



Student Development Policy

Purpose

At Tangara, each student is supported to be the best person she can be. The student's behaviour should be the consequence of personal convictions, acquired in a climate that balances discipline and freedom as the basis for an authentic sense of responsibility.

Scope

This policy applies to all students, Years 2 to 12 and is available in the student diary.

Policy Statement

Environment

Safe Environment

All staff are responsible for the safety and welfare of students at Tangara. Staff will adhere to the School's policies and procedures. Both Prohibited Employment screening and Volunteer Screening is carried out.

Supportive Environment

All staff are involved in the academic, spiritual, physical, social and character formation of each student.

Tangara recognises the importance of the intellectual and cultural development of our students.

- The curriculum places special emphasis on studies which broaden an understanding of our times and our cultural heritage; awaken the aesthetic sense; foster an understanding of the foundations of our civilisation; and encourage a love for the truth.
- Staff understand that the students assimilate knowledge and develop positive attitudes, virtues and intellectual skills appropriate to their age and abilities.
- Tangara has a competent, qualified and dedicated staff.
- Tangara offers a challenging and relevant curriculum, which is flexible enough to create situations of challenge, choice and success for all students.
- Students and staff are given opportunities to excel in areas where they are specifically talented and are affirmed publicly for their achievements and efforts.
- Tangara is sensitive to the needs of each student.
- Teaching programmes detail the desired learning outcomes for students, and links are made with Tangara's aims, content process and assessment strategies
- The assessment and reporting procedures are oriented towards affirming the achievement of each student, rather than comparing students with one another.
- The teaching and learning programmes provide students with many and varied opportunities for engagement in active learning through the provision of a range of problem-solving and decision-making situations.
- The students are articulate, literate and numerate at levels appropriate to their age and ability.
- The students are able to demonstrate a capacity for independent learning, as well as possessing a range of information handling skills including problem solving, decision making and creative thinking. Such skills are features of autonomous learners, students who possess critically aware minds and who are self-motivated. Such students typically value both knowledge and the seeking of knowledge. They

further seek to understand the process rather than merely remember the result. All of our work in teaching, assessing and reporting is to have the acquisition of these skills in view.

- Tangara works with a School Counsellor to provide staff and students with professional support. The School Counsellor, along with Integration staff, plays a vital role in identifying and providing support for students with special needs (see Learning Support and Gifted and Talented Policies)

Tangara recognises the importance of the physical development of our students.

- Policies and programmes exist which establish healthy practices such as regular exercise, balanced diet and stress management.
- Tangara has policies in place to ensure students' health and also procedures for the distribution and monitoring of medication (see Work Health and Safety Policy)
- Tangara recognises the relationship between positive physical development and self-confidence by affirming those who are making progress in the mastery of physical skills and the acquisition of physical fitness.

Tangara recognises the importance of spiritual development. Students are offered a solid grounding in the Catholic faith as the basis for a simple and deep love of God. Students are encouraged to live their faith with a genuine spirit of freedom and commitment. Tangara emphasises the primary role that parents play in their child's spiritual development.

- Personal interactions are characterised by friendliness, respect, openness and effective listening.
- Staff attend Masses on Staff Days, School Masses and other School religious ceremonies e.g. Eucharistic Procession.
- Staff will not use sarcasm, ridicule, undue impatience and punishments that diminish the students' sense of worth.

- Staff are aware that they are expected to exert a positive influence on Tangara's environment, to work in harmony with others, to be tolerant of the views of others and to be eager to find solutions rather than to criticise the actions or interests of others.
- Mutual respect for the needs and rights of others is demonstrated in the way executive, staff and students relate.
- Tangara has a system of rewards and sanctions that has been carefully developed with the character development of its students as the main concern.

Student Welfare

At Tangara student welfare is the concern of all staff, parents and the students themselves. All students have rights that Tangara protects by implementing School policies including, but not limited to, the Student Development, Anti-Bullying and Attendance policies. Sanctions are imposed, where necessary, for behaviour that reduces the learning capacities of classrooms or puts at risk any student's safety.

Tangara emphasises and promotes academic, social, cultural, physical and personal excellence and rewards the achievements of students. Throughout the School year, student contributions and effort are acknowledged through:

- Merit Awards
- Awards Presentations for Debating and Sports teams
- Presentation Night awards

Parents are welcome to attend these events and celebrate students' achievements and promote excellence within the life of the School.

Tangara offers numerous opportunities for students to display excellence and leadership in the following ways:

- School Captain and Vice Captain
- House Captains and House Leaders
- Class Leaders

- Primary Class, Playground and Library Monitors
- Sports Captain
- Debating Captain
- Community Service Captain
- Mock Trial
- Public Speaking
- Debating
- Service Projects, Local and Overseas
- Duke of Edinburgh Award
- Leadership Forums
- Constitutional Convention
- Mitchell Youth Leadership Forum
- Youth Parliament
- Toastmasters

Discipline

School Based Discipline System Rules have been established to provide students with a clear expectation of behaviour and the standard consequences for an infringement. The consequences have been levelled and are dependent on the severity and frequency of the offence to ensure the principles of equity and justice are maintained.

- Moving Students towards Self Discipline
- Behaviour Code
- Natural Justice and Procedural Fairness
- Detentions
- Corporal Punishment
- Suspension
- Expulsion

Moving Student towards Self Discipline

The basis of a good discipline structure in any school is the self-disciplined student. Tangara recognises that the essential ingredients of a good discipline system are clear expectations, consistent application of consequences, early intervention and developing positive patterns of behaviour. These elements must also be grounded in love and affection.

At Tangara, all misconduct, breaches of School rules, and violations of the law are investigated, followed-up, and acted upon. In all dealings with student discipline, Tangara will follow procedural fairness, conducted in a manner ensuring fair practice and equity, respect to all parties, and due observance of confidentiality.

Students are encouraged to act with a spirit of genuine freedom and with personal responsibility. As students develop in character and self-discipline, their behaviour is motivated internally as a consequence of personal convictions and they need fewer external sanctions to meet the high standards of behaviour expected at Tangara.

Behaviour Code

The Behaviour Code has been developed based on the rights and responsibilities of students at Tangara. This Behaviour Code takes into account duty of care and the Child Protection Policy.

The Behaviour Code aims to:

- Treat students at Tangara fairly and justly.
- Set high expectations of behaviour to support character development.
- Promote an atmosphere conducive to effective teaching and learning.
- Create a supportive environment where students can develop their abilities and interests.
- Foster a mutual respect for others and their property.
- Develop in students the ability to take responsibility for their own behaviour and the consequences of their actions.

Individual Rights and Responsibilities

As a student at Tangara, I have the right to:	Therefore I have the responsibility to:
Be happy and be treated with understanding.	Treat others with understanding – not to laugh at others, tease them or try to hurt their feelings. Respect the Anti-Bullying Policy that applies to every person at Tangara.
Be treated with respect and politeness and feel part of the School family.	Treat others politely and with respect. I should be able to disagree without being disrespectful. Ensure that the School uniform is worn with pride, I am well-groomed and that I endeavour to act as an ambassador of our School at all times. Protect and respect the property of others and of the School.
Experience a safe environment.	Respect and care for the safety of others by following procedures and the School Behaviour Code. I must ensure that I do not bring to School any item that may harm myself or others.
Experience maximum benefit from all my lessons conducted by competent, empathetic teachers in a supportive environment.	Co-operate with teachers and other students to contribute to a positive learning environment and keep up-to-date with required work. I have the responsibility to behave in such a way so as not to interfere with the right of other students to learn. I have the responsibility to be

	<p>punctual, to attend School regularly and to take part in activities that will be of benefit to me including excursions, carnivals and other School events.</p>
<p>Have homework and assignment tasks assigned, with expectations for these clearly communicated by teachers.</p>	<p>Complete all homework tasks to the best of my ability and ensure they are completed on time. I have the responsibility to ensure that all assignments are submitted on time and are original pieces of work. I have the responsibility to bring the School Diary to School every day to be used as a tool for communication and the accurate recording of School events, the due dates of assignments and recording of homework and examination dates.</p>
<p>Experience an education conducted in a pleasant, well-resourced, clean and well maintained environment.</p>	<p>Care for the School environment. I must not vandalise School equipment and resources. I must return to the School any resources that I have borrowed in the condition in which they were borrowed. I must not bring chewing gum to School.</p>

Natural Justice and Procedural Fairness

When concerns are raised about a student's behaviour:

- The student will have a fair opportunity to know and understand the concerns and the supporting evidence.
- The investigative process will be conducted in an impartial and objective manner.
- The student will be given a reasonable opportunity to think about the matter and prepare a response. In serious cases, students may seek guidance from parents/guardians before responding.
- There will be impartiality in all procedures connected with the making of a decision.
- Decision-making will be based on a balanced and considered assessment of information without bias.
- The sanctions imposed will vary according to the seriousness of the behaviour, the age and the prior record of the student. At the lower end of the scale, an admonition, apology or lunchtime detention may be appropriate. For more serious breaches, the behaviour could result in suspension, expulsion or exclusion, following a process incorporating the principles of procedural fairness.

Detentions

During lunchtime detentions in the Secondary School (1-1.25pm), students will be supervised by a teacher, who will distribute a 'Personal Reflection Sheet'. This will be an opportunity for students to reflect on their behaviour with a desire to improve and to express their point of view.

After Reflection, the sheets are given to the Welfare Coordinator, who will give them to mentors and used as information to consult with the student in the next mentoring and with the parents in meetings.

Corporal Punishment

The use of corporal punishment to enforce discipline by any member of staff is strictly prohibited. Tangara neither explicitly nor implicitly sanctions the use of corporal punishment by non-School persons, including parents, to enforce discipline.

Suspension

When a student's conduct and behaviour are considered prejudicial to the good order or reputation of Tangara, the student may be suspended.

Suspension means that a student's right to attend Tangara has been withdrawn for a period of time, or in the case of an Internal Suspension, the student's right to attend classes and break times has been withdrawn.

Suspension allows a period of time when the School, parents and the student can work together on the resolution of the problem which has led to the suspension.

The Principal or her delegate are the only people with the authority to suspend a student. This decision is made in consultation with the School Committee. In compliance with procedural fairness, discussion by the Principal, the appropriate members of staff and the student will take place before the Principal decides on suspension.

Once a decision to suspend is taken, and before the suspension is implemented, the Principal or her delegate will immediately inform the parents of the decision. Parents will be notified of the suspension in writing. All letters of suspension must be signed by the Principal or her delegate. A student will not be suspended from Tangara for more than five (5) days at any one time. The student will be re-admitted to Tangara after the period of suspension.

Expulsion

Expulsion means the total withdrawal of a student's right to attend Tangara. It involves termination of the contract entered into by the School and the parents at the time of enrolment.

Expulsion must be preceded by suspension. Documentation relating to continued breaches of the Student Development Policy will be reviewed and a decision on expulsion will be made. Parents will be informed of the expulsion in writing. Documentation relating to the events which have led to the possibility of a student's expulsion must be kept.

The final decision regarding the expulsion of a student is made by the Principal, in consultation with the School Committee.

Procedure in respect to Suspension and Expulsion for students:

The following is a summary of the several steps that the School observes to seek to ensure natural justice when the suspension or expulsion of a student is a possible outcome of a disciplinary process. The School does undertake to ensure a parent is informed, at the earliest opportunity, of developments in respect to the suspension or expulsion of their child along with a parent's involvement, where possible, in this Procedure.

1. The School will inform a student and their parents of the allegations against them that have warranted the disciplinary process to commence. Exceptional circumstances may exist e.g. jeopardising the safety of others, along with maintaining the integrity of any ongoing investigation into related matters, that may warrant only certain information being initially revealed. The student and their parents would subsequently be told further, and usually all, relevant information if deemed appropriate by the School. The exceptional circumstances referred to above may remain for sometime.
2. The School will inform the student and their parents that their misconduct has been sufficiently serious as to warrant the School to consider their suspension or possibly expulsion.

3. The student and their parents will be given opportunity to respond to the allegations that have been made known to them by the School. That response may be in the form of an explanation, new and additional information not known to the School or other mitigating information.
4. The School will ensure proper investigation of the allegations made, that relevant parties are heard and relevant submissions considered. Usually the Head of Primary School or Head of Secondary School or a member of the School Committee will be set the task of interviewing appropriate persons, inspecting relevant documents and making relevant enquiries to enable a finding based on the balance of probabilities.
5. The Principal will make the final determination as to whether a student is suspended or expelled. In the case of suspension, her authority may be delegated to her Deputy Principal. To assist her in reaching a fair and unbiased decision, the School Committee would usually undertake the investigation and arrive at a recommended course of action.
6. Where a student is the subject of the disciplinary process and may be facing suspension or expulsion, they will be permitted to have contact with a parent or other support person at the appropriate point in the process if that is reasonably practicable. That point will generally be when sufficient progress has been made in the investigation process to enable the School to form the view that the student may be facing suspension or expulsion.
7. The School will seek to ensure that the student is given a chance to deal with all allegations or assertions adverse to the student's interests. The aim is to ensure the student and their parent/support person is aware of all the information available to the School that is contributing to the student's suspension or expulsion. In exceptional circumstances where, for example, the safety of others may be jeopardised, the School reserves the right to not reveal all details of the allegations or assertions made to the student or their parent/support person.

8. In respect to expulsions, the Principal, or her delegate, will provide the student and their parent with a preliminary finding in respect to the disciplinary process and an opportunity to provide the Principal with an appeal by providing any new and compelling information that may warrant that finding being altered. Any appeal must be provided to the Principal in writing, no later than five nominated days after the parents/carer have been advised of the recommendation. In respect to the less serious sanction of suspension the student and parent will be provided with an opportunity to provide any new and additional information.
9. If no appeal is made within the time specified, the Principal will decide whether to accept the recommendation and advise the student and parents/carer of the decision.
10. If the student or parents/carer have lodged an appeal, the Principal will consider the recommendations and the reasons provided by the student or parents/carer for not following the recommendation and will decide whether to accept the recommendation of the School Committee. The Principal will then advise the student and parents/carer of the decision.
11. The decision made by the Principal will be final.

Exclusion from PARED Schools

1. Decisions regarding exclusion of a student from the PARED Schools are made by the PARED Board. For example: If a student is expelled from Tangara they may be prohibited from enrolling in another PARED school.
2. The gravity of the circumstances that exist when consideration is being given to an exclusion, are such that particular emphasis will be given to providing opportunity for the student and parent/caregivers to respond to the proposed action.

3. Consideration for exclusion will generally only be given after the procedures for suspension has been exhausted and the Principal has consulted with the PARED Board.
4. A student who is 17 years and older, who is failing to meet education requirements, may be formally excluded. This will only be done after all efforts to re-engage the student with course work have been exhausted. The student and their parents must be provided with documented evidence of these efforts, including warnings.
5. Occasionally, serious situations arise where immediate exclusion is required, in order to assure community safety and wellbeing.

Secondary Discipline System

Classroom Discipline Process

Stage 1 – Teacher Discipline Strategies

Teaching is a profession that requires teachers to be responsible and maintain classrooms while ensuring duty of care of students at all times. If students misbehave in class they will be disciplined by their subject teacher by taking action from each of the following levels in this order:

Low Level

- Verbal warning by teacher
- Seating arrangements for that lesson are changed as a temporary arrangement
- Subject teacher keeps a record of misbehaviour in teacher day book/diary
- Clear conversation with expectations and future consequences, one on one, must be had at this stage.

Medium Level

- In class isolation
- Lunchtime Detention.
- Mentor will discuss with parents at the termly meeting.

High Level

- Over the space of a term, if a student receives three (3) lunchtime detentions they automatically receive a Friday detention (unless a Student Review Card has already been issued)
- The Welfare Coordinator will inform the student's mentor and other subject teachers of the Friday and monitor her behaviour.

Once a teacher has disciplined the student at each level with no improvement, the teacher contacts the Welfare Coordinator and she proceeds to Stage 2.

Stage 2 - Student Review Card

Once a Friday detention has been issued and the poor behaviour continues, the matter will be referred to the School Committee for determination of Student Review. On the Committee's direction, the Welfare Coordinator will put a Student Review Card in place.

- Parents will be contacted by phone and a follow up letter will be sent.
- The class teacher, subject teacher and mentor will be informed.
- The Review Card will continue for a 2 week cycle.
- The card is to be signed by the subject teacher at the end of each lesson, the class teacher at the end of each day and by the parents each night.
- If there is a missing signature, or there are negative comments, the class teacher will inform the Welfare Coordinator and conduct a meeting with the student to discuss the situation. A warning will be given by the Welfare Coordinator and recorded on the Student Review Card.
- If there is a second failure to have the card signed or there are further negative comments, the Welfare Coordinator will be notified and a Lunchtime Detention will be issued.
- The Welfare Coordinator will meet with the student every 3 to 4 days and monitor the card. If the student has poor comments, a Friday detention will be issued.
- At the end of the 2 week period and if the student has made significant improvement, the Review Card is stopped. If not, the parents are called to a meeting with the Welfare Coordinator and the Review Card is issued another 2 weeks.
- If this cycle of Review Card shows no improvement Stage 3 is followed

Stage 3 - Suspension

- The Principal and School Committee will be notified that there has been no improvement on the Review Card. The parents will be required to

attend a meeting with the Principal and the student will be suspended for up to 5 days.

- When the student returns to school, she will continue with a new Review Card for 2 weeks. If the behaviour still has not significantly improved, the student will be put on a School Contract.

Stage 4 - School Contract

- A meeting is held with the student, the parents, Principal and the Welfare Coordinator. An individual contract is written for the student. The contract is signed and the parents are given a copy.
- The Welfare Coordinator will meet with the student every 3 to 4 days and review the student's progress. If the contract is broken, the student will be asked to leave Tangara.

Individual Incidents Discipline Process

Incident	Action
Use of Mobile Phone or any other banned electronic device contrary to the Laptop Loan Policy and Agreement, ICT Acceptable Use Policy.	<ol style="list-style-type: none"> 1. Teacher confiscates and hands it into the Welfare Coordinator 2. Welfare Coordinator places student on a Friday detention and hands back the mobile phone at end of the day (for first offence). 3. For repeat offenders, after three Friday detentions a Saturday detention will be issued.
Late to class for no valid reason	Follow the Classroom Discipline Strategies
Out of bounds	Teacher places student on rostered lunch detention
Damaging/ Graffiti to School property or students' books or equipment	<ol style="list-style-type: none"> 1. Teacher interviews the student and reports her to Welfare Coordinator. The Welfare Coordinator places the student on Friday detention 2. Depending on the severity of the incident, a letter is sent home asking parents to pay for damage.
Unacceptable behaviour on the bus	Depending on the severity, a lunchtime or Friday detention is issued.
Failure to wear the correct uniform	<ol style="list-style-type: none"> 1. The teacher will note the uniform infringement in the Student Uniform Infringement page linked to the Staff Page. 2. Welfare Coordinators will monitor uniform infringements and when there are 2infringements, a lunchtime detention issued.

Eating or Chewing gum in the classroom	Add as an infringement.
Late to School	Once a student is late 2 times without a valid excuse, she is placed on a lunchtime detention. If she is late 6 times, she is placed on Friday detention. Welfare Coordinators will follow this.
Failure to sign in when arrive late	The student receives an automatic lunchtime detention.
Unacceptable behaviour in the library	Follow the Classroom Discipline process.
Failure to attend a lunchtime detention	The Welfare Coordinator interviews the student and gives her another lunchtime detention (she needs to do 2 detentions: one for the original issue and another for not attending the detention). If student does not attend the subsequent detentions, she will be given a Friday.
Failure to attend Friday detention	The Welfare Coordinator speaks with the parents and if there is no valid reason, the student is put on Review for 2 weeks.
Not attending a scheduled class	<ol style="list-style-type: none"> 1. Teachers must report all absences from class to the Welfare Coordinator immediately. 2. The Discipline Coordinator places the student on Friday detention 3. If this occurs 3 times in a year, the student is suspended for 2 days
Failure to attend a School Carnival	Welfare Coordinator is notified and parents are rung. Unless there is a medical certificate or evidence of misadventure, a Friday detention is issued.
Truancy	If a student does not attend school for the whole day without a medical certificate or evidence of misadventure, she is suspended for 3 days. If this happens 3 times, the student is put on a School Contract.

Academic Discipline

The following refers to academic discipline matters involving class work and homework only. Issues relating to assessment tasks are dealt with by the relevant School Assessment Policy.

At Tangara students are encouraged to develop effective and consistent work and study habits. Consistent application in class and assigned homework is critical to academic progress. Teachers, together with mentors, work to guide and support the students as they develop consistent work and study habits. Incomplete class work, poor application in class and incomplete homework will affect academic progress. So that students do not fall behind in their work, Tangara has a series of intervention steps to assist students to develop consistent work and study habits. Teachers will ensure that:

- Expectations about class work completion and assigned homework are made clear, including due dates for homework submission if relevant.
- Work demands in class are reasonable and achievable in the allocated class time.
- Homework is relevant and intrinsic to the teaching and learning. In Years 11 and 12, assigned homework is designed to assist students with their private study and consolidation of learning as well as preparation for formal assessment tasks.

Teachers in consultation with mentors will determine if there are any extenuating or mitigating circumstances that require pastoral attention rather than academic discipline action. Teachers will keep a record of action taken and provide details to the Head of Department as necessary.

There is a distinction between the steps in Years 7, 8 and 9, and Years 10, 11 and 12.

Academic Discipline Years 7, 8 & 9

The steps here recognise that students are in some cases still forming work habits. The steps are worked through on one week time periods so that the student has the opportunity to get back on track with class work and homework within a relatively short time frame.

Step	Issue	Action
Step 1	Incomplete class work and/or homework	Teacher meets with the student to negotiate a timeline for completion
Step 2	Class work and/or homework is still incomplete, despite Step1	Teacher advises mentor of the matter and issues a lunchtime detention for the student to work towards completing the work. Work completion deadline is set within the week. Time: Week 2
Step 3	Steps 1 and 2 have not resolved the matter	Teacher advises mentor and refers student to the HoD. HoD will: <ol style="list-style-type: none"> 1. Review the procedure followed by the teachers 2. Speak with the student 3. Write to the parents and issue a Friday detention. 4. Time: Week 3
Step 4	Steps 1 to 3 have not resolved the matter	<ol style="list-style-type: none"> 1. HoD will refer the matter to DoTL providing details of the incomplete work, the details of action taken in Steps 1-3, including copies of letters. 2. DoTL with mentor will meet with the student 3. Depending on the circumstances, action taken may involve: <ul style="list-style-type: none"> • parent interview • academic review • Saturday detention Time: Week 4

Academic Discipline Years 10, 11, and 12

It is expected that in Years 10, 11 and 12 students have developed a more mature approach to their application to class work and homework. Homework at this level should reflect the need and expectation for independent study and time for preparation of formal assessment tasks. Some students find the adjustment difficult and the following steps have been designed to assist students.

Step	Issue	Action
Step 1	Incomplete class work and/or homework.	Teacher meets with the student to negotiate a timeline for completion.
	Lack of application, diligence including lateness to class, talking in class, sleeping in class.	Teacher meets with students to discuss application and diligence in class. Time: Week 1
Step 2		Teacher advises mentor and refers student to the HoD. HoD will: <ol style="list-style-type: none"> 1. Review the procedure followed by teachers 2. Speak with the student 3. Contact the parents outlining the issue and issue a Friday detention Time: Week 2
Step 3		DoTL: <ol style="list-style-type: none"> 1. Interviews student 2. Advises mentor 3. Contacts parents

		4. Issues 'N' award warning letter as per the Assessment Policy.
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Primary Discipline System

There are several discipline levels.

Stage 1 - Warning

- A correction by the teacher indicates that this is a warning.

Stage 2 - Paper Pick-Up

- After a warning has been issued, and if the misdemeanour is repeated then the student is placed on paper pick-up.
- Paper pick-ups occur daily at the end of the lunch eating time (1 pm).
- Playground Monitors supervise the students under the supervision of the teacher on duty.
- If a student fails to show up for a Paper Pick-up they are listed for the next day.
- If a student fails to show for this a second time, they are issued with a Reflection (Level 3).

Stage 3 - Reflection

- A Reflection is issued after a Paper Pick-up has been done and the student's negative behaviour continues.
- Reflection is an opportunity for a student to reflect on her behaviour with a desire to improve in the virtue that she has shown a deficiency in.
- Teachers complete a sheet with student's name, class, mentor and brief description of the misdemeanour linked to the corresponding virtue to be worked on.

- At Reflection, the student is given this sheet to write a reflective paragraph about how to improve her own behaviour.
- Reflection occurs in a designated classroom twice a week with a supervising teacher, from 1.00-1.25pm.
- After Reflection, the sheets are given to the mentors and used as information to consult with the student in the next mentorial and with the parents in interviews.
- If a student misses a Reflection, they are placed on the next one.
- If a second is missed, the Head of Junior School contacts the parents (Level 4).

Stage 4 - Parents are Contacted – Student Review Card

- The Head of Junior School will contact the parents after a student has completed both a paper pick-up and a reflection for the same offence with no effort of improvement and an increase in the negative behaviour.
- At the same time, a Student Review Card may be issued when a misdemeanour is extreme, deliberate and done with clear intent to harm or vandalise.
- The Review Card will run for one week and provides the student with regular opportunities throughout the day to reflect and focus on the behaviour to be improved.
- The Card is to be signed by the class or specialist subject teacher at the end of each lesson, the Head of Junior School at the end of each day and by the parents each night.
- If there is a missing signature, or there are negative comments, the Head of Junior School will discuss the situation with the student to determine the cause and to provide a strategy for improvement.
- If there is a second failure to have the Card signed or there are further negative comments, the Head of Junior School will issue a warning and record it on the Student Review Card.

- The Head of Junior School will meet with the student every morning before school to monitor the card and remind the student of expected behaviour. If the student fails to have the card signed by the parents at night, the parents are called.
- At the end of the week, if the student has made significant improvement, the Review Card is stopped. If not, the parents are called to a meeting with the Head of Junior School and the Review Card is issued for a further 2 week period.
- If this full cycle of Review Card shows no improvement, the parents are called in by the Head of Junior School and the Principal to advise moving to a Stage 5 suspension.

Stage 5 - Suspension

- This will follow consultation with the parents and the student after a very serious incident.
- The Head of Primary will consult with the Principal about the incident for a decision to be made, prior to the parents being contacted.

Discipline Levels

1. Warning	2. Paper Pick-Up	3. Reflection	4. Parents are Contacted; Student Review Card	5. Suspension
Minor disobedience of directions	Repeated ignoring of teacher's directions	Ongoing ignoring of teacher directions	Major disobedience with argument and defiance	General refusal to conform to school expectations
Calling out in class	Repeated calling out in class	Continued calling out in class	Deliberate provocative use of swearing	Continued deliberate use of swearing
Minor disruption to class	Repeated minor disruptions to class	Major disruption to class	Systematic major disruption to class	Dangerous pranks or acts of a more serious nature
Disorganisation of personal equipment	Repeated disorganisation of personal equipment	Continuous disorganisation of personal equipment	Disorganisation with no apparent attempt to improve	
Unkindness	Deliberate lack of charity	Deliberate lack of respect for others	Ongoing Bully	Continued bullying after warnings and parent notification
Homework not done	2 nd failure to hand in homework within the week	Repeated failure to hand in homework	Consistent lack of cooperation with teachers and failure to complete set tasks.	No improvement in cooperation after parent contact
Untidiness	Littering and defacing of	Abuse or lack of care of school	Vandalism	Serious vandalism

	personal property	or personal property		
Breaking of minor rules	Breaking of minor rules after repeated correction	Constant breaking of minor rules in and note writing	Writing seriously offensive or abusive notes	
Lateness	Repeated lateness to assembly or class	Noticeable lack of punctuality or straying out of bounds	If child is absent too many days throughout the term other than serious illness. Truancy.	Repeated truancy
Deviation from School uniform code	Repeated deviation from School uniform code	Constant deviation from School uniform code	Defiant deviation from the School uniform code or loud and crude language and behaviour in public	Publicly bringing the School into disrepute.
Poor standard of work	Repeated poor standard of work	Continuous lack of effort		
Dishonesty	Repeated dishonesty, deceitfulness	Cheating, plagiarism and blatant dishonesty	Cheating on exams or assignments	Serious acts of stealing, calumny or behaviour
Disrespectful or distracting behaviour at prayer	Repeated disrespectful or distracting behaviour at prayer.	Noticeable and deliberate irreverence at prayer or in the oratory.	Lack of participation in School ceremonies or deliberate irreverence	
Rudeness	Repeated rudeness to teachers or other students	Continual rudeness to teachers or other students	Ongoing rude, belligerent or defiant behaviour	

Secondary School Merit Awards

These awards are presented to students who have demonstrated a significant improvement in, or a consistently high standard, in one or more areas of school life such as:

- Personal organisation
- Leadership
- Responsibility
- Sport and other co-curricular
- Punctuality
- Diligence and hard work
- Courtesy
- Respect for Teachers and other students
- Community service
- Focus in the classroom or on the task at hand
- Caring for others
- Wearing the uniform

Other aspects of attitude, application, behaviour or character development may also be recognised and rewarded.

The Merit Award System in Secondary, allows each subject teacher to award a Merit to one student in her class on a monthly basis. These Merits are then presented at the Secondary Assembly (rotated fortnightly between subjects).

The student from each year level, who has received the most Merits at the end of the year, will be presented with the Principal's Award on Presentation Night.

*To be nominated, students need to have been consistent role models throughout the year, with no extraordinary detentions.

Primary School Awards

Merit and Student of the Week Award

Each week, the class teachers choose 2 students in their class who have made significant progress in personal and academic development. These certificates are awarded at the Friday afternoon assembly.

Uniform Badge Award

At each morning assembly, the Class Monitors conduct a uniform inspection. At the end of the week, the student from each class who has worn her uniform correctly for the entire week, (ratified by either the Head of Primary or the class teacher) is chosen and presented with a badge to be worn on her shirt collar for the following week. This badge is then passed on to the next class recipient the following week. At the final assembly for the year, the student who has received the badge the most times is presented with the badge to keep and wear on her blazer.

Principal's Virtue Award

Each week the teachers choose from their class the student who has lived the virtue goal of the week in an exemplary fashion. Their name and a brief account of the virtue displayed is written in the Class Book of Virtues. At the end of the week the Head of Primary reads out at assembly the students who have been entered into each Class Book of Virtues, and chooses one of these students to receive the Principal's Virtue Award.

Tidy Classroom Award

At the end of each week at Primary Assembly, the class judged as having the tidiest classroom for the week, is presented with a perpetual trophy.

Signature Cards and Principal's Morning Tea

Signature cards are used to positively affirm the students' behaviour. Each student is given a card with 10 spaces for signatures. Students are given a signature by teachers for a variety of reasons including improved effort in

behaviour, application, work standard, display of virtue, good example and strength of character. A new card is issued when all 10 spaces are signed. For a student to attend the Principal's Morning Tea at the end of the term, each student must present the following number of cards.

- Year 2 - 5 cards
- Year 3 - 6 cards
- Year 4 - 7 cards
- Year 5 - 8 cards
- Year 6 - 9 cards

Undertaking by All Students

I _____, undertake to strive to do my best to uphold the values and expectations of Tangara School for Girls in all I say and do.

Signature of Student _____ Date _____

Undertaking by Parent/Guardian of Students (K-6)

I _____, undertake to support my daughter's efforts in upholding the values and expectations of Tangara School for Girls.

Signature of Parent/Guardian _____ Date _____

Years 7-9 Assessment Policy

Patterns of Study at Tangara

The NSW Educational Standards Authority (NESA) sets the curriculum requirements, content and hours of study, for Years 7 - 10. Patterns of study at Tangara meet these requirements. The NESA requirements can be viewed [here](#).

NSW Educational Standards Authority (NESA) and Assessments

The NESA defines assessment as "the process of identifying, gathering and interpreting information about a student's learning". Assessment can be used for a number of purposes, including"

- Assist student learning
- Evaluate and improve teaching and learning programs
- Provide information about student learning and progress in a course in relation to syllabus outcomes
- Provide evidence of satisfactory completion of a course
- Report on the achievement by each student at the end of the course

Each school is required to develop its own internal assessment program that allows students to demonstrate the breadth and depth of their knowledge, skills and understanding against the syllabus outcomes. In Preliminary and HSC courses, the syllabus provides a set of components, weightings and suggested tasks in order for students to satisfactorily to complete course criteria.

Assessment tasks may take many forms e.g. research assignments, written examinations, presentations, and practical or fieldwork reports. Whatever the form, the primary function of an assessment task is for students to demonstrate their learning. It is also a means of improving learning through the feedback teachers provide their students with after the assessment task.

The assessment tasks undertaken will help to determine a student's final assessment mark for each course, measuring their achievement relative to standards/performance bands. The final assessment mark will be based on achievements measured at points throughout the course. The measure of a student accomplishment is based upon:

- A wider range of syllabus outcomes than may be measured by an examination alone.
- Multiple measures and observations made throughout the school year.

A varied assessment program increases the accuracy of the final assessment of each student's achievement by using multiple measures. In the context of the Higher School Certificate, a major requirement of the school-based (internal) assessment program is to provide the NESA with a summative measure of a student's achievement in each course.

Satisfactory completion of a course

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

The NESA does not set a minimum attendance for the satisfactory completion of a course. The Principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and Principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

The number of assessment tasks

A balance is required between obtaining sufficient information and not over assessing. Each subject will generally develop three to five tasks, which will include a variety of assessment tools, including examinations, to adequately assess the components of the course.

Assessment Task Notification

The assessment program commences in Term 1 of the school year. At that time, students will be given access to the *Online Assessment Policy* which includes *Course and Assessment Overviews*. The *Course and Assessment Overviews* specify:

- The Scope and Sequence plan for each course
- The complete list of Assessment Tasks for each course which includes
 - The name of the task
 - The date the task is due
 - The weighting of the task
 - The outcomes being assessed.

Early in Term 1 students will be given access to the online *Assessment and Excursion/Incursion Calendar*. The calendar contains week-by-week all the assessment tasks for each course delivered at Tangara. This is an overview to help students track their assessment tasks. Tasks are marked TBC until they have been allocated to a particular day. The specific day allocation will be made when the timetable is confirmed. It should be noted that while these dates are correct at the time of its publication, it is possible that the scheduled date for a task may change. In the case of a change students will be notified formally in writing.

For each and every task listed in the Online Assessment Policy students will receive a formal Notice of Assessment Task at least two weeks prior to the task's final due date. This notice gives students comprehensive details of the task.

Submitting Assessment Tasks

Assessment Tasks are extremely valuable and must be handed in responsibly. Students are warned that it is their responsibility to ensure that tasks are received by the due date. All hand-in tasks are to be submitted, placed in the Assessment Box in the secondary school office before 8.30am. The only exception to this is where the teacher has specifically indicated on the Assessment Notice a different procedure for submitting the assessment task.

Tasks should be submitted in printed or written form on A4 paper unless the teacher specifies some other format on the *Notice of Assessment Task*. Students must use the Assessment Task Cover Sheet for each hand in Assessment Task. Students are advised that they should keep a copy of the final version of the assessment task they submit, as well as drafts and working notes that were generated as part of the assessment task preparation. This will serve as a backup in case the original item is misplaced.

Feedback to Students before Submission of an Assessment Task

The Assessment Task Notification is provided to students at least 2 weeks prior to the task's submission date. This Notification gives students comprehensive details of the task, including, where appropriate, a detailed marking criteria. The Notification of Assessment will state whether a draft answer may be submitted for an assessment and, if so, the final time and date by which it may be submitted.

Students may ask the teacher questions about the assessment requirements, but first they should consider the marking criteria very carefully. The feedback to any questions will be shared with the whole class, so that all students will benefit.

At the discretion of the subject teacher, students may submit a draft of an assessment but only once.

Teachers should give brief, written feedback on drafts to ensure that the advice is clear. Teachers should not provide answers, but the feedback

should be in the form of questions and prompts to help the student refine her answer and identify missing components.

Teachers will not proofread or correct simple punctuation and grammar mistakes in a draft, nor rewrite sentences or phrases.

The teacher's comments are a guide for improvement, not a guarantee of a suggested mark. Teachers will not suggest a potential mark or grade range for the draft. The work remains the responsibility of the student.

Drafts should be submitted no later than 5 working days prior to the due date of the assessment, unless otherwise specified by the teacher.

As an alternative to submitting a draft, students may be required to submit a detailed proposal plan, worth a small percentage of the assessment mark.

Assessment Task Feedback

Following the marking of each Assessment Task students are given a raw mark as well as specific comments and feedback. The mark for any task is confidential and should not be given to other students. Students are encouraged to discuss their personal performance in a task with their subject teacher.

Absence on the due date of the Assessment Task

If a student misses an assessment task (in class, exam or is absent on the day a task is to handed in), due to illness, misadventure, lateness, or other unforeseen circumstance; the student must keep the Studies Coordinator informed at all times. If a student has a valid reason for missing all or part of an assessment task she must submit an Illness/Misadventure/Special Consideration Appeal form, on the first day back at school. The student must submit the form with a letter from their parent explaining their absence. In the case of formal examinations a medical certificate will be required.

Failure to submit the Illness/Misadventure/Special Consideration Appeal form upon returning to school will result in a 'zero' for the task. If a student simply

fails to hand in an assessment task with no valid reason they will be issued with a Friday detention where they will complete the task.

Disability Provisions for Assessments and Examinations

Disability Provisions (formerly called Special Provisions) are the conditions under which certain students with additional needs sit for examinations and assessment tasks. Disability Provisions are formally available to students in their HSC year. Those students whose condition the Disabilities Discrimination Act (Commonwealth) covers and the Anti-Discrimination Act (NSW) may apply. The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the exam.

In Years 7 - 10 the school can determine Disability Provisions for a student. Students who wish to apply for Disability Provisions must make an appointment with the Learning Support Teacher (Secondary) early in Term 1 to make the appropriate arrangements. Applications for disability provisions must be completed by the end of Term 1 of the school year.

Please consult the NESA Website for further information on Disability Provisions: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>.

Honesty in Assessment

The process of preparing material for assessment is an important part of students' learning experience. It allows students to demonstrate their understanding of concepts and apply what they have learnt in different domains and settings. Assessment supports students in their development of analytical skills, evaluative judgement, communication skills, and presentation skills. These are essential capabilities for students.

Tangara views cheating, academic dishonesty, fabrication, falsification or, obtaining an unfair advantage, and plagiarism as serious matters and breaches of honesty in assessment. Zero marks or grades will be awarded for cases of cheating, dishonesty, fabrication, falsification and plagiarism in

assessment tasks and will be given an after school detention. This applies to those who cheat or those who knowingly assist others to cheat. No student may have part or all of a task performed or written by another person

Students who have external subject tutors are warned that the tutor may not assist in the writing of assessment tasks.

If the subject teacher or the supervising teacher in the case of an examination or assessment task, suspects that cheating, academic dishonesty, fabrication or falsification has taken place, or a student has gained an unfair advantage, or has plagiarised, then the incident is to be reported to the Studies Coordinator immediately in writing. The Studies Coordinator will investigate the matter and in consultation with the Head of Department, determine the penalty. The students involved in malpractice will receive written notice of the determination. In order to satisfy Course Completion Criteria, the student will usually be asked to resubmit the task.

Plagiarism, the use of another's work without appropriate acknowledgement, is viewed as cheating, academic dishonesty, fabrication or falsification and will be dealt with in accordance with Tangara's Academic Discipline Policy. If a student uses artificial intelligence software such as ChatGPT to generate material for assessment or any school based work that they then represent as their own ideas, research and/or analysis, they are NOT submitting their own work. Knowingly having or using a third party, including artificial intelligence technologies, to write or produce any work that a student submits as their own work for assessment is and will be seen as intentional and deliberate cheating, academic dishonesty, fabrication or falsification and is considered to be a breach of academic integrity. If a student uses artificial intelligence or artificial technologies to generate material in the preparation of their assessment submission, this must be appropriately acknowledged and be referenced as per the school referencing guidelines (20% of referenced or unreferenced material). Any student who fails to do this is committing academic misconduct and is subject to a Zero for this task and an after school detention.

In the case of Practical Submissions, students need to understand that teachers are bound to verify that the work is the student's own work. Each department will therefore monitor the development and progression of practical submissions and associated process diaries.

Guidelines for Practical Submissions

The Year 7 - 10 curriculum provides broad access to the technologies and creative arts, allowing students, teachers and schools flexibility in addressing social issues and exploring a range of traditions and styles.

Students must plan carefully to meet the demands of practical submission. These demands cannot be used to claim extensions of time to meet assessment deadlines in other courses.

Appeals - illness/misadventure/special consideration – prior to the task

In the case of misadventure or illness the student must notify the Studies Coordinator as soon as possible. Immediately upon return to School, the student must complete an Illness/Misadventure/Special Consideration Appeal form. The Studies Coordinator must receive the completed form, with all required supporting evidence, within 48 hours of return to school. Failure to give back the form within this time frame will result in a mark of zero being recorded for the task.

In the case of illness, a letter from a parent, or in the case of formal examinations a medical certificate, must be attached to the Illness/Misadventure/Special Consideration Appeal form. The certificate must include:

- the date of the onset of the illness
- a basic description of the student's illness

In the case of misadventure, the letter attached to the Illness/Misadventure/Special Consideration Appeal form must include:

- the date and time of the occurrence and subsequent events
- a description of the occurrence

In the case of Special Consideration, the letter attached to the Illness/Misadventure/Special Consideration Appeal form must include:

- A written description from the student explaining why special consideration should be granted.
- A supporting letter from another person.

The Studies Coordinator will review all appeals for Illness, Misadventure or Special Consideration. She will make the determination and advise the student of the outcome of the appeal in due course.

Where a student has a valid reason, e.g. illness, misadventure, or approved leave, she will be required to complete the same or a substitute task.

Alternatively, an extension of time may be granted, or in rare cases, an estimated mark will be awarded. Estimated marks are issued at the Principal's discretion.

Appeals - illness/misadventure/special consideration – on the day of the task

When a student presents herself for an assessment task while ill, or circumstances eventuate which may prejudice her performance in an Assessment Task, she may make a claim for Illness, Misadventure or Special Consideration. The student should advise the teacher of their illness prior to the task starting so the teacher can observe them during the task. The student must complete an Illness/Misadventure/Special Consideration Appeal form. The completed form, with all necessary supporting evidence, must be received by the Studies Coordinator within 48 hours of the date and time the assessment task was due. Failure to give back the form within this time frame will mean that the Illness/Misadventure/Special Consideration Appeal will not be considered.

Late for an in class assessment task or Examination

In the case of an examination, a student will be admitted up to half an hour after the start of the in-class assessment or examination, with no extra time allowed. If there is a valid reason for the lateness, a student should make an appeal for illness, misadventure or special consideration. At the close of the examination, the student must collect an Illness/Misadventure/Special Consideration Appeal form from the Studies Coordinator . The Studies Coordinator must receive the completed form, with all necessary supporting evidence, within 48 hours of the scheduled date and time of the examination. Failure to give back the form within this time frame will mean that the Illness/Misadventure/Special Consideration Appeal will not be considered.

Absent from school to an assessment task due date, in class assessment task or examination

Teachers, who find that one of their students is absent from school within one day prior to an assessment task, are to report, in writing, the absence to the Studies Coordinator.

In this circumstance the student must provide a valid reason for their absence and not be seen to have gained an unfair advantage from their absence. Upon return to school, students should discuss their absence with their subject teachers and submit an Illness/Misadventure/Special Consideration Appeal form to the Studies Coordinator. The completed form, with a parental letter explaining their absence, or in the case of formal examinations a medical certificate, must be received by the Studies Coordinator on the day the student returns to school. Failure to submit the form within this timeframe will result in a mark of zero being recorded for the task.

Late submission of Assessment Task

All hand-in tasks are to be submitted as per the task notification instructions. The only exception to this is where the teacher has specifically indicated on the assessment notice the procedure for submitting the assessment task.

Where an assessment task has been submitted after the due time and date and if no extension has been granted, or there is no

Illness/Misadventure/Special Consideration appeal for the task being submitted late, then late penalties will apply. Marks will be deducted as follows:

20% of the marks awarded for the first day(or part thereof) late

a further 20% of the marks awarded for the second day(or part thereof) late

a further 10% of the marks awarded for the third day(or part thereof) late

a further 10% of the marks awarded for the fourth day(or part thereof) late

No further penalty will be applied; however Assessment Tasks will not be accepted for credit more than seven (7) days late, work submitted after this time may be reviewed but no mark will be awarded for credit.

If a task is late, it should be handed to the Studies Coordinator only. The Studies Coordinator will consult with the Head of Department for the course and the student will be notified of the decision and penalty that will apply.

If a student fails to hand in an assessment task with no valid reason they will receive zero for the task and be issued with a Friday detention where they will complete the task.

Students seeking extensions without penalty must make this request on the Illness/Misadventure/Special Consideration Appeal form. This form is to be handed to Studies Coordinator who will make a determination.

Technical problems with computers and storage devices will not be accepted as reasons for late submission of work. In general, students must make a

habit of keeping draft copies of the work, as some technical problems are not considered valid grounds for upholding an appeal. The only exception to this rule is when the student can provide the teacher with draft copies of the assessment task by the due date.

Serious attempts

Students must be aware of the importance of making a genuine attempt at all work set, including assessment tasks. A student's assessment to be deemed a non-attempt if there is no evidence of academic engagement with the task. For example, it is insufficient for students to answer multiple-choice questions only in an examination. Merely rewriting the question is not considered to be an adequate attempt at the paper. Non-serious attempts include frivolous or objectionable material.

Students identified as providing non-serious or non-attempts in assessment tasks or class work will be reported to the Studies Coordinator. A student who does not make an attempt at a task or significant parts of a task will be judged as not meeting course completion criteria.

Students are encouraged to seek advice from their teachers if they are having difficulty preparing for an assessment task.

Behaviour during in-class Assessment Tasks and Examinations

Unsatisfactory behaviour during an Assessment Task or Examination will be reported to Studies Coordinator. This may result in the issuing of a Friday detention and a zero being recorded for the task. Depending on the nature of the unacceptable behaviour the student may be dealt with under the provisions of the Student Management Policy.

Assessment Appeals

Where a student wishes to appeal against a mark or final result on the grounds that personal circumstances have adversely affected her ability to

perform well in the assessment task (for example an illness, medical condition or misadventure) this is not dealt with as an Assessment Appeal. In such circumstances, students should appeal through the Illness/Misadventure/Special Consideration Appeal process.

Grounds for an Assessment Appeal are limited to the following reasons:

- Failure of the Assessment Task notice and description to be explicit in the indication of the learning tasks students are required to complete in a unit; or how students will be assessed.
- Failure by assessors to observe the assessment procedures set out in the Assessment Task description
- Failure by assessors to apply fairly and appropriately the criteria specified in the marking criteria.
- The school has varied from its stated assessment program and did not notify students in accordance with this policy
- A clerical or marking error occurred.
- Due regard has not been paid to the evidence of illness or misadventure that was submitted by the specified date.
- The student has been disadvantaged in some way due to the conduct of the final examination.
- The marking of the assessment was not objective or the student believes the marking criteria but has not been applied accurately or consistently.

In the first instance, students should approach the subject teacher to discuss the matter and attempt to work through the concerns informally. If the student believes the concerns have not been addressed she has the right to make a formal appeal. The formal Assessment Appeal must be made within 5 days of the Assessment Task being returned to the student. Assessment Appeals made outside of the 5 days of the Assessment Task being returned will not be considered. The formal Assessment Appeal can only be made via appointment with the Studies Coordinator.

Examination Rules and Procedures

Examination dates and times

1. Tangara publishes the examination timetable and issues it to students at least two weeks before the examination period commences. It is the student's responsibility to obtain a timetable and read it carefully.
2. If a student misses an examination simply because she has misread the timetable, she must contact the Secondary School Office immediately.
3. Students must be at the examination location at least 15 minutes before the start of each examination.
4. If a student arrives more than 30 minutes after the commencement of the examination, she will not normally be admitted to the examination room. No extra time will be given to students who arrive up to 30 minutes late for an examination.
5. Students are not allowed to leave an examination early.

Examination attendance rules

6. Students must sit for all examinations for all courses they have been enrolled in, unless prevented by illness or misadventure. If a student cannot attend an examination because of illness or misadventure, she must notify The Studies Coordinator , at the school by telephone.
7. If illness or misadventure occurs before the examination and you are still able to attend, notify the Studies Coordinator or examination supervisor when entering the examination. If a student becomes ill or some other problem occurs during an examination, she should notify the examination supervisor at once. The examination supervisor will advise the Studies Coordinator of the details of the problem as soon as practicable.

Equipment for the examinations

8. Before the examination begins, the examination supervisors will inspect any equipment brought into the examination room.
9. Equipment should bear only the original inscribed information. Students must supply materials that are in working order (this includes

calculators). Students cannot lodge an illness/misadventure appeal on the grounds that examination equipment did not work correctly.

10. For the examinations in which scientific calculators are permitted, students may only use those calculators that appear on the NESA list of approved scientific calculators. Well before the examination, students should check that their calculator is approved. The list of approved scientific calculators, as well as the separate criteria for calculators in the General Mathematics examination, can be found on the NESA website at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
11. Where students are permitted to take dictionaries into a Language examination, they must be monolingual and/or bilingual print dictionaries. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.
12. You are not permitted to borrow equipment during examinations.
13. Examination supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile telephones or other electronic devices.

Examination room procedures

14. Students must remove watches and place them in clear view on the examination desk.
15. It is the student's responsibility to make sure that the correct examination paper has been provided for the examination. When asked to do so by the supervisor, the student must also check examination papers to make sure that there are no pages missing.
16. During reading time, students must not write, use any equipment including highlighters, or annotate the examination paper in any way.
17. During written examinations, students must:
 1. read the instructions on the examination paper carefully as well as all questions. Examination supervisors are not permitted to interpret examination questions or instructions relating to questions

2. write their name or student number as requested on all writing booklets, special answer books and answer sheets
 3. write preferably with black pen but blue pen is also acceptable. Pencil may be used only where specifically directed
 4. make sure that they write their answers in the correct answer booklets. If they write an answer in the wrong booklet, the students must tell the supervisor, and write a note on the front and back of both booklets that an answer has been written in the wrong booklet. If this occurs students should not rewrite their answers, but ensure they label and hand in all parts of their answer.
 5. stop writing immediately when told to do so by the supervisor
 6. arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them
18. Students must not:
1. begin writing until instructed to do so by the Examination supervisor;
 2. leave the examination room except in an emergency or to go to the toilet. Students needing to go to the toilet must raise their hand and first seek permission from the Examination Supervisor to leave the room. Only one student at a time can leave to go to the toilet.
 3. remove an examination paper from the examination room until the examination is over.
- Conduct during the examinations
19. Students must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
20. Students must not:
1. take a mobile phone or programmable watch or device into the examination room
 2. take any electronic device including a digital media player into the examination room,
 3. speak to any person other than a supervisor during an examination

4. behave in any way likely to disturb the work of any other student or upset the conduct of the examination
 5. take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment listed in the examination timetable/assessment notice.
 6. eat in the examination room
 7. take any examination question papers or writing booklets, whether used or not, from the examination room.
21. Students who do not follow these rules, or who cheat in the examinations in any way, may be asked to leave the examination room and will be reported to the Studies Coordinator. The penalty may be a zero mark awarded for the examination.
22. Students who do not make a serious attempt at an examination will be reported to Studies Coordinator. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Examination Markers will bring to the Studies Coordinator's attention examination answers that contain frivolous or objectionable material.

Year 10-12 Assessment Policy

Patterns of Study at Tangara

The NSW Educational Standards Authority (NESA) sets the curriculum requirements, content and hours of study, for Years 10- 12. Patterns of study at Tangara meet these requirements.

The NESA requirements can be viewed [here](#).

In Year 10 students study English, Mathematics, Science, History, Australian Geography, PDHPE, and two electives of their choice. At Tangara students also study Religion and Philosophy.

In Year 11 Preliminary students must study at least 12 units including two units of English.

In Year 12 HSC students must study at least 10 units including two units of English. If they wish to receive an ATAR they must study at least four different subjects totalling 10 units.

The other units of study are drawn from other Tangara courses as well as from approved courses offered through Sydney Distance Education High School, Open High School, TAFE and other approved external providers.

If a student wishes to change her pattern of study she must complete a Change of Course Application form and make an appointment with the Studies Coordinator to discuss the application. Students will not be permitted to change courses until the application has been processed and the student has received an email from the Studies Coordinator confirming the details of their change of course.

NSW Educational Standards Authority (NESA) and Assessment

The NESA defines assessment as “the process of identifying, gathering and interpreting information about a student’s learning”. Assessment can be used for a number of purposes, including:

- Assist student learning
- Evaluate and improve teaching and learning programs
- Provide information about student learning and progress in a course in relation to syllabus outcomes
- Provide evidence of satisfactory completion of a course
- Report on the achievement by each student at the end of the course

Each school is required to develop its own internal assessment program that allows students to demonstrate the breadth and depth of their knowledge, skills and understanding against the syllabus outcomes. In Preliminary and HSC courses, the syllabus provides a set of components, weightings and suggested tasks in order for students to satisfactorily complete course criteria.

Assessment tasks may take many forms e.g. research assignments, written examinations, presentations, and practical or fieldwork reports. Whatever the form, the primary function of an assessment task is for students to demonstrate their learning. It is also a means of improving learning through the feedback teachers provide their students with after the assessment task.

The assessment tasks undertaken will help to determine a student’s final assessment mark for each course, measuring their achievement relative to standards/performance bands. The final assessment mark will be based on achievements measured at points throughout the course. The measure of a student accomplishment is based upon:

- A wider range of syllabus outcomes than may be measured by an examination alone.

- Multiple measures and observations made throughout the school year.

A varied assessment program increases the accuracy of the final assessment of each student's achievement by using multiple measures. In the context of the Higher School Certificate, a major requirement of the school-based (internal) assessment program is to provide the NESA with a summative measure of a student's achievement in each course.

Satisfactory completion of a course

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

The NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

If at any time it appears that a student is at risk of being given an 'N' (not satisfactory) determination in any course the Principal will warn the student as soon as possible and advise the parent or guardian in writing. This warning will be given in time for the problem to be corrected. At Tangara, the Principal has delegated the issuing of "N" award warning letters to the Studies Coordinator . Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the "N" determination through the NESA. Students at Tangara are required to make a genuine attempt at all assessment tasks.

Teachers will use their professional judgement to determine if the student has made a genuine attempt. If for any reason the subject teacher or Head of Department has evidence that the student has continued to fail to make a genuine attempt at completing assessment tasks or mandatory coursework, then they will refer the matter to the Studies Coordinator, recommending that the student be given an “N” award warning letter for that subject. Only the Studies Coordinator can issue an “N” warning letter to students.

The possibility of receiving an “N” award is extremely serious. It means that the student has not satisfactorily completed the course. Each warning letter will outline the nature of the problem and outline steps to rectify the problem with a target date. If the problem is not rectified by the target date a second “N” warning letter will be issued. If the problem is not rectified by the target date listed on the second warning letter, the “N” award will be enforced. Receiving an “N” award may jeopardise the student’s ability to proceed to the Preliminary course (in the case of Year 10 students), the HSC course (in the case of Year 11 students) and the eligibility for the award of Higher School Certificate in the case of Year 12 students.

The number of assessment tasks

A balance is required between obtaining sufficient information and not over assessing. Each Year 10 subject and each two unit course will generally develop three to five tasks, which will include a variety of assessment tools, including examinations, to adequately assess the components of the course.

Assessment Task Notification

The Year 10 and Year 11 assessment programs commence in Term 1 of the school year.

The Year 12 HSC assessment program commences in Term 4 of the year prior to the HSC. At that time, students will be given access to the Online *Assessment Policy* which includes *Course and Assessment Overviews*. The *Course and Assessment Overviews* specify:

The Scope and Sequence plan for each course

The complete list of Assessment Tasks for each course which includes:

- The name of the task
- The date the task is due
- The weighting of the task
- The outcomes being assessed

Early in Term 1 Year 10 and 11 students will be given access to the online *Assessment and Excursion/Incursion Calendar*. Year 12 will be given access to the online *Assessment and Excursion/Incursion Calendar* at the beginning of Term 4 of the year prior to the HSC. The calendar contains week by week all the assessment tasks for each course delivered at Tangara. This is an overview to help students track their assessment tasks. Tasks are marked TBC until they have been allocated to a particular day. The specific day allocation will be made when the timetable is confirmed. It should be noted that while these dates are correct at the time of its publication, it is possible that the scheduled date for a task may change. In the case of a change students will be notified formally in writing.

For each assessment task students will receive a formal *Notice of Assessment Task* at least two weeks prior to the task's final due date. This notice gives students comprehensive details of the task.

Submitting Assessment Tasks

Assessment Tasks are extremely valuable and must be handed in responsibly. Students are warned that it is their responsibility to ensure that tasks are received by the due date. All hand-in tasks are to be submitted, placed in the Assessment Box in the secondary school office before 8.30am. The only exception to this is where the teacher has specifically indicated on the Assessment Notice a different procedure for submitting the assessment task.

Tasks should be submitted in printed or written form on A4 paper unless the teacher specifies some other format on the *Notice of Assessment Task*.

Students must use the Assessment Task Cover Sheet for each hand in Assessment Task. Students are advised that they should keep a copy of the final version of the assessment task they submit, as well as drafts and working notes that were generated as part of the assessment task preparation. This will serve as a backup in case the original item is misplaced.

Feedback to Students before Submission of an Assessment Task

The Assessment Task Notification is provided to students at least 2 weeks prior to the task's submission date. This Notification gives students comprehensive details of the task, including, where appropriate, a detailed marking criteria. The Notification of Assessment will state whether a draft answer may be submitted for an assessment and, if so, the final time and date by which it may be submitted.

Students may ask the teacher questions about the assessment requirements, but first they should consider the marking criteria very carefully. The feedback to any questions will be shared with the whole class, so that all students will benefit.

At the discretion of the subject teacher, students may submit a draft of an assessment but only once.

Teachers should give brief, written feedback on drafts to ensure that the advice is clear. Teachers should not provide answers, but the feedback should be in the form of questions and prompts to help the student refine her answer and identify missing components.

Teachers will not proofread or correct simple punctuation and grammar mistakes in a draft, nor rewrite sentences or phrases.

The teacher's comments are a guide for improvement, not a guarantee of a suggested mark. Teachers will not suggest a potential mark or grade range for the draft. The work remains the responsibility of the student.

Drafts should be submitted no later than 5 working days prior to the due date of the assessment, unless otherwise specified by the teacher.

As an alternative to submitting a draft, students may be required to submit a detailed proposal plan, worth a small percentage of the assessment mark.

Assessment Task Feedback

Following the marking of each Assessment Task students are given a raw mark as well as specific comments and feedback. The mark for any task is confidential and should not be given to other students. Students are encouraged to discuss their personal performance in a task with their subject teacher.

Absence on the due date of the Assessment Task

If a student misses an assessment task (in class, exam or is absent on the day a task is to handed in), due to illness, misadventure, lateness, or other unforeseen circumstance; the student must keep the Studies Coordinator informed at all times. If a student has a valid reason for missing all or part of an assessment task she must submit an Illness/Misadventure/Special Consideration Appeal form, on the first day back at school. The student must submit the form with (for Year 10) a letter from their parent explaining their absence or (for Years 11 and 12) a medical certificate.

Failure to submit the Illness/Misadventure/Special Consideration Appeal form upon returning to school will result in a 'zero' for the task and the student will receive an "N" warning letter.

Disability Provisions for Assessments and Examinations

Disability Provisions (formerly called Special Provisions) are the conditions under which certain students with additional needs sit for examinations and assessment tasks. Disability Provisions are formally available to students in their HSC year. Those students whose condition the Disabilities Discrimination Act (Commonwealth) covers and the Anti-Discrimination Act

(NSW) may apply. The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the exam.

In Years 10 and 11 the school can determine Disability Provisions for a student. Students who wish to apply for Disability Provisions must make an appointment with the Learning Support Teacher (Secondary) early in Term 1 to make the appropriate arrangements. Applications for disability provisions must be completed by the end of Term 1 of the school year.

In accordance with the guidelines laid down by NESAs, students who have documentation to support their eligibility are assisted to apply for Disability Provisions for external examinations. These applications are submitted to the NESAs, where a determination will be made as to whether to grant Disability Provisions to the particular student or not. A right of appeal to the NESAs is available to those students whose applications are unsuccessful. Applications to NESAs for Disability Provisions must be completed by the end of Term 1 of the school year.

Please consult the NESAs Website for further information on Disability Provisions: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>.

Honesty in Assessment

To assist students in understanding their obligations regarding cheating, unfair advantage academic dishonesty, fabrication, falsification and plagiarism, the NESAs has mandated that all Stage 6 students complete the online course "All My Own Work" before entering Year 11. All Tangara students will complete this training at the end of Year 10. By completing the course, students will gain knowledge about the importance of originality, proper citation, and the consequences of dishonest behaviour. This initiative aims to cultivate a culture of honesty, integrity, and ethical conduct among students.

The process of preparing material for assessment is an important part of students' learning experience. It allows students to demonstrate their understanding of concepts and apply what they have learnt in different domains and settings. Assessment supports students in their development of analytical skills, evaluative judgement, communication skills, and presentation skills. These are essential capabilities for students.

Tangara views cheating, academic dishonesty, fabrication, falsification or obtaining an unfair advantage, and plagiarism as serious matters and breaches of honesty in assessments. Zero marks or grades will be awarded for cases of cheating, dishonesty, fabrication, falsification and plagiarism in assessment tasks and will be given an after-school detention. This applies to those who cheat or those who knowingly assist others to cheat. No student may have part or all of a task performed, created or written by another person.

Students who have external subject tutors are warned that the tutor may not assist in the writing of assessment tasks.

If the subject teacher or the supervising teacher in the case of an examination or assessment task, suspects that cheating, academic dishonesty, fabrication or falsification has taken place, or a student has gained an unfair advantage, or has plagiarised, then the incident is to be reported to the Studies Coordinator immediately in writing. The Studies Coordinator will investigate the matter and in consultation with the Head of Department, determine the penalty. The students involved in malpractice will receive written notice of the determination and students proven guilty of malpractice will also receive a penalty via an "N" warning letter. In order to satisfy Course Completion Criteria, the student will usually be asked to resubmit the task.

Plagiarism, the use of another's work without appropriate acknowledgement, is viewed as cheating, academic dishonesty, fabrication or falsification and will be dealt with in accordance with Tangara's Academic Discipline Policy. If a student uses artificial intelligence software such as ChatGPT to generate

material for assessment or any school-based work that they then represent as their own ideas, research and/or analysis, they are NOT submitting their own work. Knowingly having or using a third party, including artificial intelligence technologies, to write or produce any work that a student submits as their own work for assessment is and will be seen as intentional and deliberate cheating, academic dishonesty, fabrication or falsification and is considered to be a breach of academic integrity. If a student uses artificial intelligence or artificial technologies to generate material in the preparation of their assessment submission, this must be appropriately acknowledged and be referenced as per the school referencing guidelines. (20% of referenced or unreferenced material) Any student who fails to do this is committing academic misconduct and is subject to a Zero for this task and an after school detention.

In the case of Practical Submissions, students need to understand that teachers are bound to verify that the work is the student's own work. Each department will therefore monitor the development and progression of practical submissions and associated process diaries.

Guidelines for Practical Submissions

The Preliminary and HSC curriculums, and to some extent the Year 10 curriculum, provide broad access to the technologies and creative arts, allowing students, teachers and schools flexibility in addressing social issues and exploring a range of traditions and styles. For many students major works, projects and performances in subjects such as Visual Arts, History Extension, English Extension 2, Music 1 and 2 or Drama present a significant opportunity to explore an issue of personal interest and to express ideas and opinions.

Students involved in these courses must plan carefully to meet the demands of practical submissions. These demands cannot be used to claim extensions of time to meet assessment deadlines in other courses.

Appeals - illness/misadventure/special consideration - prior to the task

In the case of misadventure or illness the student must notify the Studies Coordinator as soon as possible. Immediately upon return to School, the student must complete an Illness/Misadventure/Special Consideration Appeal form. The Studies Coordinator must receive the completed form, with all required supporting evidence, within 48 hours of return to school. Failure to give back the form within this time frame will result in a mark of zero being recorded for the task and the student will receive an “N” award warning letter.

In the case of illness, a certificate from a doctor or other health professional must be attached to the Illness/Misadventure/Special Consideration Appeal form. For Year 10 only a letter from the parent or guardian will be sufficient.

The certificate (or letter) must include:

- the date of the onset of the illness, plus any additional dates of consultation
- a basic description of the student’s illness
- an indication of the duration of the condition
- if possible, the likely impact of the condition on the student’s performance in an assessment task or test.

In the case of misadventure, the letter attached to the Illness/Misadventure/Special Consideration Appeal form must include:

- the date and time of the occurrence and subsequent events
- a description of the occurrence
- a supporting letter from another person, e.g. a witness, a police officer, counsellor. The person providing the supporting letter should generally not be related to the student.

In the case of Special Consideration, the letter attached to the Illness/Misadventure/Special Consideration Appeal form must include:

- A written description from the student explaining why special consideration should be granted.
- A supporting letter from another person.

The Studies Coordinator will review all appeals for Illness, Misadventure or Special Consideration. She will make the determination and advise the student in writing via email of the outcome of the appeal in due course.

Where a student has a valid reason, e.g. illness, misadventure, or approved leave, she will be required to complete the same or a substitute task.

Alternatively, an extension of time may be granted, or in rare cases, an estimated mark will be awarded. Estimated marks are issued at the Principal's discretion.

Appeals - illness/misadventure/special consideration – on the day of the task

When a student presents herself for an assessment task while ill, or circumstances eventuate which may prejudice her performance in an Assessment Task, she may make a claim for Illness, Misadventure or Special Consideration. The student must complete an Illness/Misadventure/Special Consideration Appeal form. The completed form, with all necessary supporting evidence, must be received by the Studies Coordinator within 48 hours of the date and time the assessment task was due. Failure to give back the form within this time frame will mean that the Illness/Misadventure/Special Consideration Appeal will not be considered.

Late for an in class assessment task or Examination

In the case of an examination, a student will be admitted up to half an hour after the start of the in-class assessment or examination, with no extra time allowed. If there is a valid reason for the lateness, a student should make an appeal for illness, misadventure or special consideration. At the close of the examination, the student must collect an Illness/Misadventure/Special Consideration Appeal form from the Studies Coordinator. The Studies

Coordinator must receive the completed form, with all necessary supporting evidence, within 48 hours of the scheduled date and time of the examination. Failure to give back the form within this time frame will mean that the Illness/Misadventure/Special Consideration Appeal will not be considered.

Absent from school prior to an assessment task due date, in class assessment task or examination

Teachers, who find that one of their students is absent from school within one school day prior to an assessment task, are to report, in writing, the absence to the Studies Coordinator .

In this circumstance the student must provide a valid reason for their absence and not be seen to have gained an unfair advantage from their absence. Upon return to school, students should discuss their absence with their subject teachers and submit an Illness/Misadventure/Special Consideration Appeal form to the Studies Coordinator . The completed form, with supporting evidence explaining their absence, must be received by the Studies Coordinator on the day the student returns to school. Failure to submit the form within this time frame will result in a mark of zero being recorded for the task and the student will receive an “N” award warning letter.

Late submission of Assessment Task

All hand-in tasks are to be submitted as to instructions on the task notification by 8.30am. The only exception to this is where the teacher has specifically indicated on the assessment notice the procedure for submitting the assessment task. Students who fail to submit a task will receive an “N” award warning letter.

Where an assessment task has been submitted after the due time and date and if no extension has been granted, or there is Illness/Misadventure/Special Consideration appeal for the task being submitted late then late penalties will apply. Marks will be deducted as follows:

- 20% of the marks awarded for the first day late
- a further 20% of the marks awarded for the second day late
- a further 10% of the marks awarded for the third day late
- a further 10% of the marks awarded for the fourth day late

No further penalty will be applied; however Assessment Tasks will not be accepted for credit more than seven (7) days late, work submitted after this time may be reviewed but no mark will be awarded for credit.

If a task is late, it should be handed to the Studies Coordinator only. The Studies Coordinator will consult with the Head of Department for the course and the student will be notified in writing of the decision and penalty that will apply.

If a student fails to submit an assessment task with no valid reason they will score zero for the task and be issued with an after school detention to complete the task.

Students seeking extensions without penalty must make this request on the Illness/Misadventure/Special Consideration Appeal form. This form is to be handed to Studies Coordinator who will make a determination. All requests for variations to HSC assessments must have the Studies Coordinator's approval.

Technical problems with computers and storage devices are not acceptable reasons for late submission of work. In general, students must make a habit of keeping draft copies of the work, as some technical problems are not considered valid grounds for upholding an appeal. The only exception to this rule is when the student can provide the teacher with draft copies of the assessment task by the due date.

Serious attempts

Students must be aware of the importance of making a genuine attempt at all work set including assessment tasks. The HSC rules and procedures describe the NESA's requirement that students make a serious attempt. The NESA

considers a student's assessment to be a non-attempt if there is a non-attempt if there is no evidence of academic engagement with the task. For example, it is insufficient for students to answer multiple-choice questions only in an examination. Merely rewriting the question is not considered to be an adequate attempt at the paper. Non-serious attempts include frivolous or objectionable material.

Students identified as providing non-serious or non-attempts in assessment tasks or class work will be reported to the Studies Coordinator. A student who does not make an attempt at a task or significant parts of a task will be judged as not meeting course completion criteria. In these cases the student will receive an "N" award warning letter. Students are encouraged to seek advice from their teachers if they are having difficulty preparing for an assessment task.

Behaviour during in-class Assessment Tasks and Examinations

Unsatisfactory behaviour during an Assessment Task or Examination will be reported to Studies Coordinator. This may result in an "N" award warning letter being issued to the student. Depending on the nature of the unacceptable behaviour the student may be dealt with under the provisions of the Student Management Policy.

Assessment Appeals

Where a student wishes to appeal against a mark or final result on the grounds that personal circumstances have adversely affected her ability to perform well in the assessment task (for example an illness, medical condition or misadventure) this is not dealt with as an Assessment Appeal. In such circumstances, students should appeal through the Illness/Misadventure/Special Consideration Appeal process.

Grounds for an Assessment Appeal are limited to the following reasons:

- Failure of the Assessment Task notice and description to be explicit in the indication of the learning tasks students are required to complete in a unit; or how students will be assessed.
- Failure by assessors to observe the assessment procedures set out in the Assessment Task description
- Failure by assessors to apply fairly and appropriately the criteria specified in the marking criteria.
- The school has varied from its stated assessment program and did not notify students in accordance with this policy
- A clerical or marking error occurred.
- Due regard has not been paid to the evidence of illness or misadventure that was submitted by the specified date.
- The student has been disadvantaged in some way due to the conduct of the final examination.
- The marking of the assessment was not objective or the student believes the marking criteria but has not been applied accurately or consistently.

In the first instance, students should approach the subject teacher to discuss the matter and attempt to work through the concerns informally. If the student believes the concerns have not been addressed she has the right to make a formal appeal. The formal Assessment Appeal must be made within 5 days of the Assessment Task being returned to the student. Assessment Appeals made outside of the 5 days of the Assessment Task being returned will not be considered. The formal Assessment Appeal can only be made via appointment with the Studies Coordinator .

At that appointment the student will be asked to write down why they believe an appeal is necessary. If the Studies Coordinator determines that the appeal is not justified and/or not compliant with appeal reasons, then the student will be advised in writing within 10 school days of receipt of the application.

If the Studies Coordinator determines that the appeal is justified and compliant with Tangara's appeal guidelines, the review process will start

within 10 school days of the receipt of the application. In consultation with the relevant Head of Department and the subject teacher, the Studies Coordinator may organise for the student's submission to be remarked or reviewed. Care is taken to ensure that this process is undertaken by a qualified person and, if appropriate, by someone other than the original assessor/s. The remark or review is done in the absence of the student and where applicable, the new assessor is not to sight the original marking notations or marking sheet used by the first assessor.

On completion of the remark or review, the assessor will submit the score and feedback to the Studies Coordinator. The Studies Coordinator will compile a brief written report, addressed to the student, which will identify any changes made as a result of the remark. The Studies Coordinator will discuss this report with the student and ensure that the student is satisfied with the outcome of the assessment appeal. If the student is not satisfied, the Studies Coordinator will provide information on the review option.

In the event that the student is dissatisfied with the outcome of the assessment appeal or the way in which it was conducted, she has 20 days from the date on the report by the Studies Coordinator in which to lodge an Review Request.

If the student chooses to lodge an Assessment Appeal Review, she should make an appointment with the Studies Coordinator and write an explanation of why she feels the Review is necessary. The Studies Coordinator may decide

- to establish a Review panel; or
- that there are insufficient grounds to take further action, thus concluding the consideration of the matter under these internal procedures.
- The student will be advised in writing of this decision and the reasons for it.

If the decision is for a Review Panel, the student will be informed of the membership of the Review Panel, and the procedure to be followed, at least 14 days in advance of the review date. The panel will consist of the Studies Coordinator and two senior members of the Tangara teaching staff (who do not teach the student concerned). In the situation where the Studies Coordinator is the subject teacher then another senior member of the staff will be appointed in this role for the purpose of the review.

The review will be conducted in private and all relevant facts will be taken into consideration. The student may ask to attend and to be accompanied by a support person, which may be the student's tutor. If the assessment appeal involves a member of staff she will also be invited to present her case to the panel. A secretary will be appointed to take a written record of the meeting.

The student will be notified of the decision of the review panel in writing. If the assessment appeal is upheld she will be informed of the action to be taken to resolve the matter. If it is not upheld, then she will be given a written explanation including the reasons for that decision. In the event of the student remaining dissatisfied with the result or conduct of the school's internal procedures for handling of the assessment appeal review, the student has the right to access an external appeals process. There may be costs associated with this course of action. The student and her family are responsible for the payment of any costs involved. The school may recommend external parties such as the AIS.

The student's files will be updated to record the outcome and any subsequent actions. A copy of all related documentation including a statement of findings demonstrating the reasons behind the decisions made at each stage of the appeal, will be retained on the student's file. A copy of the findings will be provided to the student.

Examination Rules and Procedures

Examination dates and times

1. Tangara publishes the examination timetable and issues it to students at least two weeks before the examination period commences. It is the student's responsibility to obtain a timetable and read it carefully.
2. If a student misses an examination simply because she has misread the timetable, she must contact the Secondary School Office immediately.
3. Students must be at the examination location at least 15 minutes before the start of each examination.
4. If a student arrives more than 30 minutes after the commencement of the examination, she will not normally be admitted to the examination room. No extra time will be given to students who arrive up to 30 minutes late for an examination.
5. Students are not allowed to leave an examination early.

Examination attendance rules

6. Students must sit for all examinations for all courses they have been enrolled in, unless prevented by illness or misadventure. If a student cannot attend an examination because of illness or misadventure, she must notify The Studies Coordinator , at the school by telephone.
7. If illness or misadventure occurs before the examination and you are still able to attend, notify the Studies Coordinator or examination supervisor when entering the examination. If a student becomes ill or some other problem occurs during an examination, she should notify the examination supervisor at once. The examination supervisor will advise the Studies Coordinator of the details of the problem as soon as practicable.

Equipment for the examinations

8. Before the examination begins, the examination supervisors will inspect any equipment brought into the examination room.
9. Equipment should bear only the original inscribed information. Students must supply materials that are in working order (this includes

calculators). Students cannot lodge an illness/misadventure appeal on the grounds that examination equipment did not work correctly.

10. For the examinations in which scientific calculators are permitted, students may only use those calculators that appear on the NESA list of approved scientific calculators. Well before the examination, students should check that their calculator is approved. The list of approved scientific calculators, as well as the separate criteria for calculators in the General Mathematics examination, can be found on the NESA website at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
11. Where students are permitted to take dictionaries into a Language examination, they must be monolingual and/or bilingual print dictionaries. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.
12. You are not permitted to borrow equipment during examinations.
13. Examination supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile telephones or other electronic devices.

Examination room procedures

14. Students must remove watches and place them in clear view on the examination desk.
15. It is the student's responsibility to make sure that the correct examination paper has been provided for the examination. When asked to do so by the supervisor, the student must also check examination papers to make sure that there are no pages missing.
16. During reading time, students must not write, use any equipment including highlighters, or annotate the examination paper in any way.
17. During written examinations, students must:
 1. read the instructions on the examination paper carefully as well as all questions. Examination supervisors are not permitted to

interpret examination questions or instructions relating to questions

2. write their name or student number as requested on all writing booklets, special answer books and answer sheets
3. write preferably with black pen but blue pen is also acceptable. Pencil may be used only where specifically directed
4. make sure that they write their answers in the correct answer booklets. If they write an answer in the wrong booklet, the students must tell the supervisor, and write a note on the front and back of both booklets that an answer has been written in the wrong booklet. If this occurs students should not rewrite their answers, but ensure they label and hand in all parts of their answer.
5. stop writing immediately when told to do so by the supervisor
6. arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them

18. Students must not:

1. begin writing until instructed to do so by the Examination supervisor;
2. leave the examination room except in an emergency or to go to the toilet.

Students needing to go to the toilet must raise their hand and first seek permission from the Examination Supervisor to leave the room. Only one student at a time can leave to go to the toilet.

3. remove an examination paper from the examination room until the examination is over.

Conduct during the examinations

19. Students must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisor and other students.

20. Students must not:

1. take a mobile phone or programmable watch or device into the examination room
 2. take any electronic device including a digital media player into the examination room,
 3. speak to any person other than a supervisor during an examination
 4. behave in any way likely to disturb the work of any other student or upset the conduct of the examination
 5. take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment listed in the examination timetable/assessment notice.
 6. eat in the examination room
 7. take any examination question papers or writing booklets, whether used or not, from the examination room.
21. Students who do not follow these rules, or if you cheat in the examinations in any way, may be asked to leave the examination room and will be reported to the Studies Coordinator . The penalty may be a zero mark awarded for the examination.
22. Students who do not make a serious attempt at an examination will be reported to Studies Coordinator. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Examination Markers will bring to the Studies Coordinator 's attention examination answers that contain frivolous or objectionable material.