



HIGHVIEW COLLEGE ASSESSMENT AND REPORTING POLICY

Responsible – Executive OPERATIONAL

(Ratified every three years)

Developed by	DP Teaching & Learning, John Christie	2010
Updated by	Principal, Melinda Scash	2016
Updated by	Director of Professional Practice, Wendy Hare	2019
Ratified by	Highview College Board	2020
		2023
		2026

Rationale

Highview College must ensure that there is ongoing assessment, monitoring and recording of each student's performance and provide each student and parent with access to accurate information and feedback about student performance.

Highview College provides on-line, continuous, progressive reporting via SEQTA.

Aims

To implement ongoing assessment and feedback of student performance. These assessment practices should include:

- formative and summative assessments
- common assessment tasks
- cross marking
- rubrics and criteria which clearly indicate the skills being assessed
- clear and goal-related feedback
- advice on ways to improve
- opportunities for student reflection and feedback

Implementation

Teachers will provide **progress indicators** (results/scores) and **written feedback** on reportable (Summative) assessments, in their SEQTA Marksbook. This will occur **at least twice a term** per study.

The frequency expectation for summative assessments at VCE however, is linked directly to the number of SACs and/or SATs per study. VCE studies may have less than four reportable tasks per semester.

To ensure feedback is provided in a **timely** manner, teachers will provide results and feedback on SEQTA **within two weeks** of the completion of each reportable task. Teachers are also encouraged to provide further feedback on formative tasks, at their own discretion.

This process is monitored and reviewed by Head of Faculties by conducting SEQTA Audits every Term. These checks are embedded into the School Calendar to ensure currency and accountability within each Faculty.

Heads of Faculty are responsible for identifying any concerns regarding reduced frequency and/or poor timing of results and feedback. Management of these concerns follow a three-step protocol: beginning with the Head of Faculty, progressing to involvement with the Director of Professional Practice, should the concern not be rectified. The third step involves the Principal seeking a resolution. Unless extenuating circumstances are noted, a written warning may be issued. Further recommendations are at the discretion of the Principal, acting in the best interests of the school.

Reporting Accommodations for Individual Learning Plans

Refer to the Learning Support Policy. Note that accommodations made for students with an ILP must be noted in each summative feedback report.

Reports

Reports are compiled as coursework is completed and skills are demonstrated.

At the end of each semester a transcript of results will be compiled as a means of summarising progress. This can be accessed on SEQTA.

All grading scales are explained in detail on the Semester Summary Report pages.

- In Years 7-10 these will be represented in a 10 point scale A+ - E.
- For VCE, progress will be indicated by the 10 point scale VHA+ - VLA. (Very High Achievement – Very Low Achievement)
- For Modified Reports, progress is indicated by a 6 point scale EP (Excellent Progress) - NP (No Progress)

For ALL Semester Summary Reports, 2 further indicators are included –

UG (Ungraded due to a lack of evidence).

NP (No Progress due to absences or other factors)

By the end of Term 3, all teachers of VCE Unit 3-4 studies, will complete an Academic Progress Report in SEQTA. This is completed within each Unit 3-4 Marksbook.

This provides timely performance feedback and exam preparation advice as students reflect on their progress and prepare for the upcoming VCAA external examinations. This is separate from, and in addition to the Marksbook reporting requirements for all studies for years 7-12.

Parent/Student/Teacher meetings

Formal Parent/Student/Teacher meetings will be held twice a year, at the end of Terms 1 and 3. Students are encouraged to consider progress feedback from their teachers throughout the year. Parents and students are able to seek more specific feedback from teachers throughout the year via Highview emails and/or directly through SEQTA messages.

APPENDIX A – ASSESSMENT LANGUAGE

APPENDIX B – YEAR 7-10 LATE SUBMISSION & PLAGARISM

APPENDIX C – VCE SAC ASSESMENT

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APPENDIX E – SPELLING & WORD USAGE

APPENDIX A – ASSESSMENT LANGUAGE

Understanding Results

%	7-10	VCE	Description	Modified Coursework
91-100	A+	VHA+	Meets all stated criteria with high distinction	Excellent Progress
81-90	A	VHA	Meets all stated criteria with distinction	
71-80	B+	HA+	Meets all stated criteria with high credit	Very Good Progress
61-70	B	HA	Meets all stated criteria with credit	
51-60	C+	MA+	Meets many stated criteria with basic competence	Good Progress
41-50	C	MA	Meets some of the stated criteria with competence	
31-40	D+	LA+	Meets some of the stated criteria adequately	Some Progress
21-30	D	LA	Meets few of the stated criteria adequately	
1-20	UG	VLA	Very little understanding demonstrated	Minimal Progress
0	NP	NP	Task Not Submitted / Student Absent / Plagiarised	No Progress
Blank		-	Student exempted from completing task (medical) (No impact on overall result)	Exempted (not counted)

Any result below the red line requires teacher intervention in Years 7-10.

Expected achievement in Years 7-10

The majority of students will achieve within the C to B+ range

Results of D+ or lower in Years 7-10

Any D or D+ or UG or NP results on any assessment task within a Semester must be discussed with the Head of Faculty prior to reporting.

End of Semester Results in Years 7-10 of D or lower

Transcript results lower than a D+ at the end of either Semester, will be discussed with the Head of Faculty and/or the Director of Professional Practice and the parents, before being reported on the end of semester transcript.

UG (Ungraded)

When a UG is given, the teacher will explain the reasons for this in the comment. A UG result, is given when the student has not provided sufficient evidence for the teacher to make a judgement of competence. A UG reflects a score between 1 to 20.

NP Results (No Progress)

An NP result may be given to a student who does not attempt an assessment task or who misses an assessment due to absence or when plagiarism is evident. An NP result is generated by entering a 'zero' score in the Marksbook. Please note that the zero is not visible to the student or parent in SEQTA Engage. Parents and students will be advised when an NP result occurs.

Teachers have a responsibility to monitor student progress towards completion of large assessment tasks. Students will require assistance to develop time management strategies and effective study habits. All teachers should set clear due dates well in advance.

Teachers of Year 7-10 may grant additional time as appropriate to each student's circumstances. Time extensions must be discussed with the relevant Head of Faculty. Where an extension is not possible, or the work submitted does not reflect the student's ability, the teacher may require the student to demonstrate his/her understanding in a timed response.

At Years 11 & 12 applications for extensions are determined by VCAA regulations. Refer to the VCE Handbook for more information.

Exemptions

In rare cases a student will be exempted from completing a task. This can only occur with the knowledge of the Head of Faculty. This may be the result of serious illness or late enrolment. In this case the teacher will leave the assessment blank. A blank result is not included in the final result. Other than approved exemptions, there should be no blank results.

Semester Report Transcripts

Summary grades are calculated in SEQTA for each subject, and presented in a Semester Academic Transcript at the end of each Semester which includes all Summative Results.

Information Regarding VCE and VET Results

VCE VET subjects are scored and assessed differently to VCE subjects. VCE VET students are assessed as 'Competent' (C), or Not Yet Competent (NYC) for Units attempted. The assessment of the student's level of performance on the tasks completed during the Units 3 and 4 sequence does not replace the competency-based assessment.

Year 12 VCE students' Unit results are determined by completion of School-Assessed Coursework (SACs) and/or School-Assessed Tasks (SATs). In Unit 3 and 4 studies, an initial indication of the level of performance on assessed tasks may be given (using the VHA+ – VLA bands indicated in the above table), but final grades on SACs are only available after a process of statistical moderation, carried out by VCAA. Please note, students completing Unit 4 will not have their results reported in the Academic Progress Summary, but progress feedback will be available via Highview Engage.

For satisfactory completion of a VCE Unit, a student must demonstrate achievement of the set or Outcomes for the Unit, as specified in the Study Design. Students may receive the following results for Units:

S	Satisfactorily Completed
N	Not Satisfactorily Completed
J	Incomplete

For further information, please log in to SEQTA or contact the relevant Head of Faculty.

MP Results (Modified Program)

An MP result is used to indicate that assessment has been modified for a student working on an Individual Learning Program. Parents, teachers and the school will have agreed in advance on what is appropriate to the learner's needs. Students should not be working on any curriculum different from their peers without an ILP.

APPENDIX B – YEARS 7-10 LATE SUBMISSION & PLAGIARISM

Assessment Task Due Dates
Make sure deadlines are fair and clear

SEQTA SUBMISSION AND COMMENT GUIDELINES FOR TEACHERS

Coursework which is submitted on time	<ul style="list-style-type: none"> The teacher completes achievement and development feedback in the comment section in their Marksbook If feedback is located within the student’s work or in an uploaded rubric, parents should be directed to view this by providing a brief comment in the comment section of your Marksbook
Coursework which is submitted late	<ul style="list-style-type: none"> For Junior students, refer to these guidelines For VCE students, refer to the VCAA guidelines.
Catching up late coursework submission	<ul style="list-style-type: none"> Teachers provide an opportunity for submission of work within a reasonable time frame (four days Year 7&8, two days Years 9&10) The requirements of late work submission can be negotiated by the teacher. For example, additional time, a lunch time catch up session or other arrangement A suggested comment for students who have not submitted work by a due date: <i>[Student Name] did not submit this coursework by the due date. He/She has been provided with a further opportunity to meet the requirements of this task.</i> If the task cannot be ‘caught up’ due to a variety of reasons (a performance or practical activity etc.), the student may not be asked to catch up and an NP result is provided. The student could be offered an alternative task should time and resources permit. Decisions about the format of possible tasks to catch up or repeat are managed at a Faculty level.
Plagiarism – partial or whole (Years 7-10) VCE plagiarism must be addressed	<p>Students must be educated about plagiarism and given opportunities to practice rewording information and using correct referencing. A recommended process for addressing plagiarised work is the following:</p> <ul style="list-style-type: none"> If plagiarism is suspected, the websites or texts from which the student has copied their information should be provided as evidence

<p>according to VCAA guidelines</p>	<ul style="list-style-type: none"> • The plagiarised components of the work should be highlighted and indicate where the information originally came from, to support the concerns. It is especially important to not accuse a student of plagiarism without first finding evidence • Teachers should have an individual discussion with the student about the concerns. This is often a good opportunity to find out why they copied information and claimed it as their own. It is also a good opportunity to discuss the seriousness of plagiarism and what the consequences will be prior to results being released to parents. Sometimes plagiarism can be a result of deeper issues such as anxiety or learning difficulties. If a teacher suspect this may be the case, they should discuss their concerns with the relevant Head of Faculty or the Director of Professional Practice, regarding the best way to proceed. • The student’s result in SEQTA should reflect the proportion of plagiarism and include a comment explaining Highview College’s Policy on plagiarism. <p>Below is a sample comment</p> <p><i>“Unfortunately, within [student’s name] response to this task significant plagiarism has been noted. The majority of [his/her] answers were copied directly from websites online. The plagiarised section has been uploaded here.”</i></p> <ul style="list-style-type: none"> • Students who plagiarise the majority of their submission will initially receive a NP (entering a score of 0 in SEQTA). • Students who plagiarise portions of their work will receive zero scores for these portions. • In both cases, students will be asked to resubmit their assessment with the plagiarised portions addressed. The grade may be amended on successful resubmission.
<p>Submission of another student’s work as their own</p>	<ul style="list-style-type: none"> • This is also plagiarism. It is beneficial to have individual discussions with both students involved, to determine who created the original work. If a teacher is unable to determine the original author or creator of the work, they should discuss the best way to proceed with the relevant Head of Faculty. • If the students have submitted work digitally in Microsoft Word, teachers can locate the ‘original author’ of the work by going to File → Info which shows the original author, and who last modified the work.

<p>Plagiarism in group tasks</p>	<p>Addressing plagiarism in group tasks requires determining the members of the group who were responsible for the plagiarised sections. However, if the individuals concerned are not able to be identified, or if multiple members of the group plagiarised, a suggested procedure is:</p> <ul style="list-style-type: none"> • Discussion with the group about the seriousness of plagiarism • Comment in SEQTA on plagiarism and an explanation of the reduced result <p>If a teacher is concerned that members of the group may be unduly penalised for the actions of others, they can offer an opportunity for those students to demonstrate their knowledge and understanding of the work involved (such as a session with you at lunch time) in order to amend their reduced result. This must be done in consultation with the relevant Head of Faculty. Below is a sample comment</p> <p style="text-align: center;"><i>“However, [student’s name] has since been able to demonstrate and his/her results have been adjusted accordingly”</i></p> <p>Then adjust the result to a more appropriate grade.</p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><i>‘However, [student’s name] has not taken advantage of the opportunities provided to him/her to resubmit the required work.</i></p> <p>Then you leave the initial result.</p>
<p>BLANK RESULTS</p>	<p>Unless a student has been exempted from completing a task, no results section within a Marksbook should remain ‘blank’ after the class results have been released. This interferes with academic tallies. If work has not been submitted – a NP (zero in SEQTA) is the required entry for that time.</p> <p>Assessment tasks from which a student has been exempted, will be left blank. These will not appear on transcripts and will not impact the overall result. Examples of when this may be appropriate is when a student enrolls after the commencement of a semester or when an illness results in a child not being able to undertake the coursework.</p> <p>If in doubt, please consult the Director of Professional Practice.</p>

Final Semester reporting	<p>Teachers cannot guess a student's result without evidence.</p> <p>If a teacher can validate a student's competencies – they need to discuss this with their Head of Faculty and then adjust the semester result to the agreed result. This is done in the far right (purple section) of your Marksbook, when you select semester reports in the drop box.</p> <p>Teachers must not adjust their Marksbook task results (i.e. NP or UG results), unless, at Year 7-10, a task has been resubmitted and reassessed.</p> <p>In special circumstances, an overall result may be adjusted in the report section where there are anomalies – but this may only be done with your Head of Faculty's knowledge and agreement.</p>
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APPENDIX C – VCE SAC ASSESSMENT

Introduction

This policy is designed as a usable document that teachers can follow when students have concerns in meeting VCE School Assessed Coursework requirements (SACs). For consistency, and to assist students to become familiar with VCE assessment requirements, this policy applies to all VCE Students (any student enrolled in a VCE Subject).

SAC Equity guide

Culturally, a strong notion of equity and justice amongst the student cohort is to be fostered. This will help prevent concerns and complaints, especially if policy procedures are consistently implemented. The following is a suggested guideline for teachers to follow when it comes to rescheduling SACs for individual students after the original SAC has been completed and submitted by the class.

- If a SAC can be rescheduled within a week, allow students to sit the original SAC provided that no feedback has been given to other students
- If the rescheduled date is later than a week, then a modified SAC should be considered, although it really is up to the discretion of the teacher. Please discuss with Head of Senior School if unsure.

Revised SAC Sessions

Revised SAC Sessions will be run in the afternoons between 3.30-5.00pm and will not impact class time.

A Revised SAC Session will be nominated by the teacher when a VCE student either:

- Does not attend a scheduled SAC (with or without an approved reason)
- Does not achieve a satisfactorily outcome in a SAC

Teachers should select the session following the original SAC date for the student that is required to complete or resubmit the SAC. The after-school session requires a silent environment typical of exam conditions.

We recognise that some subjects may not be able to use the 90 minute 'exam style' conditions of the 'Revised SAC Sessions'. Subjects that include assessment related to practical work, performance, construction or speech will need to arrange an alternative Revised SAC Session at another time.

Approved Leave

Sometimes, students will miss SACs for legitimate reasons. When a student informs a teacher in advance that they will be absent on the day of a scheduled SAC, the teacher must ask the student to complete a Leave Request form. The form can be collected by students from the

Head of Senior School. This form forces the student to justify the leave request and importantly, if approved, notifies the teacher that the student will be absent during the scheduled SAC. Parents are also required to sign the form. Once approved the form is noted on SEQTA by Head of Senior School.

Students who gain approved leave on a scheduled SAC calendar will also be required to attend the next scheduled Revised SAC Session. This means students are not missing essential lesson time, especially if they have been absent from school for some time. In this instance an NP Notice is not issued. Where a student has 'applied for' and 'been granted approved leave' and completes the SAC in the nominated Revised SAC Session, no penalty will apply.

Unsatisfactory Completion of a SAC

When a student has not satisfactorily completed a scheduled SAC, feedback and guidance must be provided to the student in advance of the Revised SAC Session to allow the student the opportunity to achieve a satisfactory standard (S Result). Please note, in this instance the original SAC score must be recorded as the official assessment score.

Supervision of the Revised SAC sessions

VCE Teachers are encouraged to assist by offering to supervise some of these sessions throughout the year. It is likely that each teacher will only need to volunteer once or twice over a year.

Academic Panel

An academic panel could consist of the Head of Senior School, an executive member and the appropriate Head of Department. Parents are invited to attend with the student. The SAC concerns are discussed and the panel decide on the next course of action. This initiative is to show students that avoiding SACs is a serious indiscretion and warrants a serious consequence.

This would be the final step for a student who has:

- Breached VCE assessment requirements in regard to plagiarism, using unapproved sources
- Not satisfactorily completed a second attempt at a SAC
- Failed to attend a Revised SAC Session

This Policy provides teachers and students with a consistent process to follow in regards to responding to anomalies in VCE Assessment Tasks. If teachers need clarification of the process, have queries, or need to discuss a specific aspect of this policy, please contact the Head of Senior School.

APPENDIX D – REPORTING GUIDELINES

Reporting is the process of communicating information about student achievement and progress gained from the assessment process.

At Highview College, reporting is continuous and on-line. As formative or summative assessment is completed, students and parents are provided with feedback. What we may have written on student work in the past, is now recorded in SEQTA where it can be referred to by students as their learning journey continues.

Classroom assessment and reporting practice is a key element in an outcomes approach to the curriculum. The outcomes approach clearly defines expected learning and provides a focus for all learning and teaching. The ongoing nature of assessment using a variety of techniques provides an objective and descriptive base for reporting to parents.

Gathering information/DATA

Student achievement can be reported by comparing:

- a student's work against a standards framework or syllabus outcomes
- a student's prior learning achievements with current learning achievements (i.e. continuous records)
- a student's achievement compared against broad year level expectations

Most reporting involves a combination of these methods.

Continuous Reporting

Highview College is committed to providing quality feedback to maximise learning. Effective feedback must be timely, simple, specific, clear and personalised to the student. To facilitate this, the School has implemented SEQTA and parents now have access to 'real time' reporting through the online parent portal, 'Highview Engage'. Semester reports will now provide a summary result presented, in most cases, on a single page.

Objective Reporting Guidelines

Describe what students have completed or produced, the tasks they have performed and the goals they have met through working through the classroom program (as described in the subject overview that you have previously submitted in SEQTA). We should convey to the reader some idea of what goes on in the program, recognising that students learn as much from the way a program is organised as they do from the manifest subject matter i.e. a student may have had intensive experience in small group problem solving which is important in itself.

Describe what the student can do

Describe what the student has learnt and is capable of demonstrating. A student may be 'conscientious' and have made 'satisfactory progress', but we need to be aware of the features that distinguish this student's work from previous work and from that expected at the particular

developmental level of the student. Skills and competencies which have been developed need to be reported.

Make comments specific and neutral, not general and emotive

The difference here is between 'Jane is lazy' and 'Jane has completed two out of seven activities'. The first statement is a value judgment and makes no reference to the student's work. It sounds punitive. The second statement tells a similar story in a neutral tone. The data presented speaks for itself. Use more definitive explanations rather than words such as: 'seems', 'should', 'appears', 'may have'. We must be objective and clear in our professional judgement.

Distinguish between students and their work

Describe a student's work and progress rather than comments about character and personality - the same principle recognised in our behaviour management practice, in distinguishing between the student and the deed. Labels such as disruptive and uncooperative act as self-fulfilling prophecies. The student labelled as disruptive is more likely to behave in a disruptive manner. Relate comments on students' personal qualities to the subject's objectives and outcomes. Avoid describing a student's personality.

Distinguish between ability and competence

Ability is raw intelligence, potential or aptitude, whereas competence refers to skills developed and understandings reached. Difficulties in achieving goals can be stated in an encouraging and positive way.

Acknowledge all growth made

All progress should be acknowledged, even if it is less than was hoped for.

Avoid pseudo adjectives

Words such as 'average', 'sound', 'good' and 'satisfactory', are technically adjectives, but they are not descriptive in the context of assessment. Such terms are relative and non-specific. They have meaning only when qualified by other more specific terms. Descriptive terms should focus on the individual and be concerned with how the student's learning has grown over time.

Focus on the known - avoid speculation

Speculation about a student's future prospects, e.g. 'John should do very well next year' is an inference which could be disproved and is out of the teacher's control and responsibility. 'John has developed excellent understanding which should give him confidence in approaching his learning next year' would be a reasonable alternative.

Write the report with assessment data at hand.

Reports can lapse into cliché and repetition in inverse proportion to the amount of hard information the teacher has collected. Data such as that contained in the Student Folio provides a basis for supporting comments in a written report.

Minimum Academic Reporting

Consistent with the 'Highview College Assessment and Reporting Policy', assessment feedback is required at a minimum of twice each term. The absolute minimum is to provide descriptive feedback on summative common assessment tasks. In addition, teachers may comment on formative assessment or on other progress indicators. Report comments should be published no later than 14 days after the assessment task has been completed.

Minimum DELTA Reporting

Progress feedback is required in the middle and at the end of each term as an absolute minimum. In addition, DELTA Mentors may comment on other relevant progress indicators.

Responsibility for Quality

Each teacher is personally responsible for the quality of his/her report comments. If you are new to teaching or know you need assistance with spelling, grammar, expression or punctuation, take steps to secure that assistance. Report comments must use correct language conventions and spelling must comply with Highview usage (refer to 'Spelling & Word Usage' in this Handbook). It is a professional expectation that teachers will ensure that their report comments are written in accurate, clear, conventional language.

Sample Reporting Language

	Advanced	Established	Developing
Application of the student	Independent Self-directed Creative Intuitive Respectful and inclusive of others Empathetic Mature application Responsible Entrepreneurial	Positive Co-operative Punctual Responsive Reliable Thoughtful Reflective	Makes every effort to... Has applied herself more consistently to... Is engaging more productively with... Is accepting greater responsibility for... Is developing improved confidence when... Is making a determined effort to...

Characteristics of the completed coursework	<p>Thoroughly researched</p> <p>Insightful</p> <p>Comprehensive</p> <p>Compelling</p> <p>Persuasive</p> <p>Original</p> <p>Impeccable</p> <p>Precise</p> <p>Engaging</p> <p>Fluent</p> <p>Comprehensive</p> <p>Supported with well-selected data</p> <p>Mature insight</p> <p>Masterful</p> <p>Meticulous</p> <p>Admirable</p>	<p>Detailed</p> <p>Supported</p> <p>Accurate</p> <p>Well-crafted</p> <p>Coherent</p> <p>Careful</p> <p>Thorough</p> <p>Methodical</p> <p>Interesting</p>	<p>Applied many of the features of the required genre</p> <p>Demonstrated understanding of the key ideas</p> <p>Developing exploration</p> <p>Is following guidelines more carefully</p> <p>Sporadic attention to task requirements</p> <p>Inconsistent commitment</p> <p>Incomplete use of scaffolding</p> <p>Insufficient awareness of task requirements</p> <p>Greater attention to detail required</p> <p>Lacking confidence to extend exploration</p>
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APPENDIX E – SPELLING & WORD USAGE

Highview College staff have agreed on the accepted spelling which will be used in all Highview College correspondence. If you would like to add to this and suggest changes, please raise those suggestions through the Staff Consultative Committee.

Apostrophes

Please review apostrophes to indicate possession and apostrophes to indicate contraction.

- Avoid abbreviations e.g. use 'she would' rather than 'she'd'. Do not use negative abbreviations e.g. can't, won't, shouldn't, couldn't, etc.
- Drop the silent s after names where a possessive apostrophe is required e.g. Alexis', Glynnis', not Alexis's or Glynnis's.
- Unless there is a relationship of possession do not use an apostrophe, e.g.:
 - term's work i.e. the work belongs to the term and the apostrophe should be used
 - The Year 7s explored... i.e. no relationship of possession, just plural – all the Year 7s

Capital Letters

'Year 7', 'Term 1', 'Semester 2' require capitals (as proper nouns). There are no capitals (for references to common nouns) 'this semester' or 'this term'.

The subject should be spelt with a capital e.g. Music, Visual Art, but when the subject is used as an adjective, it should not be capitalised, e.g. musical activities, art folio.

References to the names of specific groups should have capitals, e.g. 'Debating team' (as an extracurricular group), or 'the Seniors of 2016'. When referring to an activity within a class program we usually apply the common noun which does not require a capital, e.g. 'skilled at debating'.

Similarly with sport, a reference to a specific sporting team denotes a title and therefore a proper noun, e.g. 'Open A Netball'. When used in reference to the sport as a component of a sporting program we generally apply the common noun, e.g. 'skilled at netball'.

Extracurricular titles should be written with capitals, e.g. Photography Club.

'Co-curricular' should have one capital C, when at the beginning of a sentence; in all other instances, it should be lower case.

When referring to Highview College as 'College' use a capital C.

Assessment types should not be in capitals unless used as a title, i.e. percentage should be with a small p unless it is a unit title where it would require a capital letter. The same applies to the use of short story / Short Story. Assessment types and unit names should be in capitals but should not have inverted commas.

Colloquialisms

Do not use colloquialisms, e.g. 'put on the spot', 'finding his feet', 'gaining ground'.

Colons

A colon precedes a list or a quotation.

Commas

Avoid excessive use of commas but do not ignore them when they are required.

Emoji

Use with care and never negatively.

Exclamation Marks

Avoid using exclamation marks.

Fewer / Less

'Fewer' is used when you can count items, and 'less' is used for things you couldn't itemise, e.g. few assessment tasks / less assessment

Hyphens

Hyphen	No hyphen
well-prepared approach... problem-solving skills...	is generally well prepared... demonstrates confidence while problem solving...

Generally, avoid the use of hyphens except in the case of word usage as listed above.

The following words will be written as one word, without a hyphen:

- Classwork
- Proofread
- Semicolon
- Teamwork

The following words will be written with a hyphen

- Co-curricular
- Co-educational
- Co-operate
- Co-ordinator

Numerals

The numbers one through to ten should be written, while numbers higher than ten should be in numerals, e.g. seven, 17.

The exception to this is when referring to specific terms, semesters or year levels, e.g. Semester 1, Term 2, Year 7.

Pronouns

Do not use pronouns 'we' or 'I'. A report is not about you.

Quotation Marks

Use 'inverted commas', rather than "speech marks" when quoting.

Assessment types, assessment titles and unit names should use capitals but should not have inverted commas.

Titles of books and films etc. should be defined by inverted commas and capital letters.

S or Z

's' to be used instead of 'z', e.g. criticise (not criticize), realise (not realize).

Semicolons

Semicolons must have a complete sentence on both sides of the semicolon. If your second sentence begins with a conjunction (*and, but, or, etc.*) you do not need a semicolon.

Spacing

Use a single space between sentences. Do not use double spacing.

Spelling

The spelling indicated below will be used in all written material by all staff at the College:

acceptable	Cyberhound	PowerPoint
achieve	decision making	practise (verb)
adequate	deliberate	practice (noun)
admirable	DELTA	problem-solving (adjective)
admirably	dependent	program (not programme)
alert	dialogue	pronounce
arbitrarily	dramatically	pronunciation
arbitrary	eager	proofread
artwork	editioning (art term)	readily
attention	efficient	realise
attentive	engaging	reasonable
auditioning	enterprising	regard
becoming	enthusiastic	regular
behaviour	enunciate	remarkable
bookwork	excels	resourceful
centre	exceptional	responsible
cheerful	extra-curricular	self-discipline
chooses	extremely	self-esteem
classwork	field trip	self-direction
co-curricular	fieldwork	SEQTA
co-educational	focuses	serious
colour	focusing	specific
commendable	gameplay	studious
commitment	helpful	sustained
competent	homework	teammates
competitive	impressive	time management
complemented	inattentive	wellbeing
conscientious	increasing	well-developed (adjective)
considerable	independent	well-dressed (adjective)
consistent	interaction	well-groomed (adjective)
consolidate	jewellery	well-maintained (adjective)
constant	judgement	well-prepared (adjective)
	keen	
	meritorious	
	meticulous	

continuous Co-ordinator co-operates co-operative coursework	observational skills outstanding perseverance persevere persistent	
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Subject Names

Do not shorten subject names e.g. Mathematics (not Maths), Physical Education (not PE), Food Technology (not Food Tech).

Terms which are commonly referred to by their acronyms should be presented without dots indicating the abbreviation e.g. ICT (not I.C.T.) Use RSVP (not R.S.V.P.) GRACE (not G.R.A.C.E.), DELTA (not D.E.L.T.A) MEC (not M.E.C.)

Time

Use a 12 hour clock with am / pm (no space). Use one dot, (not a colon) and all numerals

e.g. 2.00pm

Titles

Honorific titles in common use do NOT require a dot to indicate abbreviation

e.g. Mr Mrs Ms Dr Rev

Year

Year is to be used, not Grade, when referring to year levels e.g. Year 9 (not Grade 9). 'Year' should be capitalised when used as a title e.g. 'Year 9' but not when used as a common noun e.g. 'next year'.

While in general, numerals one to ten should be written in full, the exception to this is when referring to year levels, terms and semesters e.g. Year 7, Semester 1, Term 2.