



Education &
Communities

Public Schools NSW

Procedures for Determining School-Based Assessment for Opportunity Class and Selective High School Placement

Hurstville Public School



**HURSTVILLE
PUBLIC SCHOOL**
Where success matters

Procedures for school-based assessment for Opportunity Class and Selective High School Placement

Objectives:

Hurstville Public School is committed to ensuring the consistent and equitable assessment of students in Year 4 who are pursuing an opportunity class placement and in Year 5 who are pursuing a selective high school placement.

Audience:

This policy applies to relevant Hurstville Public School staff, parents of students and students seeking entry to selective high schools and opportunity classes.

Context:

What are opportunity classes?

Opportunity classes provide intellectual stimulation and an educationally enriched environment for academically gifted and talented children in Years 5 and 6.

Entry into these schools is determined by the student's results in the Opportunity Class Placement Test in Reading, Mathematics and General Ability, together with their primary school's assessment of their performance in English and Mathematics. Other evidence of academic merit may also be considered.

What are selective high schools?

Selective high schools provide an educationally enriched environment for highly achieving, academically gifted students.

Entry into selective schools is determined by the students' results in the Selective High School Placement Test, in English (including reading and writing), Mathematics and General Ability, together with their primary school's assessment of their performance in English and Mathematics. Other evidence of academic merit may also be considered.

There are fully selective high schools, high schools with selective classes (partially selective) and agricultural high schools. A virtual selective class operates in Western NSW region offering selective placement in Year 7. There is also a senior high school with selective classes offering entry to Years 11 and 12.

The following procedures are based upon guidelines outlined by the DoE High Performing Students Unit and may be subject to change. This information can be found at:

<http://www.schools.nsw.edu.au/ocplacement/> and <http://www.schools.nsw.edu.au/shsplacement/>

Overview of procedure for providing school assessment scores for Opportunity Class placement

Schools are asked to provide school assessment scores out of 100 in English and in Mathematics, based on the performance of Year 4 students. A writing component must be included in the English assessment score.

These scores must rank the candidates for Opportunity Class entry in order of merit, showing the relative gaps between students.

School assessment scores are compulsory as, in their moderated form, they are worth half of the English and Mathematics component score.

The role of the primary school

The role of the Principal and teachers in the Opportunity Class placement process includes:

- advising parents to apply online and before the closing date
- distributing printed application information booklets
- advising parents with no internet access to visit a public library to apply online or assisting them to apply online, if possible
- advising parents to contact the High Performing Students Unit for assistance if they are unable to use a computer
- supplying school assessment scores on the application processing site
- commenting on appeals submitted.

Hurstville Public School OC Assessment Procedure Overview:

- An assessment schedule will be established by Year 4 teachers and executive in Term 1. Assessment marks in English and Mathematics will each be based on at **least** (but not limited to) six (6) assessments that cover a range of strands of English and Mathematics.
- All assessments need to be completed by Term 2 Week 2.
- Assessments must be challenging and allow for a spread of marks between students.
- All students, regardless of whether or not they are seeking placement, will complete these assessments throughout Year 4 as they may also form part of the regular assessment and reporting cycle.
- Teachers are to follow up students who were away on the day of the assessment and ensure students have completed any missed assessments as soon as possible. Where students have been absent for a number of weeks; have missed a number of assessments; or have enrolled at a later date in the year, alternative arrangements will be made based on previous assessments and teacher judgment supported by documented evidence, where appropriate.
- Teachers will share the marking of these assessments, including the double marking (i.e. marked twice by different teachers) of some assessments. A marking guide for each assessment will be provided to teachers to ensure consistency of judgment.
- To record the marks of all students, a master moderating spreadsheet, provided by the High Performing Students Unit will be organised by the Year 4 Assistant Principal (AP). The AP and Year 4 team members will enter all raw scores into the spreadsheet. Using the formulae embedded in the spreadsheet, these scores will then be scaled and moderated to ensure the top student has a score of, or close to, 100.
- To differentiate between students of equal ranking, and in accordance with the recommendations of the High Performing Students Unit, teacher professional judgment, with documented evidence (for example, work samples, in-class assignments, assessment rubrics etcetera) and in consultation with and agreement between the Year 4 teachers and executive, will be used to separate students. If further separation is still required, teachers will refer to the students' most recent NAPLAN scores.
- All assessments will be retained centrally for one year, as recommended by the High Performing Students Unit.
- The school will not provide school marks to parents. Parents may request the school mark from the High Performing Students Unit.
- All appeals need to be directed to the High Performing Students Unit.

Hurstville Public School OC Application Procedure Overview:

- The Principal or Year 4 AP will advertise the availability of application forms in The Belltower, distribute packages to students and inform parents of relevant dates
- Class teachers will hand out Expression of Interest (EOIs) forms for Opportunity Class Placement to ALL students and keep a record of parents' intention to apply online.
- The Year 4 AP will meet with all Year 4 teachers to cross reference the data and the final moderated English and Mathematics marks/rankings. Should any concerns arise regarding data, they need to be addressed at this meeting, and no later.
- The Year 4 AP will enter the final moderated mark onto the OC Application Processing Portal.
- The Year 4 AP and Principal will check all information provided in the application for accuracy and submit data before the scheduled due date.

OC Appeals Procedure:

High Performing Students Unit

Parents may appeal against the decision of the High Performing Students Unit selection committee if they know something specific happened to prevent their child from gaining higher school assessment scores or test scores (but not both) which might not have been considered by the selection committee. All appeals must be supported by relevant documentary evidence. Parents must download the official appeal form that will be available on the Unit's website.

Parents are to complete the parent section of the form and hand the appeal to the Principal by the date specified on the High Performing Students Unit website. Late appeals will not be accepted.

Anything that should have been dealt with or was dealt with by the selection committee at the time of the illness/ misadventure process will not be considered valid grounds for appeal. Further details about grounds for appeal can be found at: <http://www.schools.nsw.edu.au/learning/k-6assessments/shsplacement/appeals.php>

To protect the integrity and security of the procedures for school-based assessment for OC applications, no confidential material will be provided by Hurstville Public School to parents to support an appeal. This may include, but is not limited to, assessment materials or information relating to the performance of other students.

Selective High School Class placement

Schools are asked to provide school assessment scores out of 100 in English and in Mathematics, based on the performance of Year 5 students. A writing component must be included in the English assessment score. These scores must rank the candidates for Selective High School entry in order of merit, showing the relative gaps between students. School assessment scores are compulsory as, in their moderated form, they are worth half of the English and Mathematics component score.

The role of the primary school

The role of the Principal and teachers in the selective high school class placement process includes:

- advising parents to apply online and before the closing date
- distributing printed application information booklets
- advising parents with no internet access to visit a public library to apply online or assisting them to apply online, if possible
- advising parents to contact the High Performing Students Unit for assistance if they are unable to use a computer
- supplying school assessment scores on the application processing site
- commenting on appeals submitted.

Hurstville Public School Selective High School Assessment Procedure

Overview:

- An assessment schedule will be established by Year 5 teachers and executive in Term 1. Assessment marks in English and Mathematics will each be based on at **least** (but not limited to) six (6) assessments that cover a range of strands of English and Mathematics.
- All assessments need to be completed by the end of Term 3.
- Assessments must be challenging and allow for a spread of marks between students.
- All students, regardless of whether or not they are seeking placement, will complete these assessments throughout Year 5 as they will also form part of the regular assessment and reporting cycle.
- Teachers are to follow up students who were away on the day of the assessment and ensure students have completed any missed assessments as soon as possible. Where students have been absent for a number of weeks; have missed a number of assessments; or have enrolled at a later date in the year, alternative arrangements will be made based on previous assessments and teacher judgment supported by documentary evidence, where appropriate.
- Teachers will share the marking of these assessments, including the double marking (i.e. marked twice by different teachers) of some assessments. A marking guide for each assessment will be provided to teachers to ensure consistency of judgment.
- To record the marks of all students, a master moderating spreadsheet, provided by the High Performing Students Unit will be organised by the Year 5 Assistant Principal (AP). The AP and Year 5 teachers will enter all raw scores into the spreadsheet. Using the formulae embedded in the spreadsheet, these scores will then be scaled and moderated to ensure the top student has a score of, or close to, 100.
- To differentiate between students of equal ranking, and in accordance with the recommendations of the High Performing Students Unit, teacher professional judgment, with documented evidence (for example, work samples, in-class assignments, assessment rubrics etcetera) and in consultation with and agreement between the Year 5 teachers and executive, will be used to separate students. If further separation is still required, teachers will refer to the students' most recent NAPLAN scores.
- All assessments will be retained centrally for one year, as recommended by the High Performing Students Unit.
- The school will not give school marks to parents. Parents may request the school mark from the High Performing Students Unit.
- All appeals need to be directed to the High Performing Students Unit.

Hurstville Public School Selective High School Application Procedures

Overview:

- The Principal or Year 5 AP will advertise the availability of application forms in The Belltower, distribute packages to students and inform parents of relevant dates.
- Class teachers will hand out Expression of Interest (EOIs) forms for Selective High School Placement to ALL students and keep a record of parents' intention to apply online.
- The Year 5 AP will meet with all Year 5 team members, to cross reference the data and the final moderated English and Mathematics marks/rankings. Should any concerns arise regarding data, they need to be addressed at this meeting, and no later.
- The Year 5 AP will enter information and final moderated mark onto the Selective High School Application Processing Portal.
- The Year 5 AP and Principal will check all information provided in the application for accuracy and submit data before the scheduled due date.

Selective High School Appeals Procedure:

High Performing Students Unit

Parents may appeal against the decision of the High Performing Students Unit (HPSU) selection committee if they know something specific happened to prevent their child from gaining higher school assessment scores or test scores (but not both) which might not have been considered by the selection committee. All appeals must be supported by relevant documentary evidence. Parents must download the official appeal form that will be available on the Unit's website.

Parents are to complete the parent section of the form and hand the appeal to the Principal by the date specified on the HPSU website. Late appeals will not be accepted.

Anything that should have been dealt with or was dealt with by the selection committee at the time of the illness/ misadventure process will not be considered valid grounds for appeal. Further details about grounds for appeal can be found at: <http://www.schools.nsw.edu.au/learning/k-6assessments/shsplacement/appeals.php>

To protect the integrity and security of the procedures for school-based assessment for Selective High School applications, no confidential material will be provided by Hurstville Public School to parents to support an appeal. This may include, but is not limited to, assessment materials or information relating to the performance of other students.



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