



**Killara**  
HIGH SCHOOL

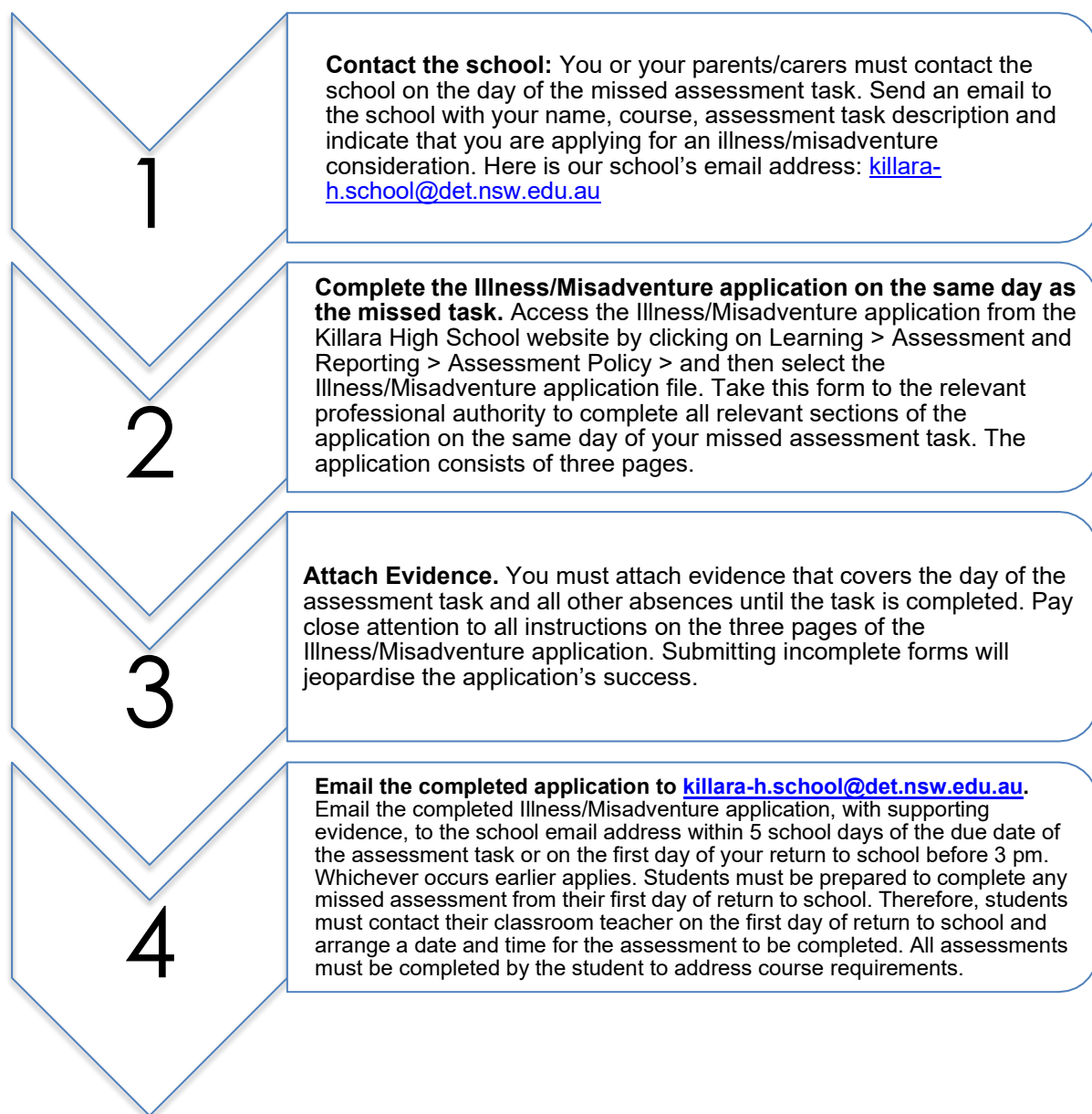
A great school close to home

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# ASSESSMENT POLICY

(Revised March 2022)

If you are in Year 11 or Year 12 and experience illness or misadventure on the day an assessment task is scheduled or due, follow and complete this process within 5 school days of the due date of the assessment task, or by the first day of your return to school. Whichever occurs earlier applies. This process is mandatory for Year 11 and Year 12 students.



If you are in Stage 4 or 5 and experience illness or misadventure on the day an assessment task is scheduled or due, you must provide the school with documentary evidence from a medical professional or from your parent/carer. Stage 4 and 5 students only need to complete page 45 of the Illness/Misadventure Application process. Pages 46 and 47 are only required for Stage 6 students. Access the *Illness/Misadventure Application* from the Killara High School website by clicking on Learning > Assessment and Reporting > Assessment Policy > and then selecting the Illness/Misadventure Application file.

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# Preamble

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**Assessment** is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

**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.

Student achievement can be reported by comparing:

- the student's work against a standards framework of syllabus outcomes
- the student's prior and current learning achievements
- the student's achievements with those of other students.

Reporting can involve a combination of these methods.

Teachers at Killara 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 Killara High School are being assessed on what they understand, know and can do.

Assessment for learning is a key principle that guides teaching and learning at Killara High School. Students reflect on their learning in a manner that informs their future studies. Formative 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**

## **1. 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.

## **2. 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.

## **3. 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.

## **4. Assessment is valid**

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

## **5. 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.

## **6. Assessment engages the learner**

Effective and informative assessment practice is student centered. 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.

## **7. 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.

## **8. 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 Killara High School formal assessment periods are set aside at appropriate times for Stage 6. Additionally each course schedules other tasks throughout the year.

Progress reports are issued each semester for all students.

## **9. 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.

## **10. 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.

## **11. 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.

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.

## **12. 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 <http://arc.boardofstudies.nsw.edu.au> and are a valuable resource for student learning.

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# Assessment Components

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Examinations and tests are important components of student assessment. Examinations are normally scheduled in Terms 2 and 4 for Years 9 and 10 while Year 11 students have an examination period in Term 3. Year 12 students have Trial HSC examinations early in Term 3. Years 7 and 8 have a program of ongoing assessments throughout the year and whole course examinations may be set by some courses. In preparation for examinations 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. Tests may be scheduled at other times throughout the year as part of a course assessment program. Assessment Task Advice Notification forms will also be issued for other assessment tasks

## 1. Other types of assessment may include

- Class work - which include marks given for bookwork, film/novel reports, research or homework activities.
- Oral presentations - prepared speech or seminar presented to the class – or Viva Voce
- 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 assessment tasks, student numbers may be used.

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## Reporting on Student Progress

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Killara High School provides written student progress reports twice each year in semesters 1 and 2.

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	A	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	B	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	C	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	D	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	E	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 7 – 10 or a mark and course rank for Years 11 and 12. 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.

Reports also include information indicating student participation in other activities during the year.

Parents are encouraged to contact the school to discuss their child's progress or report.

Student progress review evenings are scheduled each year before the end of Semester 1, usually around the end of Term 1 and/or the beginning of Term 2. 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 Advisers 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. Parents of students in Years 7 and 8 may also be contacted if attendance or course requirements are not being met. These warnings are issued to give students the opportunity to remedy the issue causing concern. Successful progress by students and participation in and contribution to a wide range of school activities including sport, music, Duke of Edinburgh's Award Scheme and other curriculum enrichment activities are acknowledged through the Killara High School Honours system. Letters of Merit, Honour Book Inscription and Honour Badges are awarded throughout the year.

## **Disabilities Provisions**

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NESA assesses applications from students for disability provisions 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 coordinator of these applications is the Head Teacher Personalised Learning. The Head Teacher Personalised Learning will be able to provide 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 Personalised Learning with any questions regarding processes relating to disability provisions. 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. For more details, refer to the NESA website on <http://www.boardofstudies.nsw.edu.au/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<sup>1</sup>. 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. The Board only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee the Board 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<sup>ii</sup>.

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<sup>iii</sup>.

# School Responsibilities and Procedures in Assessment

For each course the school has developed an assessment program 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

This program will be distributed to each student at the commencement of the course for Years 10-12.

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 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.

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.

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 NESAs 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 letters relating to the student's non-completion of course requirements will be sent.

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 Killara High School during the year will be assessed on the tasks completed at Killara 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**

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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 them or does not follow instructions from a teacher may have some or all of their paper not included for assessment.

Students requiring disabilities provisions 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 Personalised Learning 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. For Years 7, 8, 9 and 10 this will be the beginning of a normal school class period. 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 exam room. Water in a clear, unlabelled bottle may be brought into the exam room.
4. All writing paper will be supplied for examinations. Students must provide all other requirements such as writing equipment and calculators. Calculators must be approved. Students are to bring all writing equipment in a transparent plastic bag.
5. No written material is to be brought into the examination room.
6. Students are required to wear correct school uniform to all examinations. Students who are not wearing correct school uniform and who cannot provide an acceptable written explanation may not be admitted to the examination.
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 in the locked crates located in the foyer of the Kerrabee Centre. This must be done before entering any examination scheduled in the hall. Students should leave these devices in their school bag and place the school bag into the provided crate. For examinations scheduled within classrooms, students must switch off their mobile telephone, smart watch and any other electronic device and leave this in their school bag. School bags are to be placed in a location as directed by the teacher away from desks.

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.<sup>iv</sup>

8. **Year 11 and Year 12 students** who are unable to attend an examination due to illness or misadventure (accident etc.) must email 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 doctor's certificate 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 from parents/carers explaining the specific reason for the absence. Stage 4 and 5 students only need to complete page 45 of the Illness/Misadventure application. Pages 46 and 47 are only required for Stage 6 students.

9. Year 12 students are required to use their NESA student number as identification on all exams.
10. For practical examination times and locations, students are to see their teacher before the exam period.

### **Timed Online Assessment Tasks - Rules and Procedures**

Assessment tasks may be conducted online under timed conditions, and it is important that students address all task requirements as noted on the assessment notification. These online assessments can take several forms, including timed online written examinations, performances, or presentations.

1. Attendance requirements, completion dates, time limits, and other assessment specifications will apply, and students must read their assessment notifications carefully.
2. All assessment tasks require students to work individually, unless instructed otherwise by the classroom teacher. Students must not share answers online or in any other manner. A student who communicates with other students during an examination, shares material relating to an assessment, or does not follow instructions from a teacher, may have some or all of their response not included for assessment.

Students must not behave in any manner that jeopardises the integrity of a task. A mark of zero may be applied. Any suspicion of malpractice will be addressed by the course Head Teacher and may require the School Assessment Committee's involvement.

3. Students requiring disability provisions for online examinations should contact our Head Teacher Personalised Learning for specific information prior to the assessment due date.
4. Students must check that all technology is functioning before an online examination commences. Students requiring assistance with technology related matters in order to attempt timed online tasks, including access to a suitable device, should raise this with their classroom teacher at least 5 days before the task is due.
5. Students who are unable to attempt a timed online assessment task due to illness or misadventure can use the regular illness and misadventure process.
6. Students who submit responses to timed online assessment tasks late due to technological misadventure during the task can also use the illness/misadventure process. Please provide evidence (for example, in the form of a screenshot or photograph) documenting the technology issue, and this may be considered in your illness/misadventure application.

Technology related misadventure might include: internet failure, device failure, online platform malfunction.

It does not include elements within the student's control, such as: suitability of device, misunderstanding task requirements.

#### 7. Late Penalties for Timed Online Assessment Tasks:

- Responses to timed online assessment tasks that are submitted late will have a 10% deduction (of the total available marks) applied per FULL 5-minute increment of lateness to the mark achieved. See example below.
- If the task requires upload or submission of documents, time allowed for this upload or submission will be indicated on the task instructions. Further work must not be completed in this time.
- Final decision will be determined by Faculty Head Teacher. The method of submission may differ across the school.

	(Upload time set by faculty)	1 – 5 mins late	6 – 10 mins late	11 – 15 mins late	16 – 20 mins late	21 – 25 mins late	over 25 mins late
E.g. /20 total mark	NO PENALTY	-10%	-20%	-30%	-40%	-50%	MARK = 0
		-2	-4	-6	-8	-10	

#### **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. 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), 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. The Head Teacher will make a determination on a suitable penalty for plagiarism and any other form of malpractice. The matter may be referred to the Assessment Appeals Committee for a decision.

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. The Head Teacher will make a determination on a suitable penalty. Based on the Head Teacher's determination, the matter may be referred to the Assessment Appeals Committee.

Students determined to have been involved in malpractice of any kind in relation to any assessment task, including exams, should 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.

### **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.
- removing examination material from the examination room without teacher permission
- adding information to an assessment paper after the examination and requesting additional marks to gain an unfair advantage
- talking during an examination or distracting other students

### **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. Technology related matters will only be considered within the context of online timed examinations, as stated above.

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.

### **Years 7 – 10 Penalties**

Late submission or completion of a hand-in task or class task will incur a penalty of 10% per day from the total value of the task up to 5 days after which a zero mark will apply. For oral and multimodal tasks, students who do not submit all elements of the task e.g. speech transcript, PowerPoint presentation etc. on the due date will receive a 10% deduction per day from the total value of the task up to 5 days after which a zero mark will apply. If students wish to be marked only on the elements they have submitted they must inform their teacher on the due date. Weekends count as two days. No changes can be made to the speech after the submission of the hard copy.

### **Years 11 & 12 Penalties**

For Stage 6, students may submit a hand-in task (this does not include class tasks, examinations, practical tests etc.) after the due date but a penalty will apply to any mark awarded. There will be a 10% deduction per day from the total value of the hand-in task for each day that it is late. After five days lateness, a zero mark will be given. Weekends count as two days.

For oral and multimodal tasks in Stage 6, students who do not submit all elements of the task e.g. speech transcript, PowerPoint etc. on the due date will receive a 10% deduction per day from the total value of the task up to 5 days after which a zero mark will apply. If students wish to be marked only on the elements they have submitted they must inform their teacher on the due date. Weekends count as two days. No changes can be made to the speech after the submission of the hard copy.

For Stage 6, please note **class tasks, examinations, practical / performance tests and other assessments completed within class, do not have any provision for late submission or presentation** and a **zero mark** will be given if the student is unprepared, absent or unwilling to complete their task at the start of the designated time/lesson.

An Illness/Misadventure application may be used where relevant.

Day 1	Day 2	Day 3	Day 4	Day 5
10%	10% + 10% = 20%	20% + 10% = 30%	30% + 10% = 40%	40% + 10% = 50%

#### **Stage 4 and 5 Student Requirements:**

In circumstances where a Stage 4 or 5 student is absent due to illness or misadventure on the day an assessment task is scheduled or due, they must provide the school with documentary evidence from a medical professional or from their parents/carers explaining the specific reason for the absence. Stage 4 and 5 students only need to complete page 45 of the Illness/Misadventure Application process. Pages 46 and 47 are only required for Stage 6 students.

#### **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 or parent / carer must complete and submit an Illness/Misadventure Application (see, Pages 45, 46 and 47) and must notify the Head Teacher of the course by a phone call to the school on the day of the missed task. These procedures are detailed below.

#### **Stage 6 Mandatory Requirements for Illness, Misadventure or Other Absence<sup>v</sup>**

**Complete the Illness/Misadventure Application on the same day as the missed task. Access the Illness/Misadventure Application from the Killara High School website by clicking on Learning > Assessment and Reporting > Assessment Policy > and then selecting the Illness/Misadventure Application file.**

Definitions of illness and misadventure:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which affected the student's performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);
- Misadventure – that is, any other event beyond the student's control which affected the student's performance in the assessment task (e.g. death of a family member, involvement in a traffic accident, isolation caused by a flood). Misadventure may also apply during timed online tasks.

In all cases Killara High School requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task.

If illness or misadventure prevents a student from attending an examination, or affects their performance in the examination, it is the students right and responsibility to lodge an Illness/Misadventure application.

Students must lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their performance in the actual assessment. If specific symptoms of a prior illness or impacts of misadventure are present on the day of the assessment task or examination, and can be proven through an official medical certificate / police report / statutory declaration, it then may be accepted as grounds for an illness / misadventure appeal.

- a) If absent on the day of a scheduled examination, hand in assessment task or oral task, a Year 11 or Year 12 student or parent / carer must:
- *Notify the school on that day of the reason for your absence. This could potentially be with advance notice. The Head Teacher of the relevant course must be notified.*
  - *Send a completed Illness/Misadventure application (supported by evidence) to [killara-h.school@det.nsw.edu.au](mailto:killara-h.school@det.nsw.edu.au) explaining the circumstances within five (5) days of the due date of the assessment task, or on the first day of your return to school. Whichever occurs earlier applies.*
- b) In the event of absence on the due date for submission of an assessment task, the task may be brought to the school by a third party or may be emailed to the relevant teacher. If the task was submitted late, the Year 11 or Year 12 student can submit an Illness/Misadventure form to the Head Teacher.

NB: *A computer/printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated. A doctor's certificate on the day of an "at home" assessment task **must** be supported by evidence of previous work on that task.* Technology related matters will only be considered within the context of online timed examinations, as stated above.

School records must show that a student attended a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a late penalty being given for the task by the Head Teacher of the course concerned.

It is the student's responsibility to arrange for an Illness/Misadventure application to be submitted by 3.00pm within five (5) school days of the due date of the assessment task or upon the first day of return to school. Whichever occurs earlier applies. Documentary evidence must cover the date of the assessment task and the entire period of absence from school. Students must be prepared to complete any missed assessment from their first day of return to school. Therefore, students must see the subject Head Teacher on the first day of return to school and arrange a date and time for the assessment to be completed. All assessments must be completed by the student to address course requirements.

The Illness/Misadventure application process is designed for cases where, because of illness or misadventure, a student's performance in an examination is not a good measure of their achievement. **It does not cover:**

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Alleged deficiencies in teaching; for example extended teacher absences
- Loss of study time or facilities prior to the formal study vacation
- Misreading of the timetable
- Misreading of examination instructions
- Failure to enter for the examination in the correct course
- Long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties

- Courses that are undertaken as a self-tuition student
- Attendance at a sporting or cultural event
- Other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations.

### **Illness or Misadventure Application**

Complete the Illness/Misadventure application on the same day as the missed task. Access the Illness/Misadventure application from the Killara High School website by clicking on Learning > Assessment and Reporting > Assessment Policy > and then selecting the Illness/Misadventure Application file. Paper copies of this form can be found in each staffroom and outside the front office in A Block. If a student is absent from an assessment task, or unable to complete an assessment task by the due date, the student or parent / carer must contact the school and leave a message for the relevant Head Teacher of the course concerned, and submit the completed Illness/Misadventure application by 3.00 pm within five (5) school days of the due date of the assessment task or upon the student's return to school. Whichever occurs earlier applies. Send the completed Illness/Misadventure application (supported by evidence) to [killara-h.school@det.nsw.edu.au](mailto:killara-h.school@det.nsw.edu.au). It is important this form is submitted promptly so that a determination can be made.

### **Supporting Evidence:**

In all cases Killara High School requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task. The student should seek independent evidence on the same day of the assessment. The documentation provided must be current, specific to the date and time of the assessment task, and submitted with your Illness/Misadventure form<sup>vi</sup>. 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 statement from the student explaining how they were affected during the assessment task;
- include 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.
- in cases of misadventure, include 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) 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.
- include, in cases of technological misadventure during timed online tasks, evidence (for example, screenshots or photographs) which should accompany a detailed explanation of the misadventure.

The student must attend school on the first day not covered by independent documentary evidence i.e. when the student is well enough or when circumstances allow. Students must be prepared to complete any missed assessment from their first day of return to school. Penalties will apply for absences not supported by 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
- Penalty applied - 10% of the value of the task for each day late, if applicable
- 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 lodgment 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. Complete Part A of the Assessment Appeal Application (see *Appendix 6, Page 49*). You will receive a response within 5 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 Part B of the Assessment Appeals Application and 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 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 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<sup>vii</sup>**

Leave from school **may** be granted by the Principal upon completion of a leave form (see *Appendix 7, Page 51*) 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 7-10**

Students in Years 7-10 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.

#### **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 KHS 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 NSW Education Standards Authority (NESA). The 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 KHS 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, a penalty will apply and the student will receive zero for this task.

### **Students completing work placement:**

Students completing school and/or TAFE placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

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## **What is HSC: All My Own Work?**

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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 who have completed the program will also know 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
- 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?*

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# **Study and Homework**

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**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 students 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 7 & 8 usually means an average of 1-2 hours per school day
- Years 9 & 10 usually means an average of 2 hours per course per week, i.e. 1.5 – 2.5 hours per school day
- 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   | ✍ completing tables   |
| ✍ completion of worksheets   | ✍ rewriting sections of class work in students' own words                           |
| ✍ reviewing relevant news or current affairs                       | ✍ discussion with family members about issues or activities arising from class work |
| ✍ interviewing family members or neighbours                        | ✍ spelling revision   |
| ✍ completing a project   | ✍ reading newspapers and periodicals related to class studies                       |
| ✍ working on solutions to mathematics questions                    | ✍ test cook a recipe  |
| ✍ research for projects  | ✍ preparation of a glossary of terms used commonly in a unit of work                |
| ✍ developing and refining physical coordination skills             | ✍ drafting or rewriting poems, short stories or other creative writing pieces       |
| ✍ preparation of speeches and oral presentations based on research | ✍ accessing relevant websites.  |
| ✍ reading  | ✍ answering set questions in written form   |
| ✍ use of computers for research                                    |   |
| ✍ undertaking assignments  |   |

## **Hints for Assignments/Research Tasks**

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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.

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## **Hints for Taking and Using Notes**

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Taking notes is a skill students will use in many different ways. The notes students take may be from a variety of sources including a book, lecture, lesson or video program or from 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.

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## **Hints for Oral Presentations**

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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.

1. 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.
2. 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.
3. 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

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## Hints for Multimedia Presentations

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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** – readymade 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
- Include no more than two graphics per slide

### *Presenting your PowerPoint presentation*

- Practise and time the presentation
- Speak confidently and clearly
- Remember to include a bibliography

## **Guide to Bibliographies and Referencing**

Two bibliographic referencing systems operate at Killara High School – Harvard and Oxford. Faculties will issue instructions with the assignment as to the appropriate system students are to use in their assignment work.

### **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 Killara, most

courses 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.: Sarah Kellaway (2021) believes that ....

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

## Examples

<b>Books with one author</b>	Dixon, J. (1988) <u>How to be a successful student</u> , Penguin Books. Ringwood. Vic.
<b>Books with two or more authors</b>	Leeder, S.R., Larsen, A.E. & Larsen, M.K. (1996) <u>Presenting Australia's National Parks</u> , Child & Henry, Brookvale.
<b>Books with an editor and no author</b>	Morgan, J. (ed.) (1993) <u>How to be a successful author</u> , Penguin Books, Ringwood.
<b>Books with no author</b>	<u>Penguin dictionary of synonyms</u> . (1996) Penguin. New York
<b>Reference books</b>	<u>The Cambridge Encyclopedia of Human Evolution</u> . (1992) Cambridge University Press. Cambridge.
<b>Article in a journal</b>	Burns, S. (1989) 'There's more than one way to learn', <u>Australian Wellbeing</u> , No 33, October, pp.42-44.
<b>Article with no author</b>	'The Reef in Brief' (1995) <u>Wildlife Australia</u> , Autumn, pp. 18-19.
<b>Article in a newspaper</b>	Legge, Kate. (1987) 'Labour to cost the Keating factor', <u>Times on Sunday</u> , 1 Feb., p.2.
<b>CD ROM</b>	<b>Guinness Disc of Records</b> (CD ROM), (1996), Britannica Software, London.
<b>Video</b>	<u>The Great Barrier Reef</u> (video recording), (1998), Australian Videos, Adelaide
<b>Motion picture</b>	<u>The Comedic Fall</u> (motion picture), (1964), Englewood, New Jersey, Pratfall Releases.
<b>Television (or radio) production</b>	'What are we going to do with the money?' (television program), <u>Four Corners</u> , 8 August 1982, ABC Television.
<b>World Wide Web Site.</b> 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) <u>Feminism Today</u> (online), <a href="http://www.fem.org/feminismtoday.html">www.fem.org/feminismtoday.html</a> (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. ( <a href="mailto:deborah@pbsinc.com.au">deborah@pbsinc.com.au</a> ), (4, April. 1998) <u>Internet referencing</u> , ( <a href="mailto:awill@dva.gov.au">awill@dva.gov.au</a> ).
<b>Primary source e.g. person</b>	Interview with Nola Archer about her World War II experiences, 6 March 2000, Killara.
<b>Primary source e.g. case study</b>	Questionnaire and survey of Year 10 eating habits, June 2000, Killara High School.

## **The Oxford System of Referencing and Creating Bibliographies**

Some faculties require the Oxford system of referencing to be used when you write a paper of any description. You will be required to:

- a) footnote any references to the work of others
- b) provide a list of sources you used to write your paper at the end – a bibliography

Students are required to show sources (ie, references) when they use others' work in any component of assessment. For example, in a written assignment, if you use ideas discussed in books, websites, journal articles and so on, the authors of the articles must be acknowledged in the text and in the bibliography.

You must reference your work accurately in order to meet the outcomes of any task.

### **How to do this:**

Here are some examples of how to correctly reference sources, both as footnotes and bibliography components:

**1. Book [by Author(s)]  
In Bibliography:**

PYNE, M *One Land, Many Stories*  
Melbourne, Pearson Longman, 2004

**As Footnote:**

M.Pyne, *One Land, Many Stories*, Melbourne, Pearson Longman, 2004, p. 149.

**2. Book [by an Editor]  
In Bibliography:**

*Teaching Aboriginal Studies* 1999 Edited by R. Craven. Sydney, Allen and Unwin,

**As Footnote:**

*Teaching Aboriginal Studies*, edited by R. Craven. Sydney, Allen and Unwin, 1999 p122.

**3. Journal Article  
In Bibliography:**

SMITH, J *Gallipoli Revisited*  
*Time*, April 25 1995 pp. 30-36

**As Footnote:**

J. Smith, *Gallipoli Revisited*, *Time*, April 25 1995 p. 31

#### 4. Reference Cited in Another Work In Bibliography:

REICHMANN, W.J. Use and abuse of statistics  
London, Penguin, 1964.

##### As Footnote:

J.B. Morton, Diet of thistles, Cape, cited in W.J. Reichmann, Use and abuse of statistics, London, Penguin, 1964, p. 92.

#### 5. Electronic references

##### In Bibliography:

M. DUFFY (2 April 2000) First World War.Com: *The War At Sea* <http://www.firstworldwar.com/> (accessed 11 November 2005)

##### As Footnote:

M. Duffy, (2 April 2000) First World War.Com: *The War At Sea* <http://www.firstworldwar.com/>

#### Later References

If referring for a second time to a previously cited work, it is not necessary to repeat all details in full. Include enough information to identify the work and other information such as page numbers. For example, a second reference to a different part of the same book:

M. Pyne, p. 190.

The **Bibliography** at the end of your assignment should be in a clear logical order. It is usual to list everything in an alphabetical sequence by author's surname; and in the case of an editor by the title of the book. Journal articles are treated as a book, but electronic references are listed separately, after printed sources.

## Acknowledgements

Department of Education Website – [www.det.nsw.edu.au](http://www.det.nsw.edu.au)

Kleeman et al (2004) Global Explorations: Stage 4 Geography, Heinemann

Butler et al (1997) Heinemann Outcomes: Geography 1, Rigby Heinemann



## **Assessment Task Notification**

Course: \_\_\_\_\_ Year: \_\_\_\_\_

Stage 4; RoSA; Preliminary HSC; HSC

Area/s of study: \_\_\_\_\_ Task Number: \_\_\_\_\_

Date Issued: \_\_\_\_\_ Date Due: \_\_\_\_\_

Mark out of: \_\_\_\_\_ Weighting: \_\_\_\_\_

### **Task Type:**

*Eg Assignment (research and investigation), oral presentation, fieldwork/excursion report, examination.*

### **Task Description:**

*Clear and explicit information about the task including instructions/directions about how to complete the task.*

### **Outcomes being assessed by this task:**

### **Specific submission instructions:**

*E.g. When and where the task is to be submitted, to whom the task is to be submitted, specific presentation requirements.*

### **Criteria for assessment/marketing guidelines/Assessment rubric:**

*Details for the student how they will be assessed  
These can also be used as the 'feedback sheet' for students. Some form of explicit feedback to students must be provided, not simply a mark.*

### **Additional information**

*Might include research suggestions, specific web sites to visit, specific books to use, hints for completing the assignment.*



Koola Avenue  
Killara NSW 2071

Phone 02 9498 3722  
Fax 02 9498 2202

[killara-h.school@det.nsw.edu.au](mailto:killara-h.school@det.nsw.edu.au)  
[www.killara-h.schools.nsw.edu.au](http://www.killara-h.schools.nsw.edu.au)

Sample Name  
1 Devonshire Road  
Sunshine NSW 3020

Dear Charles & Isabelle Scott,

### **OFFICIAL WARNING - Non-Completion of a Stage 5 Course**

I am writing to advise that your son Name is in danger of not meeting the *Course Completion Criteria* for the Music Stage 5 course.

#### ***Course Completion Criteria***

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- 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 course outcomes.

NESA requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as the **1st official warning** we have issued concerning your child's participation in Music.

A minimum of two course specific warnings must be issued prior to a final "N" Determination being made for a course.

Where it is determined that a student has not met the *Course Completion Criteria*, they place themselves at risk of receiving an "N" (non-completion of course) determination. Students who receive an "N" Determination in a mandatory course will be determined as having failed to complete the Stage 5 course.

Music is not a mandatory course.

To date James has not satisfactorily met criteria **(a), (b) and (c)** of the *Course Completion Criteria*.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempts has not been made. In order for James to satisfy the *Course Completion Criteria*, the following task requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by
Composition Assessment Task	24/03/2021	Submit Task	29/04/2021

Please discuss the matter with James and contact the School if further information or clarification is needed.

Yours sincerely,

\_\_\_\_\_  
Mr A Tims  
Music Teacher  
4 April 2021

\_\_\_\_\_  
Mr J Smith  
Faculty Head Teacher  
Arts

\_\_\_\_\_  
Ms B Brown  
Deputy Principal

-----  
**Please detach this section and return to the Deputy Principal, Supervising Assessment & Reporting**

#### **Requirements for the satisfactory completion of a Stage 5 Course**

I have received the letter dated Wednesday, 4th April 2021 indicating that James Scott in Year 10 is in danger of not having satisfactorily completed Music.

I am aware that this course may appear on his Record of School Achievement with 'Not Complete' indicated.

I am also aware that the "N" determination indicates that he has failed to complete the Stage 5 course.

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date



Koola Avenue  
Killara NSW 2071

Phone 02 9498 3722  
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[www.killara-h.schools.nsw.edu.au](http://www.killara-h.schools.nsw.edu.au)

Charles & Isabelle Scott  
1 Devonshire Road  
Sunshine NSW 3020

Dear Charles & Isabelle Scott,

### **OFFICIAL WARNING - Non-Completion of a Preliminary HSC Course**

I am writing to advise that your child James is in danger of not meeting the *Course Completion Criteria* for the Music Preliminary HSC course.

#### ***Course Completion Criteria***

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- 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.

NESA requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as the **1st official warning** we have issued concerning your child's participation in Music.

A minimum of two course specific warnings must be issued prior to a final "N" Determination being made for a course.

Where it is determined that a student has not met the *Course Completion Criteria*, they place themselves at risk of receiving an "N" (non-completion of course) determination. An "N" determination will mean that the course will not be listed on the student's Record of Achievement. It may also mean that the student is unable to proceed to the HSC course as they have not satisfactorily completed the Preliminary Course.

To date James has not satisfactorily met criteria **(a), (b) and (c)** of the *Course Completion Criteria*.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempts has not been made. In order for James to satisfy the *Course Completion Criteria*, the following task requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment Task 4: In Class Presentation	24/03/2021	Complete task and submit by due date. Student must organise an appropriate date with the classroom teacher to present their work to the class	29/04/2021

James has failed to complete, submit and present this assessment by the original due date.

Please discuss the matter with James and contact the School if further information or clarification is needed.

Yours sincerely,

\_\_\_\_\_  
Mr A Tims  
Music Teacher  
4 April 2021

\_\_\_\_\_  
Mr J Smith  
Faculty Head Teacher  
Arts

\_\_\_\_\_  
Ms B Brown  
Deputy Principal

**Please detach this section and return to the Deputy Principal, Supervising Assessment & Reporting**

### **Requirements for the satisfactory completion of a Preliminary Course**

I have received the letter dated 4 April 2021 indicating that James Scott is in danger of not having satisfactorily completed Music.

I am aware that the "N" determination may make my child ineligible to proceed to the Higher School Certificate course.

I am also aware that this course may not appear on their Preliminary Course Record of Achievement.

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date



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[www.killara-h.schools.nsw.edu.au](http://www.killara-h.schools.nsw.edu.au)

Sample Name  
1 Devonshire Road  
Sunshine NSW 3020

Dear Charles & Isabelle Scott,

### **OFFICIAL WARNING - Non-Completion of a Higher School Certificate Course**

I am writing to advise that your son James is in danger of not meeting the *Course Completion Criteria* for the Music HSC course.

#### ***Course Completion Criteria***

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- 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 course outcomes.

NESA requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as the **1st official warning** we have issued concerning Music.

A minimum of two course specific warnings must be issued prior to a final "N" Determination being made for a course.

Where it is determined that a student has not met the *Course Completion Criteria*, they place themselves at risk of receiving an "N" (non-completion of course) determination. An "N" determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date James has not satisfactorily met criteria **(a), (b) and (c)** of the *Course Completion Criteria*.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for Bon to satisfy the *Course Completion Criteria*, the following task requirements or outcomes need to be satisfactorily completed/achieved.

<b>Task Name/Course Requirement/Course Outcome</b>	<b>Date Task Initially Due</b>	<b>Action Required by Student</b>	<b>Date to be Completed by</b>
Musicology/written examination	24/03/2021	Complete a musicology/analysis task	29/04/2021

Students are to select 4 musical excerpts and analyse using at least 2 concepts of music. One of the examples must be an Australian piece composed within the last 25 years.

Please discuss the matter with James and contact the School if further information or clarification is needed.

Yours sincerely,

Mr A Tims  
Music Teacher  
4 April 2021

Mr J Smith  
Faculty Head Teacher  
Arts

Ms B Brown  
Deputy Principal

***Please detach this section and return to the Deputy Principal, Supervising Assessment & Reporting***

### Requirements for the satisfactory completion of a Higher School Certificate Course

I have received the letter dated 4 April 2021 indicating that James Scott is in danger of not having satisfactorily completed Music.

I am aware that this course may not appear on his Higher School Certificate Record of Achievement.

I am also aware that the "N" determination may make him ineligible for the award of the Higher School Certificate.

---

Parent/Guardian's Signature

---

Date \_\_\_\_\_

---

Student's Signature

---

Date \_\_\_\_\_



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[www.killara-h.schools.nsw.edu.au](http://www.killara-h.schools.nsw.edu.au)

Charles & Isabelle Scott  
1 Devonshire Road  
Sunshine NSW 3020

Dear Charles & Isabelle Scott,

### **OFFICIAL WARNING - Non-Completion of a Preliminary HSC VET Course**

I am writing to advise that your son James is in danger of not meeting the *Course Completion Criteria* for the Automotive Preliminary HSC course.

#### ***Course Completion Criteria***

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- 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 course outcomes.

NESA requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as the **1st official warning** we have issued concerning Automotive.

A minimum of two course specific warnings must be issued prior to a final "N" Determination being made for a course.

Where it is determined that a student has not met the *Course Completion Criteria*, they place themselves at risk of receiving an "N" (non-completion of course) determination. An "N" determination will mean that the course will not be listed on the student's Record of Achievement. It may also mean that the student is unable to proceed to the HSC course as he has not satisfactorily completed the Preliminary Course.

To date James has not satisfactorily met criteria **(a), (b) and (c)** of the *Course Completion Criteria*.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for James to satisfy the *Course Completion Criteria*, the following task requirements or outcomes need to be satisfactorily completed/achieved.

<b>Task Name/Course Requirement/Course Outcome</b>	<b>Date Task Initially Due</b>	<b>Action Required by Student</b>	<b>Date to be Completed by</b>
Automotive written examination	24/03/2021	Complete the set Automotive analysis task as attached	29/04/2021

Please discuss the matter with James and contact the School if further information or clarification is needed.

Yours sincerely,

Mr B Adder  
Music Teacher  
4 April 2021

Mr J Smith  
Faculty Head Teacher  
TAS

Ms B Brown  
Deputy Principal

**Please detach this section and return to the Deputy Principal, Supervising Assessment & Reporting**

### Requirements for the satisfactory completion of a Preliminary HSC Course

I have received the letter dated 4 April 2021 indicating that James Scott is in danger of not having satisfactorily completed Automotive.

I am aware that this course may not appear on his Preliminary HSC Record of Achievement.

I am also aware that the 'N' determination may make him ineligible to proceed to the Higher School Certificate course.

I am also aware that the 'N' determination may make him ineligible for the award of the Higher School Certificate.

---

Parent/Guardian's Signature

---

Date

---

Student's Signature

---

Date \_\_\_\_\_



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[www.killara-h.schools.nsw.edu.au](http://www.killara-h.schools.nsw.edu.au)

Charles & Isabelle Scott  
1 Devonshire Road  
Sunshine NSW 3020

Dear Charles & Isabelle Scott,

### **OFFICIAL WARNING - Non-Completion of a Higher School Certificate VET Course**

I am writing to advise that your son James is in danger of not meeting the *Course Completion Criteria* for the Automotive HSC course.

#### ***Course Completion Criteria***

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- 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 course outcomes.

NESA requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as the **1st official warning** we have issued concerning Automotive.

A minimum of two course specific warnings must be issued prior to a final "N" Determination being made for a course.

Where it is determined that a student has not met the *Course Completion Criteria*, they place themselves at risk of receiving an "N" (non-completion of course) determination. An "N" determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date James has not satisfactorily met criteria **(a), (b) and (c)** of the *Course Completion Criteria*.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for Bon to satisfy the *Course Completion Criteria*, the following task requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by
Automotive Practical Portfolio	24/03/2021	Submit the required practical portfolio	29/04/2021

Students are to submit a practical portfolio. Refer to the assessment task advice attached.

Please discuss the matter with James and contact the School if further information or clarification is needed.

Yours sincerely,

\_\_\_\_\_  
Mr A Tims  
Music Teacher  
4 April 2021

\_\_\_\_\_  
Mr J Smith  
Faculty Head Teacher  
TAS

\_\_\_\_\_  
Ms B Brown  
Deputy Principal

-----  
**Please detach this section and return to the Deputy Principal, Supervising Assessment & Reporting**

**Requirements for the satisfactory completion of a Higher School Certificate Course**

I have received the letter dated 4 April 2021 indicating that James Scott is in danger of not having satisfactorily completed Automotive.

I am aware that this course may not appear on his Higher School Certificate Record of Achievement.

I am also aware that the "N" determination may make him ineligible for the award of the Higher School Certificate.

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Student: \_\_\_\_\_ Year: \_\_\_\_\_  
Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

This notice is to inform you that your child's progress in this course is causing concern.

---

Student Name \_\_\_\_\_

- ☐ Failing to bring equipment for lessons, specifically \_\_\_\_\_
- ☐ Not participating fully in class lessons
- ☐ Displaying lack of application to class work
- ☐ Not completing class work
- ☐ Disrupting the learning of others in class
- ☐ Often absent
- ☐ Not completing homework
- ☐ Not completing assignments

As parents/caregivers, you will appreciate that if this concern is not corrected it will have a negative effect on your child's progress and may result in your child not meeting the requirements for satisfactory completion of this course. For this reason your support and cooperation is requested. Please discuss this/these concerns with your child and do not hesitate to contact me if you wish to discuss your child's progress in this course.

Yours faithfully,

Date:

## STUDENT PROGRESS CAUSING CONCERN ACKNOWLEDGEMENT SLIP

I acknowledge the receipt of this letter, dated \_\_\_\_\_ concerning the progress  
of \_\_\_\_\_ in \_\_\_\_\_.  
(Student Name) (Course)

Signed: \_\_\_\_\_ Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Illness / Misadventure Application

Take this application with you to the professional authority providing supporting documentation. If the professional authority provides independent supporting documentation, they must complete page 45 for an illness or page 46 for a misadventure. Stage 6 students must complete all relevant sections of this application from pages 44, 45 and 46. Stage 4 and 5 students only complete page 44.

Independent Documentary Evidence Attached: ☐ Yes ☐ No

<b>Student name:</b>	Year: <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
----------------------	--

Use the following table to identify the task(s) that you believe has/have been or will be affected by the illness or misadventure described:

					Has the task occurred yet?	
Course:	Task:	Value %	Task #	Date of Task:	Yes	No
					<input type="radio"/>	<input type="radio"/>
					<input type="radio"/>	<input type="radio"/>
					<input type="radio"/>	<input type="radio"/>
					<input type="radio"/>	<input type="radio"/>
					<input type="radio"/>	<input type="radio"/>

**Student statement:**

(Describe how details of illness or unforeseen misadventure affected your performance or prevented your attendance)


<b>Student signature:</b>	<b>Date:</b>
<b>Parent signature:</b>	<b>Date:</b>

This completed form with all supporting documentation is now to be emailed to [killara-h.school@det.nsw.edu.au](mailto:killara-h.school@det.nsw.edu.au) by 3pm within five school days of the due date of the assessment task or upon resumption of schooling. Whichever occurs earlier applies.

You will be informed of this decision within 5 school days of lodgement of this Illness/Misadventure Application.

IF YOU ARE NOT SATISFIED WITH THE DETERMINATION YOU MAY APPEAL IN WRITING TO THE HEAD TEACHER OF THE COURSE WITHIN FIVE SCHOOL DAYS OF RECEIVING THE RESULT OF THIS APPLICATION.

## Independent Evidence of Illness

To be completed by an Independent Professional Authority, such as a GP or specialist doctor.

Student's name:	Date(s) on which the student was seen:
-----------------	--

### TO THE INDEPENDENT PROFESSIONAL AUTHORITY PROVIDING DOCUMENTATION

Your help in providing information regarding this student's illness is appreciated.  
This information will assist Killara High School in the assessment of this illness application.

**A medical certificate must be attached to this form.**

**Nature of Illness:** (Attach an additional statement if necessary)


**Date(s) or period(s) of illness:**

**FROM:**

**TO:**

Please describe **how the student's condition/symptom could impact their examination performance or their ability to complete the assessment on the set date**. If the student was unable to attend an examination, it is essential to provide full details in the space below or attach an additional statement.


### Assessment of severity of illness:

(Please tick scale as appropriate)

MILD	<input type="radio"/>
MODERATE	<input type="radio"/>
SEVERE	<input type="radio"/>

### Your opinion of likely impact on student's capacity to undertake the assessment:

MILD	<input type="radio"/>
MODERATE	<input type="radio"/>
SEVERE	<input type="radio"/>

### Independent Professional Authority:

Name:	
Profession:	
Address:	
Contact phone number:	
Signature:	Date:

Stamp:



## Independent Evidence of Misadventure

To be completed by an Independent Professional Authority, such as a police officer.

Student's name:	Date of misadventure event:
-----------------	-----------------------------

### TO THE INDEPENDENT PROFESSIONAL AUTHORITY PROVIDING DOCUMENTATION

Your help in providing information regarding this student's illness is appreciated.  
This information will assist Killara High School in the assessment of this illness application.

**Supporting documentary evidence should be attached.**

Were you a witness to the event? ☐ Yes ☐ No If no, how did you obtain the evidence you are providing?


Are you known to the student? ☐ Yes ☐ No If yes, describe the nature of the relationship:


**Description of misadventure event:**


Please describe how the student's misadventure could impact their examination performance or their ability to complete the assessment on the set date. If the student was unable to attend an examination, it is essential to provide full details in the space below or attach an additional statement.


**Independent Professional Authority:**

Name:	
Profession:	
Address:	
Contact phone number:	
Signature:	Date:

Stamp:

If you are absent due to illness or misadventure on the day an assessment task is scheduled or due, you are required to complete the following process to avoid automatic penalties:

1	<p><b>Contact the School</b></p> <ul style="list-style-type: none"> <li>You or your parents/carers must notify the Head Teacher of the relevant subject on the day of the missed assessment task by <b>making a phone call</b> to the school on (02) 9498-3722.</li> <li>You can also <b>leave a detailed voicemail message</b> and/or <b>send an email</b> explaining your absence.</li> </ul>
2	<p><b>Complete the Illness/Misadventure Application</b> (available <a href="#">here</a>)</p> <ul style="list-style-type: none"> <li><u>On the same day</u> of your missed task, take this form to the relevant professional authority to complete the Independent Evidence of Illness OR Misadventure page. <ul style="list-style-type: none"> <li>In Stages 4 and 5 (Years 9-10), students can submit documentary evidence from their parent/carer in place of the Independent Evidence of Illness form.</li> </ul> </li> <li>If you are visiting a medical professional, you must <u>request a doctor's certificate</u> to accompany the Independent Evidence of Illness form.</li> <li><u>Fill in all sections</u> of the first page, including student and parent signatures.</li> </ul>
3	<p><b>Attach Evidence</b></p> <ul style="list-style-type: none"> <li>You must attach evidence that covers the day of the assessment task and all other absences until the task is completed.</li> <li>Pay close attention to all instructions on the three pages of the Illness/Misadventure Application. Submitting incomplete forms will jeopardise the application's success.</li> </ul>
4	<p><b>Submit the Illness/Misadventure Application</b></p> <ul style="list-style-type: none"> <li>Within 5 school days of the due date of the assessment task OR on the first day of your return to school (whichever occurs earlier), <u>submit the completed Illness/Misadventure Application with all supporting evidence</u>: <ul style="list-style-type: none"> <li>in digital format (including scans) to <a href="mailto:killara-h.school@det.nsw.edu.au">killara-h.school@det.nsw.edu.au</a></li> </ul> </li> <li>You must attend school on the first day not covered by independent evidence.</li> <li><u>Students must be prepared to complete any missed assessment from their first day of return to school</u>. Therefore, students must see the subject Head Teacher on the first day of return to school and arrange a date and time for the assessment to be completed.</li> <li>All assessments must be completed by the student to address course requirements.</li> </ul>

Student Name: \_\_\_\_\_ Year 7, 8, 9, 10, Prel HSC, HSC  
(Circle one)

**Nature of Appeal:** Illness/Misadventure      Assessment Task      Report  
(Please circle one)

Head Teacher: \_\_\_\_\_

*Name* *Signature* *Date*

Head Teacher: \_\_\_\_\_

*Name* *Signature* *Date*

Accept decision ☐ or ☐ forward to Appeals Committee  
(cross out that which does not apply)

\_\_\_\_\_  
*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)*

## Reason/s for referral to Appeals Committee

[illegible]

***For Appeals Committee use only***

**Committee composition:**

Chairperson: \_\_\_\_\_ Head Teacher: \_\_\_\_\_

Year Adviser: \_\_\_\_\_ Additional HT (if appropriate): \_\_\_\_\_

**Committee decision:**    Appeal upheld                      OR                      dismissed

Reasons:

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Signatures of committee:

\_\_\_\_\_

Outcome of Appeal communicated in writing to student on: \_\_\_\_\_

# Killara HIGH SCHOOL



## YEARS 7 AND 8 LONG TERM LEAVE APPLICATION (5 days or more) MUST BE COMPLETED AT LEAST TWO WEEKS BEFORE LEAVING

Name: \_\_\_\_\_ Year: \_\_\_\_\_

First Day of Leave: Day \_\_\_\_\_ Date \_\_\_\_\_

Return to School: Day \_\_\_\_\_ Date \_\_\_\_\_

Number of School Days: \_\_\_\_\_

☐

Copy of Request for leave attached.  
Original to student file when this form completed and returned.

Nature of Leave: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_

### PRINCIPAL'S SIGNATURE REQUIRED BEFORE ANY TEACHER SIGNS

- ❖ **Work required for completion to be noted and attached if applicable.**
- ❖ **Assessment tasks must be discussed with relevant Head Teachers two weeks before leaving or penalties will apply.**

COURSE	CLASS TEACHER	SIGNATURE	TASK/S TO BE COMPLETED
Art			
Technology			
English			
Geography / History			
Languages			
Maths			
Music			
PDHPE			
Science			

Home Group Teacher: \_\_\_\_\_

Year Adviser: \_\_\_\_\_

Administration Office: \_\_\_\_\_ (only after ALL other signatures completed)

**Original of this page and request letter to student file.**  
**Copies of this page and any work attached to student and Year Adviser.**

# **Killara HIGH SCHOOL**

**YEARS 9 AND 10**  
**LONG TERM LEAVE APPLICATION (5 days or more)**  
**MUST BE COMPLETED AT LEAST TWO WEEKS BEFORE LEAVING**

Name: \_\_\_\_\_ Year: \_\_\_\_\_

First Day of Leave: Day \_\_\_\_\_ Date \_\_\_\_\_

Return to School: Day \_\_\_\_\_ Date \_\_\_\_\_

Number of School Days: \_\_\_\_\_

☐

Copy of Request for leave attached.  
 Original to student file when this form completed and returned.

Nature of Leave: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_

**PRINCIPAL'S SIGNATURE REQUIRED BEFORE ANY TEACHER SIGNS**

- ❖ **Work required for completion to be noted and attached if applicable.**
- ❖ **Assessment tasks must be discussed with relevant Head Teachers two weeks before leaving or penalties will apply.**

COURSE	TEACHER	SIGNATURE	TASK/S TO BE COMPLETED
English			
Elective 1			
Elective 2			
Elective 3			
Geography			
History			
Maths			
PDHPE			
Science			
Sport			

Home Group Teacher: \_\_\_\_\_

Year Adviser: \_\_\_\_\_

Administration Office: \_\_\_\_\_ (only after ALL other signatures completed)

**Original of this page and request letter to student file.**  
**Copies of this page and any work attached to student and Year Adviser.**

# Killara HIGH SCHOOL



**YEARS 11 AND 12**  
**LONG TERM LEAVE APPLICATION (5 days or more)**  
**MUST BE COMPLETED AT LEAST TWO WEEKS BEFORE LEAVING**

Name: \_\_\_\_\_ Year: \_\_\_\_\_

First Day of Leave: Day \_\_\_\_\_ Date \_\_\_\_\_

Return to School: Day \_\_\_\_\_ Date \_\_\_\_\_

Number of School Days: \_\_\_\_\_

☐

Copy of Request for leave attached.  
 Original to student file when this form completed and returned.

Nature of Leave: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_

**PRINCIPAL'S SIGNATURE REQUIRED BEFORE ANY TEACHER SIGNS**

- ❖ **Work required for completion to be noted and attached if applicable.**
- ❖ **Assessment tasks must be discussed with relevant Head Teachers two weeks before leaving or penalties will apply.**

COURSE	CLASS TEACHER	SIGNATURE	TASK/S TO BE COMPLETED
English			
Line 2			
Line 3			
Line 4			
Line 5			
Line 6			
Sport			

Home Group Teacher: \_\_\_\_\_

Year Adviser: \_\_\_\_\_

Administration Office: \_\_\_\_\_ *(only after ALL other signatures completed)*

**Original of this page and request letter to student file.**

**Copies of this page and any work attached to student and Year Adviser**

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## Endnotes

- <sup>i</sup> *Disability provisions: evidence*. Information about disability provisions sourced from the Assessment Certification Examination (ACE) manual. This information can be located at the following address <http://ace.bostes.nsw.edu.au/ace-10005>.
- <sup>ii</sup> This information about disability provisions is sourced from the NESA document titled *Schools' Guide to Disability Provisions*. The document provides advice to school counsellors, year advisers, career advisers, STLA/support teachers and school staff responsible for submitting applications for disability provisions for the HSC examinations. This information can be located at the following address [https://www.boardofstudies.nsw.edu.au/disability-provisions/pdf\\_doc/schools-guide-disability-provisions.pdf](https://www.boardofstudies.nsw.edu.au/disability-provisions/pdf_doc/schools-guide-disability-provisions.pdf)
- <sup>iii</sup> *Disability provisions: areas outside NESA guidelines*. Information about disability provisions sourced from the Assessment Certification Examination (ACE) manual. ACE 10003. This information can be located at the following address <http://ace.bostes.nsw.edu.au/ace-10003>
- <sup>iv</sup> This requirement has been developed by NESA and was published on Monday 6 June, 2016.
- <sup>v</sup> The information contained in the Killara High School Assessment Policy regarding Illness/Misadventure Applications has been informed by the Assessment Certification Examination (ACE) manual developed by NESA.

The following sections of the ACE manual have informed Killara High School's Assessment Policy:

- Higher School Certificate illness/misadventure applications ACE 11002 Last Updated: 15 September 2015
- Higher School Certificate illness/misadventure applications – procedures for lodging an application ACE 11003 Last Updated: 15 September 2015
- Higher School Certificate illness/misadventure applications – grounds for appeal ACE 11004

The entire NESA package regarding illness/misadventure can be located at this URL:

<http://ace.bostes.nsw.edu.au/appeals/illness-misadventure>

<sup>vi</sup> This is a requirement determined by NESA on the form titled "Independent evidence of illness: to be completed by a medical practitioner", located on page 2 of the Higher School Certificate Examination Applications Due to Illness or Misadventure form.

<sup>vii</sup> Killara High School's Leave Policy is determined by the Department of Education's Student Attendance in Government Schools Procedures: School Attendance Policy PD 20050259 Learning and Engagement Directorate 2015. Section 14, located on page 12 of the Department of Education's Attendance Policy has shaped Killara High School's position when addressing leave clashes with assessments.

<sup>viii</sup> The form titled *Illness Supporting Documentation – To be completed by Professional* and the form titled *Independent evidence of misadventure*, are both to be completed by the professional authority providing documentation. This form has been adapted from the requirements determined by NESA on the form titled "Independent evidence of illness: to be completed by a medical practitioner", located on page 4 of the Higher School Certificate Examination Applications Due to Illness or Misadventure document.

<sup>ix</sup> This Supporting Documentation form has been adapted from the requirements determined by NESA on the form titled "Independent evidence of misadventure: to be completed by a relevant person such as a police officer", located on page 4 of the Higher School Certificate Examination Applications Due to Illness or Misadventure document.

<sup>x</sup> This Supporting Documentation form has been adapted from the requirements determined by NESA on the form titled "Independent evidence of misadventure: to be completed by a relevant person such as a police officer", located on page 4 of the Higher School Certificate Examination Applications Due to Illness or Misadventure document.

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