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Preamble

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.

The Certificate

Upon satisfactory completion of the Preliminary HSC Course program of study a student will be awarded a HSC Preliminary Course Record of Achievement. The certificate shows all Preliminary HSC courses satisfactorily completed. The attainment of this Certificate is a prerequisite for study of the HSC Courses.

Requirements

The program of study requirements are that:

- The student's attendance, conduct and progress will be satisfactory;
- The student will study a permitted combination of courses;
- The student complete HSC: All My Own Work and HSC Minimum Standards;
- The student will study courses as approved by NESA;
- The student will complete the requirements of each course including any necessary oral, aural, practical, field work or project work; and
- The student will have performed all tasks required as part of the assessment program; the student will sit for and make a genuine attempt at any examination set as part of the course and will sit for the final Preliminary Examination.

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

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; and
- report on the achievement by each student at the end of a course

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 what they know, understand and can do in relation to the syllabus outcomes.

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.

At Koorungal High School formal assessment periods are set aside at appropriate times for Stage 6. Additionally, each course schedules other tasks throughout the year. These are distributed at the beginning of each academic year.

Academic reports are issued each semester for all students. Progress reports may be issued at the end of term one when academic reports are not distributed.

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; and
- 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; and
- 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/years-11-12-including-hsc/work-samples-years-11-12-including-higher-school-certificate> and are a valuable resource for student learning.

Assessment components

Examinations and tests are important components of student assessment. Examinations are normally scheduled in Terms 3 for Year 11 and Year 12. 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.

Requirements for all Stage 6 courses include:

- mandatory components and weightings for both Year 11 and Year 12 courses;
- capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12; and
- capping the number of formal written examination tasks that mimic the HSC examination to one per course, with a maximum weighting of 30% for the Year 12 course.

A formal written examination is defined as a task such as a Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Koorringal High School is able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Tests of limited scope (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.

NOTE: in all formal HSC and Preliminary Examinations, student numbers will be used.

Reporting on student progress

Koorringal High School will provide a written student report in mid Term 2 and early Term 4 for Year 11 and early Term 2 and late Term 3 for Year 12.

Each course report contains information about a student's social development and commitment to learning, as well as a mark and course rank. 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.

Parent-Teacher conferences are scheduled each year in Term 3. These evenings are 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 or 6 should the student not be meeting the requirements for satisfactory completion of a course for the award of the RoSA, Preliminary HSC or Higher School Certificate. 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 Koorringal 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

Common Grade Scale for Higher School Certificate Courses

The Common Grade Scale describes performance at each of five grade levels.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

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, Head Teacher Teaching and Learning and 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/11-12/hsc/disability-provisions> 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.

During work placements, students should liaise with their teachers as to due dates of assessment tasks.

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 11 and 12. These letters are sent in time for the problem to be corrected. All academic behavioural concerns will be supported through the Koorringal 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 Koorringal High School during the year will be assessed on the tasks completed at Koorringal High School. Specific procedures apply for the Higher School Certificate, Preliminary HSC and RoSA (see relevant Assessment Information and Schedule booklets).

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. Some tasks will be performed in class; others will be prepared out of school and handed in at a designated time and then tested in class. A zero mark may be awarded in either case if evidence is found to support any suspicion that the work submitted is not that of the student. Ample notice will be given to allow students to organise their workload to allow submission dates to be met. It will not be accepted as a valid reason for consideration, that pressure of work made meeting the deadline(s) impossible. If an assessment task is due to be submitted on a set date, it must be presented on that date. See Koorringal High School Assessment Policy booklet for information on Late Submission of tasks and Misadventure/Illness and Appeal procedures. HSC: All My Own Work Program - a mandatory prerequisite for the HSC (completed prior to commencement of Year 11 work).

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.

Students in Years 11 and 12 may use the Library and/or Learning Centre for study purposes during scheduled assessment/exam times.

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 examination timetable including the examination location.
2. Students should be prepared to commence examinations at the scheduled time. Students in Years 11 and 12 should arrive at least 15 minutes before the scheduled commencement time. Time will not be added for latecomers.
3. No food is to be brought into the examination room. Water in a clear, unlabelled bottle may be brought into the examination room.
4. Students will not be able to leave the examination room before the scheduled finishing time.
5. All writing paper will be supplied for examinations. 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 Koorringal High School Positive Behaviour Expectations.

8. Year 11 and Year 12 Students who are unable to attend an examination due to illness or misadventure (accident etc.) must telephone the school prior to the commencement time of the examination and leave a message for the relevant Head Teacher. Year 11 and Year 12 Students must complete an Illness/Misadventure form and supply a medical professionals or other credible documentation related to the incident as soon as possible after the absence. The dates on the supporting documentary evidence must cover the entire period of absence. Students in Stages 4 and 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 4 and 5 students will need to complete the Illness/Misadventure Application.
9. Year 12 students are required to use their NESA number as identification on all exams.
10. 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, Preliminary HSC and HSC. 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 the Preliminary HSC and the HSC.

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 Koorringal 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 you 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.

Students studying Extension 2 subjects

Withdrawal from a course if a student is enrolled in one extension two course:

A student must continue with 11 units until the final assessment before the trial is completed and it is determined that the student will achieve 10 units. At the point of withdrawal from a course the student must have completed more than 50% of the course assessments. The student must seek approval from the Head Teacher of the extension course(s) prior to discontinuing another course which will result in the student completing a pattern of study with ten units only.

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.

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 6 student requirements:

In circumstances where a Year 11 or Year 12 student is ill or experiences misadventure on the day an assessment task is scheduled, the student must complete and submit an Illness/Misadventure Application and notify the Head Teacher of the course by a phone call to the school.

Illness or Misadventure Application

Download and print this from the Koorringal High School website under the section titled Curriculum.

The Illness/Misadventure Application is located on the Koorringal High School website under the section titled Curriculum. Paper copies of this form can be found in each staffroom. If a student is absent from an assessment task, or unable to complete an assessment task by or on the due date:

- (i) it is the student's responsibility to contact the school and the relevant Head Teacher of the course concerned,
- (ii) download and print an Illness/Misadventure Application from the Koorringal High School website, and
- (iii) submit the completed Illness/Misadventure Application by 4.00pm within five (5) school days of the due date of the assessment task or your return to school (if not within 5 school days of due date).

It is important this form is returned promptly to the Head Teacher involved so that a determination can be made.

Supporting evidence

In all cases Koorringal High School requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task. You should seek independent evidence on the same day of your assessment. The documentation that you provide must be current, specific to the date and time of the assessment task, and submitted with your Illness/Misadventure.

When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

Student supporting evidence must include:

- a. a statement from the student explaining how they were affected during the assessment task;
- b. a statement about how the student's performance during the assessment task may have been affected. The dates featured on the illness evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.
- c. In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

The student must attend school on the first day not covered by independent documentary evidence i.e. when well enough or circumstances allow. You will generally be required to sit the exam or task you missed on that day. Penalties will apply for absences not supported by completed Illness/Misadventure Applications.

The outcome will be decided by the Head Teacher after considering documentary evidence. The possible outcomes are:

- Task completed at an arranged time/place
- Task to be accepted without penalty
- Missed task to be completed at a negotiated time as a guide to an assessment mark
- An extension of time given
- Alternative task to be completed at or by a negotiated time as a guide to an assessment mark
- An estimate to be awarded
- A zero mark to be awarded

The student will be informed of this decision within five school days of lodgement of the Illness/Misadventure Application. A student may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

Appeals regarding assessment tasks

This appeals process applies in the following circumstances:

- Dissatisfaction with outcome of an Illness/Misadventure application
- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgement in applying the marking criteria
- Concern regarding results recorded on a progress report

The appeals procedure:

1. Consult the Head Teacher of the course within five days of receiving the determination of an Illness/Misadventure application, task result or report. You will receive a response within 2 school days.
2. If you believe that your grounds for appeal were not appropriately addressed by the Head Teacher, you may take the matter to the Assessment Appeals Committee by completing the Assessment Appeals Application, provide a copy of the assessment task, your attempt at the task and any other relevant information and lodging it with the Deputy Principal, Chairperson of the Independent Assessment Appeals Committee, within five days of receiving the outcome of your appeal with the Head Teacher. The Committee will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible.

The Independent Assessment Appeals Committee normally consists of the Deputy Principal supervising assessment and reporting as chairperson, a Head Teacher and the relevant Year Adviser.

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 were 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 Year 11:

All assessments should be completed at the scheduled time unless students are affected by illness or misadventure. Students who expect to be absent from school due to leave must consult with the faculty head teacher **AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED TASK**. Failure to consult within this time, and failure to comply with task submission requirements, may result in penalties for non-completion and therefore the student may receive a mark of zero or be penalised for late submission of a task in accordance with the Koorungal High School assessment policy.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case the student must consult the Head Teacher of the course two weeks prior to leaving to make alternate arrangements. If the student does not see the head teacher two weeks prior to leaving, a penalty may apply where the student receives a zero for this task.

Students completing the HSC courses:

All HSC assessments are conducted within the guidelines set by the NESA. NESA guidelines for HSC students make no provision for tasks missed due to leave. There are well established protocols for illness and misadventure, however, requests for leave do not fall within these protocols.

Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled. All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the faculty head teacher **AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED TASK**. Failure to consult within adequate time, and failure to comply with task submission requirements, will result in penalties for non-completion or late submission of a task in accordance with the Koorungal High School assessment policy.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

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 12. 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 11 & 12 usually means at least of 2 hours of study 6 times each week

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 for any reason an assignment is not submitted on time, Stage 6 students must complete an Illness / Misadventure Application and submit it to the Head Teacher of the relevant course with the assignment for consideration. Supporting documentary evidence such as a medical certificate must be acquired on the same day as the task. For Stage 4 and 5 students who have experienced 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 Koorringal High School – Harvard. Faculties (mainly with Stage 6) 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 Koorringal 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 Email 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, Koorringal.
Primary source e.g. case study	Questionnaire and survey of Year 10 eating habits, June 2012, Koorringal High School.

Acknowledgments

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

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



Koorringal High School

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Mr & Mrs Smith
1 First Street
Sydney NSW 2000

13 September 2019

OFFICIAL WARNING - NON-COMPLETION OF A PRELIMINARY COURSE

Dear Charles & Isabelle Scott

I am writing to you to advise that Bon Scott is in danger of not satisfying the course completion criteria and may receive an "N" determination in Music. This determination will mean that he will not receive a result in this course and it may affect his eligibility for the award of a Higher School Certificate.

Course in jeopardy: Music - Preliminary

The satisfactory completion of a course requires principals to have sufficient evidence that the student has met the following criteria.

- a) Followed the course developed or endorsed by NESA; 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 NESA (NSW Educational Standards Authority), that the student has not satisfactorily completed the course.

To date, Bon has not satisfactorily met one or more of the NESA 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 following table lists those tasks, requirements or comments not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for your son to satisfy the course completion criteria, the following tasks, requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%	16/08/2019	Complete this essay and hand in	23/08/2019



Koorringal High School

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Wagga Wagga NSW 2650
Ph: 02 6922 5155
Fax: 02 6922 3877
Email: koorringal-h.school@det.nsw.edu.au

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

13 September 2019

OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

Dear Charles & Isabelle Scott

I am writing to you to advise that Bon is in danger of not satisfying the Course Completion Criteria and may receive an "N" determination in Music. This determination will mean that he will not receive a result in this course and it may affect his eligibility for the award of a Higher School Certificate.

Course in jeopardy: Music - HSC

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has met the following criteria.

- 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

Teacher comment: Playing too loudly and disturbed other students.

The following table lists those tasks, requirements or comments not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for your son to satisfy the course completion criteria, the following task, requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%	16/08/2019	Complete this essay and hand in	23/08/2019



Koorringal 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, 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

Action taken: _____

Head Teacher: _____ Signature: _____ Date: _____



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
------------------	----------------------	-----------------	--------

Reason/s for appeal: _____

(Please attach separate sheet if required)

Head Teacher review: _____

Decision: _____

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

Student acknowledgement of Head Teacher decision

<input type="checkbox"/>	Accept decision	OR	forward to Appeals Committee	<input type="checkbox"/>
--------------------------	-----------------	----	------------------------------	--------------------------

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)

THE FORM CONTINUES ONTO THE NEXT PAGE



Koorringal High School - Assessment Extension Application

This form must be submitted to the appropriate Head Teacher **prior to the due date** (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):

- ☐ **Work placement** – that is, you have attended work placement in the time leading up to the due date of the assessment task which has allegedly impacted on your ability to complete the assessment;
- OR
- ☐ **Other** – that is, any other event that has allegedly affected your ability to complete an assessment by the due date or on the due date.

Reason: _____

Unacceptable grounds for an extension to be granted

The application process does **not** cover:

- attendance at a sporting, 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: Decision

Supporting evidence (attached). Yes No

Special consideration accepted: Yes No

Action taken: _____

Head Teacher: _____ Signature: _____ Date: _____



Reason/s for referral to Appeals Committee

Sample

Appeals Committee use only

Committee composition:

Chairperson: _____ Head Teacher: _____

Year Advisor: _____ Additional HT (if appropriate): _____

Committee decision: ☐ Appeal upheld OR Dismissed ☐

Reasons: _____

Signatures of committee: _____

Outcome of Appeal communicated in writing to student on (date): _____

Assessment illness/misadventure form

KOORINGAL HIGH SCHOOL

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Koorringal High School Stage 6 Assessment Notification



Student name:	Topic/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 must be completed and sent to the relevant Head Teacher to outline missed or late assessments. If you know that you will be absent on the day of an assessment task, then you must inform your teacher as soon as possible and negotiate an alternative arrangement.</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 in order to 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 in order to 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 Koorringal High School Behavioural Practices. Year 12 malpractice may lead to the concerned student being added to the HSC Assessment Task Malpractice Register which will be overseen by the respective Deputy Principal.</p> <p>All assessment task notifications should be read in conjunction with the Koorringal High School Assessment Policy.</p>	
Marking criteria:	
Samples (indicating levels of achievement):	