# 2024 HSC monitoring advice

Key changes from 2023

* Contents page
* Emphasised the need for genuine and meaningful negotiations about whole school processes
* Reduced repetition and simplified wording throughout
* Sub-section and link to document on requirements for timetabling indicative course time
* Sub-section and link to document on preventing and managing malpractice in school-based assessment
* Shifted maintenance of records content into Section 1 and revised the list of records required
* Consolidated all requirements into Section 1, removed non-mandatory information such as best practice and responsibilities, to focus on key requirements
* Removed sample timeline and linked to NESA’s 2024 timetable of actions in Section 1
* Included more support for teachers with links to program templates and examples of electronic HSC monitoring
* Changes to ATAR eligibility information
* Simplified the Principal and DEL sign off in Section 3 (previously called Appendix 2)

**Contents**

[Section 1: HSC monitoring procedures 3](#_Toc150418071)

[1.1 School-based assessment 4](#_Toc150418072)

[1.2 Supporting students 5](#_Toc150418073)

[1.3 Supporting staff 6](#_Toc150418074)

[1.4 Timetabling indicative hours 7](#_Toc150418075)

[1.5 Preventing and managing malpractice 7](#_Toc150418076)

[1.6 Maintaining Year 11 and Year 12 records 7](#_Toc150418077)

[Section 2: HSC checklist and reminders 9](#_Toc150418078)

[2.1 Pattern of study checklist 9](#_Toc150418079)

[2.2 Eligibility for English EAL/D and languages 10](#_Toc150418080)

[2.3 School-based assessment and reporting 10](#_Toc150418081)

[2.4 Students with disability 11](#_Toc150418082)

[2.5 English Studies and Mathematics Standard 1 12](#_Toc150418083)

[2.6 ATAR eligibility 13](#_Toc150418084)

[2.7 HSC minimum standard 14](#_Toc150418085)

[2.8 Reminders 14](#_Toc150418086)

[Section 3: Confirmation in SPaRO 16](#_Toc150418087)

[Principal confirmation 17](#_Toc150418088)

[Director, Educational Leadership endorsement 17](#_Toc150418089)

## 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.

This section 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. Negotiation about school processes should be genuine and meaningful. Any processes should to be time efficient and managed in a way that supports teachers, students and families.

School-based processes must comply with:

* 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)
* NESA syllabuses for the 2024 HSC (see digital [NSW curriculum](https://curriculum.nsw.edu.au/))
* requirements for the [development of HSC school-based assessment programs](https://ace.nesa.nsw.edu.au/ace-8072) and the reporting of student performance
* the [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
* [Stronger HSC standards](http://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/stronger-hsc-standards)
* HSC [disability provisions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions).
* NESA’s [timetable of actions for secondary schools](https://www.nsw.gov.au/education-and-training/nesa/key-dates/timetable-of-actions)

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. 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.

### 1.1 School-based assessment

In recognition of continuing disruption to schools, NESA has made changes to assessment for the HSC in 2024. These changes only apply to Year 12 students starting HSC courses in Term 4 2023 and sitting the corresponding HSC examinations in 2024. This advice can be found at [HSC assessment in 2024](https://ace.nesa.nsw.edu.au/hsc-assessment-in-2024). NESA’s principles of assessment continue to apply.

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 ([ACE 8072](https://ace.nesa.nsw.edu.au/ace-8072)). The advice must include:

* the components and their weightings as specified in the assessment and examination materials on NESA’s website
* the general nature of each assessment task
* a schedule of when assessment tasks are planned to take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task
* the weight value of each task in relation to the total weighted mark for the course
* details of administrative arrangements associated with each task (how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task)
* details of the school's policy on malpractice in assessment tasks
* details of the procedures to be implemented if tasks produce invalid or unreliable results (note - the results of assessment tasks that have been completed by students should not be discarded)
* details of the procedures for dealing with student appeals arising from assessment tasks.

### 1.2 Supporting students

In accordance with NESA requirements, all senior students must:

* read the [HSC Rules and processes](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes) for 2024
* sign the declaration on the [Confirmation of Entry](https://ace.nesa.nsw.edu.au/ace-9002) form (to be retained by the school)
* complete HSC: [All My Own Work](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work) prior to the submission of any work in Year 11.

Other actions should include:

* providing and explaining information about HSC requirements and eligibility to all senior students
* providing students with course outlines and school-based assessment/school assessment policy 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
* supporting [students in atypical circumstances](https://ace.nesa.nsw.edu.au/higher-school-certificate/students-in-atypical-circumstances)
* ensuring students meet [eligibility requirements for the HSC](https://ace.nesa.nsw.edu.au/ace-8004) (and ATAR if applicable)
* providing support where necessary to enable students to access 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
* HSC minimum standard test and practice test results
* HSC results

### 1.3 Supporting staff

Procedures should include:

* engaging in genuine and meaningful negotiations with teaching staff in relation to the school’s system of maintaining records. Whole-school negotiated processes should support teaching and learning, and reduce administrative workload, while ensuring requirements can still be met.
* ensuring relevant documentation such as scope and sequences and teaching and learning programs are mapped against syllabus outcomes for the 2024 HSC (templates are available at [Planning, programming and assessing 7-12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12)).
* ensuring the assessment program for each Year 11 and Year 12 course complies with mandatory components and weightings described in the current ‘Assessment and Reporting’ documents for each syllabus ([ACE 8072](https://ace.nesa.nsw.edu.au/ace-8072)).
* issuing the relevant school-developed assessment programs and school assessment policy to all head teachers and teachers of Year 11 and Year 12.
* checking the accuracy of assessment marks submitted to NESA ([ACE 8089](https://ace.nesa.nsw.edu.au/ace-8089)).
* establishing systems to oversee [students in atypical circumstances](https://ace.nesa.nsw.edu.au/higher-school-certificate/students-in-atypical-circumstances).
* 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
* ensuring all staff are providing the adjustments required to support access to, and participation in, all areas of learning
* having an established process for applying for [HSC disability provisions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions), including staff responsibilities and timelines.
* all teachers being supported, especially those who are developing confidence with the delivery of HSC courses, or teaching HSC courses for the first time.
* 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.
* Departmental requirements for professional learning are implemented and a system exists to enable HSC teachers to engage in relevant professional learning.

### 1.4 Timetabling indicative hours

The allocation of indicative course time must be evident in each school’s timetable documentation for all Year 11 and Year 12 courses. 60 hours per unit is the time required for a ‘typical student’ to achieve course outcomes ([ACE 8064](https://ace.nesa.nsw.edu.au/ace-8064)), therefore, any variation from specified indicative hours must be based on some unique or different feature of a particular student cohort in a particular course or courses. See further guidance on [indicative time](https://schoolsnsw.sharepoint.com/:w:/s/Teachingandlearning7-12StatewideStaffroom-DEL/EZvvOgEh10NBvR-NG4dmUqgBRLSLy97nSKElYOCUBKJ1ug?e=YFfgl3).

### 1.5 Preventing and managing malpractice

Malpractice is any activity that allows students to gain an unfair advantage over other students (NESA, [ACE 9023](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Face.nesa.nsw.edu.au%2Face-9023&data=05%7C01%7CKate.Donnelly%40det.nsw.edu.au%7C67f1e271663942881aae08db67e82a3b%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638218019070070621%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=62c6VnE0bslJ4F%2BtX%2BeqPi8S0KylBoX4WwHggUvlH70%3D&reserved=0)). A school must issue advice to its students in writing about the requirements for school-based assessments (as per [ACE 8072](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Face.nesa.nsw.edu.au%2Face-8072&data=05%7C01%7CKate.Donnelly%40det.nsw.edu.au%7C67f1e271663942881aae08db67e82a3b%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638218019070070621%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=vcnnpeHiMAHxewchvo%2BsOg2vfB7SjOYkEEP6NLZkaAA%3D&reserved=0)) including:

* details of the school's policy on malpractice in assessment tasks
* details of the procedures for dealing with student appeals arising from assessment tasks.

Details of the school's policy on malpractice in assessment tasks must be made clear to students. See [Preventing malpractice in Stage 6 school-based assessment](https://schoolsnsw.sharepoint.com/:w:/s/Teachingandlearning7-12StatewideStaffroom-Principals/EYZ8LbjcmLlOuB0MbHY6kBgB8qzwtNeG_uqM_4Sf6doLbw?e=iPILnC) for further detail and support.

### 1.6 Maintaining Year 11 and Year 12 records

Records should be kept centrally, or in faculties and be accessible to both teachers and the school executive. Only one set of records is required. Duplication or unnecessary creation of hard copies should be avoided. Records should be kept electronically and may refer, or link to, the location of other records (such as centralised attendance systems, and NESA documents). Records should be securely located and regularly backed up. HSC monitoring [Illustrations (examples) of practice](https://aus01.safelinks.protection.outlook.com/?url=http%3A%2F%2Ft.mail.education.nsw.gov.au%2Fr%2F%3Fid%3Dh2b57bc3%2C46d3486%2C46d362e&data=05%7C01%7Ckate.donnelly%40det.nsw.edu.au%7C22339fdb11094f10450708dabe085122%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638031240180085289%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=W1v758U2y1PjyB%2BgUOGo%2Bs64LmHP%2BlpNj4tbfHV2yio%3D&reserved=0) are available to help schools develop and streamline their processes. These examples demonstrate electronic methods which may save teacher time. There is no requirement to undertake HSC-style monitoring in Stages 4 and 5.

Records required for HSC monitoring include:

* the course scope and sequence
* the implemented teaching and learning program
* records of adjustments made for students with disability
* assessment notifications, assessment tasks and marking guidelines including notification of any changes
* records of students receiving notification of tasks and notification of any changes to tasks, submitting tasks and receiving feedback
* student performance and achievement data in relation to course outcomes, including ranks and cumulative ranks
* specific records on student progress required for courses with major projects, for example, log books and process diaries
* 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
* 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

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

* student confirmation of entry forms
* eligibility forms for English EAL/D and languages courses
* course-based attendance records
* the school assessment program, policy and procedures
* students’ acknowledgement of receiving written advice about the school’s requirements for assessment in each course
* student appeals

## Section 2: HSC checklist and reminders

### 2.1 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.

Also check the pattern of study to ensure:

there are no exclusions in the course combinations

students seeking an [Australian Tertiary Admission Rank (ATAR) meet eligibility requirements](https://www.uac.edu.au/future-applicants/atar/atar-eligibility)

Board Endorsed Courses (BECs) have current endorsement.

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

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)
* 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)
* 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.

### 2.2 Eligibility for English EAL/D and languages

Check that students meet eligibility requirements and that NESA documentation is retained by the school for:

English EAL/D course

[Language] Beginners courses

[Language] Continuers courses where a [Language] in Context and/or a [Language] and Literature course exists

[Language] in Context courses where a [Language] and Literature course exists.

Refer to:

* ACE 8007: [Entry requirements for the Stage 6 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) where eligibility criteria apply

### 2.3 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 Board Developed Courses (BDCs). 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 requirements](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/school-based-assessment-requirements) and [NSW](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z) [Curriculum](https://curriculum.nsw.edu.au) for assessment components and weightings

### 2.4 Students with disability

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, Board Endorsed Courses or a combination of these courses.

[Collaborative curriculum planning](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/collaborative-curriculum-planning) is the process to determine the most appropriate curriculum options and adjustments for [students with disability](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/students-with-disability). Adjustments enable equitable participation by students in the full range of education activities on the same basis as their peers without disability. This should not be reliant on requests for support from the student, parents or carers. [Collaborative curriculum planning](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/collaborative-curriculum-planning) should take place within the broader context of personalised planning that includes interventions and other supports to address identified student learning and support needs including accessing HSC [disability provisions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions).

The NESA website provides information about HSC [disability provisions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions), including the application process and the due date in Term 1.

Life Skills courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability. 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. Further information about [eligibility](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills/eligibility) can be found on the NESA website.

It is important to note the following in relation to Life Skills courses:

* Schools should have evidence that students studying Stage 6 Life Skills courses are [eligible](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills/eligibility). 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](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work) program
* 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, learning and 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)

### 2.5 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.

### 2.6 ATAR eligibility

Eligibility in 2024

Students seeking an Australian Tertiary Admission Rank (ATAR) in 2024 must complete at least 10 units of HSC courses 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 subject areas. 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.

Eligibility in 2025

From 2025, all courses with an HSC examination will be eligible for inclusion in the ATAR calculation.  This change will come into effect for Year 10 students making subject selection decisions in 2023, who will sit exams and attain an ATAR in 2025. Students can choose their subjects knowing that any course with an HSC exam can count towards their ATAR.

To be eligible for an ATAR in NSW, students must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

10 units of Board Developed courses

2 units of English

3 Board Developed courses of 2 units or greater

4 subject areas

Refer to:

* [UAC](https://www.uac.edu.au/), in particular: [ATAR](https://www.uac.edu.au/future-applicants/atar/atar-courses) eligibility
* [ACE 6002](https://ace.nesa.nsw.edu.au/ace-6002) – shows the distinction between subjects and HSC 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
* [Fast facts for students - ATAR changes](https://education.nsw.gov.au/inside-the-department/directory-a-z/career-learning-and-vocational-education-and-training/fast-facts--atar-changes)
* [Fast facts for school leaders and careers teachers - ATAR changes](https://education.nsw.gov.au/inside-the-department/directory-a-z/career-learning-and-vocational-education-and-training/fast-facts--atar-changes1)

### 2.7 HSC minimum standard

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the HSC credential. Check the NESA website for information on the number of test opportunities that can be provided for students each year, and requirements on timing of re-attempts. [Provisions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/disability-provisions-exemptions) for the minimum standard tests are available for some students with disability. Some students studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

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)

### 2.8 Reminders

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 with major projects 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: [Higher School Certificate students: study with an outside tutor](https://ace.nesa.nsw.edu.au/ace-8060)
* ACE 8061: Higher School Certificate students: [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 accumulating 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)

## Section 3: Confirmation in SPaRO

Principals and Directors, Educational Leadership need to complete the confirmation in SPaRO by 12 April 2024. By signing off in SPaRO, you are confirming the following practices and processes as applicable at your school.

**For students with disability**

* all students with disability are supported to participate in the HSC on the same basis as their peers, in accordance with the [Disability Standards for Education 2005](https://www.education.gov.au/disability-standards-education-2005)
* all decisions about curriculum options for students with disability have been made through NESA’s [collaborative curriculum planning process](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 have current NESA endorsement
* the delivery of Life Skills courses meets the relevant ACE and NESA requirements and departmental policies

**For HSC students**

* students have read and understood the ‘2024 Higher School Certificate Rules and Procedures Guide’
* HSC candidates are eligible for the HSC, entered in their correct courses and satisfy eligibility requirements
* students have signed their Confirmation of Entry form and forms have been retained by the school
* students enrolled in English EAL/D and relevant languages courses have met the eligibility requirements and forms have been retained by the school
* students have satisfactorily completed the [HSC All My Own Work](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work) program
* student achievement of the HSC minimum standard is monitored and supported
* student progress for major projects and submitted works is monitored

**For HSC course delivery**

* school procedures comply with NESA HSC requirements and any additional curriculum requirements as determined by the Minister
* HSC courses of study are being taught and assessed in accordance with NESA syllabuses and related school-based assessment requirements for the 2024 HSC
* all Board Endorsed Courses offered by this school have current NESA endorsement
* the allocation of indicative time is evident in this school’s timetable documentation for all courses.

**For VET course delivery**

* all courses have an ‘Authority to Deliver’ from the relevant Public Schools NSW RTO, are delivered in accordance with the relevant Course Information Guide, and follow an RTO approved training and assessment strategy

**For ATAR eligibility**

* all English Studies, Mathematics Standard 1 and VET students seeking an ATAR are entered into the corresponding optional HSC examinations
* student eligibility for the HSC and ATAR is monitored

### Principal confirmation

I confirm that that NESA and department requirements as outlined in 2024 HSC monitoring advice are being met at this school. I have reviewed the relevant documentation and confirm that the school is implementing curriculum policy and all 2024 HSC requirements.

### Director, Educational Leadership endorsement

I have met with the Principal and confirm that the school has processes in place to ensure that the school is complying with requirements for all Year 11 and Year 12 courses offered in 2024. I confirm that documentation is available at the school to demonstrate these requirements are being met.

**Access SPaRO via the staff portal. The HSC monitoring confirmation is on SPaRO’s HSC monitoring page under the ‘Curriculum and Policy’ tab.**