2022 HSC monitoring advice

The 2022 HSC monitoring advice is consolidated into one document as shown in Table 1.

**Table 1 – structure of 2022 HSC monitoring advice**

|  |  |
| --- | --- |
| 2022 Section | Contents |
| Section 1 – HSC monitoring procedures | **1.1 What schools must and should do**  [School-based assessment](#_School-based_assessment)  [To assist students](#_To_assist_students)  [To support staff](#_To_support_staff)  **1.2 Further guidance on HSC monitoring**  [Best practice](#_Best_practice)  [Maintenance of Year 11 and Year 12 records](#_Maintenance_of_Year)  [Responsibilities](#_Responsibilities)  [Sample Year 11 and Year 12 timeline](#_Sample_Year_11) |
| Section 2 – HSC checklist and reminders | [Pattern of study checklist](#_Pattern_of_study)  [HSC All My Own Work](#_HSC:_All_My)  [Eligibility for English EAL/D and languages](#_Eligibility_for_English)  [Exclusion of course combinations](#_Exclusion_of_course)  [School based assessment and reporting](#_School-based_assessment_and)  [Students with disability](#_English_Studies_and)  [English Studies and Mathematics Standard 1](#_English_Studies_and)  [ATAR eligibility](#_ATAR_eligibility)  [HSC minimum standard](#_HSC_minimum_standard)  [Reminders](#_Reminders) |
| Appendix 1 Excerpts – Education Act | [Excerpts – Education Act](#_Appendix_1_Excerpts) |
| Appendix 2 HSC monitoring confirmation | [HSC monitoring confirmation](#_Appendix_2_HSC)  [HSC monitoring declaration – confirmation and endorsement](#_HSC_monitoring_declaration) |

For the 2022 HSC, School Planning and Reporting Online (SPaRO) is to be used:

* for principal confirmation and Director, Educational Leadership endorsement of the HSC monitoring declaration (see [Appendix 2](#_Appendix_2_HSC))
* to input the HSC teacher support data collection for inexperienced or unsupervised teachers. HSC teacher support data collection in SPaRO enables targeted support for schools with inexperienced or unsupervised teachers of HSC subjects through more consistent identification of the need for curriculum support by subject and geographical proximity.

# Section 1 – HSC monitoring procedures

The Higher School Certificate (HSC) is an internationally recognised credential awarded to students who successfully complete a comprehensive program of study, including Year 11 and Year 12 courses. Schools need to develop programs of study and assessment, as well as reporting processes, which comply with the requirements of the NSW Education Standards Authority (NESA). These must be able to be understood by students and their families.

Breaches of HSC requirements, inaccurate information and inequitable practices can result in serious consequences for students and their families, teachers, school executives and the NSW Department of Education. Additionally, breaches may attract significant public scrutiny.

School processes for the HSC should be time efficient and managed in a way which supports teachers, students and families. Section 1.1 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 to develop whole school processes and procedures for monitoring the requirements for Year 11 and Year 12 courses. Section 1.2 provides 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](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) policy and the associated policy standards. They 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 standards](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).

The [NESA Stage 6 syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z) describe Year 11 and Year 12 courses that may be undertaken as part of the HSC pattern of study. All schools are required to deliver programs of study that comply with the requirements of NESA syllabuses for the 2022 HSC. This includes coverage of all the essential content and the course prescriptions of these syllabuses.

The [Assessment Certification Examination (ACE)](https://ace.nesa.nsw.edu.au) website and NESA [official notices](http://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/official-notices) describe the rules and procedures set by NESA for the HSC. These include the mandatory requirements for the [development of HSC school-based assessment programs](https://ace.nesa.nsw.edu.au/ace-8072) and the reporting of student performance. Further information is also provided in [Section 2 – HSC checklist and reminders](#_Section_2_HSC).

The NESA website and NESA [official notices](http://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/official-notices) should be referred to for the latest updates on [coronavirus advice](https://educationstandards.nsw.edu.au/wps/portal/nesa/covid-19/coronavirus-advice). Any changes to 2022 HSC exams in line with health advice will be communicated directly to schools by NESA.

## 1.1 What schools must and should do

This section 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 developing whole school 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. Section [1.2 Further guidance on HSC monitoring](#_1.2_Further_guidance) provides more detailed assistance and suggestions.

### School-based assessment

Schools must comply with the rules and regulations published on the [ACE website](https://ace.nesa.nsw.edu.au/higher-school-certificate). According to [ACE 8072](https://ace.nesa.nsw.edu.au/ace-8072), schools are required to develop an assessment program for each of their HSC courses and provide students with written advice about the school’s requirements for assessment in each course. The advice must include:

* the number of tasks and general nature of each task
* course components and weightings as specified in NESA’s assessment and reporting document for the course
* a schedule of when assessment tasks are to take place, with adequate notice of the precise timing of each task
* details of administrative arrangements as listed in [ACE 8072](https://ace.nesa.nsw.edu.au/ace-8072). These arrangements include absence from an assessment task, late submission of tasks, illness or misadventure, malpractice, invalid or unreliable tasks, student appeals arising from assessment tasks and non-completion (‘N’) determinations
* procedures for marking, recording and reporting with provision for clear feedback to students on their performance. This includes attainment relative to outcomes and relative position in the school group.

Schools should ensure they are aware of the most current information from NESA, by checking the NESA [coronavirus advice](https://educationstandards.nsw.edu.au/wps/portal/nesa/covid-19/coronavirus-advice) page, reading NESA [official notices](http://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/official-notices) and by subscribing to [NESA news](https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/newsletters).

NESA has given principals and system authorities the power to determine the number, type and weighting of tasks for Year 11 and Year 12 school-based assessment until 31 December 2022. This advice can be found in [COVID changes for 2022](https://ace.nesa.nsw.edu.au/covid-changes-for-2022). NESA’s principles of assessment continue to apply.

### To assist students

In accordance with NESA requirements, all senior students must:

* read the [2022 Rules and Procedures Guide](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2022-rules-and-procedures-guide)
* sign the declaration on the Confirmation of Entry form (to be retained by the school)
* complete ‘HSC All My Own Work’.

Other actions should include:

* providing all senior students with information about HSC requirements including [Section 2](#_Section_2_HSC) and [Appendix 1](#_Appendix_1_Excerpts) from this document
* providing all senior students, parents and carers with information about the HSC minimum standard including:
  + explaining the NESA minimum standard policy and its implications for the award of the HSC
  + providing information about opportunities to attempt the minimum standard online tests
  + monitoring individual student achievement of the HSC minimum standard
  + providing advice about disability provisions for the minimum standard online tests
  + issuing the available translated information to students, parents and carers as required
* explaining HSC requirements and displaying them, for example, in senior students’ classrooms, study areas and the library, as relevant to the school context
* providing all senior students with course outlines and school-developed HSC assessment requirements
* ensuring appropriate adjustments are made in all school-based assessment tasks for students with disability who require them
* providing timely advice to all students, in relation to HSC [disability provisions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions) and associated application processes. See [students with disability](#_English_Studies_and).
* 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 (for example where students may not be eligible for the HSC, or the ATAR as applicable). Printouts could include different formats, such as braille and large print, as required
* 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 minimum standard test and practice test results
  + HSC results
* providing support where necessary to enable students to access the NESA [Students Online](https://studentsonline.nesa.nsw.edu.au/) service
* displaying accessible 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

Procedures should include:

* providing all head teachers and teachers of Year 11 and Year 12 with a current copy of this document
* systems to ensure the scope and sequence and implemented learning program, including teaching activities for all Year 11 and Year 12 courses, are mapped against the syllabus outcomes for the 2022 HSC
* implementing systems to ensure the assessment program for each Year 11 and Year 12 course meets NESA requirements. The planned assessment programs must comply with the mandatory components and weightings for school-based assessment described in the current ‘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 (for example deputy principals, head teachers, Year 11 and Year 12 course classroom teachers, year advisors, careers advisors, VET coordinators and learning support teams)
* establishing systems to oversee the delivery of courses by outside tutors and the delivery of courses by external providers, including TAFE and other Registered Training Organisations (RTOs) as required by NESA
* putting in place systems to ensure students are entered into courses whether delivered by school, outside tutors or external providers, as well as for optional HSC examinations
* enabling systems to support students with disability by:
  + reviewing school-based procedures and staff responsibilities in relation to the [collaborative curriculum planning](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/collaborative-curriculum-planning) process for students with disability, including personalising learning and support.
  + ensuring all staff are providing the adjustments required to support access to, and participation in, all areas of learning, including school-based assessment tasks and VET courses. Students, including those with disability, in VET courses must be able to demonstrate competence in the course work and be able to participate in mandatory work placement.
  + having an established process for applying for HSC disability provisions, including responsibilities and timelines

## 1.2 Further guidance on HSC monitoring

### Best practice

Key aspects to consider when developing negotiated whole school processes to monitor the delivery of HSC courses, and demonstration of the HSC minimum standard, are listed below.

* Curriculum delivery, including content and assessment, is differentiated to support the needs of all students.
* Where a student has a disability, teachers communicate with students, parents or carers, and the learning and support team, to develop reasonable adjustments. These adjustments will enable the student to participate in the full range of educational activities, including school-based assessment.
* All teachers analyse the school’s HSC results and HSC minimum standard data, and use this data to inform decision making.
* Departmental requirements for professional learning are implemented and a system exists to enable HSC teachers to engage in relevant professional learning.
* Senior executive provide support. They meet with head teachers, teachers and students as required to review and monitor issues with students’ work, such as ‘N’ determination warnings.
* Negotiated whole school processes and procedures are in place to track syllabus implementation, including teaching programs, units of work and program registration.
* Teachers, head teachers and senior executive check the implementation of the school’s processes and procedures for supporting and monitoring the delivery of the HSC, as negotiated.
* Strategies are implemented consistently across the school to identify students’ needs, identify and record adjustments, and monitor progress to inform teaching and learning, as a part of the [collaborative curriculum planning](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/collaborative-curriculum-planning) process.
* Teachers who are developing confidence with the delivery of HSC courses, as well as first-time HSC teachers, are supported in delivering the course and fulfilling the negotiated whole school processes and procedures. Support could include professional learning, mentoring and team teaching.
* Students are provided with targeted support and opportunities to meet the [HSC minimum standard](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/hsc-minimum-standard) as required. Student readiness and wellbeing should be considered before test attempts to ensure students are prepared for the requirements of the online tests.

### Maintenance of Year 11 and Year 12 records

Records may be kept electronically and may provide links to web-based records (such as NESA documents). Records should be kept centrally, or in faculties, and be securely located, regularly backed up and accessible to teachers and the school executive. Similarly, they may refer to the location of master records, such as course-based attendance (for example available through the school’s electronic systems) to avoid inefficient duplication or unnecessary creation of hard copies. Records will support the teaching of Year 11 and Year 12 courses in instances of unexpected or prolonged teacher absences or other misadventure.

The following list of records includes the requirements of the [policy standards](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) and 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). It is not intended to cover all aspects of [school excellence and accountability](https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability) or all of NESA’s requirements for school registration. These matters are addressed in other policies and procedures.

Records kept centrally or in faculties should include:

* the course scope and sequence and implemented learning program. This should include teaching activities mapped against NESA syllabus outcomes and content, and including registration and evaluation
* records of students receiving course outlines including a high-level scope and sequence with links to the correct syllabus
* assessment notifications, assessment tasks and marking guidelines including notification of any changes
* records of students receiving notification of tasks, notification of any changes to tasks, submitting tasks and receiving feedback
* student performance and achievement including ranks and cumulative ranks
* specific records on student progress required for courses with major projects, for example log books and process diaries
* records of adjustments made for students with disability
* work samples as required by NESA to support the allocation of grades in Year 11 and in Year 12 English Studies and Mathematics Standard 1
* records of conferencing with students, parents or carers and head teachers or senior where that information may not be included in student academic reports.
* records related to students causing concern and documentation of interventions to support these students, including:
  + absence from an assessment task
  + late submission of tasks due to illness or misadventure
  + ‘N’ determination (non-completion) warnings and determinations
* links to NESA documents, official notices and calendar deadlines related to the course, including the syllabus.

In addition, the senior executive should ensure the delegated authority keeps records of:

* the school assessment program, policy and procedures, ensuring all staff are aware of these and have access. These must comply with NESA requirements (for example [ACE 8072](https://ace.nesa.nsw.edu.au/ace-8072)) and include statements of school procedures for the allocation of grades in Year 11 courses and Year 12 English Studies and Mathematics Standard 1.
* students’ acknowledgement of receiving written advice about the school’s requirements for assessment in each course
* the school’s procedures for accessing disability provisions in accordance with NESA requirements. In addition, records of adjustments made for students with disability, including disability provisions for the HSC minimum standard online tests. Ensure relevant staff have access to this information.
* student confirmation of entry forms, showing compliance with pattern of study for Year 11 and Year 12
* course-based attendance records
* timetables showing the allocation of time and teachers for each year and class
* the total number of hours allocated to each Year 11 and Year 12 course including Life Skills courses
* student appeals against assessment rankings
* records, or links to records, related to monitoring and student achievement of the HSC minimum standard as well as student exemption from the HSC minimum standard.

### Responsibilities

**Table 2: Responsibilities of senior executive, head teachers and teachers supporting and monitoring delivery of HSC courses**

|  |  |  |
| --- | --- | --- |
| Senior executive | Head teacher | Teacher |
| Consult with head teachers and teachers to develop explicit, consistent, systematic and clearly articulated negotiated whole school processes. These are to align with NESA requirements for HSC credentialing, the [policy standards](https://policies.education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12?refid=285831) and staff and students’ needs, including students with disability, personalised learning and support.  Support teachers and head teachers in implementing the school’s processes for the delivery and monitoring of HSC courses  Support head teachers in monitoring the delivery of HSC courses.  Subscribe to and read [NESA news](https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/newsletters/nesa-news/!ut/p/z1/rVPBUsIwEP0WDhw72aQljccgSq1gAY3QXJhSghYhLRCp-vW2ose2OpjDzuxm972XnRck0QxJHR2Tp8gkqY42RR5KOnduPAAbyCBgox5wvzsW3fEEi7GNpl8NhGOKPQffBn2GgT8EmBLfJYHoIFnOY9LHmJEhuMQFPhldjnreNYFB53seKg6H383XNMh6_Y9IIhlrk5lnFGb5PE61Udq0IdunaxUbK1eLNmh1iNoQLdJXUyb54RQ3yhi1P5zurbJSomVxskQhWamF7XTAcmwowpJSi1FCrfhiBZQyZ8lc8qO-Wp6sX8605GvYfxNGWGhwKzVQjKbHROVI6HS_LRxx_8cneo0M7pkM9fBDcia832Sh4o8k691O8sJIpXveDJr9g5OyrRBiy-x362U1vLKd0D9-dO8sGfJW6xM-vX2W/dz/d5/L2dBISEvZ0FBIS9nQSEh/?urile=wcm%3Apath%3A%2Fpw_content%2Fproject-web%2Fnesa%2Fabout%2Fnews%2Fnewsletters%2Fnesa-news).  Maintain accountability for ensuring that the school meets all NESA HSC requirements.  Maintain oversight over changes to assessment schedules under NESA’s [COVID changes for 2022](https://ace.nesa.nsw.edu.au/covid-changes-for-2022) for Year 11 and HSC.  Principal to comply with [Appendix 2 HSC monitoring confirmation](#_Appendix_2_HSC) and submit in SPaRO as instructed.  Notify their Director, Educational Leadership in a timely manner of any concerns relating to meeting HSC requirements. | Engage in, and contribute to, consultations. With appropriate support implement the negotiated school processes and procedures, including record keeping.  Ensure courses of study comply with the NESA syllabus and related documents.  Subscribe to and read [NESA news](https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/newsletters/nesa-news/!ut/p/z1/rVPBUsIwEP0WDhw72aQljccgSq1gAY3QXJhSghYhLRCp-vW2ose2OpjDzuxm972XnRck0QxJHR2Tp8gkqY42RR5KOnduPAAbyCBgox5wvzsW3fEEi7GNpl8NhGOKPQffBn2GgT8EmBLfJYHoIFnOY9LHmJEhuMQFPhldjnreNYFB53seKg6H383XNMh6_Y9IIhlrk5lnFGb5PE61Udq0IdunaxUbK1eLNmh1iNoQLdJXUyb54RQ3yhi1P5zurbJSomVxskQhWamF7XTAcmwowpJSi1FCrfhiBZQyZ8lc8qO-Wp6sX8605GvYfxNGWGhwKzVQjKbHROVI6HS_LRxx_8cneo0M7pkM9fBDcia832Sh4o8k691O8sJIpXveDJr9g5OyrRBiy-x362U1vLKd0D9-dO8sGfJW6xM-vX2W/dz/d5/L2dBISEvZ0FBIS9nQSEh/?urile=wcm%3Apath%3A%2Fpw_content%2Fproject-web%2Fnesa%2Fabout%2Fnews%2Fnewsletters%2Fnesa-news).  Ensure staff have knowledge of course content, including options, in NESA syllabuses for the 2022 HSC. Ensure teaching programs show compliance with content and options of NESA syllabuses for the 2022 HSC, including the teaching of 2022 prescribed texts.  Ensure adjustments are in place for students with disability to access and participate in the full range of education activities, including assessment tasks.  Ensure English language demands of assessments are reviewed so students learning English as an additional language are assessed on subject knowledge.  Ensure teaching programs comply with NESA requirements for submitted works and practical performances.  Ensure VET courses are delivered in accordance with the published Training and Assessment Strategy.  Communicate to senior executive any concerns about the monitoring or delivery of the HSC in a timely manner. | Engage in and contribute to consultations to develop negotiated whole school processes and procedures.  Maintain records consistent with negotiated school processes and procedures. Ensure these are regularly backed up, stored centrally and readily accessible to the executive and senior executive.  Implement, with appropriate support, all NESA syllabus requirements for course content, objectives and outcomes.  Subscribe to and read [NESA news](https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/newsletters/nesa-news/!ut/p/z1/rVPBUsIwEP0WDhw72aQljccgSq1gAY3QXJhSghYhLRCp-vW2ose2OpjDzuxm972XnRck0QxJHR2Tp8gkqY42RR5KOnduPAAbyCBgox5wvzsW3fEEi7GNpl8NhGOKPQffBn2GgT8EmBLfJYHoIFnOY9LHmJEhuMQFPhldjnreNYFB53seKg6H383XNMh6_Y9IIhlrk5lnFGb5PE61Udq0IdunaxUbK1eLNmh1iNoQLdJXUyb54RQ3yhi1P5zurbJSomVxskQhWamF7XTAcmwowpJSi1FCrfhiBZQyZ8lc8qO-Wp6sX8605GvYfxNGWGhwKzVQjKbHROVI6HS_LRxx_8cneo0M7pkM9fBDcia832Sh4o8k691O8sJIpXveDJr9g5OyrRBiy-x362U1vLKd0D9-dO8sGfJW6xM-vX2W/dz/d5/L2dBISEvZ0FBIS9nQSEh/?urile=wcm%3Apath%3A%2Fpw_content%2Fproject-web%2Fnesa%2Fabout%2Fnews%2Fnewsletters%2Fnesa-news).  Implement course specific assessment programs according to negotiated school processes and procedures and NESA requirements.  Ensure that students have access to all relevant course documents.  Ensure teaching and learning is based on relevant materials and meets student needs and syllabus requirements.  Identify students causing concern and, in a timely manner, implement strategies to support them and communicate with parents or carers.  Communicate to their head teacher any concerns about the monitoring or delivery of the HSC in a timely manner, including students causing concern. |

### Sample Year 11 and Year 12 timeline

The following tables show key events for each term of the HSC cycle and the necessary actions for schools. They are provided to guide the development, monitoring and review of negotiated, whole school processes and procedures. Care should be taken to include processes for Year 10 students who are early commencers of Stage 6 courses, including VET. **Review and plan for students who still need to demonstrate the HSC minimum standard in reading, writing and/or numeracy and schedule opportunities for students to sit the online tests, as required, throughout Year 11 and Year 12.**

**Term 4 – 2021**

|  |  |  |
| --- | --- | --- |
| Year 11 | Year 11 commencing Year 12 courses | Year 12 sitting HSC examinations |
| Finalise Year 11 monitoring processes and procedures.  Evaluate Year 11 processes and procedures to inform course development for the following year.  Develop Year 11 2022 assessment schedule to meet NESA requirements for each Board Developed Course (BDC).  Enter VET competency outcomes in line with NESA processes and timelines. | Year 12 courses commence for new cohort.  Establish a record keeping system consistent with negotiated school processes and procedures.  Ensure eligibility requirements for course enrolment have been met and records kept  Ensure all students and Year 12 course teachers read NESA’s ‘[2022 Rules and Procedures Guide](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2022-rules-and-procedures-guide)’ and retain student Confirmation of Entry forms.  Distribute 2022 HSC monitoring advice document to head teachers and Year 12 course teachers. Include [Section 2 – HSC checklist and reminders](#_Section_2_HSC).  ☐ SPaRO available for Principals to enter HSC teacher support data  Check assessment schedule and weightings comply with NESA requirements for each Board Developed Course (BDC) noting [COVID changes for 2022](https://ace.nesa.nsw.edu.au/covid-changes-for-2022).  Students studying Year 12 courses sign to acknowledge receipt of relevant syllabus information, course scope and sequence, assessment schedule for each course, school assessment policy and guidelines for submitted works and practical performances.  Schools online is open for entry of VET competencies.  Students meet with their teachers to establish processes to monitor progress of submitted works and practical performances.  Encourage students to use NESA’s [Students Online](https://studentsonline.nesa.nsw.edu.au/) service. | HSC examinations. |

**Term 1 – 2022**

|  |  |  |
| --- | --- | --- |
| Year 11 | Students studying Year 12 courses | Year 12 HSC - previous year |
| Establish record keeping system for Year 11 classes.  Distribute assessment schedule and assessment policy information to students, consistent with school processes and procedures.  Check assessment schedule complies with NESA requirements for each Board Developed Course.  Students sign to acknowledge receipt of relevant syllabus information, course scope and sequence, assessment schedule for each course, school assessment policy, and guidelines for submitted works and practical performances.  Certify student entries and confirm completion of ‘HSC: All My Own Work’.  Certify that students are in the correct Year 11 course on [Schools Online](https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html).  Enter VET course details according to NESA processes and timelines.  Finalise VET outcomes for students who have withdrawn from a course as required.  Communicate with parents/carers of students yet to achieve the HSC minimum standard. | Review the implementation of processes and procedures to ensure that students satisfy the requirements for the award of the HSC and meet NESA syllabus objectives. This includes being taught the prescribed electives and texts.  Principal confirms [Appendix 2 HSC monitoring confirmation](#_Appendix_2_HSC) in SPaRO by 8 April 2022.  Principal determines subjects taught by staff who are teaching an HSC course for the first time (inexperienced) or where there is no direct supervision or support from a head teacher with relevant subject and HSC expertise (unsupervised teachers). Principal identifies how those teachers are being supported and enters the HSC teacher support data in SPaRO.  Enter students into Year 12 courses on Schools Online according to the timetable of actions for secondary schools published at [HSC key dates and exam timetables](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables). Take note of separate course codes for BDCs with optional examinations, including VET Framework courses, English Studies and Mathematics Standard 1.  Issue students with printouts of their Confirmation of Entry with variations to an acceptable pattern of study highlighted and confirm students are entered in the correct Year 12 courses. Students are to sign their Confirmation of Entry forms. (This can also be done Term 4 2021.)  Students to sign to confirm they have read the ‘2022 HSC Rules and Procedures Guide’.  Certify student entries and practical examination options.  Enter VET course details in accordance with NESA processes and timelines.  Finalise VET outcomes for students who have withdrawn from a course as required.  Submit disability provision applications for all known cases (applications open Term 4 2021 and close Term 1 2022).  Finalise HSC marker applications.  Nominate the HSC Presiding Officer who will administer the HSC written examinations.  Document meetings between class teachers and students to monitor progress of submitted works and practical performances, including the provision of clear, written feedback. | HSC assessment ranks available from [Schools Online](https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html).  NESA HSC results inquiry centre opens.  HSC results available to students via internet, SMS and phone.  View students’ results, including merit lists such as first-in-course and HSC all-rounders.  Analyse HSC data for each course and develop teaching and learning strategies to move students into higher performance bands. |

**Term 2 – 2022**

|  |  |
| --- | --- |
| Year 11 | Students studying Year 12 courses |
| Conduct Year 11 student report interviews to focus on students’ academic progress and identify and support students with learning plans.  Review records for each class teacher (see [Maintenance of Year 11 and Year 12 records](#_Maintenance_of_Year)).  Update VET competency outcomes where applicable and enter Work Placement hours as required.  Finalise VET outcomes for students who have withdrawn from a course as required. | Read the ‘Higher School Certificate Requirements for Term 3’ memorandum regarding procedures for HSC trial examinations; continuity of teaching and effective student preparation; monitoring student entries and HSC and ATAR eligibility; monitoring assessment tasks and submitted works; and monitoring compliance with the NESA requirements in teaching, curriculum and assessment.  Distribute Year 12 student reports and conduct interviews to focus on students’ academic progress; identify and support students with learning plans and refine strategies to move students up through performance bands.  Encourage students to use Students Online.  Update VET competency outcomes where applicable and enter Work Placement hours as required.  Finalise VET outcomes for students who have withdrawn from a course as required.  Document progress meetings between class teachers and students to monitor submitted works and practical performances, including the provision of clear, written feedback.  Access HSC examination timetable published on Students Online and Schools Online.  Access scheduling of Languages oral exams.  Complete elective survey and provide the number of students in each course studying each text, elective option or topic.  Update Life Skills outcomes profiles.  Complete the school readiness IT survey for Science Extension as required. |

**Term 3 – 2022**

|  |  |  |
| --- | --- | --- |
| Year 11 | Students studying Year 12 courses | Year 11 commencing Year 12 courses in Term 4 |
| Complete and distribute Year 11 student reports.  Submit intention to issue ‘N’ determination for non-completion of course requirements.  Year 11 grade submission open in Schools Online.  Update VET competency outcomes where applicable and enter Work Placement hours as required.  Finalise VET outcomes for students who have withdrawn from a course as required. | Check NESA’s timetable of actions for Year 12.  Review Year 12 record keeping as per the school’s processes, procedures and assessment schedules as well as NESA and department requirements.  Complete and distribute Year 12 student reports.  Coordinate submitted works and practical performances for submission and marking.  Complete Universities Admission Centre (UAC) Schools Recommendation Schemes applications.  Submit intention to issue ‘N’ determination for non-completion of course requirements. Process appeals.  Submit and certify Year 12 assessment marks, VET examination estimates and Life Skills outcomes.  Submit grades and work samples for students studying English Studies and Mathematics Standard 1.  Check course entries for students sitting the optional examination for VET Framework courses, English Studies and Mathematics Standards 1 and submit estimated examination marks.  Finalise HSC exam committee applications.  Complete the second school readiness IT survey for Science Extension as required.  Update VET competency outcomes where applicable and enter Work Placement hours as required.  Finalise VET outcomes for students who have withdrawn from a course as required.  Finalise VET competency outcomes ready for entry into Schools Online in Term 4. | Develop Year 12 assessment schedule to meet NESA requirements and weightings for each BDC.  Map due date Year 12 assessment tasks to balance the load of tasks on students.  Ensure eligibility requirements for course enrolment have been met and records kept. |

# Section 2 – HSC checklist and reminders

## Pattern of study checklist

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Check that both patterns include:

at least 6 units of Board Developed Courses

at least 2 units of a Board Developed Course in English

at least 3 courses of 2 units value or greater  
(either Board Developed or Board Endorsed courses)

at least 4 subjects

a maximum of 6 Year 11 units and 7 Year 12 units from courses in science,   
where science is included.

Refer to:

ACE 8005: [Pattern of study for the Higher School Certificate](https://ace.nesa.nsw.edu.au/ace-8005)

ACE 8006: [Pattern of study for Higher School Certificate Science](https://ace.nesa.nsw.edu.au/ace-8006)

Also check the pattern of study to ensure:

students meet eligibility requirements for English EAL/D and languages

students have completed HSC: All My Own Work (or its equivalent)

there are no exclusions in the course combinations

students seeking an Australian Tertiary Admission Rank (ATAR) meet eligibility requirements

Board Endorsed Courses (BEC) have current endorsement.

Please note information on:

[school-based assessment and reporting](#_School-based_assessment_and) requirements

[students with disability](#_English_Studies_and).

Refer to:

School BEC decision letters or check BEC decisions via [Schools Online](https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html)

[Syllabuses A-Z (Stage 6)](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z) for course descriptions of relevant syllabuses

## HSC: All My Own Work

To be eligible for the HSC, students must complete the program HSC: All My Own Work (or its equivalent) before they submit any work for Year 11 or Year 12 courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. This includes students entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. If a student with disability has difficulty accessing the program HSC: All My Own Work, the school should devise an appropriate equivalent program if the student is undertaking a Year 11 or Year 12 course that is not a Life Skills course.

Refer to:

ACE 8004: [Eligibility requirements for the Higher School Certificate](https://ace.nesa.nsw.edu.au/ace-8004)

NESA: [HSC All My Own Work program](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work)

## Eligibility for English EAL/D and languages

Check that students meet eligibility requirements and have completed the NESA eligibility form, and that all documentation is retained by the school for:

English EAL/D

Continuers courses in those languages which also offer [Language] in Context courses and/or [Language] and Literature courses

Beginners courses

[Language] in Context courses.

Refer to:

ACE 8007: [Entry requirements for the HSC English as an additional language or dialect (EAL/D) course](https://ace.nesa.nsw.edu.au/ace-8007)

NESA: [Eligibility for Stage 6 Languages courses](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility)

ACE 8008: [Entry requirements for Stage 6 Languages courses](https://ace.nesa.nsw.edu.au/ace-8008)

## Exclusion of course combinations

Some course combinations are excluded by NESA as stated in the course descriptions under ‘exclusions.’ Check for NESA exclusions of course combinations for Board Developed Courses (BDCs), Content Endorsed Courses, TAFE delivered VET HSC Courses and Board Endorsed Courses (BECs).

Refer to:

ACE 8011: [Exclusions for Higher School Certificate courses: Languages, Mathematics, Studies of Religion](https://ace.nesa.nsw.edu.au/ace-8011)

ACE manual exclusions index: [Exclusions](https://ace.nesa.nsw.edu.au/higher-school-certificate/course-delivery/exclusions)

[Syllabuses A-Z (Stage 6)](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z) to access the most up to date information on exclusions in the course descriptions.

## School-based assessment and reporting

The ‘Assessment and Reporting’ documents for each syllabus outline the mandatory components and weightings for school-based assessment requirements for BDCs.

**School-based assessment:**

|  |  |
| --- | --- |
| Year 11 | Year 12 |
| must be capped at 3 tasks | must be capped at 4 tasks |
| may only include 1 formal written examination; Mathematics courses 1-2 formal written exams | may only include 1 formal written examination with maximum weighting 30% |

According to the NESA [COVID changes for 2022](https://ace.nesa.nsw.edu.au/covid-changes-for-2022), principals will continue to have the flexibility to decide on the number, type and weighting of school-based assessments. NESA’s principles of assessment continue to apply so that school-based assessment should continue to be informed by the components identified in the assessment and reporting documents for each syllabus.

Requirements for [end of course reporting](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/reporting-new) to NESA can be found on NESA’s website. This includes reporting for [VET](https://ace.nesa.nsw.edu.au/higher-school-certificate/internal-assessment/vet) courses and Life Skills courses.

Refer to:

ACE 8072: [Development of HSC school-based assessment programs](https://ace.nesa.nsw.edu.au/ace-8072)

ACE 8069: [Higher School Certificate school-based assessment](https://ace.nesa.nsw.edu.au/ace-8069)

NESA: [Stage 6 school-based assessment](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/school-based-assessment-requirements/!ut/p/z1/lZJBb4JAEIX_D5edXXZn4YiIgBo3Uamyl4a22JpaNUo8-Os7UHswraCbMB-w72WSl8csWzK7LU7r96Ja77bFhr5zi88yTQBcEOPY70sIBnKeSI1ComaLRmB4EiVmBmk86fUhfUKVTSPNARSzdI1BgIkwMDQQaLrOhinK0IUYLn64cQJo_J37Wxbc5RcBR55IPvK0xyGYIzeR34M4wgf98OOXcqQGwGMtH_SbuPEbjmKohcnUff4WgW2PNye_vpnfzGUzZpndH8pT-FG-frJ8VWyOZf3vWBWHarJ7K1nOBYdf2Xh9rFgOjpIOB3qIApQjFDou-I6rfEcSJVERFRGJSNRETfSIHtEn-kTqUT3qN86BBtKoVy7qpR316wrAXifsiYmgDFCnOgxFatx2gXDxImir0LXgn45cC_6WYP-VNWd5npcv59U-mkbTb7nzveU!/) and [COVID changes for 2022](https://ace.nesa.nsw.edu.au/covid-changes-for-2022)

[Syllabuses A-Z (Stage 6)](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z) for syllabus-based components and weightings

## Students with disability

Identifying and responding to the personalised learning and support needs of students with disability should be addressed through a collaborative curriculum planning process and should not be reliant on requests for support from the student, parents or carers. Planning should include course options, provision of reasonable adjustments and HSC disability provisions where required. This should be an ongoing process. Adjustments should enable equitable participation by students in the full range of education activities on the same basis as their peers without disability. The NESA website provides information about HSC disability provisions, including the application process and the due date in Term 1.

Students with disability can meet the requirements for the award of the HSC by undertaking a combination of Board Developed Courses, including Life Skills, VET courses and Board Endorsed Courses. Before deciding that a student should access Life Skills outcomes and content, consider other ways of supporting the student to engage with regular course outcomes. It is important to note the following in relation to Life Skills courses.

* Principals will need to confirm HSC monitoring for Life Skills courses in Appendix 2.
* Principals will be required to certify on the Year 11 and Year 12 entry forms that enrolment of a student in any Life Skills courses for Stage 6 is the result of a collaborative curriculum planning process that addresses the student’s transition from school to adult life.
* Schools should have evidence that students studying Stage 6 Life Skills courses are eligible. No documentation needs to be sent to NESA.
* Life Skills courses satisfactorily completed in Year 12 are reported on the HSC Record of Achievement with the notation ‘Refer to Profile of Student Achievement’. An assessment mark is not reported for these courses.
* There are no external examinations for Life Skills courses. They cannot be used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
* Students studying **only** Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.
* Students studying English Life Skills, Mathematics Life Skills, or 4 or more Life Skills courses in Year 12 may be exempt from the HSC minimum standard for literacy and numeracy.

Refer to:

ACE: [Studying HSC Life Skills courses](https://ace.nesa.nsw.edu.au/studying-hsc-life-skills-courses)

ACE 7007: [Satisfactory completion of a Stage 6 Life Skills course](https://ace.nesa.nsw.edu.au/ace-7007)

NESA: [Collaborative curriculum planning](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/collaborative-curriculum-planning)

NESA: Life Skills [eligibility](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills/eligibility)

NESA: [Disability Provisions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions)

NESA: HSC minimum standard [Disability Provisions and Exemptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/disability-provisions-exemptions)

NSW Department of Education: [Disability and Learning Support](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support)

Australian Government: [Disability Standards for Education 2005](https://www.education.gov.au/disability-standards-education-2005)

Australian Skills Quality Authority: [Providing quality training and assessment services to students with disabilities](https://www.asqa.gov.au/resources/fact-sheets/providing-quality-training-and-assessment-services-to-students-with-disabilities)

## English Studies and Mathematics Standard 1

Student achievement in school-based assessment for the Year 12 English Studies and Mathematics Standard 1 courses is reported as a grade.

To award grades, use the [English Studies Achievement level descriptions](http://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/achievement%20-level-descriptions) and [Mathematics Standard 1 Achievement level descriptions](http://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/achievement%20-level-descriptions).

Upload Year 12 work samples in [Schools Online](https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html) (for grade monitoring purposes).

For the optional HSC examinations, enter students separately and submit an estimated examination mark. Teachers are not required to derive the estimated mark from a formal written exam that is part of the school-based assessment program. This provides schools with greater flexibility in the design of the school-based assessment program.

## ATAR eligibility

Students seeking an Australian Tertiary Admission Rank (ATAR) in 2022 must complete at least 10 units of BDCs with formal examinations conducted by NESA, including:

at least 2 units of English

at least 8 units of Category A courses.

Only 2 units of Category B courses can contribute to an ATAR. Students must sit the optional HSC examination for the Category B course to contribute to the ATAR. Courses completed must include at least 3 BDCs of 2 units or greater and at least 4 subjects. Refer to the list of Category A and Category B courses published on the UAC website.

Students studying English Studies and seeking an ATAR must sit the optional HSC examination. Both English Studies and Mathematics Standard 1 are Category B courses. A student can sit the optional HSC examinations in both English Studies and Mathematics Standard 1, but in this case only the English Studies examination will contribute to the ATAR. Life Skills courses, Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, cannot contribute towards the ATAR.

Refer to:

[UAC](https://www.uac.edu.au/) in particular: [HSC courses that can be used in the ATAR calculation](https://www.uac.edu.au/future-applicants/atar/atar-courses)

[English Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english) and [Mathematics Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics) for English Studies and Mathematics Standard 1 syllabus documents

## HSC minimum standard

From 2020, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy to be eligible for the award of the HSC credential. Students have up to 4 opportunities per year to sit each minimum standard reading, writing or numeracy test. Students can take the tests from Year 10 until up to 5 years after starting their first HSC course. Students enrolled in Life Skills courses may be exempt under certain conditions.

Refer to:

ACE 4060: [Demonstration of the HSC minimum standard](https://ace.nesa.nsw.edu.au/ace-4060)

NESA: [HSC minimum standard](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard)

NESA: [Minimum standard online tests](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests)

Department (staff only): [HSC minimum standard](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/hsc-minimum-standard)

## Reminders

Schools are responsible for overseeing the delivery of courses by outside tutors (defined in ACE 8060) and external providers (including VET courses).

Ensure that NESA requirements are met:

* for commencement of Year 11 and Year 12 courses
* for credit transfer and recognition of prior learning
* for accumulation, acceleration and repeating
* for satisfactory completion and non-completion of courses.

Additional departmental curriculum requirements in the [policy standards](https://education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12) (Life Ready, religious education, physical activity including sport) or conditions of enrolment at individual schools are not requirements for NESA HSC credentialing.

Consider the wellbeing of students when formulating assessment schedules including trial examinations, particularly in consideration of the completion of major works and performance examinations.

Consider the English language proficiency of students, parents and carers when communicating HSC policies, procedures and assessment information. Information about [interpreting and translations](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/interpreting-and-translations) is available on the department’s website.

Refer to:

ACE: [Commencement of Preliminary and HSC courses](https://ace.nesa.nsw.edu.au/higher-school-certificate/course-delivery/commencement-of-preliminary-and-hsc-courses)

ACE 8060: [study with an outside tutor](https://ace.nesa.nsw.edu.au/ace-8060)

ACE 8061: [study with an external provider](https://ace.nesa.nsw.edu.au/ace-8061)

ACE: [Credit transfer and recognition of prior learning](https://ace.nesa.nsw.edu.au/higher-school-certificate/credit-transfer-and-recognition-of-prior-learning)

ACE: [Pathways](https://ace.nesa.nsw.edu.au/higher-school-certificate/pathways) (Includes aaccumulating and/or repeating courses and acceleration)

ACE: [Satisfactory completion; non-completion; leave](https://ace.nesa.nsw.edu.au/higher-school-certificate/satisfactory-completion-non-completion-leave)

# Appendix 1 Excerpts – Education Act

The following information from the [Education Act 1990 No 8](https://www.legislation.nsw.gov.au/view/whole/html/inforce/current/act-1990-008) underpins NESA’s rules and regulations. In the legislation, ‘the Authority’ refers to NESA. The numbers ‘95’ and ‘12’ refer to the corresponding sections of the legislation. More specific information is provided in Section 2 – HSC checklist and reminders.

**12 Curriculum for Higher School Certificate candidates**

(1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

(a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,

(b) those courses of study are to include a course of study in English,

(c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,

(d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

**95 Higher School Certificate**

(1) Higher School Certificates are to be granted by the Authority to students:

(a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and

(b) who:

(i) have attended a government school, or

(ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or

(iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and

(c) who have participated, to the Authority’s satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and

(d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and

(e) who have, to the Authority’s satisfaction, undertaken the requisite examinations or other forms of assessment, and

(f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.

(3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.

# Appendix 2 HSC monitoring confirmation

**To be read by the principal and confirmed in SPaRO.**

For schools with students undertaking Life Skills courses.

I confirm that:

* all decisions about curriculum options for students with disability have been made through the [[collaborative curriculum planning process](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/collaborative-curriculum-planning)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/collaborative-curriculum-planning) and are documented in a personalised learning plan
* all Stage 6 Life Skills courses offered by this school have current NESA endorsement.
* the delivery of Life Skills courses meets the relevant ACE and NESA requirements and departmental policies listed in this document under [Students with disability](#_English_Studies_and).

For schools with students undertaking courses other than Life Skills courses:

I confirm that at this school the following information has been disseminated to all Higher School Certificate (HSC) candidates and their teachers:

* ‘2022 Higher School Certificate Rules and Procedures Guide’, NESA [rules and processes](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes)
* syllabus details, course outlines and the school-developed HSC assessment program, which complies with NESA school-based assessment requirements, for all Board Developed Courses studied by each candidate for the 2022 HSC
* current course outlines and assessment program requirements for all Board Endorsed Courses studied by each candidate.

I confirm that:

* courses of study offered by this school for HSC candidates are being taught and assessed in accordance with NESA syllabuses and related school-based assessment requirements for the 2022 HSC
* policies and procedures have been developed to comply with NESA HSC assessment requirements
* any additional curriculum requirements as determined by the Minister are being met
* all Board Endorsed Courses offered by this school have current NESA endorsement
* all VET courses delivered by the school have been issued with an “Authority to Deliver” by the relevant Public Schools NSW RTO
* all VET courses delivered by the school are being delivered in accordance with the relevant Course Information Guide and follow an RTO approved training and assessment strategy
* systems are in place to monitor and support student achievement of the HSC minimum standard
* procedures are in place to ensure that all HSC candidates at this school are eligible for the HSC and entered in their correct courses of study for the HSC
* all students seeking an ATAR satisfy the eligibility requirements
* all students enrolled in English EAL/D and relevant languages course meet the eligibility requirements and forms have been retained by the school.
* all English Studies, Mathematics Standard 1 and VET students seeking an ATAR are entered into the corresponding optional HSC examinations
* all students have had the opportunity to read and sign their Confirmation of Entry form, and forms have been retained by the school
* all students with disability, in accordance with the [Disability Standards for Education 2005](https://education.gov.au/disability-standards-education), are supported to participate in the HSC on the same basis as their peers. This includes providing reasonable adjustments where needed, including applying for HSC disability provisions, in consultation and collaboration with the student, parents and carers
* students entered for one or more Year 11 or Year 12 courses have satisfactorily completed the ‘HSC: All My Own Work’ program (or its equivalent). Note: Students entered **only** for Stage 6 Life Skills courses are exempt from this requirement
* school policies and procedures are in place to ensure
  + ongoing monitoring of student eligibility for the HSC and ATAR
  + appropriate monitoring of work presented by students in assessment tasks and submitted works
  + ongoing monitoring of school and teacher compliance with NESA requirements for teaching, curriculum and assessment.

I confirm that I have discussed all of the above with all head teachers and supervising teachers at this school to ensure that NESA and department requirements for students, teaching and assessment at this school are being met. These discussions included:

* compliance with assessment policies, programs and procedures including record keeping
* fulfilling all course objectives and outcomes of syllabuses for the 2022 HSC
* knowledge of and compliance with course content and options, including the teaching of prescribed texts and topics for the 2022 HSC
* application for [HSC disability provisions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions) for students who require them to access and participate in HSC examinations, in consultation with the student, parents and carers, as well as the principal’s authority to provide adjustments for school-based assessment tasks
* compliance with requirements in respect to major works, projects and performance components (where applicable)
* student subject choice, patterns of study and eligibility for the HSC and ATAR
* meeting VET work placement requirements and following the department’s workplace learning procedures and standards.

## HSC monitoring declaration – confirmation and endorsement

The HSC monitoring declaration is on SPaRO’s HSC monitoring page under the ‘curriculum and policy’ tab.

Principals are to confirm the declaration in SPaRO by 8 April 2022.

Directors, Educational Leadership are to endorse the declaration in SPaRO by 8 April 2022.

**The principal declaration in SPaRO will include the following text:**

I confirm that I have discussed the 2022 HSC requirements with all head teachers and supervising teachers at this school to ensure that NESA and department requirements as outlined in [Appendix 2 HSC monitoring confirmation](#_Appendix_2_HSC) in relation to students, teaching and assessment are being met at this school.

I have reviewed the relevant documentation and confirm that the school is implementing curriculum policy, and all 2022 HSC requirements as outlined in [Appendix 2 HSC monitoring confirmation](#_Appendix_2_HSC).

I confirm that monitoring processes are in place and that documentation is available at the school to demonstrate that these requirements are being met.

**The Director, Educational Leadership (DEL) endorsement in SPaRO will include the following text:**

I have met with the Principal and confirm that the school has processes in place to ensure that the school is complying with curriculum policy implementation and 2022 HSC requirements.

I confirm that monitoring processes are in place and that documentation is available at the school to demonstrate that these requirements are being met.