

**Nowra
Christian
School**

Grow up into Christ



Cover artwork: Kieren Schofield

**STAGE 6
STUDENT ASSESSMENT
POLICY HANDBOOK**

Updated and issued: November 2019

Students should note that this document has been revised and should be read CAREFULLY. Any alterations to the policies included in this document must be made in writing. Note: This document supersedes all previously issued assessment documents.

STUDENT ASSESSMENT POLICY – STAGE 6

Information and school policy on Stage 6 assessments and the responsibilities of the student and school are set out below. These policies should be carefully read by students and parents to ensure thorough understanding. Relevant forms for students are available in the Appendix at the back of this booklet.

Please note, there is a lot of administration required between school and the NSW Education Standards Authority (NESA).

The current staff member acting in the role of school NESA Liaison in 2020 is Mrs Dallimore.

The Year 11 Year Advisor for 2020 is Mrs Dallimore.

The Year 12 Year Advisor for 2020 is Mrs Meek.

The Careers Advisor for 2020 is Mrs Edwards

What is assessment?

An important role of assessment is to assist student learning. This is achieved in two ways: firstly, students know in advance which course outcomes are to be assessed, and secondly, following each task, teachers will provide meaningful feedback to students. This feedback will clearly indicate the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do in order to improve their level of performance.

When will internal assessment occur?

For each subject (except TAFE & Distance Education Courses) an Assessment Schedule will be distributed in a separate booklet at the beginning of the Year 11 and Year 12 courses. These booklets will provide details of Assessment Tasks that will be given in all subjects, what form the tasks will take, which course outcomes will be assessed and in which week of the term it occurs.

Year 11 course subjects: Assessment Tasks provide the basis for a student's Record of School Achievement (RoSA) Grade, but other work done throughout the year will also be used to help establish a student's grade. This means that while formal assessment tasks are important, other informal opportunities will be given throughout the course to demonstrate that students can achieve outcomes. Final grades will reflect this.

Year 12 course subjects: Assessment Tasks provide weighting towards a student's final assessment mark. NESA regulations mean that these tasks are the **ONLY** work that teachers are permitted to use to establish a student's final HSC school assessment mark.

Maximum number of formal tasks:

- Three in the Year 11 Course (including End of Year Examination)
- Four in the Year 12 course (including HSC Trial Examination)

General guidelines for assessments:

1. Under normal circumstances, tasks will not be due on Fridays.
2. The Year 11 formal school-based assessment program is to reflect the following requirements:
 - a. three assessment tasks
 - b. the minimum weighting for an individual task is 20%
 - c. the maximum weighting for an individual task is 40%
 - d. only one task may be a formal written examination
3. The Year 12 formal school-based assessment program is to reflect the following requirements:
 - a. a maximum of four assessment tasks
 - b. the minimum weighting for an individual task is 10%
 - c. the maximum weighting for an individual task is 40%
 - d. only one task may be a formal written examination with a maximum weighting of 30%
4. Assessment free week is one in which no formal assessment tasks are undertaken in class or are due for submission. The only exception being the continuation of major works that are part of an ongoing process.
5. Guidelines for querying an assessment task result are explained on page 8.
6. Non-assessment work will form part of the basis of information used to report to parents throughout the year. Each student will also be expected to complete other ongoing homework, assignments and course work involved with each course. This work should be viewed as an integral part of the course, and therefore should be taken seriously. NESA requires teachers to affirm diligent and sustained effort. See Appendix 2.
7. Under extenuating circumstances, the school may need to add or omit a formal assessment task, in which case, the weightings would be modified and students and parents informed in writing.
8. Any change or withdrawal of a subject or course can only be completed after consultation and approval with the relevant teachers and NESA Liaison. Communication with parents will need to take place. The school needs to ensure that NESA criteria are still met following a change. Do not assume approval will be granted. You will receive notification if the change has been granted.
9. Formal assessment tasks for the Year 11 Course can be given during Foundation Studies.

RoSA Grade – Preliminary (Year 11) Course

The Record of School Achievement (RoSA) has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Year 11) courses completed during secondary education. The final RoSA grade allocated to students is determined by an on-balance judgment made by the class teacher which is informed by performance in assessment tasks and other evidence that the student demonstrates to the teacher throughout the year. This judgment is made against the *Preliminary Common Grade Scale* that has been developed by NESAs. See NCS website for full RoSA policy.

The *Preliminary (Year 11) Common Grade Scale* describes performance at each of five grade levels.

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.

Course teacher responsibilities:

It is the responsibility of the teacher to:

1. Teach the approved NESAs curriculum
2. Determine the various tasks on which assessments are based and the weightings to be allocated to each task.
3. Notify students in writing in advance prior to each task. This notification will include:
 - Date the task is due
 - Description of the task
 - Weighting of the task
 - Outcomes being assessed
 - Method of task submission
 - Criteria on which the task will be marked
4. Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task. NESAs Liaison must give approval and the students are formally informed.
5. Ensure that assessment tasks are returned to the student with a mark or grade and explicit feedback to assist improvement in the student's performance.
6. Notify students and their parents in writing if they fail to meet course and/or assessment requirements. NESAs Liaison may send an 'N' warning letter home.
7. Keep comprehensive records of all marks/grades and provide these as required at the end of the year.

Student responsibilities:

Students have specific responsibilities regarding course completion and the assessment program. These include:

1. Making themselves aware of all the rules concerning the completion of their courses and assessment procedures.
2. Making genuine efforts to complete course work and assessment tasks. See Appendix 2 regarding diligence and sustained effort.
3. Submission of the task will be in the format specified on the Assessment Task Notification Sheet and have an **Assessment Task Cover Sheet** attached (see Appendix 3)
4. Students' work is to be completed to a satisfactory standard with bibliographies and references noted (see Appendix 9 regarding NCS Student Reference Guide).
5. Submit tasks to their teacher by **8:45am** on the due date, unless otherwise stated.
6. Present work that is totally their own. See section on malpractice for details.
7. **Non-submittal or late submittal** of an assessment task will draw the following penalties:
 - a. 1 day late = loss of 50% of total available marks. A task is deemed to be one day late if it is handed in after 8:45am or the time indicated on the assessment task notification.
 - b. 2 days late = zero marks (work is still required to be submitted within one week).

Parents will be informed of any late submittals. See Appendix 1 for late submission procedure.

Procedures for specific circumstances are set out below. However, all students must show diligence and sustained effort by completing all tasks.

1. **Application for late submission of assessment tasks** is only an option in exceptional cases. Applications for a late submittal must be made, in advance of the due date, for an extension of time (see Appendix 4). This application must be made to NESAs Liaison who will decide in consultation with the class teacher. Approval should not be anticipated. It will only be granted in extenuating circumstances. Students can not apply for a late submittal the day before the task is due or after the due date.
2. **If you fall ill or fail to complete an assessment task due to illness or misadventure** you must complete and present to NESAs Liaison an "Illness and Misadventure Application" form **on the day you return to school** (see Appendix 5). You must have the relevant documentation with you, explaining your inability to do the task. **It is not the responsibility of the teacher to request the form from you.** Should it be deemed necessary, NESAs Liaison may request a medical certificate for an absence the day before an assessment task is due. Consideration will be made in conjunction with the subject teacher (a subject teacher is not permitted to make this decision on their own). The decision could include: late submission penalty imposed in accordance with School Policy, an alternate task given, an extension or an estimate based on previous work given. If the student is dissatisfied with the decision given, he/she may come before a Review Committee. The Review Committee will comprise:
 1. Principal or Head of Secondary
 2. NESAs Liaison
 3. The Subject Teacher

3. **Where a student is absent on the day of the task (or the day a task is due)** he/she must present a medical certificate (or certificate from a registered health practitioner) in the case of illness, or a satisfactory explanation with independent evidence in writing (e.g. Police report) in the case of misadventure, on the day they return to school. This must be attached to the Illness/Misadventure form.
4. **Illness during a task or exam:** Students may make an appeal to NESAs Liaison if they have experienced difficulty completing an exam or assessment task due to illness during the task or exam. They must notify the teacher immediately and provide a medical certificate to NESAs Liaison the next day for consideration. In certain cases, missed exams can be rescheduled either at school or at home.
5. **Medical Certificates:** When receiving a medical certificate it is important that the medical practitioner **give a reason why the student is unable to attend school or complete the task.** Generalities such as 'unfit for work' are usually not sufficient. A more detailed explanation allows the school to fairly administer the illness and misadventure process.
6. **In cases where tasks may be assessed over several days** (e.g. speeches and presentations) and a student is absent, the student must be prepared to present their task on the day they return to school. If the student is absent on the day they were scheduled to present, they must present a doctor's certificate, otherwise late submission penalty will apply.
7. **Where an absence is known in advance,** the student must approach the teacher **as soon as they are aware of their impending absence** and negotiate an alternative date or task. Where approval is granted the student may be required to attempt an alternative task or may be assessed on the basis of other evidence. Where leave of absence is denied, absence or non-completion of the task will result in a loss of marks according to school policy.
8. **Prolonged Absences:** Students who believe that circumstances beyond their control could diminish their HSC examination performance can lodge an Illness/Misadventure Appeal to NESAs through NESAs Liaison. Discussion with NESAs Liaison needs to take place as soon as a problem becomes apparent.
9. **Technology Problems:** Assessment tasks will not be accepted electronically, unless otherwise stated by the subject teacher. Problems with a computer are not normally grounds for a misadventure. Students are advised to save all completed assessment tasks on both their hard drive and one other place. It is recommended that students make backup copies of work completed at the end of each session in which they work on a task. Alternatively, working and storing in the cloud will save technology angst.

Remember:

- It is the responsibility of each student, if he/she has been absent, to check with the teachers of the subjects involved to see if any assessment tasks have been given. No review will be granted on the grounds of absence when a task is given.
- Students should give priority to assessment tasks over all other controllable activities e.g. sporting and social functions.

Any changes to the stated School policy found in this document or to the subject policies must be communicated to the students in writing.

MALPRACTICE

Malpractice is any attempt to gain an unfair advantage over other students.

Types of malpractice in assessment tasks may include, but are not limited to:

- Being in possession of unauthorised notes or electronic devices during a test or examination
- Using the words, ideas, designs or workmanship of others without acknowledgement
- Copying from another student
- Paying someone to write or prepare an assessment task
- Late submission of assessment tasks where it is proven to be a deliberate mechanism to gain advantage over other students
- Breaching school exam rules
- Helping another student to engage in malpractice

NESA requires all schools to register all instances of proven malpractice in HSC assessment tasks (including frivolous or offensive responses).

Plagiarism

Students at Nowra Christian School are expected to be honest in every aspect of their academic work. All work presented as a student's own must be the product of his or her own efforts.

Using the words, ideas, designs or workmanship of others without acknowledgement so that the work is presented as if it is your own is cheating. This may involve asking another person to complete the task and submitting it as your own work. Changing only some words and sentences may be seen as an attempt to hide the fact that the work has been copied. In schools and universities, this sort of cheating is called plagiarism.

It is permissible to copy and use other people's work and ideas. The problem occurs when students act in a way that makes it seem that they want the teacher to think that the ideas are theirs.

No matter how much a student has taken from other sources, it is always important that a large part of their assignment is their work and ideas.

While a student may receive help from outside sources while researching for a task, the student must complete the task itself.

Senior students are required to have completed NESA '**All My Own Work**' online tutorial and agreement. This program outlines the nature of plagiarism.

When submitting tasks students must sign the *Assessment Task Cover Sheet*, which states that the work is their own.

The Consequences of Malpractice

A student whose work is judged to be dishonest or seeking to gain unfair advantage, will, in consultation between the subject teacher and NESAs Liaison, lose marks.

- **Penalties incurred may range from minus 25% to minus 100% of the total** and may be regarded as a non-submittal.
- The assessment task must be re-submitted and some penalties will apply.
- A letter informing of an incident of malpractice will be sent to the parents.
- Incident recorded on the NESAs Malpractice Register for HSC tasks.

Review is possible through the Review Committee. The matter will then be referred to NESAs Liaison for follow up.

NON-SERIOUS ATTEMPTS

A student whose submitted work is deemed to be a non-serious attempt, i.e. a frivolous or offensive response, will, in consultation between the subject teacher and NESAs Liaison, lose marks.

- **Penalties incurred may range from minus 25% to minus 100% of the total** and may be regarded as a non-submittal.
- The assessment task must be re-submitted and some penalties will apply.
- A letter informing of an incident of diligence and sustained effort will be sent to the parents.
- Incident recorded on the NESAs Malpractice Register for HSC tasks.

NCS STUDENT REFERENCING GUIDE

Students should read and use the NCS Student Referencing Guide for assignments. The Harvard Referencing System is the standard that has been adopted by NCS. (See Appendix 9)

PASTORAL CARE

If at any stage, a student has a concern or problems coping with assessment requirements, he/she should immediately seek the counsel of the appropriate teacher(s), such as their subject teacher, mentor, year advisor, AM teacher, School Counsellor/Psychologist, NESAs Liaison or the Head of Secondary.

REVIEW INFORMATION

1. When assignment is returned to the student

If a student wishes to appeal a grade or mark for an assignment, the request for a review is to be made within three school days, and the request is to be in writing. This request may come from a parent or a student, but as this process is for a senior student, any further discussion and feedback is given directly to the student. If such an appeal is made, the teacher involved in marking will work through the student's assignment with another teacher selected by the NESAs Liaison, and will make any adjustments that may prove to be necessary. This review will only be done against the task and the criteria that were given to all students. The decision that flows from this process is final. It must be noted that in any review, there is a possibility that the grade or mark may go up or down, and that the review grade or mark is the one that will be recorded.

2. When the final HSC assessment rankings are given to the students

NESA has determined that students may seek review of their assessment if their position in the School's Order-of-Merit differs significantly from the expectation they may have from feedback of their performance at assessment tasks throughout the course.

Accordingly, an Appeals Committee will be set-up, if required, to review whether appropriate procedures were followed for determining the final assessment mark.

The Appeals Committee will comprise at least three of the following:

- The Principal and/or Head of Secondary
- NESAs Liaison
- A teacher nominated by the Principal or Head of Secondary from another subject area

At this time, students are not entitled to seek review of teacher's judgments of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of the process.

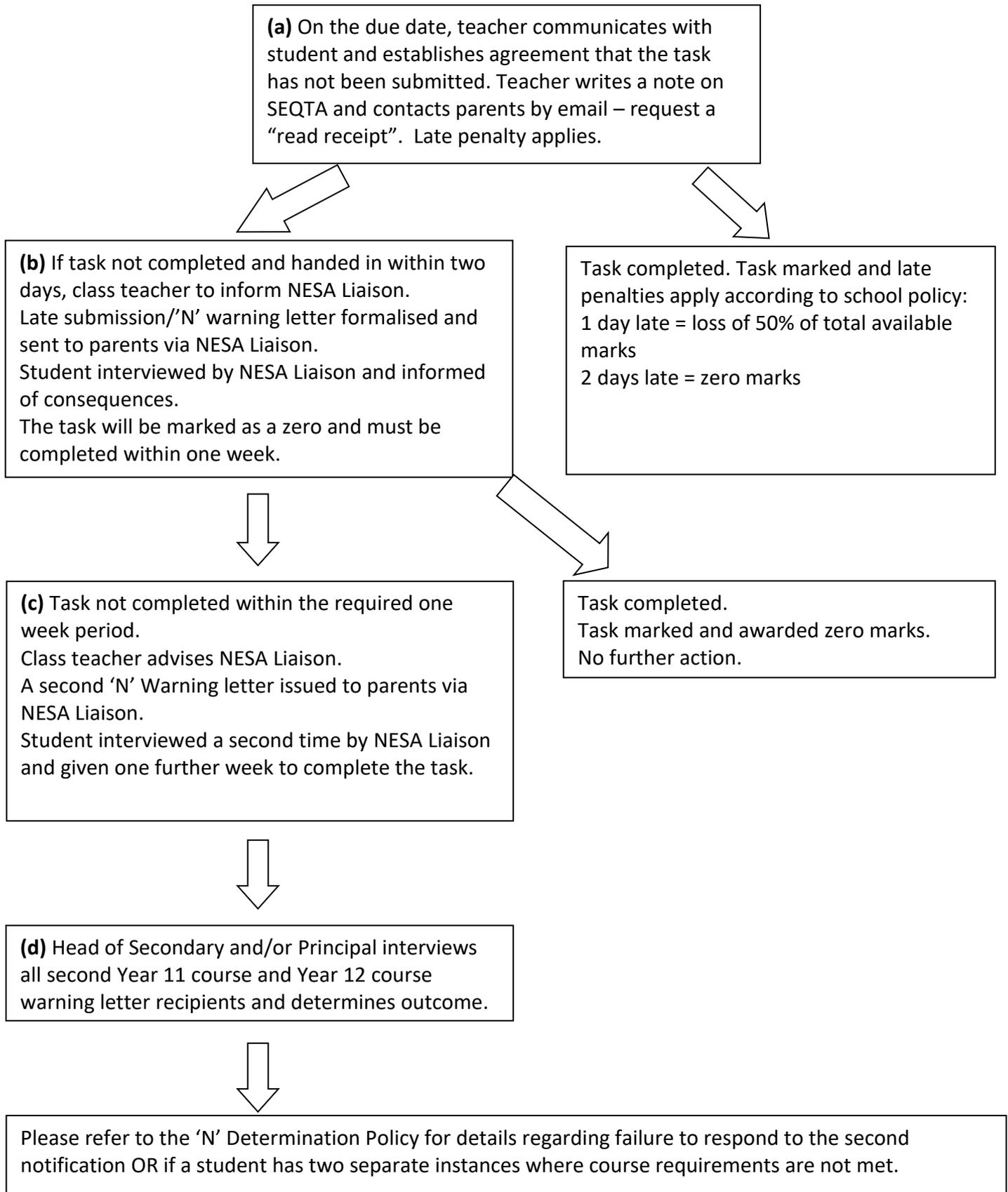
In conducting an assessment review, it is necessary for the school to ascertain whether:

- The weighting specified by the school in its assessment program conforms with NESAs requirements as detailed in the subject guides
- The procedures used by the school for determining the final assessment mark conforms with its stated assessment program
- There are no computational or clerical errors in the determination of the assessment mark

Where possible, all reviews will be resolved within the school. However, students do also have opportunity to appeal through NESAs.

Appendix 1

LATE SUBMISSION OR NON COMPLETION OF AN ASSESSMENT TASK – STAGE 6



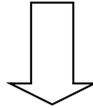
Appendix 2

DILIGENCE AND SUSTAINED EFFORT

(a) Class teacher interviews student in regard to:

- (1) Recorded absences that lead to non-completion of work
- (2) Disconnection with class work
- (3) Frivolous or offensive response to submitted work

Date of interview is recorded on SEQTA and parents contacted by email – request a “read receipt”.



(b) If no improvement within 1 week class teacher informs Senior Year Advisor who contacts parents regarding concerns. A contract is developed to remediate the situation. Contact recorded on database.



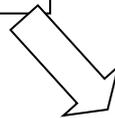
(c) If situation doesn't improve within 1 week, Senior Year Advisor informs NESAs Liaison and an 'N' warning letter is issued. Contract is maintained for a further 1 week.

Contract obligations fulfilled.
No further action.



(d) Contract obligations not fulfilled within 1 week. A further 'N' warning letter issued by NESAs Liaison with 1 further week to comply.

Contract obligations fulfilled.
No further action.



(e) Head of Secondary and/or Principal interviews all second Year 11 course and Year 12 course warning letter recipients and determines outcome.



Please refer to the 'N' Determination Policy for details regarding failure to respond to the second notification OR if a student has two separate instances where course requirements are not met.
NOTE – If a student commences this process, complies and then subsequently fails to demonstrate diligence or sustained effort, they will re-enter this process at their previous endpoint.

Appendix 3

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**ASSESSMENT TASK COVER SHEET**

To be completed by the student and attached to all assessments.

Student's name: _____

Grade: _____

Subject: _____

Teacher's Name: _____

Nature of task: _____

Date of submission: _____

**I certify that all the work contained in this assignment is my own work
and includes all references and a bibliography.**

Student's signature: _____

Appendix 4

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APPLICATION FOR LATE SUBMITTAL – Stage 6

To be completed by the student and submitted to the NESAs liaison at least two days before the task is due. Do not assume approval.

Student's name: _____ Grade: _____

Subject: _____

Teacher's name: _____ Due date: _____

Nature of task: _____ Weighting: _____%

Reason why you feel it is necessary to request an extension:

Student's signature: _____ Date: _____

To be completed by NESAs liaison:

Has approval been granted? YES/NO If yes, the new extension date is: _____

If no, the reason for rejecting this application is:

NESAs liaison's signature: _____ Date: _____

Appendix 5

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APPLICATION FOR ILLNESS AND MISADVENTURE – Stage 6

To be completed by the student and submitted to NESA liaison immediately after the task is due.

Student's name: _____ Grade: _____

Subject: _____

Teacher's name: _____ Due date: _____

Nature of task: _____ Weighting: _____%

Reason why you feel it is necessary to claim for illness or misadventure: _____

Doctor's Certificate attached? (if appeal is illness related) YES/NO

Other documentation attached (if appeal is misadventure) YES/NO

Student's signature: _____ Date: _____

To be completed by NESA liaison:

Decision: extension / alternate task / estimate given / late submission penalty / other

If approved, details: _____

If rejected, details: _____

NESA liaison's signature: _____ Date: _____

Has the student been advised? YES/NO

Appendix 6

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APPLICATION FOR A SUBJECT / LEVEL ALTERATION – Stage 6

To be completed by the student and submitted to NESA liaison.

Student's name: _____ Grade: _____

Alteration Request:

I wish to change from _____ (current subject)
to _____ (desired subject/level)

Reason: _____

Student's signature: _____ Date: _____

Parent/caregiver's comments: _____

Parent/caregiver's signature: _____ Date: _____

Existing teacher:

Comments: _____

Signature: _____ Date: _____

New subject teacher:

Comments: _____

Signature: _____ Date: _____

Careers advisor:

Comments: _____

Signature: _____ Date: _____

To be completed by NESA liaison:

NESA requirements met for Preliminary (Yr 11) and HSC (Yr 12) if request is granted? YES/NO

Comment: _____

Has approval been granted? YES/NO

NESA online updated? YES/NO Signed NESA liaison: _____ Date: _____

Student database updated? YES/NO Signed: _____ Date: _____

Appendix 7

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APPLICATION TO DROP A PRELIMINARY (YEAR 11) SUBJECT TERM 1 – Stage 6

To be completed by the student and submitted to NESA liaison.

Note: Part of the School's responsibility to students is to ensure that students do not drop subjects as a way of avoiding their responsibilities. For this reason, please note that this application will not be considered if you are not up to date with school work in all subjects.

Student's name: _____ Grade: _____

Subject you wish to drop: _____ Teacher: _____

Reason why you feel that it is necessary to drop this subject: _____

Student's signature: _____ Date: _____

Parent/caregiver's comments: _____

Parent'/caregivers signature: _____ Date: _____

Teacher's comments: _____

Has the student satisfactorily completed the Preliminary (Year 11) Course? YES/NO

Teacher's signature: _____ Date: _____

Careers advisor comments: _____

Careers advisor signature: _____ Date: _____

To be completed by NESA liaison. Also complete Page 2 on the back of this form.

Is the student up to date with school work in all subjects? YES/NO

NESA requirements met for Preliminary (Year 11) and HSC (Year 12) if request is granted? YES/NO

Comment: _____

Has appropriate advice been given to the student & parents? YES/NO

Has approval been granted? YES/NO

If no, the reason for rejecting this application is: _____

NESA online updated? YES/NO Signed NESA liaison: _____ Date: _____

Student database updated? YES/NO Signed: _____ Date: _____

To be completed by NESAs liaison to determine student eligibility.

From the NSW Education Standards Authority (NESA) website:

Rules to qualify for the Higher School Certificate

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an 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 units value or greater;
- at least four subjects.

Student's pattern of study:

Year/course	Preliminary (Year 11) units	HSC (Year 12) units
Total units:		

Comments:

Appendix 8

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APPLICATION TO DROP A HSC (YEAR 12) SUBJECT TERM 2 or 3

To be completed by the student and submitted to NESA liaison.

Note: Part of the School's responsibility to students is to ensure that students do not drop subjects as a way of avoiding their responsibilities. For this reason, please note that this application will not be considered if you are not up to date with school work in all subjects.

Student's name: _____ Grade: _____

Subject you wish to drop: _____ Teacher: _____

Reason why you feel that it is necessary to drop this subject: _____

Student's signature: _____ Date: _____

Parent/caregiver's comments: _____

Parent'/caregivers signature: _____ Date: _____

Teacher's comments: _____

Has the student satisfactorily completed the Preliminary (Year 11) Course? YES/NO

Teacher's signature: _____ Date: _____

Careers advisor comments: _____

Careers advisor signature: _____ Date: _____

To be completed by NESA liaison. Also complete Page 2 on the back of this form.

Is the student up to date with school work in all subjects? YES/NO

NESA requirements met for Preliminary (Year 11) and HSC (Year 12) if request is granted? YES/NO

Comment: _____

Has appropriate advice been given to the student & parents? YES/NO

Has approval been granted? YES/NO

If no, the reason for rejecting this application is: _____

NESA online updated? YES/NO Signed NESA liaison: _____ Date: _____

Student database updated? YES/NO Signed: _____ Date: _____

To be completed by NESA liaison to determine student eligibility.

From the NSW Education Standards Authority (NESA) website:

Rules to qualify for the Higher School Certificate

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an 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 units value or greater;
- at least four subjects.

Student's pattern of study:

Year/course	Preliminary (Year 11) units	HSC (Year 12) units
Total units:		

Comments:

WHY REFERENCE?

- To acknowledge the work of others.
- To give your work credibility and reliability.
- To demonstrate that you have read and considered the relevant literature.
- To validate points that you have made in your writing.
- To follow academic writing standards.
- To avoid plagiarism.

WHEN SHOULD I REFERENCE?

A reference is required when you:

- **quote another person word for word** (direct quotation).

It doesn't matter whether it is a phrase, sentence or paragraph, you will need to provide a reference from which it was taken.

- When quoting a very long quote of more than 40 words, you should **indent the quote** on a separate line. Insert at least three full stops if a word or sentence is omitted e.g.
 “The distinguishing ornamental characteristic of **Art Nouveau** is its undulating, asymmetrical line, often taking the form of flower stalks and buds, vine tendrils, insect wings, and other delicate and sinuous natural objects; the line may be elegant and graceful or infused with a powerfully rhythmic and whiplike force.....
 In the graphic arts the line subordinates all other pictorial elements—form, texture, space, and colour—to its own decorative effect. In architecture and the other plastic arts, the whole of the three-dimensional form becomes engulfed in the organic, linear rhythm, creating a fusion between structure and ornament.” (Encyclopaedia Britannica online 2008)
- You must **include the page number** when you use a direct quote from an original source e.g.
 “modern art traces its roots from the Renaissance period of history” (Brown 2000,p.16).
- **paraphrase or summarise.** Express someone else’s ideas or data even if you have changed the wording and/or content.
- **use statistics.** (e.g. population)
- **copy tables, figures, diagrams, maps and appendices.** The source of these must be acknowledged unless they are entirely from your own research work.
- **use controversial facts, opinions, or a date which might be challenged.** However, information of a general nature such as facts which are common knowledge e.g. the years of World War II do not need to be referenced.

In other words, you will need to reference any ideas or data you have used which are not your own. Please note that it is just as important to cite electronic sources as it is to reference print materials since they are both covered by copyright law.

WHERE DO I INSERT REFERENCES?

- **as an 'in-text' reference:** shown in a shortened form, AND
- **as a list using the 'full text' reference in the references** at the end of your assignment.
This list has full details of your references.

THE HARVARD AUTHOR-DATE REFERENCING SYSTEM.

NCS has chosen to use the Harvard Author-Date referencing system, which is a standard for most tertiary institutions. However, certain finer points of University requirements for academic writing have been omitted from this Guide.

LISTING THE REFERENCES

The Reference List comes at the end of the assignment and each reference is listed alphabetically by author's name.

If the reference does not list an author, then this reference should be listed alphabetically using the title of the text.

HOW DO I REFERENCE?

Book Referencing:

Author's surname; Author's Initials; Year; *Title of book (italics)*; Edition (edn.); Publisher; Place of Publication E.g. Brown, J 2000, *A History of Modern Art in Europe*, 2ndedn, Phaidon, London

Different Text Examples:

Which text used:	How to: 'in-text' reference	How to: 'full text' reference
Book with single author	Brown (2000) argues that.....	Brown, J 2000, <i>A History of Modern Art in Europe</i> , 2 nd edn, Phaidon, London
Book with 2 or more authors	According to Brown, Cooper and Krever (2002).....	Brown, J, Cooper, GS, Krever, E 2002, <i>Discovering Art Nouveau</i> , Phaidon, London
Book with more than 3 authors	This idea has been developed by Brown et.al in their first Australian study. (<i>et.al means "and others"</i>)	Brown, J, Bond F, Cooper, GS, Krever, E, Notley P, Rosedale, L 2002, <i>Discovering Art Nouveau</i> , Phaidon, London
Electronic book or website	It is clear from reading Brown's essay on.....	Brown, J 2003, <i>Essays on the Influence of Art Nouveau in Australia</i> , viewed 03/06/08 http://www.modernart.edu.au/journals/artnouveau/index.htm
Encyclopedia or dictionary	The Encyclopedia Britannica (2001) defines art nouveau as.....	No entry is required, because you have the name and date of the encyclopedia or dictionary as an in-text reference.
A one or multi-volumed set of books	Many characteristics of art nouveau are seen in.....	Brown, J 1995, <i>Discovering Modern Art</i> , vol.2, Handbook of Art through the centuries, Phaidon, London
Video, DVD or recording	The processes and techniques used to create art nouveau are well described (<i>The School of Art Nouveau</i> , 2002)	<i>The School of Art Nouveau</i> 2002, DVD, ABC for Charles Sturt University Departments of Creative Arts & Architectural design

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Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.





**My child won't go to school.
What should I do?**

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department

may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

Further information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:

Please visit the Department of Education's *Policy library*

The school leaving age:

Please visit the Department of Education's *Wellbeing and Learning website*

Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 512

www.dec.nsw.gov.au

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