASSESSMENT IBO Grade Descriptor	DP LEVEL
	1-7
<ul style="list-style-type: none"> • consistent and thorough understanding of the required knowledge and skills • almost faultless application in a wide variety of situations • consistent evidence of analysis, synthesis and evaluation where appropriate • consistently demonstrates originality and insight • always produces work of high quality 	7 Excellent
<ul style="list-style-type: none"> • consistent and thorough understanding of the required knowledge and skills • application in a wide variety of situations • consistent evidence of analysis, synthesis and evaluation where appropriate • generally demonstrates originality and insight 	6 Very Good
<ul style="list-style-type: none"> • consistent and thorough understanding of the required knowledge and skills • application in a variety of situations • generally shows evidence of analysis, synthesis and evaluation where appropriate • occasionally demonstrates originality and insight 	5 Good
<ul style="list-style-type: none"> • good general understanding of the required knowledge and skills • effective application in normal situations • occasional evidence of the skills of analysis, synthesis and evaluation. 	4 Satisfactory
<ul style="list-style-type: none"> • limited achievement against most of the objectives, or clear difficulties in some areas 	3

<ul style="list-style-type: none"> ● limited understanding of the required knowledge and skills ● only able to apply them fully in normal situations with support 	Mediocre
<ul style="list-style-type: none"> ● very limited achievement against all the objectives ● difficulty in understanding the required knowledge and skills ● unable to apply them fully in normal situations, even with support. 	2 Poor
<ul style="list-style-type: none"> ● minimal achievement in terms of the objectives. 	1 Very Poor

Theory of knowledge (TOK)						
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

AWARDING PREDICTED GRADES (IB Diploma Program)

In accordance with the Diploma Programme Assessment Procedures 2024, the predicted grade is the teacher’s estimation of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate’s work and the teacher’s understanding of IB standards.

- a. Predicted grades are required for all subjects including Extended Essay and Theory of Knowledge.
- b. Each candidate receives a predicted grade for each subject which is:
 - on a scale of 7 down to 1 (7 being the highest)
 - For Theory of Knowledge and the Extended essay, the predicted grades are on an A to E scale (with A being the highest)

Year 12 Trial Exams and Levels of achievement

All students completing Year 12 subjects will be required to complete Trial Examinations during Term 3 of their respective Year 12 academic year.

Teachers will be required to provide the International Baccalaureate and NESAs a level of achievement representing the student’s internal assessment component and a predicted grade (DP Program) for the subject as a whole.

AI and Assessments

The school recognises that tools such as AI can provide great opportunities to enhance the skills of IB learners. The teachers and students should use these tools in an appropriate manner to support students' learning and assessment.

Students must maintain academic integrity when using AI tools for assessment. The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must correctly reference and ethically use any external information in their work, including text/images/ideas/structures obtained from artificial intelligence (AI) tools. Students are expected to give full credit to any source/material that they have used when writing and creating their own work.

Written Reports

Below is an overview of the how the School communicates students' progress and levels of achievement to parents and the School community:

Interim Reports: Term 1 and Term 3

- A one page summary of a students' progress over a term.

Cyclic Reviews: Mid - Term 1 (all students) - Terms 2, 3 & 4 (selected and/or at risk students only)

- A snap report that provides information on the student's academic performance, attitude, behaviour, organisational skills and effort in a subject. The purpose of the cyclic review is to:
 - identify students who may be 'at risk'
 - provide advice and counselling to students
 - implement strategies to assist students in reaching their full academic potential
 - maintain regular communication with parents and students.

Semester Reports: Term 2 (all year groups), Term 3 (Year 11) and Term 4 (Years K to 10, 12)

A detailed description of a students' achievement over the semester based on:

- IB attitudes, IB Learner Profile
- Approaches to Learning Skills
- units of work
- Outcomes and objectives attained and or covered
- Assessment tasks
- Written comments for core subject areas describing individual students' progress.

Parent-Teacher(s) Interviews: Terms 1 and Term 3 of every year

- Parent Teacher interviews are conducted twice/three times a year to:
- Provide 1-to-1 information about a student's progress and needs and curriculum
- Allow teachers to respond to parents' questions and address their concerns and progress
- Allow teachers to provide ways to extend, support, and review students' learning progress.

Portfolios and E-Portfolios: Semester 1 and Semester 2

Portfolios are:

- Collection of students' learning
- Designed to demonstrate successes, growth, higher order thinking, creativity and reflection
- An exhibition of an active mind at work.

All students must:

- Maintain and present a portfolio of their work from the year in each subject area.
- Comment and reflect on their learning progress
- Identify and evaluate strengths, weaknesses, and areas for improvement.

Student-led conferences:

Student-led conferences are held once a year:

- Formal situations where students discuss their work and their progress with their parents;
- Carefully prepared with students selecting work to be presented
- Opportunities for students to reflect on and consolidate their progress and share the responsibility of informing their parent

Reviews

Date Approved	Approval Authority	Date of Commencement	Date for Next Review
November 2018	Academy Head	November 2018	November 2019
December 2021	Academy Head	December 2021	November 2022
June 2023	Academy Head	June 2023	June 2024
October 2024	Principals and Deputies (Kellyville and Strathfield)	October 2024	October 2025