



Education



DSODE

DUBBO SCHOOL OF DISTANCE EDUCATION

Quality Learning for our future

Dubbo School of Distance Education

Stage 6 Assessment Policy

Version: March 2023



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Glossary of Terms

AMOW	All My Own Work
AQF	Australian Qualification Framework
DEMS	Distance Education Millennium System
DSODE	Dubbo School of Distance Education
HSC	Higher School Certificate
KLA	Key Learning Area
NESA	New South Wales Education Standards Authority
RoSA	Record of School Achievement
RTO	Registered Training Organisation
VET	Vocational Education and Training

Key facts and important information

Completing your assessment tasks	Page	Policy reference
NESA expects students to attempt all assessment tasks set by their teacher.	4	2
The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks in the course.	4	2
Assessment tasks – Illness/Misadventure		
An assessment task notification will be issued by your course teacher at least 2 weeks prior to each assessment task.	11	5.1
If you do not submit the task by the due date and fail to submit an Illness/Misadventure application with supporting documentation, you will receive a mark of 0%.	11	5.2.1
You will need to complete the DSODE Illness/Misadventure form if you wish to apply for an extension for an assessment task, prior to the due date for the task. This application needs to be submitted as soon as possible, not the day before the task is due.	11	5.2.1
You will be notified of the outcome of your Illness/Misadventure application by the KLA Head Teacher/ teacher.	11	5.2.1
Malpractice		
Malpractice is any activity undertaken by a student that allows them or others to gain an unfair advantage.	14	5.3
Engaging in malpractice will result in a loss of marks.	16	5.3.2
Appeals		
An appeal in relation to the nature of a task, the marking of a task or your ranking on the task, must be lodged with the KLA Head Teacher within one week of the task being returned to the student.	17	5.6
Course requirements not being met		
The course teacher will issue a N Warning Letter if an assessment task is not submitted by the due date.	19	5.7

1. Introduction to assessment in Stage 6 courses

This booklet includes information about the expectations of Dubbo School of Distance Education while you are studying Preliminary and Higher School Certificate courses at our school.

You should also read the additional assessment information from your teachers about the particular course/s you are studying.

2. NSW Education Standards Authority (NESA)

To be eligible for the award of the Higher School Certificate students must have satisfactorily completed a pattern of study in Year 11 that comprises at least 12 units and, into Year 12, a HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed courses,
- at least two units of a Board Developed course in English,
- at least three courses of two-unit value or greater, and
- at least four subjects.

Students are required to meet course completion criteria as well as assessment criteria. 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; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Students are expected to complete all tasks which are part of the assessment schedule in each course of study.

2.1 Students Online

Year 10, 11 and 12 students in NSW are eligible for a Students Online account which is administered by NESA. Your school must provide an email address to NESA for your account to be created.

Students Online is your source for information about your senior school study, from Year 10 to the HSC.

You can find information about school-based assessment, HSC exams and results, including grades, how the HSC works, preparing for exams and more. Log in with your Student Number and PIN to access your personal study details.

By using your student number and PIN provided by NESA, you will be able to check important details relating to your enrolment and view important information such as your personalised HSC written examination timetable, personalised Advice Line schedule, your Assessment Rank Order (after the final HSC examination) and information regarding your HSC results.

Have a pen ready to record your login details, which include your Student Number. You will need to submit your:

- given name(s)
- family name
- school
- date of birth.

You will then be emailed an activation link which will take you into your account where you will create your six-digit PIN.

If you have issues, contact your school year adviser/career adviser to check how your details are officially recorded, particularly your given name and email address. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to the NESA as 'Maxwell Anthony', 'Maxwell', or even 'Max'.

Website: <https://studentonline.nesa.nsw.edu.au/>

2.2 HSC: All My Own Work

Before commencement of Year 11, and to be eligible for entry into the Year 11 Record of School Achievement (RoSA), 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 courses is not a Life Skills Course, AMOW must be completed in order to be eligible for enrolment into the credential.

3. Assessment in Stage 6 courses

Assessment is the process of collecting, recording and analysing information about student learning and progress towards the achievement of syllabus outcomes.

During the assessment process we aim to:

- evaluate the learning experiences of students
- base assessment on syllabus outcomes and closely link it to syllabus content
- acknowledge the diverse backgrounds and experiences of students
- be consistent with overall school goals and general policies
- employ clear, accurate and supportive methods of reporting the results of student assessment to parents, supervisors and students

3.1 Assessment in Year 11 courses

The Year 11 Record of School Achievement (RoSA) is awarded to students who have satisfactorily completed Year 11 and adds onto the Year 10 RoSA.

The Record of School Achievement (RoSA) is:

- a record of achievement for students who leave school prior to receiving their HSC
- available when a student leaves school any time after they complete Year 10
- cumulative and recognises a student's achievements until the point they leave school
- reports results of school-based assessment, not external tests
- shows a result for all courses completed in Year 10 and Year 11.

Teachers use the NESA Common Grade Scale for Year 11 to assign grades to represent the achievement of students in each course and submit these grades to NESA at course completion. Teachers determine which grade description best matches the standard the student has achieved by the end of the course.

The Common Grade Scale for Year 11 courses is:

- A . The student demonstrates **extensive** knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- B . The student demonstrates **thorough** knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
- C . The student demonstrates **sound** knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
- D . The student demonstrates a **basic** knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
- E . The student demonstrates an **elementary** knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

School assessment marks gained by students during Year 11 courses do not accumulate or contribute towards Year 12 Higher School Certificate course assessment.

3.1 Assessment in Year 12 courses

In the HSC year, school-based HSC assessment contributes 50% of the final Higher School Certificate mark and is reported on the Higher School Certificate Record of Achievement.

Students are required to complete assessment tasks worth more than 50% of the total marks in a course to qualify for the Higher School Certificate. For example, in a course which has four assessment tasks of equal weighting (i.e 25% per task), students must attempt 3 of the 4 tasks to meet this requirement.

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 Higher School Certificate. Students who fail to meet the requirements for the HSC will receive a Transcript of Study or Record of Achievement. They will not be eligible for a HSC.

Dubbo School of Distance Education follows the assessment guidelines set out in the Assessment Certification (ACE) manual, issued by NESA. <https://ace.nesa.nsw.edu.au>

4. Assessment in Vocational Education and Training (VET) Courses

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency based training is based on performance standards that have been set by industry. Evidence of competence can be collected by the assessor in a variety of ways. Like all other Stage 6 courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios or practical demonstrations.

Students are deemed either competent or not competent following an assessment.

The assessment schedule for HSC 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 (assessor) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies assessed as not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

No grades or marks are awarded through competency based assessments. Students will receive documentation showing the competencies achieved for the VET course undertaken. The principles of HSC: All My Own Work apply to all Stage 6 VET courses.

Students who sit for the optional HSC exam will have an estimate mark submitted to NESA by the school. This estimate mark will only be used in the event of a claim of misadventure.

5. DSOE Assessment Policy and Procedures

The following procedures have been designed to ensure that each and every student at Dubbo School of Distance Education is dealt with in a fair and reasonable way.

5.1 Assessment Schedules

Students will be issued with an Assessment Schedule for each of the courses* they are studying at Dubbo School of Distance Education. Teachers will provide students with information regarding the outcomes being assessed in each task, the nature of tasks, the assessment weightings of each task and the timing of tasks.

Students will be issued with an Assessment Task Notification for each assessment task they are required to complete, either as a hard copy or it will be sent to the student's school email address. As such it will be assumed that the student is in receipt of the notification.

5.1.2 Alteration of an Assessment Schedule

If unforeseen circumstances arise, the course teacher, after consultation with the KLA Head Teacher, may change the timing of an assessment task (in writing) with due notice to the students involved.

5.2 Submission of tasks

Submission instructions for each task will be specified on the Assessment Task Notification.

It is the responsibility of the supervisor to ensure they retain a copy of completed assessment tasks prior to posting/emailing them back to school (**Note: This copy MUST include the signed and dated Supervisor Declaration**).

The purpose of this is to provide a back-up copy in the event of the task being misplaced/lost in the post.

5.2.1 Failure to complete/submit an assessment task by the due date

Any assessment task submitted late (i.e. after the due date), without prior arrangement, will be awarded a *zero* mark in accordance with section 8078 of the ACE Manual.

Prior arrangement means that the Dubbo School of Distance Education (DSODE) Illness/Misadventure/Extension request form (Appendix I) has been completed and submitted for consideration through the course teacher to the KLA Head Teacher, along with supporting documentation such as a medical certificate.

* Except for Vocational Education and Training (VET) courses

The DSOE Illness/Misadventure/Extension request form must be submitted *before* the due date of the task, along with independent evidence to support the application.

The supporting documentation must specify the time period that the student is unable to complete the task.

The course teacher will advise the supervisor of the outcome of the application.

The outcome may be an extension of time or an alternate task; in exceptional circumstances only, an exemption may be given. If required, an estimate mark for the exempt task is determined at the end of the course. Alternatively, the request for an extension may be denied and the original due date will stand.

If a student's attempt at a particular task receives a mark of zero, it is a matter for the teacher's professional judgement as to whether the attempt is a genuine one.

5.2.2. Illness/Misadventure application

If illness/misadventure occurs on the due date of the task then the student or supervisor must contact the course teacher *immediately* and support this with appropriate documentation (e.g. medical certificate). The DSOE illness/misadventure request form (Appendix I) at the back of this document must be completed and submitted immediately.

Illness/Misadventure does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which special provisions have already been granted, unless an unforeseen episode occurs during the examination (e.g. a hypoglycaemic attack suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s) or due date of assessment task;
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper, misreading of assessment notification, more than one assessment task due at the same time).

Compensation will **not** be awarded during marking of assessment tasks for the following factors:

- Prolonged illness (a chronic condition)
- Long-term domestic problems
- Holiday trips which affect preparation or performance on a task
- computer/printer malfunction.

Refer to the DSOE Illness/Misadventure Process Flow Chart in Appendix II at the back of this document.

5.2.3 Process for appealing a declined Illness/Misadventure Application request

A student has the right to appeal the decision by DSOE to NOT support an Illness/Misadventure application. To appeal the decision, the student must present a written application to the DSOE Deputy Principal, providing any new evidence/support material and stating the explicit grounds for the appeal, within 3 school days of being notified of the original decision.

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 3 school days of the Deputy Principal's decision. The decision of the principal will be final.

5.2.4 Non-serious or non-attempts

An assessment task may be deemed a non-serious attempt if, in the professional judgment of the course teacher and the KLA 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:

- only multiple-choice questions being completed in an examination paper;
- repeating the question as the answer;
- malpractice in some or all the tasks; 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 KLA Head Teacher in consultation with the Deputy Principal. Consequences may include the awarding of zero marks for the task.

5.3 Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Engaging in malpractice will result in loss of marks and heavy penalties (normally a zero mark and disciplinary action).

Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own (that is, plagiarism)
- copying part, or all, of someone else's work and presenting it as your own
- using material directly from books, journals or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work, in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- being responsible for actions done or actions omitted that confer an unfair advantage in relation to the outcome of any HSC exam – irrespective of whether such actions occur before, during or after such an exam or assessment.

These issues are addressed directly in the NESA course, "All My Own Work", which students are required to complete before they submit any assessment tasks for Preliminary or HSC courses.

5.3.1 Dealing with malpractice

If malpractice is suspected, the school will establish an Assessment Review Panel consisting of the DSODE Deputy Principal, the KLA Head Teacher responsible for the course in which the issue has arisen and a second DSODE Head Teacher.

The panel will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal.

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

- Procedural fairness should be accorded to the student at all times
- All claims must be substantiated
- Teachers must not make any accusations until the facts have been established
- The source(s) of the information should be investigated thoroughly
- Evidence should be preserved in its original state
- Confidentiality must be maintained at all times, by all parties
- Parents must be informed if the student is under 18
- Notes should be taken during any interviews to be kept as a part of the official record of the case
- A parent or other appropriate support person should be present whenever a student is being interviewed
- The student should have the opportunity to present any mitigating circumstances.

These should be taken into consideration when penalties are being determined

- The student should be advised of the panel's findings and the basis for the school's decision
- The student should be informed of their right of appeal

5.3.2 Consequences of malpractice

If malpractice is detected one or more of the following will apply:

- reduced marks for all or part of the assessment task
- zero marks for all or part of the assessment task.

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.

(NESA HSC Rules and Procedures Guide)

For HSC courses, NESA has implemented a Malpractice Register into which any incidents of malpractice are registered.

5.4 Invalid tasks

A task may be deemed invalid if it does not function as required. For example, it may not adequately discriminate between the students or there may have been problems with the administration of the task that affected the candidature (as a whole or in part) or the task (completely or in part). In all cases, issues of administration must be managed to ensure that fairness is maintained for all students.

If for some reason a task or part of a task proves to be invalid, the following options may be considered:

- the task, or part thereof, could be rescheduled (with sufficient notice) if the security of the task is not compromised
- the task may need to be discarded, either partially or in its entirety
- a new task may need to be considered with weightings adjusted as appropriate
- the weighting of the task may be reduced and an additional task may be added (with sufficient notice). The additional task would be weighted accordingly.

- if a task is partially discarded (and an additional task is not added as mentioned above), consideration must be given to the weighting of the remaining section compared with the other assessment tasks. The remaining section may have its weighting reduced, with the additional weighting being included in a future task or distributed onto a previous task or previous tasks. This decision will depend on the nature of the affected task and the other scheduled tasks.

In order to decide which option to use, a panel similar to that of the Assessment Review Panel, will make a recommendation to the Principal as to how to proceed. Advice from NESAs may also be taken. Students and supervisors will be notified as to the outcome.

5.5 Feedback on assessments

5.5.1 Marking of assessment tasks

The course teacher will mark and return assessment tasks to students, with appropriate feedback and information about their performance in the task. This information will include marks and ranks where appropriate, marking guidelines, sample answers and strategies and suggestions for improvement. This feedback may be online, written and/or oral.

Should a student be uncertain of the reasons for a mark/grade being awarded despite having the marking criteria and/or the marking guidelines for the assessment task, the student should speak to the teacher who marked the task as soon as possible.

Should the student still be unsure of the reasons for the mark awarded he or she should contact the KLA Head Teacher.

Assessment marks are recorded centrally at DSODE on the school database, DEMS (Distance Education Millennium System).

5.6 Appeals

If a student wishes to lodge an appeal about the nature of a task, the marking of a task, or his or her ranking he or she must do so within three days of receiving the task or ranking in question with the relevant KLA Head Teacher. See Appendix IV for the DSODE Assessment Task Result Appeal form.

The KLA Head Teacher will consider the appeal and review the marking process with the marker(s) of the assessment task. Any decision to alter a mark must maintain fairness to all students in the course (not just the student lodging the appeal).

If the student is still dissatisfied, he or she has the right to lodge an appeal with the DSODE Deputy Principal; this must be done in writing within three days of having lodged an appeal with the KLA Head Teacher.

The appeal will be considered by the Assessment Review Panel, consisting of the DSODE Deputy Principal and the KLA Head Teacher for the relevant course, who will make a recommendation to the Principal. The decision made will then be communicated to the student. If a student is not satisfied with this process, he or she can appeal to NESAs.

In the event of an appeal, NESAs will be in contact with the Principal and will consider the nature and administration of the task.

There is no appeal against the marks awarded for individual assessment marks. NESAs will consider only whether:

a. the school review process was adequate for determining whether:

- i. the weightings specified by the school in its assessment program conform with the NESAs requirements as detailed in the syllabus packages
- ii. the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
- iii. there are no computational or other clerical errors in the determination of the assessment mark.

b. the conduct of the review was proper in all respects.

Appeals to NESAs should be submitted by the date shown in the Higher School Certificate Events Timetable.

Refer to the DSODE Assessment Task Appeal Process Flow Chart in Appendix V at the back of this document.

5.7 Course requirements not being met

Students must make a genuine effort to satisfy course requirements. Students who do not make a genuine attempt at an assessment task will receive an official warning letter (see Appendix II) from their course teacher and given the opportunity to rectify the situation.

If the student receives a second warning letter for a course and no effort is made by the student to address the situation, the student may be granted an 'N' award. This means the course in question cannot contribute to the HSC and the student may be in danger of not being awarded an HSC.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an N Determination in that course, indicating non-completion of course requirements. An N Determination will mean that the student may not be eligible for the award of the Higher School Certificate.

In the event of an N Determination, the Principal will advise the student of its consequences and their right of appeal.

6. Disability Provisions

Students with a disability (evidenced-based) may be allowed certain provisions (range of adjustments) in the completion of assessment tasks and examinations, including the actual HSC examination.

To be granted Disability Provisions for the external HSC examinations, a submission to NESAs is required by the end of Term 1 in the HSC year. The school recommends that submissions requiring medical/allied-health documentation/s be submitted in Term 4 of the previous year, as soon as students commence their HSC courses.

Once an application is made, NESAs assesses the documentation and makes a decision, a process that may take several months. However, the School may grant provisions for school-based assessments in the meantime.

Disability Provisions are granted to students who are impaired by their disability *and* require adjustments to perform on the *same basis* as other students. The NESAs categories are learning, sensory (hearing/vision), physical and medical (including socio-emotional) disabilities. The range of adjustments are dependent on the disability, the degree of impairment, functional evidence and current levels of performance.

For consideration for Disability Provisions, students/parents are directed to make an appointment with the Learning Support department. For more information, please read the NESAs guidelines at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

7. Assessment process for students who transfer to DSODE during the HSC course

Students who enrol at DSODE after the HSC assessment program has commenced will have their assessment mark determined at the completion of the course. This mark will be based on the performance of the student in all tasks completed in common with their course cohort at DSODE, since the time of enrolment. This may involve a process of moderating and weighting the student's marks to arrive at the final assessment mark.

Students who transfer in to DSODE after the 30th June in the HSC year will be assessed with the cohort from their previous school as per the NESA guidelines.

APPENDIX I: DSOE Illness/Misadventure Request Form



Education
Public Schools



DSODE
DUBBO SCHOOL OF DISTANCE EDUCATION

Illness/Misadventure/Extension Request Form

(APPENDIX 1)

This form must be submitted to the Head Teacher KLA as soon as possible

Student Name: _____ School: _____

Course: _____ Teacher: _____

Date of submission of this form: _____

Task for which you are seeking special consideration: _____

Date task originally due: _____

Are you seeking special consideration for: (tick)

Illness Misadventure Genuine reason for extension

Provide details of and reasons for your request: *(Attach all necessary medical or other documentation)*

Student Signature: _____ Date: _____

Parent/Carer Signature: _____ Date: _____

Supervisors signature: _____ Date: _____

DSODE Office use only

Decision _____

New date due _____ Signature _____

Decision communicated to Student by _____

Date _____

Further information

Dubbo School of Distance Education
Myall Street
Dubbo NSW 2830

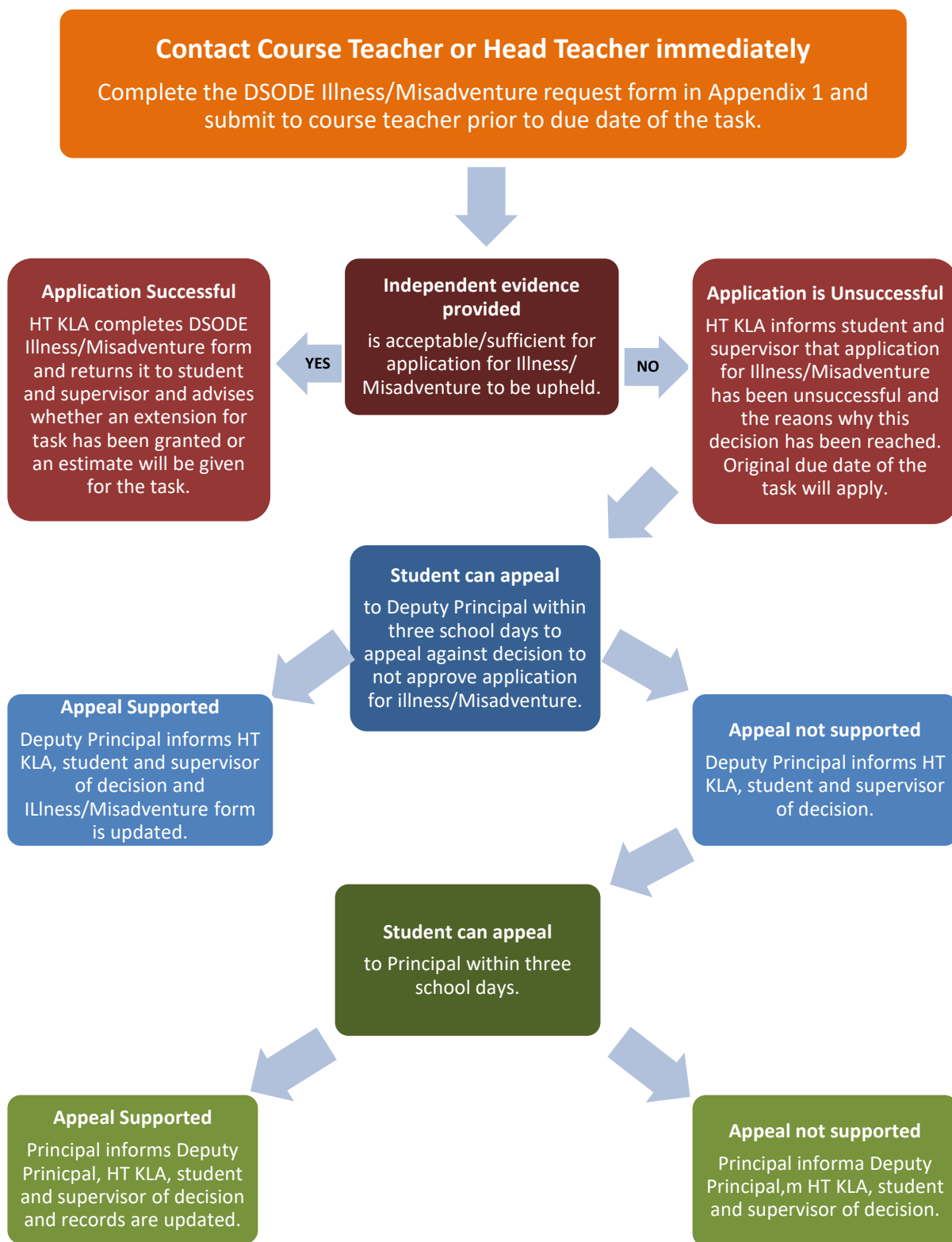
Phone: 02 5804 7000

Fax: 02 6884 0777

Email: dubbo-d.school@det.nsw.edu.au

www.dubbo-d.schools.nsw.edu.au

APPENDIX II: DSOE Illness/Misadventure Process



APPENDIX III: DSOE N award warning letter



Myall Street, Dubbo NSW 2830
T: 02 5804 7000 F: 02 6884 0777
E: dubbo-d.school@det.nsw.edu.au
<https://dubbo-d.schools.nsw.gov.au>

Date

Address of student/school

OFFICIAL WARNING – Noncompletion of a Higher School Certificate Course

I am writing to advise you that *student name* in Year 11/12 is in danger of not meeting the course completion criteria for *course name*.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as *official warning number* we have issued concerning *course name*.

Course Completion Criteria

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

- A** followed the course developed or endorsed by the NSW Education Standards Authority
- B** applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- C** achieved some or all of the course outcomes.

To date, *student name* has not satisfactorily met Course Completion Criteria crossed in the previous list.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course determination). An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. This may place him/her eligibility for the Higher School Certificate in jeopardy.

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

If this warning letter is in regard to an assessment task, In accordance with Dubbo School of Distance Education Stage 6 Assessment Policy, *student name* has subsequently been awarded a mark of 0 for this task. Should you require further clarification, please contact your teacher and refer to the DSOE Stage 6 Assessment Policy.

Yours sincerely,



Jenny Donovan
Deputy Principal



Quality Learning for our Future

APPENDIX IV: DSOE Assessment Task result appeal form

Assessment Task result appeal form



Please submit within three (3) school days of task being returned to you

Student name: _____ Course: _____

Date: _____ Teacher: _____

Task name: _____

Step One Course Teacher contacted: YES/NO Date of contact: _____

Step Two Appeal to Head Teacher

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here.) Please provide any other supporting documentation if required.

OFFICE USE ONLY

No change to result. Reasons:

Change to result. Reasons:

New result: _____ Updated result recorded

Student/Supervisor informed Course teacher informed

HT KLA Signature: _____ Date: _____

APPENDIX V: DSODE Assessment Task result appeal process

