

Year 8

ASSESSMENT INFORMATION

2026

POLICIES AND
PROCEDURES



ORAN PARK
ANGLICAN COLLEGE



Of greater worth than gold.

Our Powerful Learners Framework

In 2020, after extensive research into the characteristics displayed by powerful learners, a new teaching and learning framework 'Powerful Learners' was implemented.

The framework is an innovative model that moves beyond the conventional approach to learning and focuses on combining the acquisition of content knowledge with the development of character.

The model uses Guy Claxton's Learning Powered Approach which draws together research on how students learn and what abilities strengthen our capacity to learn. Within this framework, OPAC has identified 5 C's associated with learning. Powerful learners display capacities associated with Courage, Curiosity, Craftsmanship, Collaboration and Compassion.

The framework encourages students to reflect on how they can become more powerful learners and encourages teachers to focus explicitly on developing these different learning dispositions. We do this together as a community through the way we talk about learning, the way we structure learning activities and the way we think about what good learning looks like.

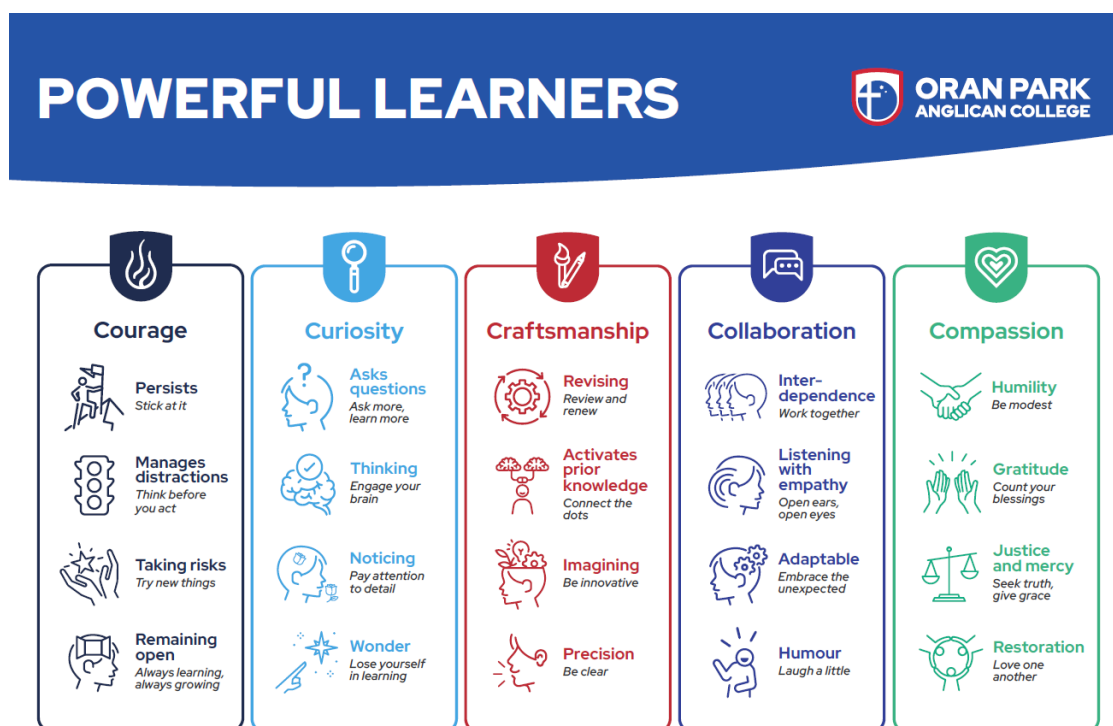


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PRINCIPAL'S WELCOME

The adventure of Senior School has begun! This is the time of greater flexibility and yet greater demands. It can be a time of tension for students and their parents. Our intention at Oran Park is to provide you with as much opportunity as possible to raise questions and seek solutions.

In the Year 8 Information and Assessment Book we have provided information regarding subjects and new approaches to the programs in Senior School. If the information raises questions for you, we are eager to assist you.

We are striving to have our students achieve their best; to enjoy their time at the College and to gain valuable insight into the world around them in order to adequately prepare for the future.

We are a Christian and Anglican College. We therefore have a values perspective to all aspects of College life. We will raise the issues of the importance of faith in the Lord Jesus Christ and his message in the Bible.

Please know of our concerns for each child and each family. We certainly wish you well as you embark on an important phase of life in the Senior Years at Oran Park Anglican College.

NAOMI WILKINS
PRINCIPAL

INTRODUCTION

Welcome to Year 8! Oran Park Anglican College is committed to academic rigour and excellence in learning. Our Assessment program is focused on students developing the skills to be life-long learners. Students will benefit from a wide range of assessment practices, ongoing formative assessment and a focus on improving the processes of learning including giving and receiving feedback, critical thinking and the development of the habits of mind.

Students need to refer to their timetable each day to ensure that they bring all the correct books and equipment and are prepared for their classes.

Year 8 is divided into six Pastoral Care classes –

- 8A – Mrs Krystle Attrill (kattrill@opac.nsw.edu.au)
- 8B – Mrs Stephanie Luong (sluong@opac.nsw.edu.au)
- 8C – Mrs Martha Dale (mdale@opac.nsw.edu.au) / Miss Alexia Cupac (acupac@opac.nsw.edu.au)
- 8D – Mrs Tania van der Schyff (tvanderschyff@opac.nsw.edu.au)
- 8E – Mrs Eleni Gewargis (egewargis@opac.nsw.edu.au)
- 8F – Mr Jacob Smith (jsmith@opac.nsw.edu.au)

Year 8 Student Wellbeing Advisor

- Miss Alexia Cupac (acupac@opac.nsw.edu.au)

Stage 4 Dean of Students

- Mrs Kayla Grant (kgrant@opac.nsw.edu.au)

If a student or parent has enquiries that relate to a specific subject, they should speak to their class teacher initially and then their Pastoral Care Teacher.

The BYOD program will have a significant impact on student learning. All textbooks for Year 8 will be available online and the availability of apps and online aids supplement classroom instruction. It is important, however, that students are still complimenting the use of technology with a balanced amount of handwriting as research suggests learning is stronger when the process of handwriting is incorporated into both classwork and study.

Oran Park Anglican College is committed to a caring approach towards all students, and this is exercised through its wellbeing and Pastoral Care programs. Each child and family are more than just a mark or a grade; they are individuals for whom God cares deeply and the College and staff are committed to you and your child and to demonstrating the College core values which seek the best for every student.

STEVE OWEN

DEPUTY PRINCIPAL – HEAD OF SENIOR SCHOOL

STAGE 4 ASSESSMENT POLICY

FORMAL ASSESSMENT PROGRAMS AND TASKS

SECTION 1 - SUBMISSION OF TASKS

- 1.1 The assessments listed in this booklet will contribute to both the Final grades and the achievement reported in the College reports issued at the end of each Semester.
- 1.2 Each student is expected to personally complete the assessment tasks listed as well as all the other assessments which teachers may use to determine student progress.
- 1.3 Written notification of assessment will be three weeks. Written notification will include notification date; weighting of the task, description of the task; outcomes that are being assessed, what students are expected to do for the task; the due date and where the task is to be submitted.
- 1.4 All assessments, with the exception of in-class tasks, must be submitted by 9:00am on the due date on Canvas.
- 1.5 Students must submit an electronic copy of the task, submitted via Canvas unless stated otherwise on the assessment notification.
- 1.6 Computer hardware/software or printer failure will not be accepted as an excuse for late submission.
- 1.7 When working on assessments, students are advised that it is wise to have a backup computer copy of all tasks including backing up in the cloud e.g. OneDrive as well as draft printed copies.
- 1.8 Electronic submission of a specific task is only permissible using systems such as Canvas, where this has been specified in the written notification of a specific task.

SECTION 2 - CHANGE OF DATE FOR AN ASSESSMENT/EXTENSIONS/LATE SUBMISSION

- 2.1 Written notification for a change of date will be given to all students in a class/course that is authorised by the Director of Studies.
- 2.2 If it is not possible to submit an assessment on the due day the College Office must be informed no later than 8:30 a.m. on the set day and the Director of Studies will determine alternative arrangements with the Head of Faculty, through either Approved Leave or Approved Illness/Misadventure.
- 2.3 There will be a penalty for unapproved late submission of any assessment. This penalty will be 10% of the total available marks for each day (counting one day for weekends) up until the 5th day after the original due date.

ILLNESS/MISADVENTURE

SECTION 3 - What is Illness/Misadventure?

- 3.1 The College administers the Illness/Misadventure program to support students who:
 - experience illness or misadventure immediately before or during an assessment task; and
 - are prevented from attending or impacted during an assessment task.
- 3.2 There are two types of illness/misadventure applications:
 - individual, and
 - group
- 3.3 If a student is ill or unable to complete an assessment for a valid reason they must:
 - Contact their class teacher and relevant Head of Faculty
 - Download the "Illness/Misadventure" form from the College website and have it completed by a doctor or other suitable person (for example, police officer, Justice of the Peace). The person must **not** be related to the student. A medical certificate submitted in isolation is **not** adequate documentation for an I/M application.

- Return the form to the Director of Studies (or to Student Services) **no later than three (3) days after returning to College.**
- An I/M application will not be considered unless **all the required sections** of the form have been completed. The application will be returned to student for completion and will require resubmission within the 3 working days' time allowance.
- If the student's illness/misadventure is upheld, the student will be required to complete the original task, a substitute assessment task or be provided with an estimate.
- Zero marks may be awarded when a student has not made a genuine attempt or does not have a valid reason for not completing a task. In addition, the student is still required to complete or resubmit the task.

3.4 Students must submit an Illness/Misadventure Form if they are absent the day prior to the due date for any task (regardless of whether it is submission or in-class).

3.5 The Director of Studies in consultation with the Heads of Faculty will determine alternative arrangements for any missed assessment task.

3.6 It is the responsibility of the student to download the illness/misadventure form from the College website and return it to Student Services.

3.7 A student may be given the opportunity to catch up on a missed assessment before an estimate is provided. This will be at the discretion of the Head of Faculty.

3.8 The Head of Faculty must notify the student via email of their scheduled catch-up assessment by 3:00pm the day prior to the scheduled catch-up.

SECTION 4 – Illness/Misadventure exclusions

4.1 The Illness/Misadventure program does not cover:

- attendance at a sporting or cultural event, or family holiday, or
- alleged inadequacies of teaching, or
- long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- disabilities for which the College has already granted special provisions, unless:
 - an unforeseen episode occurs during an assessment task; or
 - further difficulties with the approved provision(s) occur during an assessment task
- long-term illness unless the student has a 'flare-up' of the condition immediately before or during an assessment task or matters avoidable by the student.

MALPRACTICE/PLAGIARISM, NON-COMPLETION, ZERO MARKS FOR A TASK

SECTION 5 – Malpractice

5.1 Malpractice is any attempt to gain an unfair advantage over other students.

5.2 Malpractice in any form including plagiarism, collusion, misrepresentation and breach of assessment conditions.

5.3 Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

5.4 Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

5.5 Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements. Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

5.6 Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

5.7 A breach of assessment conditions includes any breach of examination or assessment rules and procedures. When assembling for, undertaking, and leaving an in-class assessment or examination, students are subject to the direction of the supervising teacher. Malpractice occurs when a student breaches the conditions set for assessment or examination in an attempt to gain an unfair advantage.

5.8 In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student providing evidence of and explaining the process of their work, which might include:

- diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas, answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

5.9 A review panel consisting of the classroom teacher and the Head of Faculty will be convened to adjudicate on claims/accusations of malpractice or plagiarism. In the case where the classroom


teacher is the Head of Faculty, they will convene with the Director of Studies. Identified dishonesty in an assessment task may result in a zero mark. The consequence of malpractice will be a loss of 10% to 100% of the available marks, depending on the extent of the malpractice. In the event that malpractice affects more than 50% of a submitted task, this may be considered severe malpractice and may result in a zero mark. The penalty will be determined by the Director of Studies and the Head of Faculty within 14 days.

- 5.10 If a student does not make a genuine attempt at an assessment task a zero mark will be recorded.
- 5.11 Even though zero marks may result due to lateness, students must still submit the task. The College will inform parents about Non-Completion for a Stage 4 task via email.
- 5.12 If it is deemed the student has plagiarised/committed malpractice (like the use of AI/paraphrasing tools), a letter will be sent home notifying parents and a loss of 10% to 100% of the available marks may apply.
- 5.13 Repeated academic malpractice may lead to a formal after school detention. In the instance of malpractice, the student’s details, including the nature of the malpractice, will be recorded in the College’s Academic Malpractice Register.



GenAI Assessment Scale

Level 1



No GenAI


Students complete all aspects independently without GenAI tools.

Show your own thinking and skills

Examples:

- Handwritten test or exam
- Practical tasks

Level 2



GenAI as Assistant


AI assists with planning and understanding, but students write all content themselves.

AI helps you plan, you write everything.

Examples:

- Using AI to generate ideas
- Asking AI to develop a plan
- Asking AI to create a scaffold
- Asking AI to explain concepts

Level 3



GenAI as Collaborator

AI can help generate, edit and improve content. The assessment still reflects the student’s own ideas, but GenAI plays a role in improving and editing the overall quality and presentation.

You can edit and improve AI generated content

Examples:

- Using AI to help draft paragraphs
- Refining work with AI feedback

Assessment Guidelines

Teachers will clearly indicate which level applies to each assessment task.
Students must adhere to the specified level to ensure academic integrity and fair evaluation.

SECTION 6 – NON-SERIOUS ATTEMPTS

- 6.1. Failure to submit or complete Assessment Tasks may result in the College informing parents about Non-Completion for a Stage 4 task.
- 6.2. Where required, parents will be informed in writing, outlining steps for the student to correct and submit their task(s).

LEAVE

SECTION 7 - APPLYING FOR LEAVE

- 7.1. It is the responsibility of the student to check the College Calendar/Assessment Booklets and identify all common assessment tasks that are due during the period of leave.
- 7.2. Where set tasks are missed due to leave, it is the responsibility of students to make arrangements with relevant teachers in consultation with Heads of Faculty for how and when the tasks will be completed.
- 7.3. Leave applications must be submitted at least four (4) weeks prior to leave dates requested.

DISABILITY PROVISIONS

SECTION 8 – Disability Provision Adjustments for School-based Assessments

- 8.1 Disability provisions address students' assessment task needs impacted by one or more of the following categories of disability:-
 - learning, and/or
 - medical, and/or
 - vision, and/or
 - hearing.
- 8.2 Disability provisions are determined on the basis of functional evidence of impact and provide practical support for students with disability to access assessment tasks, not to achieve potential.
- 8.3 Parents/guardians are responsible for providing the relevant medical documentation (e.g. paediatrician reports, occupational therapist reports, etc.)
- 8.4 Students can access provisions in consultation with the Head of Diverse Learning and Director of Studies.
- 8.5 The College will ensure that students with disability can access and participate in education on the same basis as other students.
- 8.6 Through collaborative curriculum planning, the College will determine, and implement, reasonable adjustments for a student with disability for school-based assessment tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers.
- 8.7 The College is responsible for any decision to determine adjustments to school-based assessment activities and tasks, including in-school tests.

YEAR 8 – 2026 TERM ASSESSMENT SCHEDULE

There may be occasions where an assessment may require amending and students will receive written notification of these changes.

TERM 1 (9 weeks)

Week	Course	Task Description
6	Japanese	Hiragana & Greetings Test
7	Mathematics	Term 1 - Topic Test Portfolio
7	Science	Practical Task
8	Music	Listening
9	English	Analytical Digital Essay
9	PDHPE	Movement Composition
9	Visual Arts	Still Life Body of Work

TERM 2 (10 weeks)

Week	Course	Task Description
2	Technology (A/F)	Textiles Project
2	Technology (B/E)	Think Outside the Box
2	Technology (C/D)	Virtual iWorld
3	History	Source Task
5	Japanese	Japanese Postcard
6	Mathematics	Term 2 - Topic Test Portfolio
7	Music	Performance
10	English	Persuasive Presentation (Multi-modal)
10	PDHPE	Physical Literacy Reflection
10	Visual Arts	Sculpture Body of Work and Case Study

TERM 3 (10 weeks)

Week	Course	Task Description
2	Technology (A/F)	Think Outside the Box
2	Technology (B/E)	Virtual iWorld
2	Technology (C/D)	Textiles Project
6	History	Oral Task
7	Japanese	Speaking Task
8	Music	Composition
9	Science	Depth Study
9	Visual Arts	Printmaking Body of Work

TERM 4 (9 weeks)

Week	Course	Task Description
3	English	Final Examination
3	History	Final Examination
3	Japanese	Final Examination
3	Mathematics	Final Examination
3	PDHPE	Final Examination
3	Science	Final Examination
3	Visual Arts	Final Examination
2	Technology (A/F)	Virtual iWorld
2	Technology (B/E)	Textiles Project
2	Technology (C/D)	Think Outside the Box



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