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Preamble

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students and parents. Reporting can involve a combination of these methods.

Teachers at Koorringal High School, using an outcomes approach to teaching and learning, have embraced a wide range of assessment and reporting practices.

The highly competitive and changing world that confronts young people has increased the demand for schools to develop competent citizens, capable of flexible thinking and independent learning. To meet these demands schools must have an ongoing commitment to an appropriate and relevant curriculum, with quality teaching and learning informed by good practice in assessment and reporting. Students must be given continual support as they strive to reach their highest possible standards of achievement.

Students at Koorringal High School are being assessed on their knowledge, understanding and application of skills.

Assessment for Learning is a key principle that guides teaching and learning at Koorringal High School. Students reflect on their learning in a manner that informs their future studies. Formative and summative assessment is used to measure levels of understanding and equip students and teachers with data to inform the future direction of learning activities.



The Principles of Effective and Informative Assessment

Clear and direct links with outcomes

The assessment strategies employed by the teacher in the classroom are directly linked to and reflect the syllabus outcomes.

Assessment is integral to teaching and learning

Effective and informative assessment practice involves selecting strategies that are naturally derived from well-structured teaching and learning activities. These strategies should provide information concerning student progress and achievement that helps inform ongoing teaching and learning as well as the diagnosis of areas of strength and need.

Assessment is balanced, comprehensive and varied

Effective and informative assessment practice involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate their knowledge, understanding and skills.

Effective and informative reporting of student achievement takes a number of forms including traditional reporting, student profiles, NAPLAN, parent and student interviews, annotations on student work, comments in workbooks, portfolios, certificates and awards.

Assessment is valid

Valid assessment strategies are those that reflect the actual intention of teaching and learning activities, based on syllabus outcomes.

Assessment is fair

Effective and informative assessment strategies are designed to ensure equal opportunity for success regardless of student's age, gender, physical or other disability, culture, background language, socio-economic status or geographic location.

Assessment engages the learner

Effective and informative assessment practice is student centred. Ideally there is a cooperative interaction between teacher and students and among the students themselves.

The syllabus outcomes and the assessment processes to be used should be made explicit to students. Students should participate in the negotiation of learning tasks and actively monitor and reflect upon their achievements and progress.

Assessment values teacher judgement

Good assessment practice involves teachers making judgements, on the weight of assessment evidence, about student progress towards the achievement of outcomes.

Teachers can be confident a student has achieved an outcome when the student has successfully demonstrated that outcome a number of times, and in varying contexts.



The reliability of teacher judgement is enhanced when teachers cooperatively develop a shared understanding of what constitutes achievement of an outcome. This is developed through cooperative programming and discussing samples of student work and achievements within and sometimes between schools. Teacher judgement based on well-defined standards is a valuable and rich form of student assessment.

Assessment is time efficient and manageable

Effective and informative assessment practice is time efficient and supports teaching and learning by providing constructive feedback to the teacher and student that will guide further learning.

Academic reports are issued in Term Two and in Term Four for all students.

Assessment recognises individual achievement and progress

Effective and informative assessment practice acknowledges that students are individuals who develop differently. All students must be given appropriate opportunities to demonstrate achievement.

Effective and informative assessment practice is sensitive to the self-esteem and general well-being of students, providing honest and constructive feedback.

Values and attitudes outcomes are an important part of learning that should be assessed and reported. They are distinct from knowledge, understanding and skill outcomes.

Assessment conveys information

Students, parents and teachers can use student achievement information. This information (amongst other things) helps identify students for targeted intervention and can inform teaching programs. Students and parents can use assessment information to help plan revision or access assistance from teachers or peers.

Assessment for learning

Assessment for learning (as distinct from 'assessment OF learning' – the RoSA and HSC examinations involve assessment of learning) gives students opportunities to produce work that leads to development of their knowledge, understanding and skills.

Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

In summary, **assessment for learning**:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards for which they are aiming
- involves students in self-assessment and peer assessment
- provides feedback to help students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

The principles of assessment for learning

These principles provide the criteria for judging the quality of assessment materials and practices. They appear below as they do in each of the course syllabuses.

Assessment for learning:

- emphasises the interactions between learning and manageable assessment strategies that promote learning
- clearly expresses for the student and teacher the goals of the learning activity
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- provides ways for students to use feedback from assessment
- helps students take responsibility for their own learning
- is inclusive of all learners

Assessment and achievement standards

Good reporting practice takes into account the expectations of the school community and system requirements, particularly the need for information about standards that will enable parents to know how their children are progressing. Standards of achievement are made explicit through the student work samples in all courses. These work samples are found at <https://arc.nesa.nsw.edu.au/go/9-10/work-samples-and-activities/> and are a valuable resource for student learning.

Assessment Components

Years 9 – 10 have a program of ongoing assessments throughout the year and whole course test may be set by some courses in Terms Two and Four. In preparation for assessments students will be issued with an Assessment Task Advice Notification at least two weeks prior to the beginning of the examination period outlining the area/s of study and the weighting of the task.

Topic tests (i.e. include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

Tests may be scheduled at other times throughout the year as part of a course assessment program. Assessment task notifications will also be issued for other assessment tasks.

Other assessment types:

- Class Work – which include video/novel reports, ICT research or homework activities.
- Oral Presentations – prepared speech and/or seminar presented to the class
- Fieldwork/Excursion Reports – including sketches, worksheets or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments – research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- Design Projects – projects designed and produced to meet a design problem.
- Portfolios – accompanying documentation records design project work.
- Practical Work – range of practical learning experiences completed in class and/or at home.
- First Hand Investigations – original problem solving in Science using scientific method.
- Body of Work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
- Viewing task.
- Film-making.
- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Group work activities.
- Peer assessment.
- Listening task.
- Representation – creation of visual representation or representation through performance.
- Scripted and improvised performance.



Reporting on Student Progress

Koorungal High School provides a semester report in Term Two and Term Four.

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Outstanding Achievement	The student has extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High Achievement	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills in most situations.
Sound Achievement	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Each course report contains information about a student's social development and commitment to learning, an indication of the overall achievement level in each course in Years 9 and 10. Also included is an indication of a student's application to learning and a comment from the class teacher highlighting strengths and areas for improvement.

Parents are encouraged to contact the school to discuss their child's progress or report. Additionally, teachers may contact parents if they have concerns about a student's progress. **For this reason, it is extremely important that the school has correct contact details including phone numbers, email addresses as well as a postal address.**

Parent teacher conferences are scheduled over two nights each year in Term Three. This evening is held to allow parents and teachers a short time to discuss student progress. Parents and caregivers are invited to make appointments by responding to the invitation which will be issued by email.

Parents are welcome to contact Year Advisors or relevant Head Teachers at any time to discuss student progress. Unsatisfactory progress including non-completion of homework, assignments or poor class participation by students will be communicated to parents if warranted.

Formal NSW Education Standards Authority (NESA) Warning letters may be issued to students in Stage 5 should the students not be meeting the requirements for satisfactory completion of a course for the award of the RoSA. These warnings are issued to give students the opportunity to remedy the issue causing concern. All concerns around assessment and meeting of outcomes is underpinned by the Koorungal High School Behaviour Plan which aims to promote students taking responsibility for their own actions through reflective practices. Success is promoted through our school values – Respect, Responsibility and Excellence – which is rewarded through school merits and faculty based recognition.



Disabilities Provision

NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by NESA. The coordinators of these applications are the Head Teacher Welfare and the Learning and Support Teachers. They will be able to provide Year 9 - 12 students with Disabilities Provisions Application forms and Information Guides. Students who wish to apply for disabilities provisions should see a member of the Learning Support Team.

Parents are encouraged to contact the Head Teacher Welfare or the Learning and Support Teachers with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on Chronic Fatigue Syndrome, Post-viral Syndrome, Ross River Fever or Glandular Fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA website on

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/adjustments> or contact the school.

When an application is submitted evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (e.g. a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure appeals, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time.

However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

- a permanent condition such as diabetes or reading difficulty,
- a temporary condition such as a broken arm, or
- an intermittent condition such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.



Where a student has a condition that might manifest itself during an examination session (e.g. epilepsy or asthma) the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.



School Responsibilities and Procedures in Assessment

For each course the school has developed an assessment schedule which:

- outlines the requirements for satisfactory completion of the course;
- states the number and type of tasks to be completed during the semester/year;
- lists the schedule of tasks;
- states the weighting of each task;
- clearly stated date of completion or due date of task;
- states the tasks used to determine the assessment result included in the Semester One progress report and final report for the year; and
- each assessment goes through a checking process through subject coordinators and Head Teachers for each subject.

This schedule will be distributed to each student at the commencement of the academic year.

For each assessment task students will be given a written notification at least two weeks in advance of the task indicating the issue date, due date, weighting, outcomes being assessed, specific task description, samples (or benchmark for success) and marking criteria. For assessment blocks/examinations a written timetable will be issued at least two weeks prior to the commencement of the block. No assessment tasks will be scheduled in the two weeks before or one week after a calendared assessment block. When students are on work placement assessment tasks will not be scheduled during or throughout that allotted time.

Feedback, either written or verbal will be provided to each student using the marking criteria for the task and annotation to student work indicating what the student did well and how they can improve. Feedback will be given in a timely manner to ensure relevance and explicit improvement.

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA as per the relevant syllabus;
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

While there are no minimum attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly absences will be regarded seriously by principals who must give students early warning of the consequences of such absences.

In such circumstances, warning letter relating to the students' non-completion of course requirements will be sent for students in Years 9 and 10. These letters are sent in time for the problem to be corrected. All academic behavioural concerns will be supported through the Koorungal High School Positive Behaviour Management system.

N Warning letters issued may lead to an interview with the student's parents or guardians.

In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student.

Students who enrol at Koorungal High School during the year will be assessed on the tasks completed at Koorungal High School.



Student Responsibilities and Procedures

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

Examination and test conduct requirements

Examinations and tests require students to work individually and make a genuine attempt to the best of their ability.

Examinations and tests are conducted under silent conditions for the duration of the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist him or her or does not follow instructions from a teacher may have some or all of his or her paper not included for assessment.

Years 9 – 10 students' assessments will be held within the normal school day lessons.

Students requiring additional support for examinations and tests (such as a 'reader', 'writer', extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher Welfare or a Learning and Support teachers for specific information.

Examination and test rules

1. Students are responsible for the correct reading of their assessment task notifications.
2. Students should be prepared to commence assessments at the scheduled time. For Years 9 and 10 this will be the beginning of a normal school class period. Time will not be added for latecomers.
3. No food is to be brought into the assessment room. Water in a clear, unlabelled bottle may be brought into the assessment room.
4. Students will not be able to leave the assessment room before the scheduled finishing time.
5. All writing paper will be supplied for assessments. Students must provide all other requirements such as writing equipment and calculators. Calculators must be approved and must not be programmable. Students are to bring all writing equipment in a transparent plastic bag.
6. No written material is to be brought into the examination room (unless otherwise specified).
7. Mobile telephones, smart watches and any other electronic devices are not permitted into the examination room. These devices must be switched off and placed at the front of the examination room. This must be done before entering any examination scheduled in the Gym. Students should leave these devices in their school bag and place the school bag into the provided space. If students don't bring their school bag to the examination, they must write their full name on a piece of paper and wrap this around their device using a rubber band before placing it at the front of the examination room. Students are to use their own paper and rubber band to label their device. Students will be allowed to collect their device at the conclusion of the examination, not earlier. Students who are found with a mobile telephone or electronic device during an examination will have breached the examination rules. Penalties can include loss of examination marks or cancellation of the course. This will be reinforced by the Koorungal High School Positive Behaviour Expectations.
8. Students in Stages 5 who are absent due to illness or misadventure on the day an examination is scheduled or when an assessment task is due, must provide the school with documentary evidence from a medical professional or parents/carers explaining the specific reason for the absence. Stage 5 students will need to complete the Illness/Misadventure Application.
9. For practical examination times and locations see your teacher before the exam period.



Malpractice or non-serious attempts

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the RoSA. Throughout the assessment process the highest level of honesty is required.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

In the case of suspected plagiarism 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.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice or cheating. Malpractice in any form, including plagiarism is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of Stage 5 assessment (the RoSA).

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing. Based on the Head Teacher's determination, the student concerned will be referred to an Independent Appeals Committee which is led by a Deputy Principal.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. Based on the Head Teacher's determination the student concerned will be referred to the Independent Appeals Committee.

Students determined to have been involved in malpractice in relation to any assessment task, including exams, may expect to receive a zero mark for that task. Students who are determined to have made a non-serious attempt at an assessment task may also expect to receive a zero for that task. These students will be dealt with through the Koorungal High School Behaviour Plan. In incidences where malpractice occurs in a Year 12 course students may be added to the HSC Assessment Task Malpractice Register; this information will be monitored by the Deputy Principals.

What constitutes malpractice?

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.



Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Submission of assessment tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Printer/computer failure is not an acceptable reason for late submission of work.

Assessment tasks (other than class tasks) must be submitted on the due date by the end of the last scheduled lesson for the day OR as specified by the Head Teacher. Submission after this time will incur a late penalty as below.

Completion/collection of work missed by students due to absence from a class for any reason is the responsibility of the student. Teachers will make every effort to assist students.

Students may submit a task (other than class tasks and oral tasks) after the due date but a penalty will apply to any mark awarded. Where no reasonable explanation is given, Stage 5 students will receive a mark of zero if an acceptable reason cannot be given.

Please note oral tasks do not have any provision for late presentation. A zero mark will be given if the student is unprepared or unwilling to present their oral task or complete their class task at the start of the designated time/lesson. An Illness/Misadventure application may be used where relevant.

Stage 5 student requirements:

In circumstances where a Stage 5 student is absent due to illness or misadventure on the day an assessment task is scheduled or due, they should contact their teacher on that morning to advise them of their absence. They must also provide the school with documentary evidence from a medical professional or from their parents/carers explaining the specific reason for the absence. The documentation that you provide must be current and specific to the date and time of the assessment task.



School leave and assessment tasks

Leave from school may be granted by the Principal upon completion of a leave form on which details of course work to be completed whilst on leave and any assessment requirements are indicated. Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents should NOT assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

The Department of Education's position in relation to student leave is stated in the Student Attendance in Government Schools Procedures School Attendance Policy. This policy has been developed by the Learning and Engagement Directorate in 2015.

14.1 - From the beginning of 2015, family holidays and travel are no longer considered under the Exemption from School - Procedures. Travel outside of the vacation period is now counted as an absence for statistical purposes.

14.3 - A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

When student leave clashes with an assessment task

Students in Years 9-10:

Students in Years 9-10 should discuss how a request for leave may impact assessment tasks with their class teacher and the faculty head teacher TWO WEEKS PRIOR TO THE LEAVE. All assessments due during the period of leave must be completed prior to the leave commencing. Students who do not make arrangements with their classroom teacher and faculty head teacher, two weeks prior to the leave and who do not complete the required assessment prior to taking leave may be penalised for non-completion and therefore receive a mark of zero or be penalised for late submission of a task in accordance with the KHS assessment policy. Students and families must manage leave requests in consultation with class teachers and faculty head teachers.



What is HSC: All My Own Work?

HSC: All My Own Work is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students will undertake this mandatory program towards the completion of Stage 5. Students who complete the program will learn about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The HSC: All My Own Work consists of five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

The program builds on existing programs in schools and provides flexibility in delivery. It also recognises the rapid growth in information available to students through the internet.

How is HSC: All My Own Work related to HSC eligibility?

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed HSC: All My Own Work or its equivalent before the completion of Year 10. This requirement excludes students who are only entered for Life Skills courses or Board Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

What are the objectives and outcomes for HSC: All My Own Work?

The values and attitudes students will develop through completing the HSC: All My Own Work program are:

- a commitment to principles of good scholarship, academic honesty and ethical practices
- respect for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own work and the work of others.

What is included in the HSC: All My Own Work program?

The HSC: All My Own Work program is divided into five modules, each of which is organised around five or six focus questions. Each module includes:

- information, scenarios and quiz items,
- a summary of key information, issues and strategies,
- Frequently Asked Questions (FAQs),
- a list of resources for further information, including links to relevant websites, and
- a quiz (that includes all quiz items incorporated in the module).

A glossary of key terms used in the program can be accessed from each module as well as through the main menu bar.

What is included in the content of each module?

Scholarship Principles and Practices

The module considers what scholarship principles and practices are, why they are important and how students can benefit from making sure they follow the principles of ethical practice in their study for the HSC. The module focus questions are:

- *What are the principles and practices of good scholarship?*
- *What are the rights and responsibilities of students in ensuring the intellectual integrity of their work?*
- *What is malpractice?*
- *Why do people cheat?*
- *Why is it wrong to cheat?*
- *What are the consequences of cheating in the HSC?*

Acknowledging Sources

This module explains how and why sources used in the creation of students' work should be acknowledged. The focus questions are:

- *What is meant by 'acknowledging sources'?*
- *Why should sources be acknowledged?*
- *When and how should sources be acknowledged within the body of a work?*
- *How should sources be acknowledged at the end of a work?*
- *What strategies can students use in preparation for the acknowledgment of sources in their work?*

Plagiarism

This module explains plagiarism and its implications for HSC students. The focus questions are:

- *What is plagiarism?*
- *What is the difference between intended and unintended plagiarism?*
- *What strategies can be employed to avoid plagiarism?*
- *How is plagiarism detected?*
- *What are the implications for plagiarism of accessing information from the internet?*

Copyright

This module explains copyright and its relevance to students. The focus questions are:

- *What is copyright? Why do we need it?*
- *What is the Copyright Act?*
- *Why is it important to respect intellectual property?*
- *How does copyright work in a digital environment?*
- *How is copyright related to music and images found in digital media and on the internet?*

Working with Others

This module considers how students can work collaboratively in their senior years while, at the same time, maintaining the academic integrity of their work. The focus questions are:

- *Is there a difference between collaborative learning, collusion and copying?*
- *Is it appropriate for students to seek assistance with their assignments from others?*
- *How can students appropriately acknowledge the support of others?*
- *What are the benefits of producing your own work?*
- *What strategies can be used to ensure appropriate collaboration in a group work context?*



Study and Homework

Study can be described as a general time devoted to homework, revision, research or assessment preparation at home or at another suitable venue OR a program of preparation for written assessment. Homework can be described as the work teachers ask students to do or complete at home.

Regardless of the description used these are important aspects of student learning and progress at school. Homework and study are important parts of a student's learning program. Homework and study are most effective in enhancing students' learning. Students should:

- be alert and not too tired
- choose a location where distractions are minimised
- allocate a regular study time each day
- undertake a combination of homework, research and revision
- use a study planner – organisation is important
- read widely; including books, websites, newspapers, novels, journals

As a guide, only, study/homework time for students in Years 9 and 10 usually means an average of two hours per course per week, i.e. 1.5 – 2.5 hours per school day.

Study/homework enables:

- reinforcement of concepts learnt in the classroom
- completion of work begun in class
- revision of work completed or attempted in class
- development of student research, analysis, summary and note taking skills among others
- development of a regular pattern of work
- development and honing of time management and planning skills.

Homework may include:

revision of current work	reading
completion of worksheets	use of computers for research
reviewing relevant news or current affairs	undertaking assignments
interviewing family members or neighbours	completing tables
completing a project	rewriting sections of class work in students' own words
working on solutions to mathematic questions	discussion with family members about issues or activities arising from class work
research for projects	spelling revision
developing and refining physical coordination skills	reading newspapers and periodicals related to class studies
revision of current work	test cook a recipe
completion of worksheets	preparation of a glossary of terms used commonly in a unit of work
preparation of speeches and oral presentations based on research	drafting or rewriting poems, short stories or other creative writing pieces
answering set questions in written form	accessing relevant websites for further reading
Completing some physical activity to meet the recommended guidelines	Converse with others including family to enhance communication skills



Hints for Assignments/Research Tasks

1. Assignment/research tasks should always be completed using the sub-headings given and in the order given. Students should not simply copy down information from a book or the internet and present it as their own. This is called plagiarism; copying work from another student is also plagiarism. Marks will be deducted or a zero awarded for the assignment/research task if plagiarism has occurred. The assignment/research task is determining whether students can locate, select and organise information for themselves.
2. Students should not rely on one source of information, as it may be biased or incomplete. Students should use at least two sources of information and they should not all be the same, that is, not all internet sites or all books. The types of information sources students can use include: encyclopaedias, books, the internet, magazines, newspapers and textbooks.
3. Before submitting work for marking students are advised to have another person (e.g. parents) proof read and spell check an assignment.
4. Students should always use metric measurements. Australia is a metric country so size, weight, distance and dimension information should be given in metric measurements. If your source uses the imperial (inches, pounds) system it is a student's responsibility to change the figures unless presenting historical information or direct quotes.
5. All maps, pictures, diagrams or graphs must have a caption/description/heading.
6. All assignments and research tasks, whether or not it is specifically stated in the instructions, should include a bibliography.
7. Students should make sure their name or student number (if applicable) is on all work submitted for marking.
8. Students must read and implement the instructions for presentation of a task or assignment carefully.
9. If an assignment is not submitted on time due to illness or misadventure, documentary evidence is required from parents/carers or a medical professional.

Hints for Taking and Using Notes

Taking notes is a skill students will use in many different ways. The notes students take may be from a variety of sources such as a book, lecture, lesson, video program, fieldwork, an experiment or an interview. The notes taken may range from a few key words on a card to a detailed set of carefully organised sheets of reference material.

The point to remember about note-taking is the purpose. Students need to think about the reason they are taking or making notes. The key aims in note-taking are:

- **Brevity:** to make a summary of ideas, explanations and examples in few words
- **Clarity:** to write in a way that is clear to the reader.
- **Organisation:** to use headings, sub-headings, sections, diagrams to organise notes.

Hints for note-taking

These hints will help students develop and improve note-taking skills:

- Use phrases, single words and symbols. It is best not to write complete sentences.
- Number the points.
- Use headings, sub-headings to organise notes clearly.
- Instead of writing on paper, try cards or a small notebook.
- Consider typing notes to allow ease of updating.
- Put a clear title on each set of notes.
- Use non-verbal clues (such as arrows, boxes, diagrams and sketches) to make the information clearer and more vivid.
- If you make notes electronically, ensure you back up your files regularly.

Using Notes in a Written Answer

One of the most likely uses for notes is to provide information when writing a short description/explanation or answers to questions. Organise the information gathered into a logical sequence.

One of the most important skills in using notes to answer questions, whether short or long, is knowing what to leave out. It is tempting to try and include all the information. By discarding some information that is not relevant to the question or task, the answer will be improved significantly.

Hints for Oral Presentations

Many courses ask students to present the findings of research as an oral report. Consequently, developing and practising public speaking skills is essential for such tasks. The fear of speaking to a large group is very common and there are ways of overcoming it. One way is to carefully plan and prepare a presentation.

- Students should clearly understand the purpose of the oral report being prepared. The most common purpose of an oral report is to inform an audience.
- Know the audience. The more a student knows about an audience the more appropriate and focused the oral report will be. For example, if the audience already has a good knowledge of the topic some information may not be needed in the presentation.
- Organise the information well. The most successful oral reports have a structure similar to an extended response or essay; that is, they have an introduction, a body and a conclusion.
 - Introduction: The first part of an oral report tells the audience the topic. It is best to communicate this in a way that gains the audience's attention and relaxes the speaker. A good way to do this is to make a formal opening statement that outlines the focus of the report. Humour can be used to gain the audience's attention or a visual aid such as a picture, a slide or video extract.
 - Body: The body of the oral report should be the focus of the presentation. It develops the main ideas and supports them with examples, quotations, analogies and statistical information. These will make the presentation more interesting and memorable.
 - Conclusion: Let the audience know when the end of the presentation is near by using words such as 'in conclusion' or 'to sum up'. In the conclusion, briefly highlight the main points made during the presentation.

Using Speakers' Notes

Rather than simply reading a prepared speech, it is often more effective to use a series of words or phrases that act as cues for a presentation. Make sure, however, that the words and phrases are written in large print and that there are not too many points on a page. It is also a good idea to number the points. Different colours and highlighter pens may prove useful in these notes.

Delivering Your Oral Presentation

To avoid stage fright, students should check through these points before delivering an oral presentation:

- know the topic thoroughly
- use numbered points on small, palm sized, speaking cards
- practise the speech several times, especially if there is a set time limit
- do not rush the presentation, speak slowly and clearly
- use appropriate gestures and maintain good posture
- make eye contact with members of the audience
- vary voice tone/modulation throughout the presentation
- stand still

Hints for Multimedia Presentations

Multimedia presentations combine various types of media, including text, graphics, clip art, digital photographs, video, sound effects and music. The most widely used multimedia presentation tool is PowerPoint. PowerPoint is a powerful software tool used for presenting information in a slide-show format. A PowerPoint display is usually supported by an oral presentation.

Main features of a PowerPoint presentation

- Text – think about what needs to be included and choose an appropriate font, size and colour. Use the same font throughout the presentation. It is important not to include too much text on each slide.
- Sounds – sound effects can be used when text and/or objects appear in each slide, as well as during slide transitions. Be careful however, as too much sound can detract from the oral presentation.
- Content – avoid overcrowding. Include only key points. Use the narration to add detail.
- Animations – text and objects can be animated, as can the transition between slides, but be careful not to overdo it.
- Slide layout and backgrounds – ready-made designs can be used from the PowerPoint software or custom designs can be made using different colour backgrounds and effects. It is important that only one background style or theme is used throughout the presentation. This helps to avoid confusion.
- Illustrations – Use a variety of illustrations to make the slides interesting and informative, including clip art, digital images (photographs taken with a digital cameras, scanned photographs, the internet, CD-ROM collections of digital images) and maps.

A Guide for successful PowerPoint presentations

General guidelines:

- plan the PowerPoint presentation carefully
- use a common design template throughout the presentation
- limit the number of slides used – too many slides can bore and confuse the audience
- include only essential information
- standardise the position, colours and styles of headings, text and images
- use colours that contrast; for example, yellow or white text on a dark blue background works well
- be consistent with sound effects, transitions and animations

Text guidelines:

- generally, it is best to have no more than six lines of text per slide, with no more than six words per line
- avoid long sentences
- use a larger font to highlight key points
- select a suitable font size – in the range of 18 to 48 point
- avoid fancy fonts as they can be hard to read
- be sure the text contrasts with the background
- avoid capitalising all letters as they are hard to read

Clip art, photographs and graphics:

- ensure these balance the slide and enhance and complement the text, not overwhelm it
- present any data as a graphic and include no more than two graphics per slide

Presenting your PowerPoint presentation:

- practise and time the presentation
- speak confidently and clearly



Guide to Bibliographies

A bibliographic referencing system operates at Koorungal High School. Faculties will issue instructions with the assignment as to how use this system appropriately.

What is it?

A bibliography is a list of resources you have used in researching an assignment. It is placed at the end of your work and is organised alphabetically by the author's surname or title (if there is no author.) There are different systems of writing bibliographies. At Koorungal High School we use the Harvard System which is based on author, date, title, publisher and place of publication.

Why is it important?

- A bibliography describes the resource precisely enough to enable a reader to locate it and verify the information if necessary.
- It shows how much research you have done and how you have used the information you have found.
- It prevents you being accused of plagiarism (taking someone else's ideas and using them as your own).

How to prepare a bibliography

Follow the examples listed below for the resources you have used. Note carefully the punctuation, especially date in brackets after the author's name, full stops after the author's initial and the place of publication and commas after surname, each name, article title, book title, publisher. The title can be underlined or written in italics.

It is a good idea to write down the bibliographic details that you need when you have the resource. Prepare a draft of your bibliography to make sure you have all you need and that it is correctly organised, before making a final copy.

Referencing or citing in the text

In your written work, you need to acknowledge:

1. Direct references – whenever you quote directly from any source you are using. After the quote you include the author's surname, publication year and page number. E.g.: Dr Milton said, "....." (Milton, 1997, p34) OR (Milton et al 1997, p34) when there are two or more authors.
2. Indirect references – whenever you refer to ideas from someone else's writing (even if you are using your own words). At each point in the text that refers to a particular resource, you insert the author's surname and publication year. E.g.: James Kellaway (1997) believes that.....

The full bibliographic details of citations are given in the bibliography.



Examples

Books with one author	Dixon, J. (1988) How to be a successful student, Penguin Books. Ringwood. Vic.
Books with two or more authors	Leeder, S.R., Larsen, A.E. & Larsen, M.K. (1996) Presenting Australia's National Parks, Child & Henry, Brookvale.
Books with an editor and no author	Morgan. J. (ed.) (1993) How to be a successful author, Penguin Books, Ringwood.
Books with no author	Penguin dictionary of synonyms. (1996) Penguin. New York
Reference books	The Cambridge Encyclopaedia of Human Evolution. (1992) Cambridge University Press. Cambridge
Article in a journal	Burns, S. (1989) 'There's more than one way to learn', Australian Wellbeing, No 33, October, pp.42-44.
Article with no author	'The Reef in Brief' (1995) Wildlife Australia, Autumn, pp. 18-19.
Article in a newspaper	Legge, Kate. (1987) 'Labour to cost the Keating factor', Times on Sunday, 1 Feb., p.2.
CD ROM	Guinness Disc of Records (CD ROM), (1996), Britannica Software, London.
Video	The Great Barrier Reef (video recording), (2008), Australian Videos, Adelaide
Motion picture	The Comedic Fall (motion picture), (1964), Englewood, New Jersey, Pretty Releases.
Television (or radio) production	'What are we going to do with the money?' (television program), Four Corners, 8 August 1982, ABC Television.
World Wide Web Site. The format is as follows: Author's surname, initials. Date Title Internet, place of publication (if known) Publisher (if known), URL (accessed date)	Martin. Suzanne. (16 August 1999) Feminism Today (online), www.fem.org./feminismtoday.html (accessed 11 November, 2005).
Email - The format is as follows: Sender's surname, initials Sender's email address Day, month, year Subject of message Eail to recipient's Email address.	Lowman. D. (deborah@pbsinc.com.au), (4, April. 1998) Internet referencing, (awill@dva.gov.au).
Primary source e.g. person	Interview with Trevor Gee about his World War II experiences, 6 March 2010, Koorungal.
Primary source e.g. case study	Questionnaire and survey of Year 10 eating habits, June 2012, Koorungal High School.

Acknowledgments

NESA <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

ARC <http://arc.boardofstudies.nsw.edu>.



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Mr & Mrs Smith
1 First Street
Sydney NSW 2000

13 September 2019

Dear Charles & Isabelle Scott

OFFICIAL WARNING - Non- completion of a stage 5 (Years 9-10) course

I am writing to you to advise that Bon is in danger of not meeting the requirements for satisfactory completion of the stage 5 course in Music - Year 3.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as official warning issued concerning the above course. A minimum of two courses specific warnings must be issued prior to a final "N" determination being made for a course.

Any course not satisfactorily completed appears on the student transcript as a result 'Not Completed'. Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement (RoSA) and may not be eligible to enter Year 11.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, the Board of Studies requires the Principal to have sufficient evidence that the student has:

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- c) Achieved some or all of the outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform the Board of Studies that the student has not satisfactorily completed the course.

To date, Bon has not satisfactorily met one or more of the Board of Studies requirements. In particular, he is:

- (a) (b) (c)

Bon is not currently meeting one or more of the school requirements. In particular:

- Not Achieving Course Outcomes

The tasks or requirements are to be completed by Bon to correct the problem are listed below:

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
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Koorungal High School - Assessment illness/misadventure form

This form must be submitted to the appropriate Head Teacher **on the day you return to school** (emailed is acceptable). Please attach any supporting documentation.



Student name: _____

Year: _____

Class Teacher: _____

Subject: _____

Title of task: _____

Original due date of task: _____

Applications may be in respect of (please select one option):

- (A) **illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment (e.g. influenza, an asthma attack, a cut hand);
- OR
- (B) **misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment period (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the Principal.

Note: A student who has suffered an injury such as a broken writing arm immediately before an assessment (e.g. test) will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during an assessment period
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).

Parent/caregiver signature: _____

Date: _____

Student signature: _____

Date: _____

This application process is as per NESA expectations and standards. This form, once completed, will be placed in the student's central file.

Head Teacher Use Only:

Supporting evidence (attached):	Yes	No
Special consideration accepted:	Yes	No



Assessment Appeal Application



Student Name: _____

Year: 7 8 9 10 Prelim. HSC

Course Name: _____ Teacher: _____

PART A – to be lodged with Head Teacher within 5 days of receiving result of Illness/ Misadventure application or task result or report

Nature of Appeal	Illness/Misadventure	Assessment Task	Report
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Reason/s for appeal: _____

(Please attach separate sheet if required)

Head Teacher review: _____

Decision: _____

Head Teacher: (Name) _____ (Signature) _____ (Date) _____

Student acknowledgement of Head Teacher decision

Accept decision OR forward to Appeals Committee

(Name) _____ (Signature) _____ (Date) _____

(Parent) _____ (Signature) _____ (Date) _____

PART B – Referral of Appeal to Assessment Appeals Committee

Referral to the Assessment Appeals Committee should occur within 2 school days of receiving Head Teacher Appeal decision. (Part A must be included together with all relevant material)



Koorungal High School Stage 5 Assessment Notification

Student name:	Topic/Module/Unit of Work:
Year:	Subject:
Due date:	Weighting:
Time allowed:	Task Type:
Outcomes assessed:	
Task outline (with key terms):	
<p>School assessment policy: This is a formal assessment item. Absence due to illness, funeral, family situation, etc. must be supported by appropriate documentation, presented to the Head Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school – i.e. when your medical certificate expires. An assessment/misadventure form maybe completed and sent to the relevant Head Teacher to outline missed or late assessments.</p> <p>If an assessment is submitted after the due date or is a non-attempt or non-serious attempt without a valid reason it will be awarded a mark of zero and the student involved will re-attempt the assessment <u>in order to</u> meet course outcomes. If plagiarism is evident an automatic mark of zero will be given and the student/s involved will re-attempt the assessment <u>in order to</u> meet course outcomes. Any form of malpractice and misadventure will also result in parental contact by the respective teacher and student/s involved in the malpractice may be further supported through the Koorungal High School Behavioural Practices.</p>	
Assessment criteria:	
Marking criteria:	
Samples (indicating levels of achievement):	