

YEAR 11 ASSESSMENT POLICY

2019

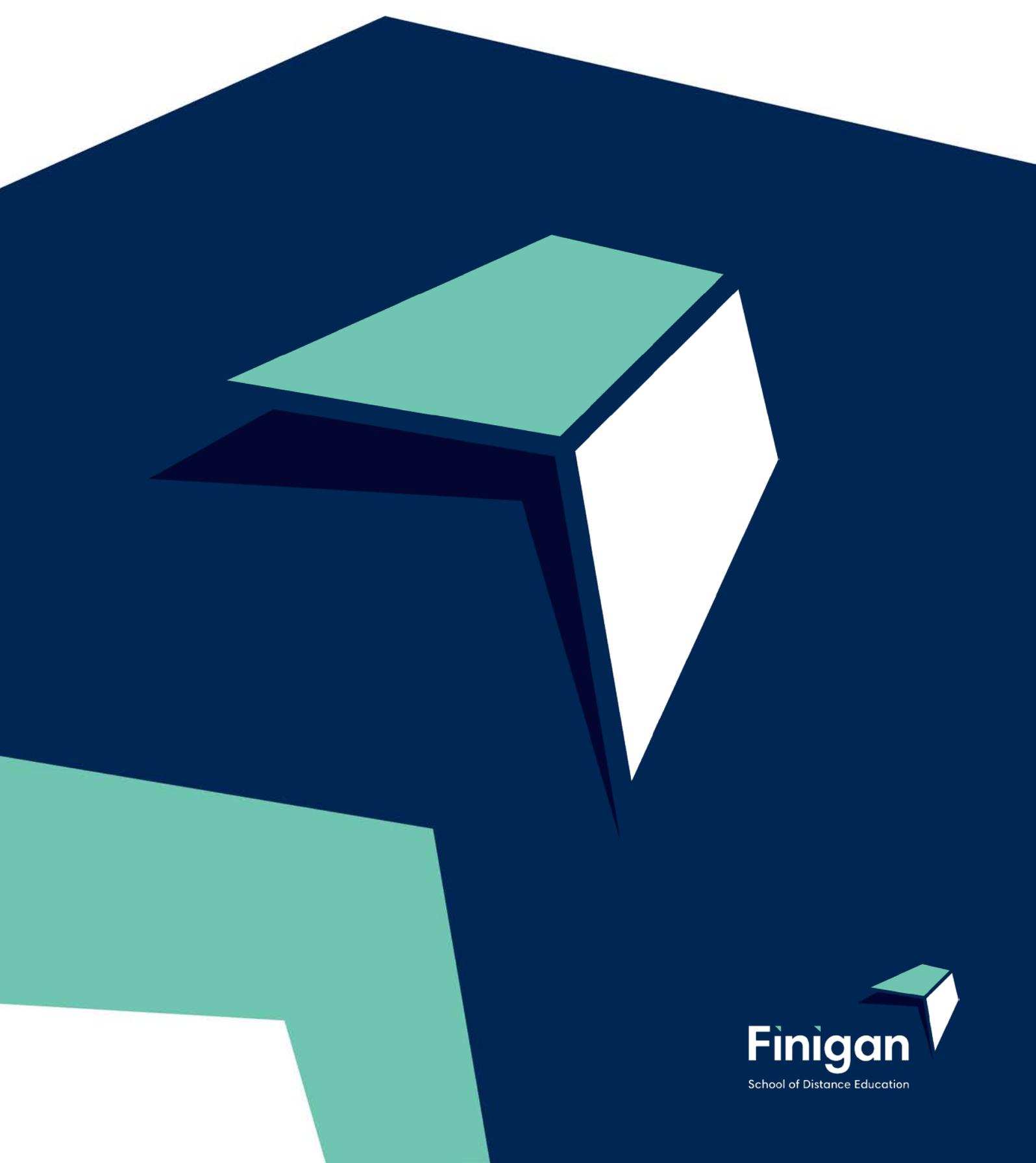


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The Preliminary ROSA

The Preliminary Record of School Achievement (ROSA) is awarded to students who have satisfactorily completed Year 11.

The ROSA certificate will be available to students when they leave school, this may be at the completion of their HSC. Students who leave before this time are able to request a ROSA certificate.

It is important that students and parents read this booklet, understand it and follow the procedures within it. It ensures a consistent approach to practice and process at Finigan School of Distance Education.

It needs to be noted, however, that the Principal has the discretion to make rulings/decisions in special cases or exceptional circumstances and not all of these situations are outlined in this booklet as it would be impossible to do so.

Satisfactory Completion

A student will be considered to have satisfactorily completed a course if they have:

- **followed** the course developed or endorsed by NESA;
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes.

Students who have not met the above requirements **cannot** be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily (meaning an **N Determination** has been given by the Principal) will not appear on the Record of School Achievement (RoSA) and students will not be able to move onto the corresponding HSC course.

HSC: All My Own Work

Before commencement of the Preliminary Course, and to be eligible for entry into the Preliminary RoSA Credential, all students must complete **HSC: All My Own Work** (AMOW) or a modified version of it as approved by the Principal (the exception being only students entered in a full **Life Skills pattern** of study. However, if one or more course is not a Life Skills Course, eg, Retail Services, AMOW must be completed in order to be eligible for enrolment into the credential being sought).

The **HSC: All My Own Work** program is designed to help Preliminary RoSA and Higher School Certificate students follow the **principles** and **practices of good scholarship**. It is an



expectation that students follow the principles and practices of good scholarship as outlined in **HSC: All My Own Work**, when completing all tasks.

School-Based Assessment: Preliminary Course

In Year 11, students follow a program of formal school based assessment in all courses.

All tasks are designed to assess what students **know** and **can do** in relation to **course outcomes** and the **Preliminary Common Grade Scale**. Each task gives the student the opportunity to demonstrate their level of achievement through a range of task types such as research tasks, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments and fieldwork to name a few. The nature of tasks varies from subject to subject.

Students must make a **genuine and serious attempt** in all tasks and complete and submit them by published due dates. All work is used in the determination of grades for Preliminary Courses. These grades will appear on the RoSA Credential and HSC Record of Achievement.

All formal assessment tasks will be sent in an A4 envelope and clearly identified as an assessment task or examination. Supervisors must read instructions on this cover page thoroughly before giving them to students.

Preliminary Course Common Grade Scale: RoSA Grades

The syllabuses state **what** students are expected to learn. **A to E** grade scales describe **how well** students have achieved.

Schools are responsible for awarding each student who completes a Stage 6 Preliminary Course (except Life Skills and VET courses) a **grade** that best represents a student's **overall achievement** in that course. This grade should be comparable across all students undertaking the course in the state. The grade is reported on the student's RoSA.

The **Common Grade Scale Preliminary** describes performance at each of five grade levels:

Grade 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.

Grade 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.

Grade 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.

Grade 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.

Grade 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.

Vocational Education and Training Courses (VET)

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

The student may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if they are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Alternately students will be supplied with a competency log for maintaining a record of units achieved. Students are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. Students will also receive a report from the school each semester indicating competencies achieved to date.



The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course.

Note

- Students will not be permitted to participate in a work placement if they are not deemed 'work ready' by their teacher (trainer)
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for Illness/misadventure, examination disability provision applications apply to VET courses.

Life Skills Courses

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, in particular those with an **intellectual disability** for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Student's enrolling in any Stage 6 Life Skills courses **will usually have completed** Years 7–10 Life Skills outcomes and content in one or more courses. NESA expects that the **majority** of students who enroll in Stage 6 Life Skills courses will be students with an **intellectual disability**.

Students undertaking a Stage 6 Life Skills course will be **assessed on their achievement** of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments including the school, community and workplace.

Evidence of achievement of outcomes can be gathered through ongoing **assessment**. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course



completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of an ATAR.

Course Assessment Schedules

The Assessment Schedule ensures that students are informed well in advance of their course requirements. It will provide students with the general nature, weighting and timing of formal tasks. Students are issued with the assessment schedule at the commencement of the Preliminary course. It is recommended that students use it to plan their study schedules.

Timing of Assessment Tasks

Assessment schedules for each course set out the approximate timing of each task. Course teachers will notify students in writing the precise timing and nature of the task at **least two weeks** before the task is due.

It is the **student's responsibility to be alert to the notification** and **due date** of tasks by reference to the Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or subject Head Teacher.

Changes to Course Assessment Schedules

In exceptionally rare circumstances a change to a course assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by new due date/s. All care will be taken to minimise clashes and heavy work load periods.



Invalid Tasks

In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the school, formal assessment tasks may be deemed invalid. In these cases, students will be informed in writing by the Head Teacher of the course and one or more of the following will occur where appropriate:

- Part of the task will not be marked or considered in student feedback;
- The weighting of the task may be reduced and additional weighting added to a future task; and/or
- A new task and due date will be issued.

Submission of Tasks

It is the **student's responsibility** to ensure that all assessment tasks are **completed and submitted by published due dates**. The Due Date is clearly indicated on the Assessment Task Notification.

Supervisors are required to sign the Assessment Task notification declaration on completion of the task.

Submission of Drafts

Students may submit draft work for teacher review and feedback in the Preliminary Course. Students must be aware, however, that just because draft work is submitted and recommended improvements are made student results may not necessarily or automatically increase. Students must be aware of the standards, the course outcomes and marking guidelines when reviewing their work and results.

Late Submission of Tasks

A submitted assessment task will be deemed late if it does not reach Finigan School of Distance Education within what is deemed to be a reasonable time (allowing time for dispatch on the due date and transit time only) from the due date. A task will also be deemed late if it is not signed and dated by the supervisor on or prior to the due date. Completed tasks must be posted as a **matter of urgency**, not convenience.

If a student is unable for any reason to submit a task on/by the due date, it is the responsibility of the student to contact the Course Teacher, who in consultation with the Head Teacher of the course, will verify the task's completion/submission date and determine precisely when it will be due and advise the student of any process they may need to follow. (eg, illness/misadventure)



Failure to Submit a Task

Where there is no valid or acceptable reason for not completing an assessment task, a **Non Attempt** will be recorded for the task and a **Warning Letter ('N' warning letter) will be sent**. The task/s will still need to be submitted in order for the **N Warning Letter** to be redeemed. All tasks, including late tasks, will be marked and constructive feedback provided to students.

Illness/Misadventure Applications

Students may be eligible for **Illness/misadventure** if, **immediately prior to or during an assessment task** an **unforeseen** or **beyond a student's control**, illness or misadventure occurs.

If a student is eligible for **illness/misadventure** then the student must contact the Course Teacher or Head Teacher of the course **immediately** and have ready (where possible) independent evidence to support their application (e.g. medical certificate, police report, hospital admission form, etc). The illness/misadventure form (Appendix 1) at the back of this document must be completed and submitted within 48 hours of the illness/misadventure. The Head Teacher of the course will then determine if the application is successful.

The Illness/Misadventure appeals process **does not** cover, and is not limited, to:

- attendance at a sporting or cultural event, or family holiday/event or excursion;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic attack suffered by a diabetic student) or further difficulties occur;
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffers a 'flare-up' of the condition immediately before or during the assessment task;
- matters avoidable by the student (e.g. sleeping in, misreading the instructions on the task, misreading the assessment schedule and due date, misinterpretation of the task questions, failure to back up work on a regular basis on several devices, choosing to do other things not related to the task);
- computer malfunction or disruption or corruption of technology such as a damaged thumb drive or disk;
- long-term domestic issues; and/or
- pregnancy.

If an application is successful then **one or more** of the following may occur:

1. A new due date will be provided by which to submit the same task.
2. A new due date will be provided by which to submit an alternative task that is a **like task** and assesses the same outcomes, has the same weightings and components.



3. In exceptional circumstances and at the direction of **the Principal only** – students will be exempt from the submission of a task. (In this rare event, the student’s result for the missed task will be provided at the end of the course, when all other assessment items have been completed. The result will be based on the student’s rank and relative differences to students above and below them at the end of the course and completion of the assessment program. It will also be dependent on whether the student has completed the required ‘in excess of 50% of weightings’ for already completed tasks. The Principal will have the discretion to make a decision based on all factors and individual case by case facts and circumstances. The Principal’s decision will be final in this situation.)

If an application is successful then **one or more** of the following may occur:

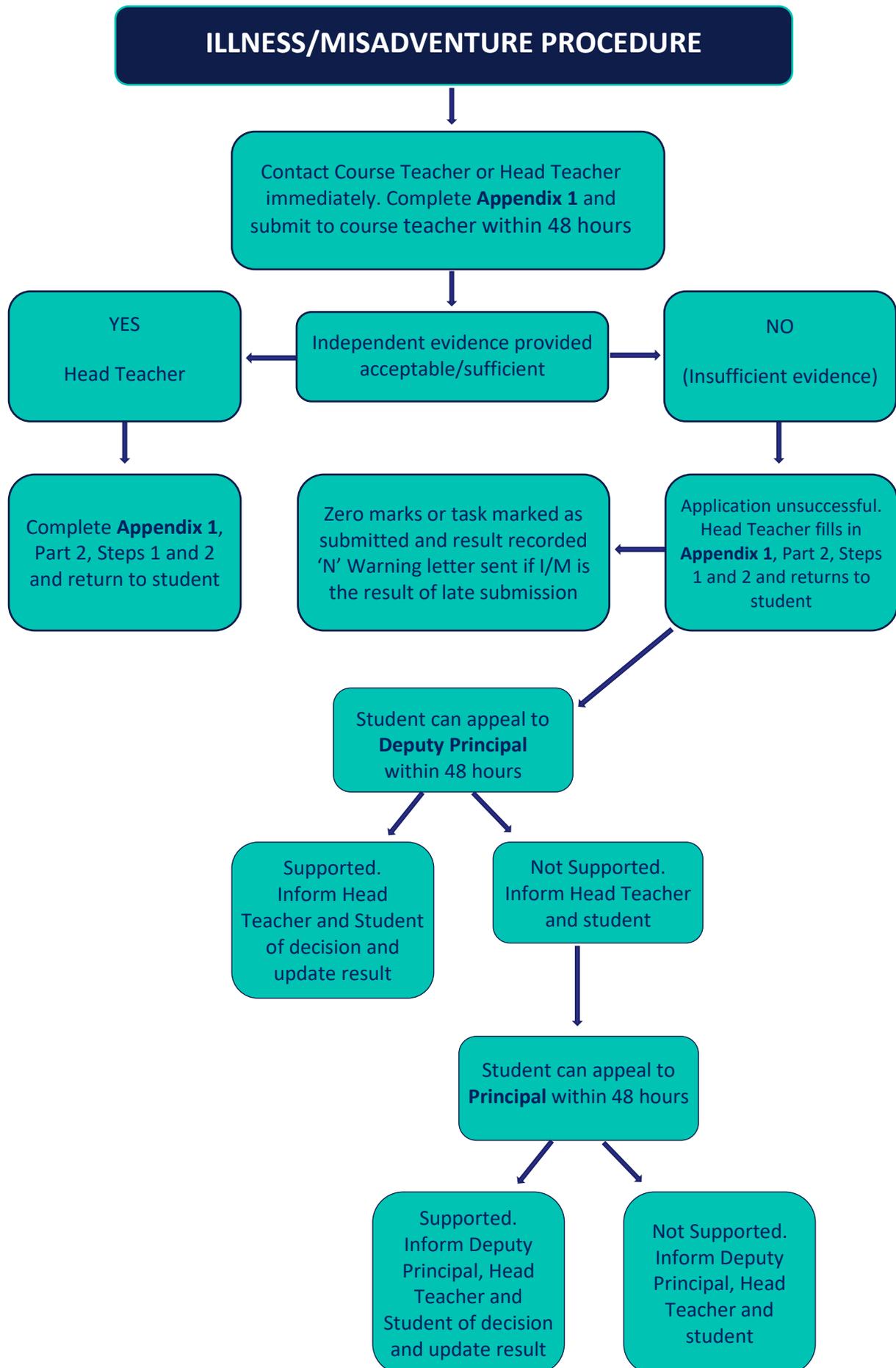
4. A new due date will be provided by which to submit the same task;
5. A new due date will be provided by which to submit an alternative task that is a **like task** and assesses the same outcomes;
6. Draft work or other work related to the task can be used to provide a result and feedback to the student;
7. In exceptional circumstances and at the direction of **the Deputy Principal or Principal only** – students will be exempt from the submission of a task. (Considerations such as the timing of the task within the course, the value of the task, the outcomes being measured, the course work already submitted will be key factors in this decision).

The first preference of Finigan School of Distance Education is that actual student work is used in determining a students’ understanding of course content and the achievement of outcomes. This process DOES NOT compensate students by giving additional marks or reducing task expectations.

Appealing: Illness and Misadventure Declined Application

A student has the right to appeal a **NOT Supported Illness/Misadventure** decision. To appeal the decision the student must present a written application to the Deputy Principal, providing any new evidence/support material and stating the explicit grounds for the appeal within 48 hours of being notified of the decision. (Appendix 1- Illness and Misadventure Application form)

Students have the right to appeal the decision of the Deputy Principal to the Principal, but this can only be done under circumstances where **NEW** evidence can be provided and is within 48 hours of the Deputy Principal’s decision. The Principal’s decision will be final.





Non-Serious or Non-Attempts

An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the Course Teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task.

A non-serious attempt may include things such as, but is not limited to:

- only multiple choice questions completed in a task or an examination paper;
- repeating the question as the answer;
- malpractice in some or all of the task; and/or
- inappropriate/offensive comments or diagrams drawn in response to a question or section.

The penalty for a non-serious or non-attempt will be determined by the Head Teacher in line with the procedures outlined for Malpractice. Students have the right of appeal to the Deputy Principal and should do so within **48 hours** of being informed by the Course Teacher or Head Teacher.

Keeping Copies of Assessment Tasks

Students must keep a copy of all assessment tasks in the rare eventuality that the task is misplaced before submission or the student fails to follow the correct processes for submission of a task. This copy can be in the form of a saved file, photocopy, scanned digital images (jpg files), or digital photographs and stored in a suitable place and format. This copy will:

- (a) provide you with the opportunity to provide a replacement task; and
- (b) provide proof to your teacher that you have attempted/completed the task.

A task that is lost/misplaced should be capable of being re-submitted **without** being re-done. It should **not** be assumed that an illness and misadventure application will be upheld or even applicable in the rare case that a task is lost/misplaced.

Failure of Technology

Generally, failure of technology is not considered acceptable grounds for late submission or non-submission of assessment tasks. Where tasks have been produced on computer, it is the student's responsibility to save work at regular intervals, copy or back-up, and/or produce progressive print-outs or drafts. Should failure of computer equipment result in late work, the same penalties apply as for other late submissions.



Disability Provisions

For students with identified special needs or a diagnosed long or short term disability the may school provide, in line with procedures and provisions approved by NESAs for the external HSC examinations, access to provisions to (as far as is possible) remove a student's barrier or disadvantage when accessing course work and assessments. If assessed eligible, students may be given provisions such as:

- Readers and/or writers;
- Time to rest;
- Time to take medication;
- Increased font/work size;
- Separate supervision;
- Adjustments to the physical environment eg, special furniture or lightning.

Students must inform their Course Teacher if they believe they might be eligible for a disability provision. Appropriate documentation must be provided (eg, medical certificates, medical reports etc. that are no older than 12months in nature). Course Teachers, in consultation with the appropriate Head Teacher and Deputy Principal (if necessary) can then approve a disability provision for a school based assessment.

Students, please be aware that, **School Based Disability Provisions** granted for school based tasks **may not be approved** by NESAs for external HSC examinations.

Malpractice

All work presented in assessment tasks must be the students own work or be acknowledged appropriately with reference to the source or author. Malpractice is taken very seriously as it enables students to gain an advantage over other students which is unfair and inequitable.

Malpractice can include, 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, friend, tutor 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 a school based task, such as a test or exam;
- cheating in the HSC examination;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date;
- faking an illness or injury to prevent the completion or submission of work; and/or
- assisting another student to engage in malpractice.

These issues are addressed directly by NESA in **HSC: All My Own Work**.

In the case of suspected or proven malpractice, 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; and/or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Malpractice Procedure

If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher, will provide to the Head Teacher evidence to support the malpractice (eg, the internet page copied, other student work that is the same, etc.). The Head Teacher with the Course Teacher will determine the extent of the malpractice.

In cases where malpractice is **suspected** or has been **proven** the following procedures will be applied:

1. The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher and/or Head Teacher, **within 48 hours** of the suspected or proven malpractice and be presented with the evidence.
2. An **'N' Warning letter** will be generated by the Course Teacher or Head Teacher to officially inform the student/parent/caregiver of the malpractice and what the student needs to do to redeem the 'N' Warning letter.
3. The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Course Teacher and Head Teacher.
4. Notes/records of any discussions/interviews will be taken and kept securely.
5. Confidentiality will be maintained at all times by all parties.
6. The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Deputy Principal **within 48 hours** of verbal/written notification of an incidence of malpractice.



Consequences of Malpractice

Proven malpractice will limit a student's results for a task and may jeopardise their satisfactory completion of the Preliminary Course, their final grade and in some cases their HSC eligibility.

One or more of the following consequences may be applied to proven malpractice:

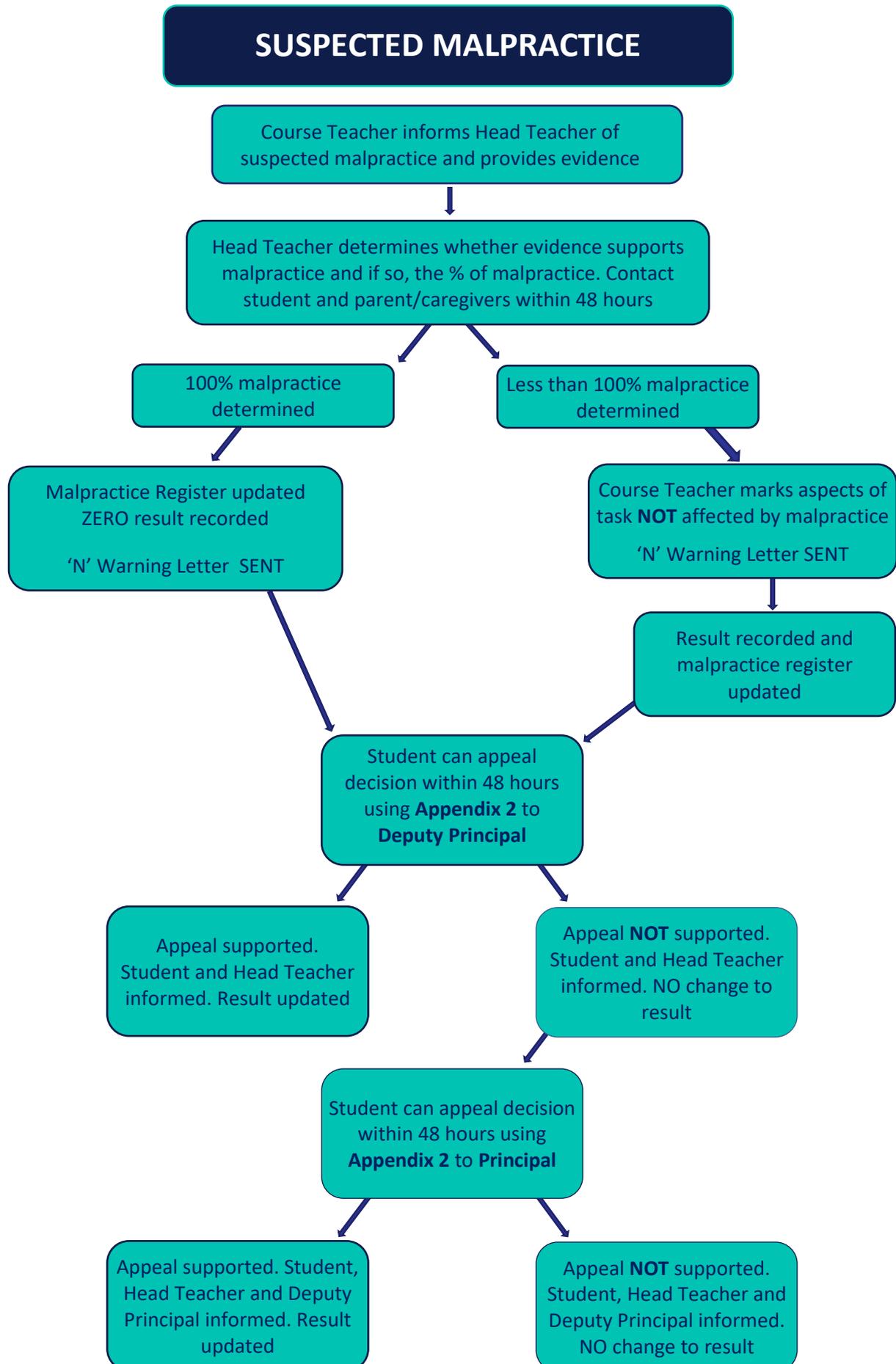
- reduced marks for all or part of the assessment task;
- zero marks for part or all of the assessment task;
- An **N Warning letter** sent to the student/supervisor; and/or
- Withdrawal from a course/s.

Student Appeals: Malpractice

After being informed of the consequence of proven Malpractice, students have **48 hours to appeal** a decision made by the Head Teacher of the Faculty to the Deputy Principal (Appendix 2 needs to be completed).

The Deputy Principal will review the evidence and inform the student, parent/caregiver of their decision verbally or in writing. Notes of any discussion/interview must be made and retained.

If the student, parent/caregiver is not satisfied with the decision of their appeal to the Deputy Principal a final appeal can be made to the Principal. This appeal **MUST** be made within 48 hours of being informed of the Deputy Principal's decision. The appeal must be made to the Principal in writing and any **new** evidence provided. The Principal's decision will be final.





Appeals: School-Based Assessments

All care is taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occurs appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on **actual performance not potential performance**. Assessment results **cannot** and **will not** be modified to take into account possible effects of illness, misadventure or disability.

Students do, however, have the right to appeal an assessment result if evidence of a break down in process or procedure in the administration of the task or the marking processes can be supported with explicit independent evidence. (e.g. performance in a task and subsequent result does not correspond with marking guidelines).

Students have 48 hours to inform the course Head Teacher of their wish to appeal a result. This must be done in writing using Appendix 3. Appeals must be supported by making clear reference/s to specific aspects of the breach of process or administration of the task or show how the result does not reflect the marking guidelines provided with the task. If at this point a result is to be changed the Head Teacher will inform the course teacher and student and document reasons for the result change.

If the student remains dissatisfied, an appeal may be made within **48 hours** of the Head Teacher's decision to the Deputy Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the task and the marking guidelines. The student and Head Teacher will be informed of the result of the appeal.

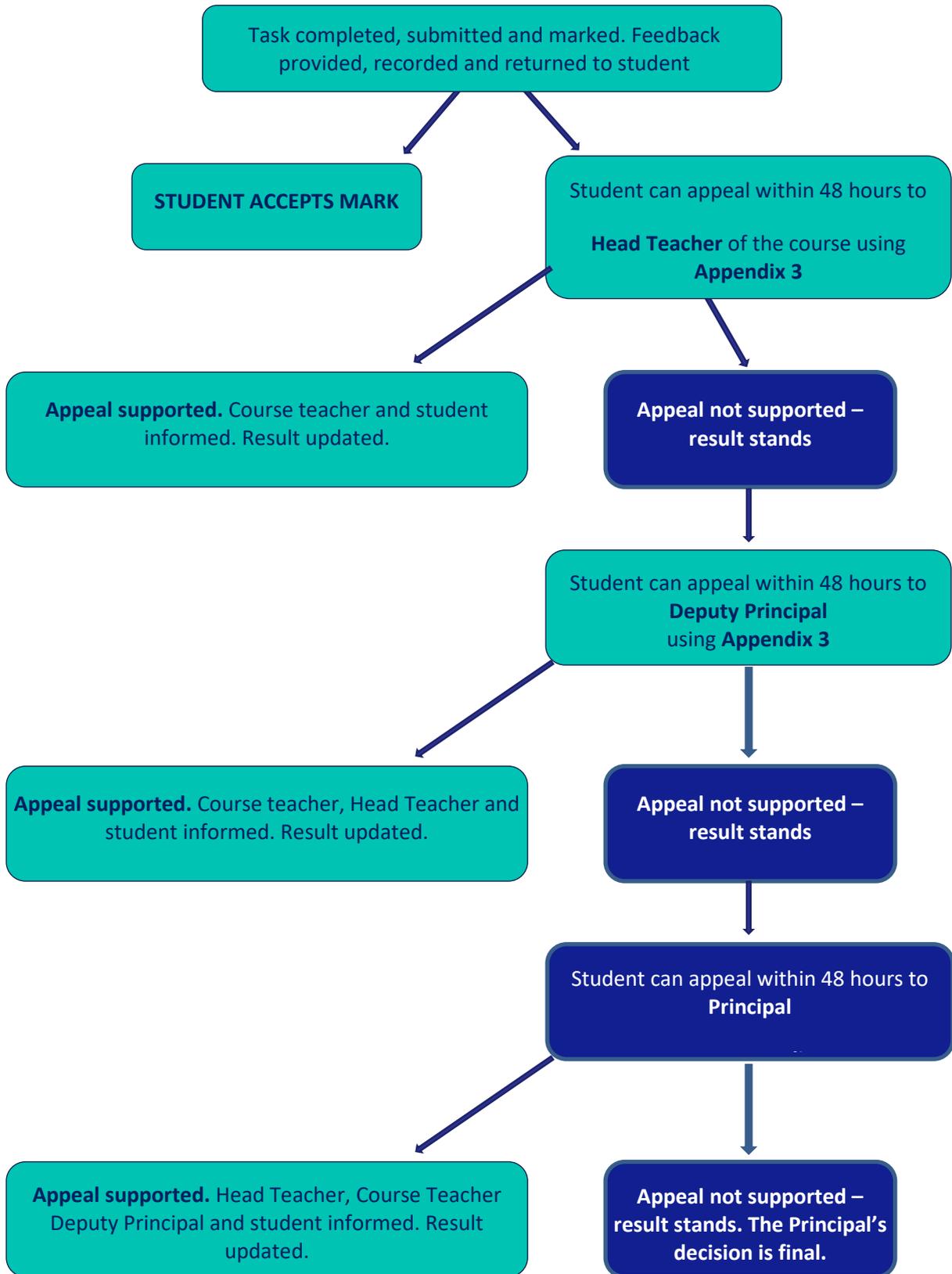
If the student remains dissatisfied, an appeal may be made within 48 hours of the decision of the Deputy Principal to the Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the administration of the task and/or the marking guidelines. The Principal will review all the evidence and inform the Deputy Principal, Head Teacher and student of the outcome.

The Principal's decision is final.

There can be no appeal process to NESAs against a school's judgement of a student's performance on a particular task. Any disputes over an individual task must be resolved within the school at the time and within the time frame specified by the school.



ASSESSMENT TASK RESULT APPEAL PROCESS





Appealing RoSA Grades

Students wishing to appeal against the RoSA grade/s in any subject awarded to them by the school must do so in writing with related and relevant evidence to the School Principal within 48 hours of RoSA Grades becoming available to them. Students will need to substantiate that the grade/s awarded in the course/s **was inconsistent with the progressive reporting** from the course teacher. If the appeal is upheld, the Principal will send notification to NESAs of a change of grade awarded and records will be changed. Where possible, all reviews of the grade/s awarded in any course will be resolved within the school, by the Principal. However, provision has been made for subsequent appeals to NESAs.

NESA will consider only whether:

- the school review process was adequate for determining whether the procedures used by the school for determining the grade/s conform with NESAs advice and the school's policy regarding the grading of student achievement;
- the conduct of the school review was proper in all respects;
- Since the appeal is directed to the progressive reporting by the school, NESAs **will not** revise individual tasks or test marks. If the appeal is upheld, NESAs will refer the matter back to the school Principal for a further review.

Non-Completion of Course Requirements: 'N' Warning Letters

Finigan School of Distance Education is required by NESAs to issue a formal warning in writing to any student who is in danger of being deemed unsatisfactory in any course. This is a formal notification to the student and parents/care givers and/or supervisor of the student outlining what the student is required to do to rectify the problem. The warning will be timed so as to allow rectification.

Formal warning letters advising of a potential '**N' Determination** will be sent to the last advised postal address. It is the student's responsibility to notify the school of any change of address or contact details. NESAs will not find it an acceptable reason/excuse that letters were not received if contact details provided to the school were not updated by the student/parent/caregiver.

Non-Completion of Course Requirements: 'N' Determination

In the event of an '**N' Determination** being issued to a student, the Principal will advise the student in writing of its consequences and their right of appeal.

FINIGAN

School of Distance Education

77 Agnes Avenue, Queanbeyan NSW 2620

Phone: 02 6210 5200

Email: finigansde@det.nsw.edu.au

Website: Finigan-d.schools.nsw.edu.au

Illness/Misadventure Application Form

Please submit immediately before or after illness/misadventure to your Course Teacher

Student Name: _____ Course: _____

Teacher: _____ Task Name: _____

Date Due: _____ Date of submission of request form: _____

Course Teacher/Head Teacher contacted: YES / NO Date of this contact: _____

If your application is highly confidential or sensitive in nature you may contact the Principal directly

Nature of request (please select): ILLNESS MISADVENTURE

Please **provide details** and **attach independent evidence** to this form:

Student Signature: _____ Date: _____

Parent/Caregiver Signature: _____ Date: _____

COPIES OF THIS FORM CAN BE FOUND ON THE SCHOOL WEBSITE

PART 2 – STAFF ONLY
Illness/Misadventure Application Form

STEP 1: Head Teacher

Student name: _____ Task name: _____

Subject: _____ Faculty: _____

Not Supported Supported (GO TO STEP 2)

Insufficient cause demonstrated – zero marks awarded

'N' Warning letter sent

Student informed and recorded

Additional comments: _____

STEP 2 – Decision

New date to complete/submit the same task New Due Date: _____

New date to complete like task New Due Date: _____

Exempt from task (Principal direction only)

Student informed of decision Recorded

Additional comments: _____

Signed: _____ (Student) Signed: _____ (Head Teacher)

STEP 3 – Right of Appeal to Deputy Principal

A student has the right to appeal the decision made in Step 1. The student must present in writing **explicit reasons/any new evidence** for appealing the HT decision and submit this written appeal to the **Deputy Principal** (within 48 hours of the HT decision).

Deputy Principal Decision Appeal Supported Appeal Not Supported

Additional comments/reasons: _____

Student informed Head Teacher informed

Signed: _____ (Student) Signed: _____ (Deputy Principal)

Date: _____

STEP 4 – Right of Appeal to Principal

A student has the right to appeal the decision made in Step 3. The student must present in writing **explicit reasons/any new evidence** for appealing the Deputy Principal decision and submit this written appeal to the **Principal** (within 48 hours of the DP decision).

Principal Decision Appeal Supported Appeal Not Supported

Additional comments/reasons: _____

Student informed Head Teacher informed Deputy Principal informed

Signed: _____ (Student) Signed: _____ (Principal)

Date: _____

FINIGAN

School of Distance Education

77 Agnes Avenue, Queanbeyan NSW 2620

Phone: 02 6210 5200

Email: finigansde@det.nsw.edu.au

Website: Finigan-d.schools.nsw.edu.au

Malpractice Appeal Form

Please submit this appeal form (within 48 hours of HT decision) to the Deputy Principal

Step One: Appeal to Deputy Principal

Student Name: _____ Course: _____

Task Name: _____ Date: _____

Teacher: _____ Head Teacher: _____

Reason/s for Appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only:

Deputy Principal Decision

No change to HT decision: Reason/s:

Change to decision: Reason/s and decision outcome:

Malpractice Register updated

HT Informed

Student/parent informed

FINIGAN

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Website: Finigan-d.schools.nsw.edu.au

Task/Result Appeal Form

Please submit within 48 hours of task being returned to you

Student Name: _____ Course: _____

Date: _____ Teacher: _____ Head Teacher: _____

Task Name: _____ Task/Result being Appealed: _____

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here):

Step One – Appeal to Head Teacher: Attach any new or additional information.

No change to mark. Reasons: _____

Change to mark. Reasons: _____

New Mark: _____ Updated result recorded

Student informed Teacher informed

Student Signature: _____ Date: _____

Step Two – Appeal Deputy Principal: Attach any new or additional information.

No change to mark. Reasons: _____

Change to mark. Reasons: _____

New Mark: _____ Updated result recorded

Student informed Head Teacher informed

Student Signature: _____ Date: _____

Step Three - Appeal Principal: Attach any new or additional information.

No change to mark. Reasons: _____

Change to mark. Reasons: _____

New Mark: _____ Updated result recorded

Student informed Head Teacher informed Deputy Principal informed

Student Signature: _____ Date: _____

