



Southern Cross

SCHOOL OF DISTANCE EDUCATION

Stage 5 Assessment Guidelines 2024

Our school stands proudly on Bundjalung land

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Abbreviations used in this document

NESA NSW Education Standards Authority (previously BOSTES)

SCSoDE Southern Cross School of Distance Education

RoSA Record of Student Achievement

HSC Higher School Certificate

KLA Key Learning Areas

VET Vocational Education and Training

DEMS Distance Education Management System

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Overview

This booklet contains information about the Record of School Achievement as well as assessment tasks used to measure academic progress in Year 9 and 10 courses at Southern Cross School of Distance Education.

Record of School Achievement

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

The RoSA will provide a profile of the achievement of each student in relation to the course performance descriptors in each subject they study.

The RoSA is not a one off document, it is a progressive credential. Students will only receive their RoSA once they leave school prior to the HSC.

At the end of Year 10 a student's achievement in each subject will be recorded to indicate their results in the courses they have studied over Stage 5. The RoSA also indicates that all mandatory requirements from Stages 4 and 5 have been met.

If the mandatory requirements have not been met, students will not be eligible for a RoSA, and instead will receive a Transcript of Study.

Mandatory Requirements

Students must study and satisfactorily complete the following courses as stated by the NESA and NSW Department of Education (DOE)

English Mandatory (400 hours Years 7–10)

Mathematics Mandatory (400 hours Years 7–10)

Science Mandatory (400 hours Years 7–10)

Geography Mandatory (200 hours Years 7–10)

History Mandatory (200 hours Years 7–10)

Personal Development Health and Physical Education Mandatory (300 hours Years 7–10)

Creative Arts Mandatory Visual Arts and Music (100 hours in each subject completed by the end of Year 10 but preferably years 7 and 8)

Languages Mandatory one language to be studied over one continuous 12 month period (100 hours between Years 7–10 but preferably in Years 7–8)

Technology Mandatory Technology (200 hours Years 7 and 8 only)

The requirements for the completion of Stage 5 Courses

To qualify for the completion of Stage 5 courses, a student must have:

- a) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and;
- b) Attended school until the final day of Year 10 as determined by the school.

In distance education attendance means to engage with the set learning activities.

Stage 5 Results

Students receive a school based grade A – E in each of the courses they study on their reports. At the end of Year 10 students are allocated an A – E grade based upon subject performance descriptors for the RoSA. In Mathematics grades A – E are further broken down into levels from A10 – E2 for year 10 2024.

A

The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Specific Course Assessment in Year 10

Each subject studied will provide a specific course assessment schedule that describes the assessment processes for that course and the course performance descriptors.

The course performance descriptors elaborate the levels of achievement specifically for each subject.

Please see the individual subject assessment guides for the course performance descriptors for the subjects being studied. These will be sent to each student by the subject teacher. Please contact the teacher if an assessment schedule and/or course performance descriptors for any subject being studied has not been received.

Assessment

There are three types of assessment:

Assessment for learning:

- is formative and is used to clarify student learning and understanding
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular study routine
- involves teachers, students and parents reflecting on the purpose of learning tasks
- is inclusive of all learners and their diverse learning needs.

Assessment of learning:

- is summative and used at defined key points during a unit of work
- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across other audiences.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to build on prior knowledge
- encourages peer assessment, self-assessment, reflection and lifelong learning.

Year 9 Assessment Policy

Teachers are to undertake assessment to collect information about students' learning. This will occur through both formal and informal activities.

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the syllabus outcomes within a stage.

The NESA: NSW Syllabuses for the Australian Curriculum

- Assessment in Year 9:
- is central to the curriculum and built into teaching and learning experiences
- should take in as many outcomes as practical in one task
- is complex and requires engagement over time
- provides opportunities for students to show what they know and can do
- provides opportunities for students to display their achievements in different ways and to work in a range of situations
- provides opportunities for students to reflect on their work within the task.
- Assessments are planned so that:
- students can demonstrate achievement of outcomes for the relevant stage of learning
- a variety of strategies are used
- processes are efficient and manageable for students and staff
- rubrics are provided to students explaining what students need to do to achieve
- valid and reliable data can be collected
- common tasks can be adjusted to meet the needs of students.

Assessment in Year 9 provides information of student achievement at that point in time and is formally reported to parents via reports twice a year. However, students receive informal feedback throughout the year.

As most courses studied in Stage 5 are 200 hour courses extending over Years 9 and 10, the assessment information collected in Year 10 provides the assessment data for the allocation of a RoSA grade.

Engagement in learning throughout Stage 5 for all courses studied is required to satisfactorily complete a course. Where students in Year 9 are not demonstrating engagement in learning they will receive a letter of concern indicating how the student is not currently meeting the course requirements. It will also outline the work required for the student to complete and a reasonable timeframe to redeem themselves in that subject.

If a student receives a letter of concern they should contact the teacher to discuss in detail what they need to do.

Year 10 Assessment Policy

Teachers are required to consider the individual context of each student in the application of this policy.

Assessment tasks

Assessment tasks are used to determine a student's performance in a course. They may include weekly learning activities, written examinations, assignments, essays, group reports, class tests, oral reports, practical work and other forms of class work.

Each subject teacher in consultation with their head teacher develops assessment tasks and the assessment schedule for each course according to the guidelines set out in the subject specific assessment guide. These subject specific assessment guides also contain the course performance descriptors for that subject.

NB: These tasks are designed to compare student achievement against the course performance descriptors. Students are not compared against each other.

All evidence of learning will be used in order to ensure the final grade is the best description of what each student can do.

Nature of assessment tasks

A range of assessment strategies will be used to ensure that a variety of tasks are provided to assess the different components of each course.

Mode of submission and due date of assessment tasks

All tasks are to be returned to Southern Cross School of Distance Education by the due date and the mode indicated on the assessment task notification.

Feedback on completed assessment tasks

Once an assessment task is marked it will be returned to the student with a grade and a written comment.

Invalid assessment tasks

An invalid task is one which does not achieve its intended purpose either because of its design or because of problems in its administration.

In the event of an invalid task, a review will occur and the student(s) will be given a replacement task.

HSC Minimum Standard

Students must meet the HSC Minimum Standards by completing 3 tests, writing, reading and numeracy to be eligible to receive their HSC certificate. There are multiple opportunities for students to sit these tests to demonstrate that they meet the minimum standards. Students may access these tests, including the practice tests, from Year 10. All Year 10 students (Life Skills students are exempt) will be invited to a CANVAS course explaining the process by week 4 of Term 1.

Examinations and tasks to be completed under exam conditions

Students are to be fully supervised in timed conditions as prescribed by the examination notification. Students must be supervised for the full length of the exam or task. Time allowed for the exam or task must be adhered to, with the only exception being for students who have an approved special provision that allows extra time.

Reading time is provided at the beginning of each examination. During reading time students are not permitted to write, highlight or annotate their paper in any way. If the examination permits the use of dictionaries, students may consult their dictionary.

Student's must not:

- take a mobile phone or programmable watch or device into the examination room or designated exam space
- take any electronic device, including a digital media player or electronic tablet into the examination room, unless required for the exam or task
- speak to any person other than a supervisor during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment listed in the examination instructions
- take water bottles with labels into the exam room, or
- alter the exam times unless granted permission for Disability Provisions.

Consequences for breaches of the examination rules will result in a finding of malpractice and the assessment task grade will be penalised. Students must make a serious attempt at all examinations.

A serious attempt means attempting all questions to the student's best ability and avoiding inappropriate responses. A finding of a non-serious attempt in an examination will result in the student being required to re-sit the examination.

As with all assessment tasks, supervisors are required to certify that the examination is the students own work and has been completed as per the instructions provided. For exams this explicitly requires that all exam conditions were met.

Disability provisions

Disability provisions are available to students who have specific learning needs that mean they would be disadvantaged under the standard exam conditions or in the completion of an assessment task. (e.g. requiring a reader or scribe, extended time or large print papers).

Disability provisions must be applied for and approved prior to being used. Please contact your student adviser if you wish to apply for disability provisions.

Illness/Misadventure

At times students may suffer an event or illness that affects their ability to participate in or complete an assessment task. If there is an incident which is likely to affect a student's performance, the student can submit an illness/misadventure appeal.

For an examination the student must:

- inform the student adviser or the single course coordinator before the examination begins and /or contact DE immediately if illness or misadventure occurs during the examination
- complete the appeal form and return within one week of the date of the examination
- provide evidence or supporting documentation e.g. a medical certificate and an appeal form to support the illness/ misadventure claim.

Appeal forms can be found in this booklet.

For a scheduled assessment task the student must:

- inform the subject teacher and head teacher, student adviser or single course coordinator immediately and return an appeal with supporting evidence to explain the circumstances surrounding the illness and/or misadventure
- complete the appeal form and return within one week of the date of the assessment task

Once an Appeal form is received:

- a panel will be formed by the head teacher curriculum in consultation with the deputy principal to review the appeal and assessment task
- results of the appeal will be notified in writing to the student

Where the appeal is upheld the student will be provided with an alternate task or a new date for the same task if this does not compromise assessment procedures. In exceptional circumstances, such as death of a family member, the students overall assessment mark should be based upon pro rata increases to weightings of assessments the student has completed to end with mark out 100.

Honesty in assessment

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

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the students own. Malpractice, including plagiarism, could lead to a student receiving zero marks and may jeopardise their ROSA results. Malpractice is an activity that allows a student 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 their 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 substantially contributed towards
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

CHAT GPT and artificial intelligence models

A lot of students have heard of Chat GPT and other artificial intelligence models and while it can be a useful tool for language learning and writing practice, it should not be used in the context of completing assessment tasks.

Teachers are aware that some students are using this tool and students are encouraged to develop their critical thinking, writing, and communication skills through engaging and meaningful learning experiences. Chat GPT, is not a reliable tool to use in completing assessment tasks. Here are a few reasons why:

- Chat GPT generates responses based on its training data and algorithms, which may not always be accurate or appropriate for the task at hand. Its responses can be vague, repetitive, or irrelevant to the question being asked.
- Chat GPT cannot evaluate the quality of the content generated by students or the accuracy of the information provided. For example, if students use Chat GPT to complete an essay or research task, it may generate content that is not factual or accurate, leading to lower grades or incomplete learning outcomes.
- Relying on Chat GPT to complete assessment tasks can lead to a lack of motivation, interest, and confidence in your own ability to learn and grow.
- Using Chat GPT in assessment tasks may compromise the integrity of the evaluation process. Assessment tasks are meant to assess students' independent thinking, critical analysis, and communication skills, which are essential for your future academic and professional success. If students rely on Chat GPT to complete assessments, they may not develop these skills and may be at a disadvantage when facing real-world challenges.

Above all the use of Chat GPT may result in a malpractice determination where students may receive zero.

Consequences of malpractice

Where a teacher believes they have evidence of malpractice, including but not restricted to plagiarism, a letter outlining the suspected form of malpractice along with evidence will be sent to the supervisor and student. Information regarding any penalty applied will also be included.

Students have the right to appeal a malpractice determination if they believe they have acted with integrity. When submitting an appeal, students will be required to provide evidence that they did not breach any of the assessment task rules or take part in any form of malpractice. Such evidence might include but is not limited to providing documentation of and explaining the processes of the work, which might include study notes, diaries, journals, working plans or sketches, and/or progressive drafts to show the development of ideas.

Extensions

Students are able to apply for an extension of time for their assessment tasks. Requests for a time extension for an assessment task must be made to the course teacher prior to the due date.

Students should complete the application for extension of time for an assessment task form enclosed in this booklet and send it to their teacher OR make a request via phone or email and the required form will then be completed and lodged on the students' behalf by the teacher. Requests will only be granted if the teacher and the subject head teacher are convinced that a genuine case exists.

Late Submission of a Task

If a student submits an assessment task late without an application for extension the illness/misadventure appeal process may be applied in this circumstance.

Non-completion of assessment tasks

A refusal by a student to complete a task or to meet the submission requirements may result in course requirements not being met.

The teacher will inform the student and parents in writing of the penalty following a telephone call with the student. Teachers will send students an official notification (Year 10) or letter of concern (Year 9) indicating they are not meeting the course requirements. The task will still need to be completed in order to satisfy the requirements of the course.

In the case of prolonged absences, the head teacher and the principal will confer.

Appeals against assessment task determinations

Students have the right to appeal a determination but a result can only be queried in the week within which the task is returned. The processes for an appeal are:

Student

- lodge an appeal in writing within one (1) week of receiving the determination
- seek support from the year adviser if required, and
- provide documentary evidence from an independent professional, such as a doctor's certificate.

Teacher

- inform their KLA head teacher and curriculum head teacher/deputy of the appeal on the day it is received
- confer with their KLA head teacher on the merits of the explanation, and
- provide their KLA head teacher, curriculum head teacher and deputies on panel with copies of the appeal and the original written notice of the determination together with any other relevant documentation.

Head Teacher Curriculum/Deputy Principal's will:

- form a review panel
- ensure the panel meets within two weeks of the receipt of the appeal in the school, and
- notify the appellant in writing of the result of the review.

Unsatisfactory completion of a subject

Unsatisfactory completion of a subject is referred to as an “N” determination and when a student is in danger of receiving an “N” determination they will be notified by a letter of concern - Year 9 or official notification - Year 10.

If a student is not meeting the requirements of a subject and is in danger of receiving an “N” determination:

1. the subject teacher will discuss with the student how they can avoid an “N” determination
2. a letter of concern - Year 9 or official notification - Year 10 will be sent outlining what must be completed and by when, and if the student receives two or more official notification letters – Year 10, they may be awarded an “N” determination in that subject.

When an official notification is sent to a student it indicates how the student is not currently meeting the course requirements. It will also outline the work required for the student to complete and a reasonable timeframe to redeem themselves in that subject.

If a student receives an official notification they should contact the teacher to discuss in detail what they need to do. When a student completes the work required, the letter of concern will be considered as redeemed.

When the work outlined in an official notification is not completed, the official notification will be recorded as unredeemed. Where the student has a minimum of two unredeemed official notifications in a subject it will be evidence used when considering an “N” determination.

If the student does not meet the agreed requirements by the end of Year 10, a recommendation for an “N” determination for that course will be given to the NESAs.

If a student receives an “N” determination they have the right to appeal against the determination. Students will receive a pre warning of an “N” determination so that they have multiple opportunities to redeem the subject and complete the required course work and/or assessment tasks.

Assessment mark records

Each faculty is responsible for maintaining complete, accurate and secure records of each assessment task given.

Reporting

Formal school reports are prepared for the end of Semester 1 and Semester 2. These reports will indicate achievement in course assessment activities, development of learning behaviours and include a teacher comment. Grades are reflective of student achievement not effort. Student effort will be reflected in the learning behaviours and teacher's comment. Comments will identify areas of student strength and areas for further development. Each semester school report reflects the student's achievement at that point in time.

Grades for the RoSA

During Term 4 teachers are responsible for recommending a RoSA grade that best reflects their student's achievement as compared to the course performance descriptors.

"N" determinations indicate non completion of a course not a lack of achievement in learning. An "N" determination can be issued to students who have shown achievement at any grade level but have not met the NESAs requirements.

Where a student has an "N" determination placed against them, they may still receive a grade on their school report that indicates their level of achievement in each subject for that semester.

Evaluating the school policy

The Stage 5 Assessment policy is evaluated annually by the curriculum head teacher, executive staff and teaching staff. This evaluation includes the policy, procedures and lines of communication associated with its implementation.

Communicating school policy and procedures regarding assessment

DE provides for this in the following ways:

- distributing of the booklet “Stage 5 Assessment Guidelines” and individual subject assessment schedules to all full time students and all schools with Year 10 students enrolled
- requesting that single course students are provided with a copy of their assessment schedule by their Supervisor at their home school
- requesting that single course students are informed of differences between the SCSODE policy and the home school policy
- having teachers of each course provide course outlines and assessment details to all of their students, and

Assessment of academic progress will measure a student’s achievement relative to other students attempting the same course.

Assessment could include both formal test situations and observation of student’s performance. In a particular subject, these may involve some of the following:

- written, practical, speaking and listening tasks
- assignments including essays and practical tasks
- projects of varying degrees of length and complexity
- exams or tasks under exam conditions

Each course will issue information regarding requirements that are particular to that course.

Responsibility of the student

It is the responsibility of the student to:

- Complete all tasks

It is expected that students will complete all tasks, make a genuine attempt with no sign of malpractice.

- Keep informed

Students are to ensure that they keep all information regarding assessment tasks.

- Complete tasks at the appointed time

It is a student's responsibility to complete an assessment task on or by the day it is due and post it as soon as possible. Alternate arrangements require prior agreement by their subject teacher.

- Request adjustments to assessment schedules where necessary

This may occur when assessment tasks are due on the same day in which case it is the student's responsibility to inform their teacher.

- Report absence from tasks

Necessary documentation must be provided if a student is unable to submit a task at the appointed time.

- Be aware of requirements

Students need to keep up to date with NESAs requirements for the award of the RoSA and the HSC

- Follow their assessment schedules

Students must ensure they have a copy of the assessment schedule for each course they are studying and be fully aware of course requirements.

- Be familiar with the school policy

Students are expected to be aware of the Southern Cross School of Distance Education Stage 5 Assessment Guidelines as detailed in this booklet.

- Report and apply

The onus is on students to report and apply for Illness/misadventure where appropriate.

- Seek advice

It is the student's responsibility to seek advice from the year adviser or the single course coordinator if there is a problem which has not been resolved satisfactorily within a course.

Check the student portal.

Responsibility of the Supervisor

It is the responsibility of the supervisor to:

- Support and encourage the student to engage in regular learning activities
- Know who the student's teachers and student advisers are
- Assist students as required
- Maintain and facilitate contact with teachers
- Ensure students can access all relevant subject assessment guidelines and schedules (DEMS portal)
- Read and understand the assessment guidelines and seek clarification regarding assessment tasks
- Notify teachers if a student is away, ill or unable to engage in their learning and/or assessment activities
- Provide assistance with the organisation of learning materials and resources for the student
- Interpret and explain teacher instructions, feedback and comments
- Ensure students read assessment notifications and understand the requirements of the task and when tasks are due
- Return the assessment tasks to the teachers indicating the date of completion
- Ensure students are fully supervised for all tasks to be completed under exam conditions
- Inform Southern Cross School of Distance Education if the Year 10 assessment schedule is not being followed and notify the appropriate staff.
- Keep a record of receipt and postage of work and assessment tasks.

Responsibility of the Teacher

It is the responsibility of the teacher to:

- Establish a teaching program, in conjunction with their head teacher, which provides engaging learning experiences for their students
- Ensure that the types of assessment activities or tasks are appropriate to the objectives and outcomes being assessed
- Provide a variety of tasks and activities that use a range of assessment strategies
- Provide opportunities for students to display their achievements in different ways and to work in a range of situations
- Work together in planning teaching and learning activities and assessment and marking strategies
- Determine the weightings or relative importance of each activity
- Individualise and personalise the learning program for their students
- Monitor the engagement in learning of students and support students who are falling behind as well as sending official notifications where appropriate
- Provide valuable and timely feedback to students
- Explicitly describe the expectations and requirements of the activity or task to the learner
- Collect performance information for each student from assessment activities and record in DEMS
- Record evidence of student achievement based on observations during teaching and learning as well as from assessment activities
- Assemble the information on each student from the assessment activities to provide an overall picture of the student's achievement
- Match, in consultation with the subject head teacher, the overall picture of each student's achievement to the most appropriate level as described by the common grade scale.
- Keep a range of work samples including assessment tasks, marking guidelines, student work and feedback as required by NESAs.

Contacts for Assessment Advice

Within the school:

Principal, Southern Cross School of Distance Education

Deputy Principal's, Southern Cross School of Distance Education

- Oversight of assessment

Head Teacher, Teacher and Learning (Curriculum)

- Stage 5 Assessment Guidelines advice on procedures and its implementation
- Appeals

Outside the school:

The NESALiaison Officer:

heidi.obrien@nesa.nsw.edu.au

www.educationstandards.nsw.edu.au

Remember, your teacher is usually the first person to contact for assistance with any problems that you may encounter.

Forms

Application for extension of time for an assessment task

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

I, _____ formally request an extension of time for:

Task No: _____ Subject: _____

Nature of task:

Which is due on: _____ (day, date and time)

Reason:

Student's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

OR

Request received via phone call and form completed by _____
(teacher/student adviser) on behalf of student.

Signature: _____ Date: _____

Decision for extension of time for an assessment task

Teacher to complete:

Student name: _____

Subject: _____

Home school (if applicable): _____

Not supportive of extension request

Reason:

Support for extension request

Reason:

New Due Date: _____

Teacher's Signature: _____ Date: _____

Head Teacher to complete:

Approval has not been granted

Approval is given for the extension to be granted

Reason:

Head Teacher's Signature: _____ Date: _____

Appeal against assessment task determinations

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

Appeal details:

Assessment task No: _____

Assessment task details:

Evidence and reasons for appeal:

I declare that all the information I have provided is true.

Student's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Blank Page

Malpractice determination appeal

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

Appeal details:

Assessment task	Date	Reason for appeal

Supporting documentation attached:

- study notes
- Supervisor's statement providing evidence that refutes malpractice claim
- Other (e.g. statutory declaration) please specify:

I declare that all the information I have provided is true.

Student's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Malpractice determination appeal - Supervisor's statement

Supervisor name: _____

Position: _____

Student name: _____

Home school (if applicable): _____

Contact number: _____ or _____

Please fully record your evidence that refutes malpractice claim. Please attach any supporting documentation.

I declare that all the information I have provided is true.

Supervisor's signature: _____ Date: _____

Illness/misadventure appeal

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

Appeal details:

Assessment task	Date	Reason for appeal

Supporting documentation attached:

- Medical certificate
- Supervisors statement
- Other (e.g. statutory declaration) please specify:

Student appeal:

- I have read and understood the assessment policy.
- I consider that my assessment task performance was affected by illness of unforeseen misadventure.
- I declare that all the information I have provided is true.

Student's signature: _____ Date: _____

Illness/misadventure appeal - Supervisor's statement

Supervisor name: _____

Position: _____

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number(s): _____

Did the student report illness/misadventure prior to attempting the task? Yes or No
(please circle)

Please fully record your observations or understanding of the illness/misadventure suffered by the student.

I consider that the student's assessment task performance was affected by illness or unforeseen misadventure.

I declare that all the information I have provided is true.

Supervisor's signature: _____ Date: _____

Non-serious attempt determination appeal

Student name: _____

Subject: _____

Home school (if applicable): _____

Contact number: _____ or _____

Evidence to support that a serious attempt was made during the examination:

Supporting documentation attached:

- study notes
- Supervisor's statement providing evidence that refutes non-serious attempt determination
- Other (e.g. statutory declaration) please specify:

I declare that all the information I have provided is true.

Student's signature: _____ Date: _____

Supervisor's statement Non-serious attempt determination appeal

Supervisor name: _____

Position: _____

Student name: _____

Home school (if applicable): _____

Contact number: _____ or _____

Please fully record your evidence that refutes malpractice claim. Please attach any supporting documentation.

I declare that all the information I have provided is true.

Supervisor's signature: _____ Date: _____

Applying for Disability Provision in Stage 5

Students in Yr 10 are eligible to apply for disability provisions for any exams they may sit e.g. HSC Minimum Standard tests.

- In Yr 10, these provisions are school based.
- In Yr 12 provisions must be NESAs approved following an application process.
(Please note there is no guarantee that the same disability provisions will be granted for the HSC exams.)

Disability provisions provide practical support for students to reduce disadvantage they may experience in exam situations. The use of disability provisions is NOT written on a student's results

Students may apply for disability provisions under one or more of the following categories:

- Learning disabilities, e.g. slow reading and writing
- Medical conditions, e.g. diabetes, mental health/anxiety, vision and hearing conditions
- Temporary conditions, e.g. a broken arm

Provisions may include but are not limited to the following: reader, scribe, extra time, rest breaks, small group supervision, modified environment e.g. special chair etc, modified paper e.g. Font size

Please indicate below if you require disability provisions for the completion of assessment tasks. This letter must be returned to the school before the start of Week 5 Term 1. A learning and Support Teacher will then be in contact with you to discuss.

Learning and Support teachers Melinda Lynch or Donna Hardinge can be reached on 6681 0300 for more information.

Please indicate below if you would require provisions while sitting exams in Year 10

Name: _____ Signature: _____