WINGHAM HIGH SCHOOL

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RESPECTFUL
RESPONSIBLE
POSITIVE

Assessment Policy Support document

Purpose

According to researcher and educator, Lyn Sharratt (2019), 'nothing else matters in teaching and learning as much as quality assessment, that is, data that inform and differentiate instruction for each learner in a never-ending cycle of inquiry to discover what works best'.

The purpose of this document is to ensure that all students at Wingham High School (WHS) are provided with ongoing support as they strive to reach their highest possible standards of achievement through the provision of an appropriate and relevant curriculum, with quality teaching and learning informed by good practice in assessment and reporting.

Scope

These procedures apply to all students, teachers, administrators, parents or carers of WHS.

Rationale

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

Students at WHS are assessed on what they understand, know and can do.

Student assessments can be formative or summative. **Formative** assessments occur during the learning process to give teachers and students feedback about student progress. They can be formal or informal and serve to guide the student's future learning. **Summative** assessments occur at the end of a course of study or period of time and indicate a student's achievement level against curriculum standards or other defined learning objectives. Studies show that substantial learning gains are possible when teachers introduce a range of formative and summative assessment strategies into their classroom practice (Ponte et al. 2009).

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students and parents/carers.

Student achievement can be reported by comparing any one or a combination of:
- the student's work against a standards framework of syllabus outcomes
- the student's prior and current learning achievements
- the student's achievements with those of other students (Stage 6).

The principles of effective and informative assessment

Clear and direct links with outcomes
The assessment strategies employed by the teacher in the classroom are directly linked to and reflect syllabus outcomes.

Assessment is integral to teaching and learning
Effective and informative assessment practice involves selecting strategies that are naturally derived from well-structured teaching and learning activities. These strategies should provide information concerning student progress and achievement that helps inform ongoing teaching and learning, as well as the diagnosis of areas of strength and need.

Assessment is balanced, comprehensive and varied
Effective and informative assessment practice involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the syllabus outcomes. Effective and informative reporting of student achievement takes a number of forms including traditional reporting, student profiles, National Assessment Program Literacy and Numeracy (NAPLAN) and Validation of Assessment for Learning and Individual Development (VALID), parent and student interviews, annotations on student work, comments in workbooks, portfolios, certificates and awards.

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

Assessment is fair
Effective and informative assessment strategies are designed to ensure equal opportunity for success regardless of student's age, gender, sexuality, physical or other disability, culture, background language, socio-economic status or geographic location.

Assessment engages the learner
Effective and informative assessment practice is student centred. Ideally there is a cooperative interaction between teacher and students, and among the students themselves. Syllabus outcomes and the assessment processes to be used should be made explicit to students. Students should participate in the negotiation of learning tasks and actively monitor and reflect upon their achievements and progress.

Assessment values teacher judgement
Good assessment practice involves teachers making judgements, on the weight of assessment evidence, about student progress towards the achievement of outcomes. Teachers can be confident a student has achieved an outcome when the student has successfully demonstrated that outcome a number of times, and in varying contexts. The reliability of teacher judgement is enhanced when teachers cooperatively develop a shared understanding of what constitutes achievement of an outcome. This is developed through cooperative programming and discussing samples of student work and achievements within and sometimes between schools. Teacher judgement based on well-defined standards, is a valuable and rich form of student assessment.

Assessment is time efficient and manageable
Effective and informative assessment practice is time efficient and supports teaching and learning by providing constructive feedback to the teacher and student that will guide further learning. At WHS, formal assessment periods are set aside at appropriate times for Stage 6.

Additionally, each course schedules other tasksthroughout the year. Progress reports are issued each semester for all students.

Assessment recognises individual achievement and progress
Effective and informative assessment practice acknowledges that students are individuals who develop differently. All students must be given appropriate opportunities to demonstrate achievement. Effective and informative

assessment practice is sensitive to the self-esteem and general wellbeing of students, providing honest and constructive feedback. Values and attitudes outcomes are an important part of learning that should be evaluated and reported. They are distinct from knowledge, understanding and skill outcomes.

Assessment conveys information

Students, parents and teachers can use student achievement information. This information (amongst other things) helps identify students for targeted intervention and can inform teaching programs. Students and parents can use assessment information to help plan revision or access assistance from teachers or peers.

Assessment for, as and of learning

NSW syllabuses and support materials promote an integrated approach to teaching, learning and assessment. Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

The principles of assessment **for** learning and assessment **as** learning strategies have some common elements. Assessment for learning and assessment as learning incorporate:
- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Assessment for learning and assessment as learning approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers using their professional judgement in a standards-referenced framework, are able to extend the process of assessment for learning and assessment of learning.

Assessment of learning occurs at the end of a course of study or period of time and indicates a student's achievement level against curriculum standards or other defined learning objectives.

Assessment for learning

Assessment for learning (as distinct from assessment **of** learning, for example class tests and examinations), involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:
- 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
- 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 classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

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 help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:
- 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 all audiences.

The approach or approaches used will be informed by:
- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students.

Assessment of learning: components

Examinations and tests:
Examinations and tests are important components of student assessment.

Years 7 and 8 have a program of ongoing assessments throughout the year and whole course examinations may be set by some courses in Terms 2 and 4.

In Years 9 and 10, examinations are normally scheduled in Terms 2 and 4.

In Year 11, students have an examination period at the end of the Preliminary Higher School Certificate (HSC) course in Term 3.

Year 12 students have Trial HSC examinations early in Term 3.

In preparation for examinations, students will be issued with an Assessment Task Advice Notification at least 2 weeks prior to the beginning of the examination period outlining the area/s of study and the weighting of the task.

Tests may be scheduled at other times throughout the year as part of a course assessment program.

Other assessment types may include:
- classwork - which includes marks given for bookwork, video/novel reports
- information and communications technology (ICT) research or homework activities.
- oral presentations - prepared speech or seminar presented to the class – or Viva Voce
- fieldwork/excursion reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- assignments - research/investigation of a topic following specified guidelines which may be completed as an individual or group task
- design projects - projects designed and produced to meet a design problem
- portfolios - accompanying documentation records design project work
- practical work - range of practical learning experiences completed in class and/or at home
- firsthand investigations – original problem solving in Science using scientific method
- Body of Work in visual arts – selection of one or more artworks that demonstrate process and practical and theoretical understanding of artmaking, to include a visual arts diary
- viewing task
- filmmaking
- diary/journals – reflection on learning processes.
- logbooks – reflection on the processes of making and creating drama
- group work activities
- peer assessment
- listening task
- representation – creation of visual representation or representation through performance
- scripted and improvised performance.

Reporting on student progress

Good reporting practice takes into account the expectations of the school community and system requirements, particularly the need for information about standards that will enable parents to know how their children are progressing.

Standards of achievement are made explicit through the student work samples in all courses. These work samples are found at nesa.nsw.edu.au go to work-samples-and-activities and are a valuable resource for student learning.

WHS provides written student progress reports twice each year in Semesters 1 and 2. Achievement levels are recorded for each course outcome by a grade scale using word descriptors.

The standard of achievement corresponding to each level of the grade scale is shown in the following table.

Outstanding Achievement	A	The student has extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High Achievement	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills in most situations.
Sound Achievement	C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic Achievement	D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Each course report contains information about a student's social development and commitment to learning, an indication of the overall achievement level in each course in Years 7 – 10 or a mark and course rank for Years 11 and 12. An indication of a student's application to learning and a comment from the class teacher highlighting strengths and areas for improvement is also included.

Reports also contain information indicating student participation in other activities during the year. Parents are encouraged to contact the school to discuss their child's progress or report.

Parent/teacher evenings are scheduled each year before the end of Semester 1, usually toward the end of Term 1 and/or the beginning of Term 2. These evenings are held to allow parents and teachers a short time to discuss student progress. Parents and carers are invited to make appointments by responding to the invitation which will be issued by a booking sheet issued to students. An SMS will be sent prior to the evening. Information can also be found on the school website wingham-h.schools.nsw.gov.au and the WHS Facebook page www.facebook.com/Wingham-High-School

Parents are welcome to contact year advisers or relevant head teachers at any time to discuss student progress.

Unsatisfactory progress including non-completion of homework, assignments or the need for improved class participation by students will be communicated to parents when necessary.

Formal New South Wales Education Standards Authority (NESA) Warning Letters may be issued to students in Stage 5 or 6 who are not meeting the requirements for satisfactory completion of a course for the award of the RoSA, Preliminary HSC or HSC.

Parents of students in Years 7 and 8 may also be contacted if attendance or course requirements are not being met. These warnings are issued via a phone contact and/or formal Letter of Concern to give students the opportunity to remedy the issue causing concern.

Disabilities provisions

NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in formal assessment tasks and examinations. Applications may be made by students for the Record of School Achievement (RoSA), Preliminary HSC and HSC according to procedures determined by NESA. The coordinator of these applications is the Head Teacher Wellbeing. They will be able to provide Year 9 - 12 students with Disabilities Provisions Application forms and Information Guides. Students who wish to apply for disabilities provisions should see the Head Teacher Wellbeing.

Parents are encouraged to contact the Head Teacher Wellbeing with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA website at educationstandards.nsw.edu.au. Go to11-12/hsc/disability-provisions or contact the school.

When an application is submitted, evidence must be included, indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school.

Supporting documents such as medical reports that confirm diagnosis of a particular condition, hearing and vision tests or timedessays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/diagnosis will not change with time, for example permanent vision loss or diabetes.

Provisions for emergencies (for example, a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence. Provisions for emergencies, for example a broken arm, may be sought up to the day of the examination.

If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure appeals, not disability provisions. Also, **disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time**.

However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis, for example separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:
- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm
- an intermittent condition, such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session, for example epilepsy or asthma, the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

School responsibilities and procedures in assessment

For each course the school has developed an assessment program which:
- outlines the requirements for satisfactory completion of the course
- states the number and type of tasks to be completed during the semester/year
- lists the schedule of tasks
- states the weighting of each task.

This program will be distributed to each student in each course at the commencement of the course year.

For each assessment task students will be given a written notification at least 2 weeks in advance of the task indicating the issue date, due date, weighting, outcomes being assessed, specific task description and marking criteria. For assessment blocks/examinations, a written timetable will be issued at least two weeks prior to the commencement of the block. No assessment tasks will be scheduled in the two weeks before or one week after a calendared assessment block.

Feedback, either written or verbal, will be provided to each student within TWO weeks of completion of the task, using the marking criteria for the task and annotations of student work, indicating what the student did well and how they can improve.

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:
a) **followed** the course developed or endorsed by NESA as per the relevant syllabus
b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the courseby the school
c) **achieved** some or all of the course outcomes.

The principal may determine that, as a result of absence, the course completion criteria may not have been met.

Principals will give students early warning of the consequences of such absences.

In such circumstances, warning letters relating to the student's non-completion of course requirements will be sent for students in Year 9 (100hr elective courses), and Years 10, 11 and 12. In Years 7, 8 and 9, parents/carers will receive a phone call and/or letter regarding the student's progress. This communication is given in time for the problem to be corrected.

In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student.

Students who enrol at WHS during the year will be assessed on the tasks completed at the school. Specific procedures apply for the HSC, Preliminary HSC and RoSA.

Student responsibilities and procedures

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

Examination and test conduct requirements

Examinations and tests require students to work individually and make a genuine attempt to the best of their ability. Examinations and tests are conducted under silent conditions for the duration of the allotted time period. A student who communicates with other students during an examination or test, or brings material into an examination or test room that may assist the student, or does not follow instructions from a teacher may have some or all of their paper not included for assessment.

Students in Years 11 and 12 may use the library for study purposes during scheduled assessment/examination times. Year 7 to 10 student examinations will be held within the normal school day lessons. Students requiring disabilities provisions for examinations and tests (such as a reader, writer, extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher Wellbeing for specific information.

Examination and test rules

1. Students are responsible for the correct reading of their examination timetable including the examination location.
2. Students should be prepared to commence examinations at the scheduled time. Students should arrive at least **10 minutes** before the scheduled commencement time. Time will not be added for latecomers.
3. **No food** is to be brought into the examination room. Water in a clear, unlabelled bottle may be brought into the examination room.
4. Students will **not** be able to leave the examination room before the scheduled finishing time of the examination.
5. **All writing paper** will be supplied for examinations. Students must provide all other requirements such as writing equipment and calculators. Calculators must be approved and must not be programmable. Students are to bring all writing equipment in a transparent plastic bag.
6. No written material is to be brought into the examination room.
7. Students are required to wear **correct school uniform** to all examinations.
8. **Mobile telephones, smart watches and any other electronic devices** are not permitted into the examination room. These devices must be switched off and placed in the box located in the foyer of the Multi-Purpose Centre (MPC). This must be done before entering any examination scheduled in the MPC. Students must have their device labelled, switched off and ready to surrender before entering the examination. Students are to use their own paper and rubber band to label their device.
9. Students will be allowed to collect their device once the examination concludes and all papers are collected, not earlier. For examinations scheduled within classrooms, students must switch off their mobile telephone, smart watch and any other electronic device and leave this in the box at the front of the classroom. Students who are found with a mobile telephone or electronic device during an examination will have breached the examination rules. Penalties can include loss of examination marks.
10. Students who are unable to attend an examination due to illness or misadventure (accident etc) must telephone the school prior to the commencement time of the examination and leave a message for the relevant head teacher. Students **must** complete an Illness/Misadventure form and supply a doctor's certificate or other credible documentation related to the incident as soon as possible after the absence. The dates on the supporting documentary evidence must cover the entire period of absence.
11. For practical examination times and locations see your teacher **before** the examination period.
12. No white out markers or fluid.

Malpractice or non-serious attempts

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the RoSA, Preliminary HSC and HSC. Throughout the assessment

process, the highest level of honesty is required.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning does not require formal acknowledgement (refer to the Assessment Support Package for Students – All My Own Work (AMOW) and Guide to bibliographies and referencing)

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:
- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of the RoSA, the Preliminary HSC and the HSC.

Should **malpractice** be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing. Based on the head teacher's determination, the student concerned will be referred to the deputy principal and/or principal.

In cases where a teacher alleges that the student has made a **non-serious attempt** at a task, the matter should be referred to the head teacher in the first instance. If the head teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. Based on the head teacher's determination, the student concerned will be referred to the deputy principal for final determination.
Students determined to have been involved in **malpractice** in relation to any assessment task, including examinations, may expect to **receive a zero mark for that task**. Students who are determined to have made a **non-serious attempt** at an assessment task may also expect to receive a **zero for that task**.

What constitutes malpractice?
All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could result in a mark of zero for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:
- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Submission of assessment tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Printer/computer failure is not an acceptable reason for late submission of work.

Assessment tasks (other than class tasks) must be submitted on the due date and time OR as specified by the head teacher.

Late submission of assessment tasks will incur the following late penalties:

Years 7 – 10			
Day 1	Day 2	Day 3	Day 4
= 50% penalty			100 % penalty = zero marks
Years 11 – 12			
Day 1			
100 % penalty = zero marks			

Completion/collection of work missed by students due to absence from a class for any reason is the **responsibility of the student**. Teachers will make every effort to assist students.

Marks are used as a reference to points within a grade banding to assess student competence towards outcome achievement. The penalty process serves to promote equity for those students who submit tasks on time.

Please note that **oral tasks do not have any provision for late presentation**. A zero mark will be given if the student is unprepared or unwilling to present their oral task or complete their class task at the start of the designated time/lesson. An Illness/Misadventure application may be used where relevant.

Years 7 to 10 student requirements

In circumstances where a student in Year 7, 8. 9 or 10 is absent due to illness or misadventure on the day an assessment task is scheduled or due, they must provide the school with written evidence from a medical professional or from their parents/carers explaining the specific reason.

Year 11 and 12 student requirements

In circumstances where a Year 11 or Year 12 student is ill or experiences misadventure on the day an assessment task is scheduled, the student must complete and submit an Illness/Misadventure application and notify the head teacher of the course by a phone call to the school. These procedures are detailed below.

Year 11 and Year 12 mandatory requirements for misadventure, illness or other absence

Definitions of illness and misadventure:

Illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment task (e.g. influenza, an asthma attack, a cut hand).

Misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

It is a student's right and responsibility to make an application for an illness or misadventure if they are prevented from attending an examination/assessment task due to an unforeseen situation OR consider that their performance was affected by an unforeseen situation immediately before or during the examination/assessment task. However, if the student's **circumstances are of an ongoing nature, they should apply for Special Provisions**.

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

If specific symptoms of a prior illness or impacts of misadventure are present on the day of the assessment task or examination, and can be proven through an official medical certificate and/or police report and/or statutory declaration, it then may be accepted as grounds for an illness/misadventure appeal:
- If absent on the day of a scheduled examination, hand in or in class assessment task or oral task, a Year 11 or Year 12 student must:
  - **Notify the school on that day** of the reason for your absence. This could potentially be with advance notice.
  - Present a completed Illness/Misadventure Application form (supported by evidence) to the head teacher of that course by **3 pm** explaining the circumstances within 5 days of the due date of the assessment task, or on the first day of your return to school.
- In the event of absence on the due date for submission of an assessment task, the task may be posted to the school and bear the post mark of the due date OR may be brought to the school by a third party OR may be emailed to the relevant teacher. If the task was submitted late, the Year 11 or Year 12 student must submit an Illness/Misadventure application to the head teacher.

  NB: A computer/printer failure will not be accepted as a valid excuse for failure to submit due work. A doctor's certificate on the day of an at home assessment task must be supported by evidence of previous work on that task.

It is the student's responsibility to arrange for an Illness/Misadventure application to be submitted by 3 pm or upon return to school (if not within 5 school days of due date). **Documentary evidence** must cover the date of the assessment task and the entire period of absence from school. Students should be prepared to complete the assessment task on the first day of their return to school.

The illness/misadventure application process is designed for cases where, because of illness or misadventure, your performance in an examination is not a good measure of your achievement.

It does not cover:
- difficulties in preparation or loss of preparation time, for example as a result of an earlier illness
- alleged deficiencies in teaching, for example extended teacher absences
- loss of study time or facilities prior to the formal study vacation
- misreading of the timetable
- misreading of examination instructions
- failure to enter for the examination in the correct course
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- conditions for which you have been granted disability provisions, unless you experience further difficulties
- courses that are undertaken as a self-tuition student
- attendance at a sporting or cultural event
- other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations.

The illness or misadventure application

The Illness/Misadventure Application form is available from the deputy principal. If a student is absent from an assessment task, or unable to complete an assessment task by or on the due date, it is the student's responsibility to contact the school and the relevant head teacher of the course concerned.

Supporting evidence

In all cases WHS requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task. The student should seek independent evidence on the same day of your assessment. The documentation that they provide must be current, specific to the date and time of the assessment task and submitted with the Illness/Misadventure application. When completing an Illness/Misadventure application, the student should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete application could jeopardise the success of the application.

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

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

The outcome will be decided by the head teacher after considering documentary evidence. The possible outcomes are:
- student's result will remain as marked
- substitute task to be set and completed
- extension of time granted
- zero mark given.

The student will be informed of this decision within 5 school days of lodgement of the Illness/Misadventure application.

WINGHAM HIGH SCHOOL

9 Rowley Street, Wingham NSW 2429 | Ph. 02 6553 5488 | Fax. 02 6557 0372
Email: wingham-h.school@det.nsw.edu.au | Website: www.wingham-h.schools.nsw.edu.au

RESPECTFUL RESPONSIBLE POSITIVE

Illness Misadventure Application: Year 11 and 12 students

Application for special consideration for misadventure/illness/special circumstances in relation to assessment tasks and examinations (please tick one of the following and follow the prompt in *Italics*):

☐ Are your circumstances of an ongoing nature?   ⟹ ***Apply for Special Provisions***

☐ Were you prevented from attending an examination/assessment task due to an unforeseen situation OR consider that your performance has been affected by an unforeseen situation immediately before or during the examination/assessment task?   ⟹ ***Continue with this application***

Part A: to be completed by student before recommendation from classroom teacher.

Student name: _____   **Date:** _____   **Year Group:** _____

Subject: _____

Task: _____

Class teacher: _____   Did you complete this task: **Yes   No**
                                                                                        (please circle)

Have you contacted the school?   **Yes   No**   Date of the initial contact made: _____
                                  (please circle)

Name of the office staff/teacher with whom your initial contact was made? _____

Attach any supporting documents such as medical certificates etc. Include:
- a statement **explaining** how you were affected during the assessment task
- a statement **about** how your performance during the assessment task may have been affected – the dates featured on the illness evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

_____

_____

_____

_____

_____

Documentation provided: **Yes   No**   Examples include medical certificate, funeral notice, police
                           (please circle)   report, statuary declaration, letter

Student signature: _____

Parent/carer signature: _____

Part B: to be signed by class teacher before head teacher.

Signature: _____   Date: _____

Part C: to be completed by head teacher.

Head teacher recommendation: (please tick)   ☐ **Supported**   ☐ **Not supported**

Outcome of the application for misadventure: (please tick)

☐ Student's result will remain as marked   ☐ Extension of time granted until ____/____/____

☐ Substitute task to be set and completed   ☐ Zero mark given

☐ Other_____

Comments:

_____

_____

_____

_____

_____

_____

Signature: Date: _____

_____

Part D: to be signed by principal

Signature: _____   Date: _____

Appeals regarding assessment tasks

A student may appeal the decision or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.
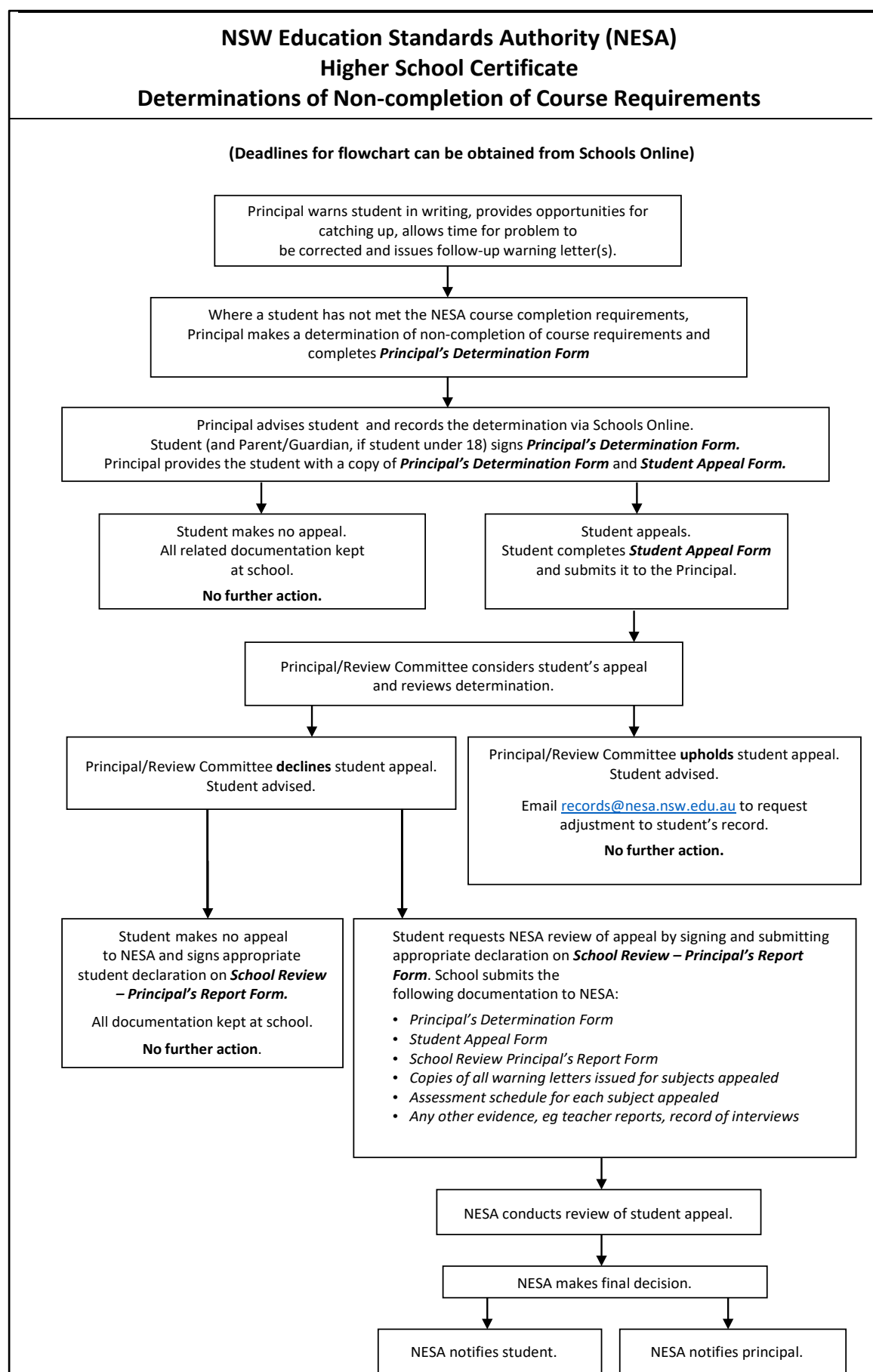
This appeals process applies in the following circumstances:
- dissatisfaction with outcome of an Illness/Misadventure application
- concern regarding a result for an individual task (this does not include an appeal regarding professional teacher judgement in applying the marking criteria)
- concern regarding results recorded on a progress report.

The appeals procedure:
1. Consult the head teacher of the course **within 5 days** of receiving the determination of an Illness/Misadventure application, task result or report. The student will receive a response within 2 school days.
2. If a student believes that the grounds for appeal were not appropriately addressed by the head teacher, they may take the matter to the Assessment Appeals Committee and provide a copy of the assessment task, the attempt at the task and any other relevant information and lodging it with the deputy principal, Chairperson of the Appeals Committee, within five days of receiving the outcome of the appeal with the head teacher. The committee will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible.

The Assessment Appeals Committee normally consists of the deputy principal supervising assessment and reporting as chairperson, a head teacher and the relevant year adviser.

NSW Education Standards Authority (NESA)
Higher School Certificate
Determinations of Non-completion of Course Requirements

(Deadlines for flowchart can be obtained from Schools Online)

Principal warns student in writing, provides opportunities for catching up, allows time for problem to be corrected and issues follow-up warning letter(s).

↓

Where a student has not met the NESA course completion requirements, Principal makes a determination of non-completion of course requirements and completes **Principal's Determination Form**

↓

Principal advises student and records the determination via Schools Online.
Student (and Parent/Guardian, if student under 18) signs **Principal's Determination Form.**
Principal provides the student with a copy of **Principal's Determination Form** and **Student Appeal Form.**

↓

Student makes no appeal.
All related documentation kept at school.

No further action.

Student appeals.
Student completes **Student Appeal Form** and submits it to the Principal.

↓

Principal/Review Committee considers student's appeal and reviews determination.

↓

Principal/Review Committee **declines** student appeal.
Student advised.

Principal/Review Committee **upholds** student appeal.
Student advised.

Email records@nesa.nsw.edu.au to request adjustment to student's record.

No further action.

↓

Student makes no appeal to NESA and signs appropriate student declaration on **School Review – Principal's Report Form.**

All documentation kept at school.

No further action.

Student requests NESA review of appeal by signing and submitting appropriate declaration on **School Review – Principal's Report Form**. School submits the following documentation to NESA:

• *Principal's Determination Form*
• *Student Appeal Form*
• *School Review Principal's Report Form*
• *Copies of all warning letters issued for subjects appealed*
• *Assessment schedule for each subject appealed*
• *Any other evidence, eg teacher reports, record of interviews*

↓

NESA conducts review of student appeal.

↓

NESA makes final decision.

↓

NESA notifies student.

NESA notifies principal.

School leave and assessment tasks

Leave from school may be granted by the principal upon completion of a leave application on which details of course work to be completed whilst on leave and any assessment requirements are indicated.

Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents should NOT assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

The Department of Education's position in relation to student leave is stated in the Student ***Attendance in Government Schools Procedures School Attendance* Policy**. This policy has been developed by the Learning and Engagement Directorate in 2015:

> 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
> 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, should be specified on the application.

When student leave clashes with an assessment task

Students in Years 7-10

Students in Years 7-10 should discuss how an application for leave may impact assessment tasks with their class teacher and the faculty head teacher **2 weeks prior to the leave**. All assessments tasks due during the period of leave must be completed prior to the leave commencing. Students who do not make arrangements with their classroom teacher and faculty head teacher two weeks prior to the leave, and who do not complete the required assessment prior to taking leave, may be penalised for non-completion and therefore receive a mark of zero or be penalised for late submission of a task in accordance with the WHS Assessment Policy Support Document.

At all times, students and families must manage leave requests in consultation with class teachers and faculty head teachers.

Students in Year 11

All assessments should be completed at the scheduled time unless students are affected by illness or misadventure. Students who expect to be absent from school due to leave must consult with the faculty head teacher **at least 2 weeks prior to the scheduled task**. Failure to consult within this time, and failure to comply with task submission requirements, may result in penalties for non-completion and therefore the student may receive a mark of zero or be penalised for late submission of a task in accordance with the WHS Assessment Policy Support Document.
All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

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

Students completing HSC courses

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

Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the faculty head teacher at least 2 weeks prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements,

will result in penalties for non-completion or late submission of a task in accordance with the WHS Assessment Policy Support Document.

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

Students with a scheduled in-class task, such as an examination, presentation, or group-work task, may not be ableto complete this prior to leave commencing. In this case, a penalty will apply and the student will receive zero for this task.

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

List of abbreviations

HSC – Higher School Certificate

NAPLAN – National Assessment Program – Literacy and Numeracy

NESA – New South Wales Education Standards Authority

NSW – New South Wales

RoSA – Record of School Achievement

VALID – Validation of Assessment for Learning and Individual Development

WHS – Wingham High School

Assessment Support Package for students

What is HSC: All My Own Work?

HSC: All My Own Work (HSC:AMOW) is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The HSC: All My Own Work consists of 5 modules:
1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with Others

The program builds on existing programs in schools and provides flexibility in delivery. It also recognises the rapid growth in information available to students through the internet.

How is HSC:AMOW related to HSC eligibility?
All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed HSC:AMOW or its equivalent before the completion of Year 10. This requirement excludes students who are only entered for Life Skills courses or Board Endorsed courses, although the program would still be available as an option for these students if this was seen as appropriate by their school.

What are the objectives and outcomes for HSC:AMOW?
The values and attitudes students will develop through completing the HSC:AMOW program are:
• a commitment to principles of good scholarship, academic honesty and ethical practices
• respect for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own work and the work of others.

What is included in the HSC:AMOW program?
The HSC:AMOW program is divided into 5 modules, each organised around 5 or 6 focus questions.
Each module includes:
• information, scenarios and quiz items
• a summary of key information, issues and strategies
• FAQs
• a list of resources for further information, including links to relevant websites
• a quiz (that includes all quiz items incorporated in the module).

Scholarship principles and practices

The module considers what scholarship principles and practices are, why they are important and how students can benefit from making sure they follow the principles of ethical practice in their study for the HSC.

The module focus questions are:
- What are the principles and practices of good scholarship?
- What are the rights and responsibilities of students in ensuring the intellectual integrity of their work?
- What is malpractice?
- Why do people cheat?
- Why is it wrong to cheat?
- What are the consequences of cheating in the HSC?

Acknowledging sources

This module explains how and why sources used in the creation of students' work should be acknowledged.
The focus questions are:
- What is meant by acknowledging sources?
- Why should sources be acknowledged?
- When and how should sources be acknowledged within the body of a work?
- How should sources be acknowledged at the end of a work?
- What strategies can students use in preparation for the acknowledgment of sources in their work?

Plagiarism

This module explains plagiarism and its implications for HSC students.
The focus questions are:
- What is plagiarism?
- What is the difference between intended and unintended plagiarism?
- What strategies can be employed to avoid plagiarism?
- How is plagiarism detected?
- What are the implications for plagiarism of accessing information from the internet?

Copyright

This module explains copyright and its relevance to students.
The focus questions are:
- What is copyright? Why do we need it?
- What is the Copyright Act?
- Why is it important to respect intellectual property?
- How does copyright work in a digital environment?
- How is copyright related to music and images found in digital media and on the internet?

Working with others

This module considers how students can work collaboratively in their senior years while at the same time maintaining the academic integrity of their work.

The focus questions are:
- Is there a difference between collaborative learning, collusion and copying?
- Is it appropriate for students to seek assistance from others with their assignments?
- How can students appropriately acknowledge the support of others?
- What are the benefits of producing your own work?
- What strategies can be used to ensure appropriate collaboration in a group work context?

Study and homework

Study can be described as a general time devoted to homework, revision, research or assessment preparation at home or at another suitable venue OR a program of preparation for written assessment.

Homework can be described as the work teachers ask students to complete at home. Regardless of the description used these are important aspects of student learning and progress at school. Homework and study are important parts of a student's learning program. Homework and study are most effective in enhancing students' learning. For both study and homework, students should:
- be alert and not too tired
- choose a location where distractions are minimised
- allocate a regular study time each day
- undertake a combination or homework, research and revision
- use a study planner – organisation is important
- read widely including books, websites, newspapers, novels, journals.

Study and homework enable:
- reinforcement of concepts learnt in the classroom
- completion of work begun in class
- revision of work completed or attempted in class
- development of student research, analysis, summary and note taking skills among others
- development of a regular pattern of work
- development and honing of time management and planning skills.

Homework may include and is not limited to:
- revision of current work
- completion of worksheets
- reviewing relevant news or current affairs
- interviewing family members or neighbours
- completing a project
- working on solutions to mathematics questions
- research for projects
- developing and refining physical coordination skills
- preparation of speeches and oral presentations based on research
- reading
- use of computers for research
- undertaking assignments
- completing tables
- rewriting sections of class work in students' own words
- discussion with family members about issues or activities arising from class work
- spelling revision
- reading newspapers and periodicals related to class studies
- test cook a recipe
- preparation of a glossary of terms used commonly in a unit of work
- drafting or rewriting poems, short stories or other creative writing pieces
- accessing relevant websites
- answering set questions in written form.

Hints for assignments and research tasks

- Assignment/research tasks should always be completed using the sub-headings given and in the order given. Students should not simply copy down information from a book or the internet and present it as their own. This is called plagiarism. Copying work from another student is also plagiarism. Marks will be deducted or a zero awarded for the assignment/research task if plagiarism has occurred. The assignment/research task determines whether students can locate, select and organise information for themselves.
- Students should not rely on one source of information, as it may be biased or incomplete. Students should use at least two sources of information and they should not all be the same, for example not all Internet sites or all books. The types of information sources students can use include: encyclopedias, books, the Internet, magazines, newspapers and textbooks (which can be sourced from the Internet).
- Before submitting work for marking students are advised to have another person (e.g. parents) proofread and spell check an assignment.
- Students should always use metric measurements. Australia is a metric country, and so size, weight, distance and dimension information should be given in metric measurements. If your source uses the imperial system (inches, pounds), it is a student's responsibility to change the figures unless presenting historical information ordirect quotes.
- All maps, pictures, diagrams or graphs must have a caption/description/heading.
- All assignments and research tasks, whether it is specifically stated in the instructions or not, should include a bibliography.
- Students should make sure their name is on all work submitted for marking.
- Students must read and implement the instructions for presentation of a task or assignment carefully.
- If for any reason an assignment is not submitted on time, Stage 6 students must complete an Illness/Misadventure application and submit it to the head teacher of the relevant course with the assignment for consideration. Supporting documentary evidence such as a medical certificate must be acquired on the same day as the task. For Stage 4 and 5 students who have experienced illness or misadventure, documentary evidence is required from parents/carers or a medical professional.

Hints for taking and using notes

Taking notes is a skill students will use in many different ways. Students take notes from a variety of sources including a book, lecture, lesson or video program or from fieldwork, an experiment or an interview. The notes taken may range from a few key words on a card to a detailed set of carefully organised sheets of reference material. The point to remember about note taking is the **purpose**. Students need to think about the reason they are taking or making notes.

The key aims in note taking are:
- Brevity: to make a summary of ideas, explanations and examples in few words.
- Clarity: to write in a way that is clear to the reader.
- Organisation: to use headings, sub-headings, sections, diagrams to organise notes.

These hints will help students develop and improve note-taking skills:
- use phrases, single words and symbols, not complete sentences
- number the points
- use headings, sub-headings to organise notes clearly
- instead of writing on paper, try cards or a small notebook
- consider typing notes to allow ease of updating
- put a clear title on each set of notes
- use non-verbal clues (such as arrows, boxes, diagrams/sketches) to make the information clearer and more vivid
- if you make notes electronically, ensure you back up your files regularly.

One of the most likely uses for notes is to provide information when writing a short description/explanation or answers to questions. Organise the information gathered into a logical sequence.

One of the most important skills in using notes to answer questions, whether short or long, is knowing what to leave out. It is tempting to try and include all the information. By discarding some information that is not relevant to the question or task, the answer will be improved significantly.

Hints for oral presentations

Many courses ask students to present the findings of research as an oral report. Consequently, developing and practising public speaking skills is essential for such tasks.

The fear of speaking to a large group is very common, and there are ways of overcoming it. One way is to carefully plan and prepare a presentation.
- Students should clearly understand the purpose of the oral report being prepared. The most common purpose of an oral report is to inform an audience.
- Know the audience. The more a student knows about an audience the more appropriate and focused the oral report will be. For example, if the audience already has a good knowledge of the topic some information maynot be needed in the presentation.
- Organise the information. The most successful oral reports have a structure similar to an extended response or essay; that is, they have an introduction, a body and a conclusion.
  - **Introduction**: the first part of an oral report tells the audience the topic. It is best to communicate this ina way that gains the audience's attention and relaxes the speaker. A good way to do this is to make a formal opening statement that outlines the focus of the report. Humour can be used to gain the audience's attention or a visual aid such as a picture, a slide or video extract.
  - **Body**: the body of the oral report should be the focus of the presentation. It develops the main ideas and supports them with examples, quotations, analogies and statistical information. These will make the presentation more interesting and memorable.
  - **Conclusion**: let the audience know when the end of the presentation is near by using words such as 'in conclusion' or 'to sum up'. In the conclusion, briefly highlight the main points made during the presentation.

Using speakers' notes
Rather than simply reading a prepared speech, it is often more effective to use a series of words or phrases that act as cues for a presentation. However, make sure that the words and phrases are written in large print and that there are not too many points on a page. It is also a good idea to number the points. Different colours and highlighter pens may prove useful in these notes.

Delivering your oral presentation
To avoid stage fright, students should check through these points before delivering an oral presentation:
- know the topic thoroughly
- use numbered points on small, palm sized, speaking cards
- practise the speech several times, especially if there is a set time limit
- do not rush the presentation, speak slowly and clearly
- use appropriate gestures and maintain good posture
- make eye contact with members of the audience
- vary voice tone/modulation throughout the presentation
- stand still.

Hints for multimedia presentations

Multimedia presentations combine various types of media, including text, graphics, clip art, digital photographs, video, sound effects and music.

The most widely used multimedia presentation tool is PowerPoint. PowerPoint is a powerful software tool used for presenting information in a slide-show format. A PowerPoint display is usually supported by an oral presentation.

Main features of a PowerPoint presentation

- Text – think about what needs to be included, and choose an appropriate font, size and colour. Use the samefont throughout the presentation. It is important not to include too much text on each slide.
- Sounds – sound effects can be used when text and/or objects appear in each slide, as well as during slide transitions. Be careful, however, as too much sound can detract from the oral presentation.
- Content – avoid overcrowding. Include only key points. Use the narration to add detail.
- Animations – text and objects can be animated, as can the transition between slides, but be careful not to overdo it.
- Slide layout and backgrounds – readymade designs can be used from the PowerPoint.
- Software or custom designs can be made using different colour backgrounds and effects. It is important that only one background style or theme is used throughout the presentation. This helps to avoid confusion.
- Illustrations – use a variety of illustrations to make the slides interesting and informative, including clip art, digital images (photographs taken with a digital camera, scanned photographs, the Internet, CD-ROM collections of digital images) and maps.

A guide for successful PowerPoint presentations

General guidelines

- plan the PowerPoint presentation carefully
- use a common design template throughout the presentation
- limit the number of slides used – too many slides can bore and confuse the audience
- include only essential information
- standardise the position, colours and styles of headings, text and images
- use colours that contrast, for example yellow or white text on a dark blue background works well
- be consistent with sound effects, transitions and animations.

Text guidelines

- generally, it is best to have no more than six lines of text per slide, with no more than six words per line
- avoid long sentences
- use a larger font to highlight key points
- select a suitable font size – in the range of 18 to 48 point
- avoid fancy fonts as they can be hard to read
- be sure the text contrasts with the background
- avoid capitalising all letters as they are hard to read.

Clip art, photographs and graphics

- ensure these balance the slide and enhance and complement the text, not overwhelm it
- present any data as a graphic
- include no more than two graphics per slide.

Presenting your PowerPoint presentation

- practise and time the presentation
- speak confidently and clearly
- remember to include a bibliography.

Guide to bibliographies and referencing

What is a bibliography?
A bibliography is a list of resources you have used in researching an assignment. It is placed at the end of your work and is organised alphabetically by the author's surname or title (if there is no author.) There are different systems of writing bibliographies.

Why is a bibliography important?
- A bibliography describes the resource precisely enough to enable a reader to locate it and verify the information if necessary.
- It shows how much research you have done and how you have used the information you have found.
- It prevents you being accused of plagiarism (taking someone else's ideas and using them as you own).

How to prepare a bibliography
Follow the examples listed below for the resources you have used. Note carefully the punctuation, especially date in brackets after the author's name, full stops after the author's initial and the place of publication and commas after surname, each name, article title, book title, publisher. The title can be underlined or written in italics.

It is a good idea to write down the bibliographic details that you need when you have the resource. Prepare a draft of your bibliography to make sure you have all you need and that it is correctly organised, before making a final copy.

Referencing or Citing in the Text (citethisforme.com)
In your written work, you need to acknowledge:
- **Direct references** - whenever you quote directly from any source you are using. After the quote you include the author's surname, publication year and page number. E.g.: Dr Milton said, "………" (Milton, 1997, p34) OR (Milton et al 1997, p34) when there are two or more authors.
- **Indirect references** - whenever you refer to ideas from someone else's writing (even if you are using your own words. At each point in the text that refers to a particular resource, you insert the author's surname and publication year. E.g.: James Kellaway (1997) believes that ….

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

Examples

Books with one author	Dixon, J. (1988) How to be a successful student, Penguin Books. Ringwood. Vic.
Books with two or more authors	Leeder, S.R., Larsen, A.E. & Larsen, M.K. (1996) Presenting Australia's National Parks, Child & Henry, Brookvale.
Books with an editor and no author	Morgan. J. (ed.) (1993) How to be a successful author, Penguin Books, Ringwood.
Books with no author	Penguin dictionary of synonyms. (1996) Penguin. New York
Reference books	The Cambridge Encyclopedia of Human Evolution. (1992) Cambridge University Press. Cambridge.
Article in a journal	Burns, S. (1989) 'There's more than one way to learn', Australian Wellbeing, No 33, October, pp.42-44.
Article with no author	'The Reef in Brief' (1995) Wildlife Australia, Autumn, pp. 18-19.
Article in a newspaper	Legge, Kate. (1987) 'Labour to cost the Keating factor', Times on Sunday, 1 Feb., p.2.
CD ROM	**Guinness Disc of Records** (CD ROM), (1996), Britannica Software, London.

Video	The Great Barrier Reef (video recording), (1998), Australian Videos, Adelaide
Motion picture	The Comedic Fall (motion picture), (1964), Englewood, New Jersey, Pratfall Releases.
Television (or radio) production	'What are we going to do with the money?' (television program), Four Corners, 8 August 1982, ABC Television.
World Wide Web Site. The format is as follows: Author's surname, initials. (Date) Title (Internet), place of publication (if known), publisher (if known), URL (accessed date)	Martin. Suzanne. (16 August 1999) Feminism Today (online), www.fem.org./feminismtoday.html (accessed 11 November, 2005).
Email - The format is as follows: Sender's surname, initials. (Sender's email address), (Day, month, year) Subject of message. email to (recipient's Email address).	Lowman. D. (deborah@pbsinc.com.au), (4,April. 1998) Internet referencing, (awill@dva.gov.au).
Primary source e.g. person	Interview with Eric Richardson OAM about the Neville Howse VC Rest Area at Ellenborough Falls, 20th August, 2014,Killara.
Primary source e.g. case study	Questionnaire and survey of Year 10 eating habits, June 2019, WHS.

If the Oxford system of referencing is to be used when you write a paper of any description. You will be required to:
- footnote any references to the work of others
- provide a list of sources you used to write your paper at the end of the bibliography.

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

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

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

1. Book [by Author(s)]
In Bibliography:
PYNE, M One Land,   Many Stories Melbourne, Pearson Longman, 2004

As Footnote:
M.Pyne, One Land, Many Stories, Melbourne, Pearson Longman, 2004, p. 149.

2. Book [by an Editor]
In Bibliography:
Teaching Aboriginal Studies   Edited by R. Craven. Sydney, Allen and Unwin, 1999

As Footnote:
Teaching Aboriginal Studies, edited by R. Craven. Sydney, Allen and Unwin, 1999 p122.

3. Journal Article
In Bibliography:

SMITH, J   *Gallipoli Revisited*
                                                  <u>Time</u>, April 25 1995 pp. 30-36

As Footnote:

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

4. Reference Cited in Another Work
In Bibliography:

REICHMANN, W.J.   <u>Use and abuse of statistics</u>
                                                  London, Penguin, 1964.

As Footnote:

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

5. Electronic references
In Bibliography:

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

As Footnote:

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

Later References

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

> M. Pyne, p. 190.

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

Acknowledgements

…………………………………..

List of abbreviations

AMOW   – All My Own Work
BYOD   – bring your own device
FAQs   – Frequently Asked Questions
HSC   – Higher School Certificate
ICT   – information and communications technology
NESA   – New South Wales Education Standards Authority
RoSA   – Record of School Achievement
TAFE   – Technical and Further Education
WHS   – Wingham High School