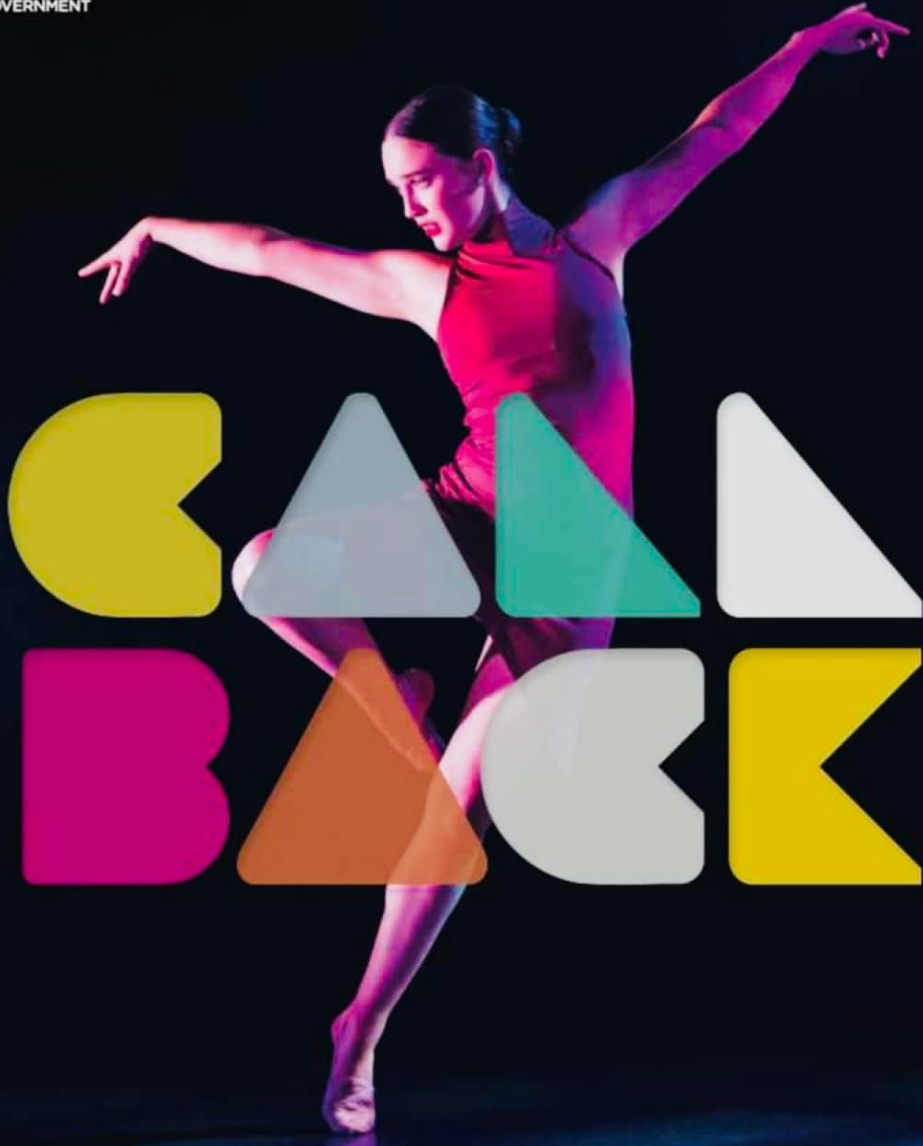





STAGE 6 ASSESSMENT POLICY

2023



**NSW
GOVERNMENT**

**CAMPBELLTOWN
BACK**

SHOWCASING EXCELLENCE FROM THE 2021 HSC IN DANCE
TUES 15TH FEB 12:30 PM • WED 16TH FEB 7:00PM • THURS 17TH FEB 12:30 PM

Presented by The Arts Unit, NSW Department of Education in association with the NSW Education Standards Authority

Photo: Anna Vitor

Table of Contents

Rationale	3
Aims	3
Reporting of Student Work	3
Common Principles	4
Life Skills	4
Course Completion Requirements Specific to Years 10 to 12	4
Assessment	5
1. Assessment notification	5
2. Assessment tasks.....	5
3. Completion of assessment tasks	6
4. Late or non-submission of an assessment task due to unacceptable reasons	7
5. Malpractice	8
6. N-Warning Letters	9
7. N-Determinations.....	9
VET Work Placement	10
Major Works	11
Examinations	11
Request for Consideration Process	12
Request for Consideration Form.....	13-14
Assessment Task Appeal Process	15
Assessment Task Appeal Form.....	16

Rationale

Campbelltown Performing Arts High School will ensure that curriculum and assessment requirements meet those set by the NSW Education Standards Authority (NESA) and the Department of Education.

Assessment that enhances learning recognises that learners use their current ability to discover, develop and incorporate new knowledge, understanding and skills. Assessment for learning helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment is an integral part of the teaching-learning cycle and provides useful information to students, parents and teachers on the breadth and depth of the students' understanding.

The assessment schedules provided in this handbook are prepared from NESA's course guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject. Students will receive more specific information from their class teachers concerning what will be assessed, how it will be assessed and when it will be assessed.

Campbelltown Performing Arts High School reserves the right to make any changes considered necessary after this handbook has been issued. Students will be advised of any relevant changes.

Aims

The NSW Education Standards Authority (NESA) requires that Campbelltown Performing Arts High School develops an assessment program for each course. Schools are required to:

- set tasks which will be used to measure student performance in each component of a course;
- specify the mark value for each task;
- inform students of the RoSA assessment requirements for each course;
- keep records of each student's performance in each task; and
- provide students with information on their progress.

Every student will be made fully aware of the NSW Education Standards Authority (NESA), school and KLA requirements for Year 11 and 12 assessment and will complete all of the scheduled tasks to the best of their ability. Processes are in place to deal with special considerations in case of misadventure, and also for appeals against assessment results.

Assessment tasks will be well planned and will assess the stated outcomes, providing opportunities for each student to demonstrate their knowledge and understanding of the content and their development of skills. Formal feedback will be provided when the assessment task is returned to the student, however, other methods of feedback may be implemented by the classroom teacher dependent upon the nature of the task.

Processes for students undertaking a Life Skills pattern of study will also be outlined. For information about how Life Skills are identified, see the [diversity in learning options for students with disability](#).

Reporting of Student Work

Students and parents/carers will receive a report for each course via formal reports twice a year. It will report on the student's progress measured against each of the stated syllabus outcomes and provide an overall course grade. The report will clearly convey what the student knows and can do, and how that compares with the standard expected as stated in the syllabus. It will also suggest areas for development and how these can be developed.

Students will be graded against course performance descriptors. Students who do not complete assessment tasks or who do not engage in the learning process will be graded as an unsatisfactory student.

Common Principles

Assessment tasks may be formative or summative.

There will be 3-4 significant (summative) tasks per course assessing the stated syllabus outcomes of the course.

Students can demonstrate their learning and achievement of syllabus outcomes in a variety of ways. Summative assessment tasks may take a number of different forms, for example, exams, assignments, projects, performances, portfolios, presentations to the class, making an item, practical activity, and so on.

Life Skills

Students who are engaged in a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes.

Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same, however, outcomes will be measured in accordance with NESA guidelines, that is, outcome/s achieved independently, achieved with support or not yet achieved.

While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.

Course Completion Requirements specific to Years 10 to 12

To be determined to have met the requirements for the completion of a course, students must be able to provide evidence to the Principal that they have:

NESA Terminology from the Assessment, Certification and Examination (ACE) Manual:	For CPAHS students this means:
“Followed the course developed or endorsed by the NSW Education Standards Authority (NESA)”	Follow NESA syllabus Participate in all learning activities set by the teacher and faculty
“Applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school”	Attend all timetabled classes Make a genuine attempt to complete the tasks set in class to the best of your ability Actively participate in the learning experiences provided Complete all mandatory practical activities.
“Achieved some or all of the course outcomes”	Demonstrate in class that you have learnt concepts (as determined by your teacher in assessment tasks and other activities in the course)

Assessment

1. Assessment notification

- 1.1 All students will be provided with the Assessment Handbook containing each course's assessment schedule.
- 1.2 The Class Teachers under supervision of the Faculty Head Teacher will be responsible for allocating specific due dates.
- 1.3 Any changes made to the assessment schedule within a Key Learning Area (KLA) will be issued by the Class Teacher, with approval of the Head Teacher, through a *Change of Assessment Task Notification* which outlines the new task due date. This is to be recorded on a *Change of Assessment Task Register*.
- 1.4 All students will be given at least two (2) weeks written notification of an assessment task and will be required to sign an *Assessment Task Notification Register*. This register is kept by the Class Teacher as a record of notification.
- 1.5 Upon issue of the assessment notification, the teacher will explain:
 - (a) the requirement of the task
 - (b) the learning outcomes being measured
 - (c) the marking criteria and weighting of the task
- 1.6 Students are expected to ask questions, seek clarification about the task as required and obtain feedback on any drafts submitted.
- 1.7 Any changes to assessment grids given at the beginning of the school year are to be forwarded by the Faculty Head Teacher to the Deputy Principal for uploading to School Bytes and the school website.
- 1.8 It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an assessment task is issued. You are not entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

2. Assessment tasks

- 2.1 Students are expected to complete and make a genuine attempt at all assessment tasks.
- 2.2 **Submission of tasks:** Assessment tasks must be handed in personally to the class teacher or Faculty Head Teacher in their staffroom. Unless otherwise specified, all assessment tasks must be submitted as hard (paper) copies. Teachers may request students to submit electronically via Microsoft Teams or Google Classroom.

Upon submission of an assessment task, students are expected to sign the *Assessment Task Submission Register* provided by the teacher. This register is kept by the teacher as a record of submission.

Hand in tasks are due by 3:30pm on the due date listed on the assessment notification, unless otherwise stated by the teacher and noted on the assessment notification and register.
- 2.3 **Feedback on tasks:** Teachers will provide students with timely, substantial and meaningful feedback on all assessment. This feedback should be completed within two weeks of the task being submitted and enable students to reflect on the quality of their work and may include future direction regarding:
 - (a) the knowledge and skills the student has demonstrated
 - (b) the knowledge and skills which were not demonstrated but were required
 - (c) advice on how to develop the required knowledge and skills

- (d) an opportunity for the student to reflect on their own learning and share this with their parents/carers

Feedback can be oral and/or written, formal and/or informal, and can be generalised for the cohort but must include individualised comments for each student. Feedback is an ongoing process provided by the teacher/peers throughout the course of teaching and learning. During assessment tasks students are encouraged to submit draft sections of tasks to the teacher prior to the due date to further their achievement and understanding in these tasks.

- 2.4 **Additional feedback for senior students:** Senior students will receive a mark for each component of the assessment task, a total for the task, their rank in the cohort for that task and their overall cumulative rank within the cohort.
- 2.5 **Invalidating assessment tasks:** An assessment task may need to be declared invalid if it can be clearly demonstrated that: either one or more students were given an unfair advantage; the task was interrupted due to disruptions like an emergency evacuation; or the task produced results that are significantly different to those expected to be produced by the cohort. Students or their parents/carers who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue with their class teacher and the faculty Head Teacher within two weeks. The faculty Head Teacher will investigate the claim and in consultation with the Head Teacher Pathways and Senior Executive will make a final determination on the validity of the claim. In the event an assessment task is deemed invalid, all students affected will be issued a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.
- 2.6 **Misplaced tasks or corruption of files:** Sometimes, but very rarely, issues arise where a student's assessment task or digital copy of the task is lost or corrupted. Students will be asked to submit another copy of their task in the appropriate format. On the rare occasion that a teacher loses an assessment if another copy cannot be provided by the student and there is a clear record demonstrating the task was submitted by due date, the student will receive an estimate for the task based on their performance in other assessment tasks. Students are reminded to keep back-up copies of their assessments until after the results for the task have been returned.

3. Completion of assessment tasks

- 3.1 **Absence from an in-class assessment task:** If a student is absent from an in-class assessment task, the student must complete a *Request for Consideration* form obtained from the KLA Head Teacher or Head Teacher Pathways, and a doctor's certificate, as proof of illness must be submitted upon their first day of their return to school. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the relevant KLA Head Teacher on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the Head Teacher Pathways (10-12).
- 3.2 **Prior knowledge of absence for an assessment task:** If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted by the Head Teacher Pathways via a *Request for Consideration* form (Years 10-12). This includes students who are involved in sporting events, excursions or work placement and elite representation. The students must advise the teacher concerned in advance and negotiate an alternate arrangement. A guiding principle would be that it must be submitted before the previously stated due date rather than afterwards. For tasks such as performances or presentations in which students are scheduled on different days/times, the classroom teacher will include a schedule with the assessment task notification. Students are required to complete their task within the scheduled dates,

otherwise the task will be considered late or as a non-submission. Students may not be partially absent from school on the day an assessment task is due.

3.3 **Assistance with assessment tasks:** If you need assistance completing your assessment tasks, don't hesitate to ask for help. Start by talking to your Class Teacher and Faculty Head Teacher. You can also seek support from the Learning & Support Teachers, or the Head Teacher Teaching & Learning. If a student has a learning difficulty or special needs that we need to be aware of they are to talk to the Learning & Support Teachers or the Head Teacher Pathways. We may be able to offer extra assistance in other ways through Disability or Special Provisions.

3.4 **Illness during an assessment task or examination:** If a student is ill during an assessment task, they must inform the supervising teacher immediately. The time of the student illness will be recorded and the student may be offered a period equal to the time missed due to the illness. If a student becomes ill during an assessment task the Head Teacher will decide whether an estimate or a substitute task will be given. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the *Request for Consideration* form.

In the event of illness for an examination, students are expected to see the teacher or Head Teacher of the subject to arrange an alternative time to sit the examination. A doctor's certificate must be submitted with a *Request for Consideration* form. Students absent for part of the day an assessment task is due must submit an Illness/Misadventure Application form justifying their partial absence with a doctor's certificate in the event of an illness or suitable evidence in the event of a misadventure.

3.5 **Suspended students:** Students suspended at the time an assessment task is due must submit their assessment to the Front Office on the day the task is due and immediately leave the premises.

3.6 **Attendance on the day of assessment tasks:** Students must attend all classes on the day an assessment task is due. Students are not permitted to miss classes on the day an assessment task is due. Penalties will apply if students are deemed to have an unfair advantage. Students found truanting classes to work on an assessment task will receive an automatic zero for the task.

3.7 **Genuine attempt of an assessment task:** Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course.

4. Late or non-submission of an assessment task due to unacceptable reasons

4.1 **Tasks submitted late:** Work submitted late will receive a zero mark unless accompanied by a doctor's certificate and a *Request for Consideration* application. Students submitting late work without an acceptable reason will receive an N-Warning Letter (Years 10-12).

4.2 **Non-satisfactory completion of work:** Students awarded zero marks for assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.

4.3 **Zero marks:** Students and parents will be notified if a student receives a zero mark and alternative opportunities may need to be considered for the student to be able to demonstrate and therefore, meet course outcomes. Parents and students should also be aware of potential consequences of non-completion of course outcomes.

- 4.4 **Non-serious attempts:** Students who do not make a serious attempt may receive a zero mark for the task concerned. This may render a student ineligible for an award for the subject in the *Record of School Achievement* (RoSA). Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will need to justify to the teacher as to why they should receive a result for the task concerned.
- 4.5 **Technological failure:** Technological failure is not considered an acceptable reason for the late or non-submission of a task. Back-up copies of the assessment task should be kept (for example, on a USB) as well as a hard copy (on paper). Students are advised to keep any draft printouts as proof that the task had been substantially attempted prior to the technology failure. It is also suggested that students use cloud-based systems such as Office365 or Google Drive to complete their work in order to avoid this issue.

5. Malpractice

- 5.1 Cheating or malpractice is about doing the wrong thing by behaving dishonestly. It could be:
- copying in an exam from another student or using information secretly brought in
 - handing in work that someone else did and saying it is your own
 - making up journal entries for a research project
 - using information from the internet or elsewhere (e.g. books, journals, DVDs), and not acknowledging the source.
- You have a responsibility to make sure that you understand the difference between what is honest and what is dishonest in relation to all of your work.
- 5.2 **Plagiarism:** Work submitted in an assessment task must be the student's own work. If a student uses the work of another person or directly copies from published texts or from an internet site to complete a task, they will receive a zero (0) mark and an N-Warning Letter will be sent home. If the work used was that of another student from this school who knowingly supplied the information, then that student may also receive a zero (0) mark.
- All sources used in the completion of the assessment task must be appropriately acknowledged and referenced in the task. Students are required to include a bibliography as a part of their submission for tasks which indicate this. Students must show ethical scholarship by learning how to summarise and write in their own words.
- 5.3 **Misbehaviour:** Student malpractice includes misbehaviour during the conducting of assessment tasks and breaching school examination rules. Students who misbehave during assessment tasks, including exams, will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the task. Students who are ejected from an assessment task will have their paper removed and the time they left the assessment recorded on the top of their paper, including details of the disruption. The class teacher will negotiate a suitable penalty with the course Head Teacher.
- 5.4 **Penalty for malpractice:** Malpractice in assessment tasks and examinations will be referred to the relevant KLA Head Teacher and the Head Teacher Pathways. This may result in the student's assessment task being cancelled and receiving no marks. Claims of malpractice including plagiarism and cheating must be proven before mark reduction can occur. Students may only receive marks on their own work and the teacher will only mark the sections that have not been plagiarised and will mark according to the marking criteria. All instances of malpractice and academic misconduct will be reported to NESA in accordance with the Malpractice Register guidelines.

5.5 **Appeals for malpractice:** Students may appeal the decision not to award marks on the grounds of malpractice to the relevant KLA Head Teacher. If the student remains dissatisfied, a formal process may be initiated. The student lodges a formal appeal in writing clearly stating their grounds for appeal within five days from the date the assessment task was returned to the student. Appeal submissions will be recorded by the school. The Head Teacher may convene an assessment review panel to consider the appeal. The panel may request the attendance of the student and teacher(s) to assist in its deliberations. If the student's appeal is rejected, the student's parent/carer will be informed of the assessment review panel's decision in writing. The decision of an assessment review panel is final.

6. N-Warning Letters

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent/carer in writing. This warning is given in time for the problem to be corrected and provides advice about the possible consequences on eligibility of an 'N' determination in a course.

Students can receive an N-Warning Letter for one of three reasons:

- **Lack of diligence and sustained effort:** examples include extensive unexplained absences below 85% therefore extensive non-completion of class work, practicals and homework;
- **Unsatisfactory completion of assessment tasks:** examples include non-completion of an assessment task, plagiarism, non-serious attempts at tasks, continued/deliberate avoidance of examinations and tasks; and
- **Non-completion of Work Placement (for VET courses):** examples: non-attendance or poor performance, or non-serious attempt at mandatory 35 hours of work placement in either the Preliminary or HSC courses.

Each time a student receives an N-Warning Letter, the student's parents/carers will also be contacted by the class teacher via telephone.

Once a student has failed to complete more than 50% of assessment, missed their work placement or have completed less than 85% of course work, they may be required to meet with the Deputy Principal to commence 'N' Determination processes.

7. N-Determinations

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination otherwise referred to as an 'N'-determination.

Students studying a HSC course must complete and make a genuine attempt at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course and satisfactorily complete in excess of 85% of the course work for each subject.

Year 11 students need to successfully satisfy all of the assessment requirements for all of their courses (a total of 12 units of study) to be eligible to proceed to HSC coursework. A student who receives two or more official warning letters in any one course will be deemed as causing concern in that subject, and appropriate intervention will be applied. If there is no subsequent improvement, then the student will be issued with an 'N'-determination in that course. This puts a student at risk of no longer being eligible for the HSC.

Year 12 students need to successfully satisfy all the assessment requirements for all of their HSC courses (a minimum of 10 units of study) to be eligible to receive a Higher School Certificate. A student who receives two or more official warning letters in any one subject will be deemed as causing concern in that subject and

appropriate interventions will be applied. If there is no subsequent improvement, then the student may be issued with an 'N'-determination in that subject and will have to complete an alternative pattern of study. The student may no longer be eligible to receive a Higher School Certificate depending on their pattern of study.

Students who do not meet the minimum assessment and course work requirements of a course will then proceed to the 'N'-Determination meeting with the Principal, which is their last chance to meet course requirements. The *Principal's Determination Form* will be issued to the student and their parent/carer at a formal meeting, advising the consequences of this process and the student's right to a school-based appeal and the appeal process with NESAs.

An 'N'-Determination in any subject may make a student ineligible to graduate or receive their RoSA or HSC depending on their chosen pattern of study.

VET Work Placement

Rationale

Work placement is a compulsory component of every Vocational Education Course undertaken at school or at an external Registered Training Organisation.

Aims

It provides opportunities for students to experience 'real life' work situations in an area that they have studied in class. It also contributes to the Higher School Certificate and a Nationally Accredited Qualification recognised by industry groups across the country.

Implementation

- All students must complete a minimum of 35 hours of work placement in Year 11 and another 35 hours in the Higher School Certificate course.
- The work placement is arranged in consultation with the student, the VET teacher, the VET Coordinator and MWLP, the workplace learning provider. Once the work placement has been arranged it cannot be changed.
- MWLP is only funded to organise one work placement per student per year.
- Any in class assessments that occur when work placement is on must be rearranged if possible and negotiated with the Faculty Head Teacher prior to the commencement of work placement. If it is a take home assessment, then it must be submitted by the due date.
- The student must collect the appropriate forms for work placement from the curriculum office two weeks before the commencement of work placement.
- The student must contact the workplace by phone and arrange to visit them prior to the commencement of work placement in order to get their Student Placement Record (SPR) forms signed.
- The SPR forms must be returned to the curriculum office once it has been signed in order: by the student, then the workplace host, followed by the student's parents or legal guardians, and finally their classroom teacher. This must be returned prior to the commencement of work placement.
- The forms will then be photocopied and the student will be given three copies (one for the student, one for the workplace and one for the student's parents or legal guardians).
- The student must attend work placement every day for the length of time as noted on the SPR.
- If the student is unable to attend work placement due to illness then they must contact the workplace, contact the VET co-ordinator at school and get a doctor's certificate.
- Work placement hours may vary to school hours and it is expected that all students who undertake a VET course make themselves available for those variables when attending work placement.
- If the student fails to complete their work placement they will either receive an 'N' determination for that course or will be expected to organise another work placement themselves.

Major Works

Rationale

Many HSC courses have a practical or creative component that involves a student working alone, or with others, to create a major project or body of work. The NSW Education Standards Authority (NESA) and the school set stringent guidelines regarding the conceptualisation, development and completion of these major projects.

Aims

To ensure that all students undertaking HSC Courses that have an independent or group work project component fulfil NESA requirements in the completion of this major project.

Implementation

- Students must ensure that their major project directly relates to the requirements set out for the subject in the relevant syllabus document. If a student is unsure, they are required to access support from the classroom teacher in the planning stages of this to ensure that they are meeting these requirements.
- Students should work consistently and continuously in the development and creation of their major project.
- Students must be actively engaged in the conceptualisation and/or creation of their major project by Week 6 of their first HSC term of study. Materials required for the production of the project must be purchased by this time also.
- If a student fails to begin work on their major project by the end of their first term of HSC study, an official N-Warning letter may be sent home to notify the student's parents that they are in danger of not satisfying HSC course requirements for that subject.
- If a student's progress in creating their major project is not consistent throughout the HSC year, an official N-Warning Letter may be sent home according to the school's Senior Assessment Policy.

Examinations

Rationale

Examinations are an important part of the teaching and learning process and as such, it is appropriate that standards are set to establish acceptable codes of conduct for these examinations.

Aims

To ensure that all examinations meet the requirements set by the NSW Education Standards Authority (NESA).
To provide examinations that are fair and meaningful for all students.
To ensure the examination environment is conducive to high student achievement.

Implementation

In addition to the information in the Stage 6 Assessment Policy, the following applies to senior students for examinations:

- All students must wear full school uniform when sitting for an examination.
- Students should not talk once they enter the examination room.
- All mobile phones, devices and programmable watches must be switched off and left in bags in the designated area.
- According to NESA guidelines, students may have a non-programmable watch, which must be taken off and placed on the desk in clear view of examination supervisors and not touched during the exam.
- Upon entering the examination room, all equipment required for that examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them during an exam.

- No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- Students who talk or disrupt others during an exam will have their names and the nature of the incident recorded by the exam supervisor and may potentially receive a mark of zero for the exam. In this instance, the N-warning process will be followed for this task.
- Any student who creates a disturbance during an exam will be removed from the examination room and sent to a Deputy Principal for disciplinary action. They will receive a mark of zero for that particular examination. In this instance, the N-warning process will be followed for this task.
- All students must remain in the examination room for the full period of the exam.
- If a student cannot attend an examination due to unforeseen circumstances, that student needs to obtain appropriate documentation, such as a medical certificate, and complete the *Request for Consideration* form, which is to be submitted to the Head Teacher Pathways.

Request for Consideration Process

In cases of severe illness or other exceptional circumstances, an extension to the due date of an assessment task may be possible by completing a *Request for Consideration* one week before the due date of an Assessment Task.

Students cannot assume their request will be granted, so they are encouraged to commence work on their assessment tasks upon receipt of them. If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved, the late submission of a task will result in zero marks being awarded for the task.

The application must be signed by your Class Teacher and given to the Head Teacher Pathways for approval. A medical certificate will be required in the case of illness.



Request for Consideration

This form is to be completed to request consideration for an extension or a missed or late assessment task due to illness or misadventure. If illness or misadventure prevents a student from completing an Assessment Task on or before the due date, the school must be advised immediately as the situation is known, and the *Request for Consideration* must be submitted to the Head Teacher Pathways on the day of returning to school.

Section A (to be completed by the student)

Full Name: _____ Year: 10 11 12

Reason for absence/late submission/request for extension:

Medical certificate from (name of doctor): _____

OR nature of other independent evidence: _____

Student signature: _____ Parent/carer signature: _____ Date: ___ / ___ / ___

You must attach the Medical Certificate to this form.

Section B: See your Class Teacher or the Head Teacher

Course			
Teacher			
Nature of task			
Original due date			
Date the task will be/has been completed			
Teacher comment			
Teacher signature Date			

Section C: Take this form to the Head Teacher Pathways.

Date school advised of misadventure: _____ Person advised: _____

Request for Consideration decision: Accepted / Rejected

Extension of time granted until:

Student required to complete alternate task.

Yes No

Zero mark to be awarded for late submission with task to be completed.

Yes No

Task is a non-serious effort

Yes No

Head Teacher Pathways signature: _____ Date: _____

Decision communicated to: Parent, Student, Class Teacher, Head Teacher, and Sentral

Section D: Evidence

Campbelltown Performing Arts High School advises that students should attend examinations and submit assessment tasks as per the dates set by the school unless it is considered detrimental to their health. Students who are unwell or experience misadventure must seek independent medical advice either immediately before or after each task or examination, and then present the medical certificate to the Head Teacher Pathways upon their return to school.

The person completing Part I or Part II must NOT be related to the student.

Part I: Independent evidence of illness (to be completed by a medical practitioner)

Diagnosis of medical condition: _____

Date of onset of illness: ___ / ___ / ___

Date(s) and time(s) of all consultations/meetings relating to this illness: _____

Please describe how the student’s condition or symptoms could affect or may have affected their performance. Please provide full details in the space provided or attach to the application.

Any other comments or information which may assist in the assessment of the student’s appeal.

Name of doctor or other health professional providing this information: _____

Place of work: _____

Address: _____

Telephone: _____ Signature: _____ Date: ___ / ___ / ___

Part II: Independent evidence of misadventure (to be completed by a relevant person such as a police officer or counsellor)

Date of misadventure: ___ / ___ / ___ Were you a witness to the event? YES

If no, how did you obtain the evidence you are providing? _____

Are you known to the student? YES NO

If YES, what is the nature of the relationship? _____

Description of the event:

Name of person providing this information:

Profession: _____ Place of work / organisation: _____

Address: _____

Telephone: _____ Signature: _____ Date: ___ / ___ / ___

Assessment Task Appeal Process

Students have the right to appeal a decision made regarding an application for illness/misadventure, malpractice, or an assessment task result. A student must submit an assessment appeal to the relevant Head Teacher, depending on the nature of the appeal. In reviewing the determination of a student's appeal, the Head Teacher will consider the following as applicable:

- the student's original *Request for Consideration* application
- documentation submitted with the original application
- any additional statement and/or documentation submitted with the student's appeal form
- all evidence presented which relates to the malpractice.

TO APPEAL AN ILLNESS/MISADVENTURE OR MALPRACTICE DECISION

Step 1: Obtain an **Assessment Task Appeal** form

Step 2: **Submit the request**

- Submit the appeal to the Head Teacher Pathways within five (5) school days of the initial *Request for Consideration* or *Malpractice* decision being returned to the student.
- Additional supporting document, if applicable, should be submitted at this time.

Step 3: **Resolution and feedback**

- The appeal will be considered by a panel convened by the Head Teacher Pathways.
- The decision will be communicated to the relevant Faculty Head Teacher, Class Teacher, student and parents/carers.
- The Head Teacher Pathways will notify the Principal if further action is required.

TO APPEAL AN ASSESSMENT TASK RESULT

Step 1: Obtain an **Assessment Task Appeal** form

Step 2: **Submit the request**

- Submit the appeal to the Faculty Head Teacher within five (5) school days of the initial result being returned to the student.
- Additional supporting document, if applicable, should be submitted at this time.

Step 3: **Resolution and feedback**

- The appeal application and additional documentation will be considered by the relevant Faculty Head Teacher.
- The decision will be communicated to the Head Teacher Pathways, Class Teacher, student and parents/carers.
- The Head Teacher Pathways will notify the Principal if further action is required.



Assessment Task Appeal Form

Name: _____ Year: 10 11 12

Course: _____ Teacher: _____

Assessment task: _____ Due date: ___ / ___ / ___

Date of appeal: ___ / ___ / ___

Nature of appeal: (circle one only)

- | | |
|---|--|
| <input type="checkbox"/> Conduct of assessment task | <input type="checkbox"/> <i>Request for Consideration</i> decision |
| <input type="checkbox"/> Invalid or unreliable task | <input type="checkbox"/> <i>Malpractice</i> decision |

Please submit this form and any supporting evidence to the head teacher within 5 working days of receiving the assessment result.

Reasons for the appeal:

Student signature: _____ Date: ___ / ___ / ___

Parent/carer signature: _____ Date: ___ / ___ / ___

TAKE THIS FORM TO THE RELEVANT HEAD TEACHER.

Faculty Head Teacher for conduct of task or invalid/unreliable task.

Head Teacher Pathways for request for consideration or malpractice.

Name: _____ Resolution decision: Accepted Rejected

Comment:

HT signature: _____ Date: ___ / ___ / ___

Copy to relevant parties. Upload to Sentral.



90 Beverley Road CAMPBELLTOWN NSW 2560

(02) 4625 1403

W: <https://campbellto-h.schools.nsw.gov.au>

E: campbellto-h.school@det.nsw.edu.au