



FAIRFIELD HIGH SCHOOL

Creativity Excellence Success

Year 7 Assessment Handbook

2024

Assessment Schedules for each subject
Assessment Policy and Procedures
Student Agreement Contract
Assessment Forms
Assessment Calendars



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Message from the Relieving Principal

On behalf of all staff and students at Fairfield High School, I welcome all Year 7 students and their families to the 2024 academic year. As Year 7 begin their High School learning journey, we look forward to building a strong partnership with parents to support students in reaching their full potential. Student learning progress will be measured against achievement standards determined by the NSW Education Standards Authority (NESA).

At Fairfield High School, it is an expectation that all students take responsibility for their learning by actively participating in all learning and assessment activities, including all class activities and take-home tasks, and that all students continually strive to improve their learning and the quality of work they produce on a daily basis.

Assessment is the process of identifying, gathering and interpreting information about students' learning progress. At Fairfield High School, we value ongoing assessment as a learning opportunity for students and use both formative and summative assessment activities to provide information and feedback on student achievement and direction for future student learning.

The Year 7 formal assessment program measures student learning and progress against NESA outcomes and standards, and will:

- Inform students of assessment requirements in each course.
- Set tasks that will measure student performance.
- Specify the assessment weightings for each task.
- Keep records of each student's performance on each task.
- Provide students with information on their progress.

The Year 7 Assessment Handbook contains the Assessment Procedures and Course Assessment Schedules for Year 7 2024. Students need to ensure they have read and understood the requirements of the assessment program so that they are aware of the responsibilities. This Handbook is also a useful guide to assist students to effectively plan ahead and take responsibility for managing their own learning.

I encourage all students to make the most of every learning opportunity at Fairfield High School and let success be your reward as you embark on Year 7 in 2024.

Yours sincerely,

Mrs Natalie Isakov

Relieving Principal





Faculty Head Teachers

For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Head Teacher:

CAPA	Mr J Harris
EAL/D	Ms V Veljkovic
English	Mr M Bianca
HSIE	Ms E Nikitin
Languages/Administration	Mr N Waesch
Mathematics	Mr J Fang
PDHPE	Mr A Johnson
Science	Ms A Galagher
SEU	Ms M Bianca
TAS	Mr A Singh





Executive and Welfare Support Staff - 2024

These are some staff students and parents may approach for support with assessment issues:

RELIEVING PRINCIPAL:	Mrs N Isakov
DEPUTY PRINCIPALS:	Mr K Erickson (Yrs 7 & 10)
	Ms K O'Sullivan (Yrs 9 & 12)
	Ms D Clarke (Yrs 8 & 11)
	Ms D Knapman

YEAR ADVISERS AND ASSISTANT YEAR ADVISERS:

	YEAR ADVISER	ASSISTANT YEAR ADVISER
Yr 7	Ms Monica Ghaly - LaST Staffroom	Ms Camille Amon - LaST Staffroom
Yr 8	Ms T Devarkonda – LaST Staffroom	Ms J Oliveria – EAL/D Staffroom
Yr 9	Ms A Kezic – PDHPE Staffroom	Mr J Bartlett – PDHPE Staffroom
Yr 10	Ms S Calver – EAL/D Staffroom	Ms M Huang – Maths Staffroom
Yr 11	Ms A Saliba – PDHPE Staffroom	Ms C Stibbard – LaST Staffroom
Yr 12	Mr H Mgbemene – HSIE Staffroom	Mr M Bailey – HSIE Staffroom

Staff members may be contacted at school via the school reception on 02 9727 2111. We advise parents to make an appointment to speak at length with the staffmember concerned in order to facilitate effective and valuable communication and so that mutually beneficial outcomes may be reached.





Year 7 Information

Introduction

This document has been developed to make clear the procedures, expectations, and rules about assessment at Fairfield High School. It also outlines what students will study in each subject throughout the year and how students will be assessed.

The first section contains Fairfield High School's Assessment Policy, and the second section provides the assessment schedules for each subject.

Assessment tasks are used to determine the grades that students achieve in Semester 1 and Semester 2 Reports. Other assessment measures will also be used to assist teachers in determining the grade that best describes student achievement in that subject.

At times, due to a variety of circumstances, dates may differ from those printed on the calendar. If the task dates do change, the teachers will notify students in writing when they issue the assessment task notification.

It is the student's responsibility to be alert to the notification of tasks and be aware when there are assessment tasks coming up.

Satisfactory Completion of a Course

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

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

Factors which may prevent satisfactory completion of a course include:

- excessive rate of absence or lateness to school or classes
- minimal achievement in class tests and assessments due to lack of application and effort
- classroom behaviour that inhibits learning
- non-completion of complete classwork and homework
- non submission of assessment tasks
- proven cases of plagiarism, copying or cheating



Syllabus and Outcomes

What is a syllabus?

A syllabus is a document developed by The NSW Education Standards Authority (NESA) which lists all the knowledge and skills that students must achieve in each subject. The direct internet link to the syllabus documents is: <http://syllabus.nesa.nsw.edu.au/> Each subject's syllabus has a number of learning outcomes that must be achieved in order for students to complete the course requirements as set by NESA.

What is a learning outcome?

Learning outcomes are the skills or knowledge students should demonstrate as a result of being taught a unit of work. The purpose of assessment is to measure how much students have learned at a given point in time towards those outcomes. Teachers devise assessment tasks which measure student's achievement of the outcomes at different times throughout the year.

In this handbook, each faculty has published an **Assessment Schedule or Outline** for each subject indicating:

- the assessment tasks which will take place throughout the year.
- when each task will take place.
- the syllabus outcomes.
- the weighting of each task.

Homework

Homework plays an integral part in the overall *Assessment for Learning* as it assists in helping students to achieve all learning outcomes. It is also reported on in all student's academic reports.

At Fairfield High School, there is an expectation that students will:

- be given suitable homework tasks.
- complete these tasks ON TIME, to the best of student's ability.
- be provided with appropriate feedback.

Some examples of homework include:

- practical tasks
- cooperative learning / group tasks
- creative responses
- extension and consolidation exercises
- worksheets
- reading and responding activities
- surveys / questionnaires
- writing essays / extended responses etc
- research tasks
- ICT tasks
- revision

Bookwork Standards

All subject books will have these Bookwork Standards glued inside the front cover. Students are expected to follow these and staff will be checking books regularly. Academic reports will include feedback on bookwork each semester in the commitment to learning box.

This is an example of an informal assessment strategy to determine student progress.

<ul style="list-style-type: none"> • Only subject work is to be in the subject book. • Subject books are to be brought to every lesson. • Recommend all books to be covered in contact. • Name, class and subject to be written on front cover. • Graffiti is not to be in any part of the book. • Bookwork Standards are to be glued inside front cover. • All pages are to have a ruled margin. 	<ul style="list-style-type: none"> • Dates are to be written at the start of each lesson's work. • Headings need to be clearly visible. • All worksheets are to be glued in • Pages are not to be left blank between work. • Pages are not to be ripped out of the book. • Books are to be submitted for marking when teacher asks. • Teachers will check for organisation accuracy and completion of work.
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Bookwork Standards Marking Criteria

Scale	Sample Guide	Marks
C Consistently	All (or most) work is attempted to the best of the student's ability. The student is striving for correct spelling, punctuation, and accuracy. All pages have ruled margins, clear headings, dates and worksheets glued in the book which is clearly labelled with name, subject and class. No graffiti is to be in the book. No other subject information is in the book. The book looks clean and organised with no blank pages.	10 - 8
S Sometimes	There is evidence of the student completing tasks. Some are incomplete or inaccurate. There is some evidence of care taken with spelling, punctuation, and accurate work. Some graffiti is throughout the book. Most pages have ruled margins, clear headings, and dates. Some worksheets missing or not glued in. Some pages are ripped or missing.	7 - 5
R Rarely	Most tasks are incomplete, inaccurate, or missing. There is messy, incomplete, inaccurate work, with little attention to detail. There is lots of graffiti throughout the book. There is very little evidence of ruled margins, clear headings, and dates. There is very few worksheets glued in, or all worksheets are missing. There is evidence the book is used for more than one subject. Many pages are ripped or missing.	4 - 0

Teacher Signature:

Date:

Bookmark: /10



What is Assessment?

Assessment means all the things that teachers use to measure student success as a learner.

There are two types of assessment:

Assessment FOR Learning (*informal assessment*):

This is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement informally as they complete their work using a whole range of strategies including self-assessment and peer-assessment.

Assessment OF Learning (*formal assessment*):

This assists teachers to assess student achievement against outcomes and standards. This usually occurs at the conclusion of a unit of work, a term, a semester, a school year or a stage. The information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

Examples of assessment activities (for both formal and informal tasks)

- Topic test
- Project
- Presentation
- Research assignment
- Portfolio
- Rich task
- Practical task
- Formal Examination
- Essay
- Model
- Observation of student learning
- Classroom activities and participation
- Homework assignments
- Mini test / Quiz
- Group and pair work
- Peer assessment
- Experiment
- Bookwork will be included in the Semester 1 & 2 reports in the commitment to learning section
- Speech
- Performance



Assessment Policy and Procedures

a) Assessment Task Notifications:

Assessment task notifications will be issued to students **AT LEAST 2 SCHOOL WEEKS** before an Assessment Task is due (other than formal examinations).

The assessment task notification will outline:

- The syllabus outcomes the task is measuring
- How much the task is worth as a percentage (weighting %)
- Instructions on how to complete the task
- Marking criteria

Students **must** sign the teacher's *Assessment Task Form: Student Register* as proof they received the assessment notification.

b) Weighting of Tasks:

Each task is worth a percentage towards student's total grade. This is called weighting. Teachers will use the assessment marks achieved throughout the course to determine each student's final overall grade.

c) Dates and Timing of Assessment Tasks:

Assessments may not always occur on the dates printed on the assessment schedule. If an assessment date is changed, the teacher will notify students in writing via the notification. Sometimes, more than one task will be due on a given day. This cannot always be avoided and will not be grounds for appeal as long as two weeks' notice is given for each task. Students should start tasks early to ensure completion by the due date.

d) Assessment Task Progress Checks:

Assessment Task Progress Check dates will be given to students, where relevant. These are dates to check on the students' progress in completing the task. Students need to note the progress check dates and show the progress to their teacher by these dates.

e) Applying for an Extension:

If something serious or unexpected happens while a student is working on an assessment task, preventing a student from completing the task by the due date, then the student should see the Head Teacher to ask for an *Assessment Task Form: Extension Request* as soon as possible. Students must provide the reasons for the extension, get the form signed by a parent/guardian and then return it to the Head Teacher.

Computer issues and technical problems are **NOT** valid grounds for an extension. Students are expected to follow responsible practices when using technologies, including ensuring that computer equipment is reliable and that an electronic version of the task is saved safely. Extensions will only be considered **before** the due date. Students should not ask for an extension on the day a task is due. Extensions will not be provided if this process isn't followed.



f) Illness or Misadventure

If a student is absent on the day of an assessment task, a phone call to the school should be made to inform staff of the issue, where possible.

Illness – is when a student is too unwell to attend school and will get a doctor's certificate.

Misadventure – is an unavoidable situation that makes it impossible to attend school. This does not include family holidays or social engagements.

On the first day of a student's return to school after missing an assessment task due to illness or misadventure, the student needs to see the relevant teacher to:

1. Submit the outstanding task
2. Ask for an Illness/Misadventure Form
3. Fill in the Illness/Misadventure Form and hand back to the teacher with medical certificate attached (For misadventures the student needs to return the form with a parent signature)

In the case of missed in class tests, formal examinations, practical tests, and performances the teacher will inform the student:

1. When the next opportunity will be to undertake the task, or
2. If an alternative task needs to be undertaken, or
3. If an estimate mark will be allocated.

This decision will be made in accordance with faculty policy and procedures and will be made in consultation with the Head Teacher.

In the case of a student falling ill during an assessment task or suffering from a misadventure that is impacting on the student's ability to complete the task, the teacher will provide the student with an Illness/Misadventure Form and direct the student to report to the relevant Head Teacher for assistance.

It is expected the student fills in the Illness/Misadventure Form, has a parent sign the form and returns it to the teacher on the next day the student attends school. The teacher and Head Teacher will decide:

1. When the next opportunity will be to undertake the task, or
2. If an alternative task needs to be undertaken, or
3. If an estimate mark will be allocated based on prior performance and the part of the task that may have been completed

This decision will be made in accordance with faculty policy and procedures and will be made in consultation with the Head teacher.

g) Late Attendance to an Assessment Task or Examination

If a student arrives late to an assessment task or exam, this will be noted in writing at the top of the task. The student is expected to complete as much of the task as possible. If the lateness was due to illness or misadventure, the same procedures apply in terms of allocating marks as above. Otherwise, the student will simply receive a mark for what they completed and may also receive other consequences if the lateness was due to truancy or breaches of the school rules.

h) Submission of Assessment Tasks

Tasks completed at home must be submitted directly to the teacher.

Every assessment task submitted must have the official *Assessment Task Form: Cover Sheet* attached to the front.

When student submits a task, the teacher may have an *Assessment Task Form: Student Register* for each student to sign as proof their task was submitted. Teachers keep this and file it in a faculty central location at the conclusion of the task.

It is best practice for students to keep either a photocopy or an electronic copy of the task.

It is also best practice for students to keep all notes and drafts until after they receive their marked assessment task back, as staff may ask to see these in the event of possible plagiarism.

All assessment tasks need to be submitted in the format required by the teacher. Students may be required to submit written tasks electronically via the Turn It In website. The task sheet will inform students as to how each task is to be submitted.

An electronic assessment task is ONLY considered submitted if:

1. The assessment task is readily identifiable.
2. It is readable and free of any sort of corruption or virus.
3. It is written in applications to which school staff have ready access, and in a format which school computers can read (e.g., Word, Excel, Publisher, PowerPoint, and Adobe pdf)

i) Late Submission or Failure to Submit or Make a Serious Attempt at an Assessment Task

Assessment tasks not handed in by the due date (without extension or acceptable explanation), will have marks deducted as follows.

- Students who fail to submit an assessment task will receive a zero mark (0) and will be expected to submit the task as soon as possible. A teacher or Head Teacher may also issue other consequences such as detentions. (Parents / Carers will be notified.)
- Students who are deemed to have made a non-serious attempt will receive a zero mark (0), and the student will be expected to resubmit the task as soon as possible. A teacher or Head Teacher may also issue other consequences such as detentions. (Parents / Carers will be notified.)
- Students who submit an assessment task late, with no *Illness and Misadventure* form will receive a zero mark (0) and will be expected to submit the task as soon as possible. Other consequences unfortunately may be issued. (Parents / Carers will be notified.)
- Repeated non-submission of tasks may lead to parent interviews, referral to the Head Teacher of Secondary Studies and the Deputy Principal for follow up. This may lead to a student not being allowed to progress into the next academic year.
- If a student fails to complete or submit an assessment task by the due date, or fails to make a serious attempt, the classroom teacher will inform the student's parents/guardians, by phone. The student may be asked to attend the Homework Centre on Tuesday, Wednesday, and Thursday afternoons to complete the task. All tasks must be completed in order for a student to meet course outcomes in that course, even though the task is worth zero marks.
- Failure to make a serious attempt at an assessment task will lead to a zero mark and parents will be notified.



j) Appeals Relating to Assessment Tasks

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally. After this discussion the Head Teacher will make a decision and notifies both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, Head Teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and record it on Sentral.

k) Alleged Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is "dishonest behaviour by a student that gives them an unfair advantage over others".

MALPRACTICE includes:

- Plagiarism (copying someone else's work and claiming that it is your work).
- Collusion (allowing someone to copy your work).
- Using materials from books, journals, CDs or the internet without acknowledging the source.)
- Submitting work that has a large contribution from another person that is not acknowledged.
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or any electronic devices into an assessment or examination, whether they are used or not).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher. The matter will be investigated, and a zero mark will be awarded.

School Strategies to Avoid Malpractice:

- Teachers instruct you on good and ethical practices of research.
- Teachers provide you examples on how to effectively reference books and websites.
- Signage in appropriate areas, including the library, explaining aspects of good practice.

l) Consistency of Marking

Head Teachers have the responsibility to ensure that appropriate marking procedures are followed to ensure consistency of marking across different classes within the same course. While these procedures vary from faculty to faculty, depending on the nature of the student work being assessed and other factors, the common purpose is to ensure that there is consistency of marking.

m) Grades

For Progress and Final Reports, Head Teachers and Classroom Teachers issue a grade to reflect the student's academic achievement in each course.

Teachers use Course Performance Descriptors in each course to determine the grade range that best describes a student's achievement.

The RoSA Grades allocated are as follows:

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

n) Formal School Reports

The school formally reports on student progress twice each year: Semester 1 Report (issued at the end of Term 2) and a Semester 2 Report (issued at the end of the year).

These reports will provide information about student progress within each course. Grades A to E will be issued to accurately reflect student achievement in each subject.



Disability Provisions

Students may be granted disability provisions if they have:

- visual or auditory difficulties
- learning difficulties
- fine motor skills difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on student ability to complete assessment tasks
- psychological difficulties
- a PLASP (Personalised Learning and Support Plan)

Student parents/guardians must provide documentation and inform the school of student's disability.

Where a student has an illness or personal circumstance which may affect school assessments or examinations, students may ask for appropriate special provisions. When teachers think a student may need additional support for in-class assessments or formal examinations, a referral via *Sentral – Wellbeing – New Incident – Referral for Support* may be made to the Head Teacher Welfare.

The Head Teacher Welfare will coordinate any special provisions, including the provision of appropriate support via the Learning and Support Team. These may include:

- large print examinations
- provision of a writer or reader
- separate supervision
- modification of the task
- permission to use a computer for writing (in exceptional circumstances)

To ensure that we support students as best we can, the following procedures should be followed:

- 1 Students are to notify their teacher as soon as they receive their assessment notification if they have an issue that requires special provisions. It will be the responsibility of the teacher to liaise with the Head Teacher to provide students with adequate support and provisions. The Head Teacher may liaise with Head Teacher Welfare for further guidance and support. The LaST team may assist with the provision of special provisions.
- 2 If a computer is needed to provide disability provisions, the school will provide the computer with the appropriate material/software and students will be closely supervised. Students may not use functions such as spelling or grammar checking, or other functions which may give students an advantage over candidates sitting a pen and paper examination. Students may not format their work beyond simple paragraphing. A computer calculator is not an approved calculator for examinations. Simple drawing programs are permitted where students are required to draw diagrams etc. for an assessment task.





Assessment Task Form: Cover Sheet

Name:	Class:
Teacher:	Topic:
Assessment Task Title:	
Date Due:	Date Submitted:

My signature below is my commitment that:

- This assessment task is all my own work and is a result of my personal study, research and knowledge
- I have not copied (plagiarised), in part, or in whole, the work of other students, authors or internet sources
- I have acknowledged all the material and sources used in the preparation of this assessment task
- It is my responsibility to keep a copy of my assessment task to keep the receipt below
- I understand that zero marks will be awarded in the sections identified as not complying with these guidelines

Student Signature:

ASSESSMENT TASK FEEDBACK
(to be filled in by teacher before returning to student)

Teacher Signature:	Assessment Mark / Grade:





Assessment Task Form: Extension Request

This form is to be completed and signed by a parent / guardian.
 An extension can only be granted if a student has a satisfactory reason.
 Application must be made to the subject Head Teacher before the task due date.

Name:	Year:
Course:	Date Due:
Assessment Task Title:	
Class Teacher:	
Reason for Extension Request:	
Student Signature:	Date:
Parent Signature:	Date:
Head Teacher Decision – Extension Granted? YES NO	New Due Date: (if approved)
Head Teacher signature:	Date:

The Head Teacher will give this slip back to the student with the decision recorded on it

EXTENSION REQUEST – DECISION <i>(to be filled in by Head Teacher before returning to student)</i>	
Student Name:	Year:
Extension granted: YES NO	New Due Date:





Assessment Task Form: Illness / Misadventure

This form is to be completed and signed by a parent / guardian.
An extension can only be granted if a student has a satisfactory reason.
Application must be made to the subject Head Teacher before the task due date.

Name:	Year:
Course:	Date Due:
Assessment Task Title:	
Class Teacher:	
Reason for Illness / Misadventure:	
Medical Certificate Attached? YES NO	Other Documentation Attached? YES NO
Parent statement Attached? YES NO	Teacher Statement Attached? YES NO
Student Signature:	Date:
Parent Signature:	Date:
Class Teacher Signature:	Date:
Head Teacher Decision:	
Head Teacher signature:	Date:

The Head Teacher will give this slip back to the student with the decision recorded on it

ILLNESS / MISADVENTURE - DECISION <i>(to be filled in by Head Teacher before returning to student)</i>	
Student Name:	Year:
Head Teacher Decision:	
Head Teacher Signature:	Date:





Assessment Task Form: Appeal

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally and there is no need for an *Assessment Task Form: Appeal* to be submitted. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

Submit this form to the relevant Deputy Principal, with a copy of the assessment task attached.

Name:	Year:
Course:	Date Due:
Assessment Task Title:	
Class Teacher:	
Reason for Assessment Task Appeal:	
Student Signature:	Date:
Parent Signature:	Date:

The Deputy Principal will give this slip back to the student with the decision recorded on it The Deputy Principal will also inform the Head Teacher and note the decision on Sentral.

APPEAL – DECISION <i>(Student should keep this safe as evidence of outcome of the appeal)</i>	
Student Name:	Year:
Deputy Principal Decision:	
Deputy Principal Signature:	Date:





Assessment Task Form: Student Register

Subject:	Assessment Name:	Assessment No:
Due Date:		Weighting (%):
Teacher:		

I hereby acknowledge receiving / submitting the assessment task described above.

Class	PRINT NAME	Assessment Task Received		Assessment Task Submitted	
		Signature	Date	Signature	Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
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21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

When the Assessment Task has been marked and returned - this sheet is to be given to your HT for central filing





Assessment Schedules

Year 7 Courses 2024

These are issued to students by their course teachers. Students sign to acknowledge receipt of the assessment Schedules.

Due dates on Assessment Schedules are an approximation and are subject to change. Students will be given at least two weeks' notice before each assessment task to confirm the date.

STUDENT INSTRUCTIONS

- * Ensure you have collected all Assessment Schedules for your courses from your class teachers.
- * Assessment Calendar: Check the assessment calendar on next pages and highlight the assessment tasks.
- * Keep Assessment Handbook for future reference.
- * Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate.





Assessment Task Calendar

Term 1 - 2024

Week	Dates	Course	Task
1A	30/01/24 – 02/02/24		
2B	05/02/24 – 09/02/24		
3A	12/02/24 – 16/02/24		
4B	19/02/24 – 23/02/24		
5A	26/02/24 – 01/03/24	Science	Student Research Project
6B	04/03/24 – 08/03/24	Technology Mandatory	Environmental Sustainability (Presentation)
7A	11/03/24 – 15/03/24	HSIE	Quiz
8B	18/03/24 – 22/03/24	Personal Development, Health, and Physical Education	Presentation – Unit 1 Weighing Up My Life
		Visual Arts	Art Making Task 1
9A	25/03/24 – 29/03/24	Literacy	Reading to Write
10B	03/04/24 – 05/04/24	English	Our Places
		Mathematics	Class Test & Prepared Mathspace Examination
		Numeracy	Numeracy in Everyday Contexts Poster
11A	08/04/24 – 12/04/24		





Assessment Task Calendar

Term 2 – 2024

Week	Dates	Course	Task
1A	29/04/24 – 03/05/24	HSIE	Writing Task
2B	06/05/24 – 10/05/24	Visual Arts	Critical Task
3A	13/05/24 – 17/05/24	Technology Mandatory	Timber Box
		Personal Development, Health & Physical Education	In Class Test: Unit 2 Looking in the Mirror
		Science	Skills Test
4B	20/05/24 – 24/05/24		
5A	27/05/24 – 31/05/24		
6B	03/06/24 – 07/06/24		
7A	11/06/24 – 14/06/24		
8B	17/06/24 – 21/06/24		
9A	24/06/24 – 28/06/24	Literacy	Persuasive Response & Editing
10B	01/07/24 – 05/07/24	English	Examining Short Stories – Prose Fiction
		Numeracy	NAPLAN - Style Test





Assessment Task Calendar

Term 3 - 2024

Week	Dates	Course	Task
1A	23/07/24 – 26/07/24	Personal Development, Health & Physical Education	PE Observations Peer & Teacher
2B	29/07/24 – 02/08/24	Personal Development, Health & Physical Education	PE Observations Peer & Teacher
		Numeracy	Class Test
3A	05/08/24 – 09/08/24	Personal Development, Health & Physical Education	PE Observations Peer & Teacher
4B	12/08/24 – 16/08/24	Mathematics	Open Book Assessment
		Personal Development, Health & Physical Education	PE Observations Peer & Teacher
		Visual Arts	Art Making Task 2
5A	19/08/24 – 23/08/24	Personal Development, Health & Physical Education	PE Observations Peer & Teacher
		HSIE	Case Study Portfolio
		Technology Mandatory	Self-Watering Planter
6B	26/08/24 – 30/08/24	Science	Practical Examination
7A	02/09/24 – 06/09/24		
8B	09/09/24 – 13/09/24		
9A	16/09/24 – 20/09/24	Literacy	Creative Response & Reflection
10B	23/09/24 – 27/09/24	English	Exploring Horror through Drama





Assessment Task Calendar

Term 4– 2024

Week	Dates	Course	Task
1A	14/10/24 – 18/10/24	HSIE	Evaluation
2B	21/10/24 – 25/10/24	Mathematics	Authentic Task
		Numeracy	Open Book Test
3A	28/10/24 – 01/11/24	Personal Development, Health & Physical Education	Yearly Examination Unit 3 & 4
4B	04/11/24 – 08/11/24	Visual Arts	Yearly Examination
5A	11/11/24 – 15/11/24		
6B	18/11/24 – 22/11/24	Science	Yearly Examination
7A	25/11/24 – 29/11/24		
8B	02/12/24 – 06/12/24	Technology	Bottle Rocket
9A	09/12/24 – 13/12/24	Literacy	Craft of Writing
10B	16/12/24 – 20/12/24	English	Investigating Sustainability (non-fiction documentaries)



Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	Our Places	Examining Short Stories (Prose Fiction)	Exploring Horror through Drama (Drama)	Investigating Sustainability (Non-fiction Documentaries)
Outcomes:	EN4-RVL-01 EN4-URB-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URC-01 EN4-ECB-01	EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01
Timing:	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 10
SYLLABUS COMPONENTS:				
Fiction Australian literature Picture books Intercultural experiences Reflection writing	25%	25%	0%	0%
Prose fiction Multimedia Digital stories	25%	0%	25%	0%
Drama Dracula or Frankenstein	25%	0%	0%	25%
Non-Fiction Articles Documentaries	25%	0%	0%	25%
	100%	25%	25%	25%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Speech and Visual Poster Representation Reflection Statement (in-class)	25%	EN4-URB-01 EN4-ECA-01 EN4-ECB-01	Autobiography and Biography presentation Peer/teacher assessment and feedback / editing Reflecting on writing processes
2	Imaginative Writing Reflection Statement (in-class)	25%	EN4-URB-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	Imaginative Writing Peer/teacher assessment and feedback / editing Reflecting on writing processes
3	Drama Script – Alternate Ending Reflection Statement (in-class)	25%	EN4-RVL-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	Script writing Peer/teacher assessment and feedback / editing Reflecting on writing processes
4	Non Fiction Reflection Statement (in-class)	25%	EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	Feature Article Peer/teacher assessment and feedback / editing Reflecting on writing processes

SYLLABUS COMPONENTS:		Semester 1 - Geography		Semester 2 - History	
	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Quiz	Writing Task	Case Study Portfolio	Evaluation
	Outcomes:	GE4-1 GE4-2	GE4-6 GE4-7	HT4-1 HT4-4	HT4-5 HT4-6 HT4-7
	Timing:	Term 1 Week 7	Term 2 Week 1	Term 3 Week 5	Term 4 Week 1
Acquiring information	20%	0%	20%	10%	10%
Processing information	40%	20%	10%	20%	30%
Communicating information	40%	30%	20%	10%	20%
	100%	50%	50%	40%	60%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Quiz	50%	GE4-1 GE4-2	Online multiple-choice quiz is provided to students via their Google Classrooms. Questions focus on key terms, concepts, and skills.
2	Writing Task	50%	GE4-6 GE4-7	Students will be required to interview a person who has moved places. From this research, and using knowledge and understanding acquired in class, they will write an informative paragraph about what makes a place liveability.
3	Case Study Portfolio	40%	HT4-1 HT4-4	Portfolio is constructed from completing a series of worksheets about the role and responsibilities of archaeologist's and historians, in addition to conducting a forensic analysis of an ancient body.
4	Evaluation	60%	HT4-5 HT4-6 HT4-7	Students will be provided two movies to watch to respond to comprehension questions about and complete an evaluation of the usefulness of these movies as a historical source.

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Reading to Write	Persuasive Response & Editing	Creative Response & Reflection	Craft of Writing
	Outcomes:	UnT8 CrT8	CrT8 CrT9 CrT11 LiS7	CrT6 CrT7 CrT8 UnT6	CrT8 CrT9
	Timing:	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 9
Speaking & Listening	20%	0%	10%	10%	0%
Reading & Viewing	20%	10%	0%	0%	10%
Writing	60%	10%	10%	20%	20%
	100%	20%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Reading to Write	20%	UnT8 CrT8	In Class Response – Students will: <ul style="list-style-type: none"> • Compose a written response to a provided reading, demonstrating understanding to the reading • Be marked to a literacy specific criterion
2	Persuasive Response & Editing	20%	CrT8 CrT9 CrT11 LiS7	In Class Response – Students will: <ul style="list-style-type: none"> • View a range of visually persuasive advertisements • Create an A4 advertisement that demonstrates visual persuasive techniques • Compose a written speech that demonstrates their understanding of literary persuasive devices and techniques
3	Creative Response & Reflection	30%	CrT6 CrT7 CrT8 UnT6	In Class Response. Students will: <ul style="list-style-type: none"> • Select a visual stimulus and plan a response using provided stimulus • Formulate a 1-2-page creative response • Reflect upon their response by using a NAPLAN marking criteria
4	Craft of Writing	30%	CrT8 CrT9	In Class Response – Students will: <ul style="list-style-type: none"> • Compose a written response to a provided reading, demonstrating understanding to the reading • Marked to a literacy specific criterion

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	Class Test	Prepared Mathspace Examination	Open Book Assessment	Authentic Task
Outcomes:	MA4-INT-C-01 MAO-WM-01	MA4-FRC-C-01 MAO-WM-01	MA4-ALG-C-01 MA4-FRC-C-01 MAO-WM-01	MA4-EQU-C-01 MA4-IND-C-01 MA4-LEN-C-01 MAO-WM-01
Timing:	Term 1 Week 10	Term 1 Week 10	Term 3 Week 4	Term 4 Week 2
SYLLABUS COMPONENTS:				
Understanding, fluency and communication	50%	10%	10%	15%
Problem-solving and reasoning	50%	10%	10%	15%
	100%	20%	20%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Class Test	20%	MA4-INT-C-01 MAO-WM-01	Class test on the current topics. Test will be 45 minutes and completed in class.
2	Prepared Mathspace Examination	20%	MA4-FRC-C-01 MAO-WM-01	A classroom assessment conducted through Mathspace to evaluate the covered topics in the course syllabus. The assessment consisted of queries drawn from past Mathspace assignments completed by students.
3	Open Book Assessment	30%	MA4-ALG-C-01 MA4-FRC-C-01 MAO-WM-01	An assessment aimed at gauging comprehension of the lesson material outlined in the syllabus. Students can create their own A4 double-sided reference sheet and use a provided generic "cheat sheet" during in the. Submitting their personalised reference sheet will contribute 5% of the achieved marks in the test to their test marks.
4	Authentic Task	30%	MA4-EQU-C-01 MA4-IND-C-01 MA4-LEN-C-01 MAO-WM-01	Students explore the concepts of length and area for various shapes through practical activities during lessons. Students then create a report detailing their findings.

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
Task:	Numeracy in Everyday Contexts Poster	NAPLAN -Style Assessment	Class Test	Open Book Assessment	
Outcomes:	QuN9A AdS5A AdS7A	QuN9A AdS5A AdS7A	MuS6A InF1 InF5 InF6 QuN11 OwD1 OwP1	MuS6A InF1 InF5 InF6 QuN11 OwD1 OwP1	
Timing:	Term 1 Week 10	Term 2 Week 10	Term 3 Week 2	Term 4 Week 2	
SYLLABUS COMPONENTS:					
Understanding skills and Techniques	50%	10%	10%	15%	15%
Reasoning and Communication	50%	10%	10%	15%	15%
	100%	20%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Numeracy in Everyday Contexts Poster	20%	QuN9A AdS5A AdS7A	Students investigate and illustrate the significance of numeracy in various everyday contexts and present findings through a poster.
2	NAPLAN -Style Assessment	20%	QuN9A AdS5A AdS7A	Students complete a summary set of NAPLAN style questions that target understanding of the numeracy skills learnt during the lessons.
3	Class Test	30%	MuS6A InF1 InF5 InF6 QuN11 OwD1 OwP1	Class Test on the current topics. Test will be 45 minutes and completed in class.
4	Open Book Assessment	30%	MuS6A InF1 InF5 InF6 QuN11 OwD1 OwP1	An assessment designed to reinforce comprehension of the numeracy skills taught I class. Students can utilize their exercise book as a resource during the test, fostering a deeper understanding of the concepts covered.



Personal Development, Health, and Physical Education

Year 7 Assessment Outline 2024

Component Weighting	Semester 1		Semester 2		
	TASK 1	TASK 2	TASK 3	TASK 4	
Task:	Presentation Unit 1: Weighing Up My Life	In Class Test Unit 2: Looking in the Mirror	Practical Task PE Observations	Yearly Examination Unit 3 & 4	
Outcomes:	PD4-7 PD4-8	PD4-1 PD4-6 PD4-9	PD4-4 PD4-5 PD4-11	PD4-1 PD4-2 PD4-3	
Timing:	Term 1 Week 7	Term 2 Week 2	Term 3 Weeks 1-5	Term 4 Week 2	
SYLLABUS COMPONENTS:					
SELF MANAGEMENT SKILLS (Strengthening personal identity, self-awareness, emotion and stress management, decision making and problem solving, help seeking)	30%	10%	10%	0%	10%
INTERPERSONAL SKILLS (Communication, collaboration, inclusion and relationship building, empathy building, leadership and advocacy, social awareness)	30%	5%	5%	10%	10%
MOVEMENT SKILLS (Fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)	40%	5%	5%	30%	0%
	100%	20%	20%	40%	20%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Speech	20%	PD4-7 PD4-8	Unit 1: Weighing Up My Life. Students create a presentation on the topics below. Presentation may take the form of a speech, group work, peer assessment, role play, video or power point Part A: Healthy lifestyle/components of health Part B: Factors that affect health
2	In Class Test	20%	PD4-1 PD4-6 PD4-9	Unit 1 & 2: Weighing Up My Life & Looking in the Mirror. This task takes the form of a written test on the topics below Part A: Unit 1 – Components of health Part B: Unit 1 – Assessing health products, information and services Part C: Unit 2 – A sense of self
3	PE Observations	40%	PD4-4 PD4-5 PD4-11	Students will be assessed on their practical participation and performance in PE classes. Technique and motor skills are both teacher and peer assessed throughout the units of Invasion Games . Students will both provide and receive formal feedback and reflect upon the skills of themselves and others.
4	Yearly Examination	20%	PD4-1 PD4-2 PD4-3	Unit 3 & 4: Stop, Revive, Survive & Connect and Respect. The task takes the form of a written test following the topics as below. Part A: Unit 3, Risk-taking behaviours Part B: Unit 3, Road safety & first aid Part C: Unit 4, Relationships



SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Student Research Project	Skills Test	Practical Examination	Yearly Examination
	Outcomes:	WS6	CW1 ES1	WS5	PW1 WS8
	Timing:	Term 1 Week 5	Term 2 Week 3	Term 3 Week 6	Term 4 Week 6
Develop knowledge, understanding of and skills in applying the processes of Working Scientifically	60%	20%	0%	30%	10%
Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.	40%	0%	20%	0%	20%
	100%	20%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Student Research Project	20%	WS6	A first-hand scientific investigation assessing working scientifically skills
2	Skills Test	20%	CW1 ES1	A scientific investigation assessing scientific literacy and knowledge and understanding outcomes
3	Practical Examination	30%	WS5	A series of practical tasks to assess working scientifically skills and scientific literacy
4	Yearly Examination	30%	PW1 WS8	An examination assessing knowledge and understanding outcomes and working scientifically skills



Technology Mandatory

Year 7 Assessment Outline 2024

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	Environmental Sustainability (Presentation)	Timber Box	Self-Watering Planter	Bottle Rocket
Outcomes:	TELS-11TS TEA-10TS TEA-5AG	TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS	TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-10TS	TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS
Timing:	Term 1 Week 6	Term 2 Week 3	Term 3 Week 5	Term 4 Week 8
SYLLABUS COMPONENTS:				
Skills	60%	0%	20%	20%
Knowledge and Understanding	40%	10%	10%	10%
	100%	10%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Environmental Sustainability (Presentation)	10%	TELS-11TS TEA-10TS TEA-5AG	Students will need to complete a range of learning activities based on the "Sustainability" PowerPoint presentation delivered in class. Students will be assessed in class, with the assessment taking on the form of a quiz.
2	Timber Box (Timber)	30%	TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS	Students follow plans to construct a timber box and design a custom lid for the box to suit a need. Students develop a portfolio to match the practical project that demonstrates each step of the design process.
3	Self-Watering Planter (Agriculture and Food)	30%	TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-10TS	Students work through the design process to design and produce a portable and effective self-watering planter by using recyclable materials. Students also develop a portfolio to match the practical project that demonstrates each step of the design process.
4	Bottle Rocket (Engineering)	30%	TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS	Students design and construct a rocket out of recycled materials and test the rocket while learning about Engineering principles and how they relate to the project. Students develop a portfolio to match the practical project that demonstrates each step of the design process.



	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Art Making Task 1	Critical Task	Art Making Task 2	Yearly Examination
	Outcomes:	4.1 4.2 4.3	4.7 4.8 4.9	4.4 4.5 4.6	4.9 4.10
	Timing:	Term 1 Week 8	Term 2 Week 2	Term 3 Week 4	Term 4 Week 4
SYLLABUS COMPONENTS:					
Knowledge, Understanding and Skills – Art Making	70%	30%	0%	40%	0%
Critically and Historically Interpret Art	30%	0%	10%	0%	20%
	100%	30%	10%	40%	20%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Art Making Task 1	30%	4.1 4.2 4.3	Students will explore a range of wet and dry media in the creation of artworks including printmaking.
2	Critical task	10%	4.7 4.8 4.9	Critical analysis of a contemporary artist.
3	Art Making Task 2	40%	4.4 4.5 4.6	Exploring a range of 2D and 3D art materials in the creation of artworks.
4	Yearly Examination	20%	4.9 4.10	Yearly Examination – Historical Task.



Assessment Policy Handbook Student Acknowledgement

I have received a copy of the Fairfield High School's Student Assessment Policy Handbook, and understand that:

- All assessment tasks must be completed by the due date.
- Assessment tasks including all classwork and homework are used to assess student academic progress.
- Attendance in all classes is expected to be over 85% in order to meet all course outcomes satisfactorily.
- All work that is submitted is original and not copied or plagiarised from other sources.
- Failure to submit a task on time will result in a letter sent home.
- All tasks MUST be submitted, even if it is after the due date.
- A student signature is required when a task is issued by the teacher.
- A student signature is required when a task is submitted to the teacher.
- Assessment tasks need to be uploaded to the 'Turn It In' website, when directed by teacher.
- If an assessment task is late or missed due to illness, the task must be submitted on the first day back at school after the illness, with a doctor's certificate attached.
- There is a Misadventure Form that needs to be completed when asking for special consideration if a task is late.
- For students in Years 7 – 9, a Level Green letter will go home advising parents of a missed assessment task.
- For students in Years 10 – 12, a N Award warning letter will go home advising parents of a missed assessment task.
- Students may be required to attend to the Homework Centre (Tues, Wed or Thurs) or lunch detentions until an outstanding task is submitted.
- Computer and/or printer problems is not a satisfactory reason for failing to submit an assessment task, so ensure tasks are backed up and saved in appropriate locations.
- If there are any problems or issues in relation to completing assessment tasks, liaise with teacher or head teacher as soon as possible.

Please return to Year Adviser (who will give this to the Head Teacher Secondary Studies for filing)

I understand and accept the conditions and guidelines set out in this Assessment Policy Handbook

Student Name:			
Year Group:		Date Booklet Received:	
Student signature:			





Academic Reports

Reports are issued to Fairfield High School students twice a year, Semester 1 and Semester 2.

The cover page includes a list of each course/subject that the student is enrolled in and the associated teacher. There is also a summary of the student's attendance data, including whole days, partial days, explained and unexplained.

The second page has the summary information about the 5-point scale that all standard reports use and what each Grade means e.g. A – Outstanding, B – High, C – Sound, D – Basic, E – Limited.

The Five-point Scale

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

Additional Programs are listed on the second page. The following activities are included: Student Representative Council, Debating, Public Speaking, Representative Sport, Musical Performances, Debating Team, Peer Support Leader any other additional school service activities.

There is also a description of the Social Development and Commitment to Learning outcomes that are reported on for each student.

Parents may request the school to provide written information that clearly shows their child's achievement compared to the peer group at school. This information will show the number of students in the group in each of the achievement levels is included in all year group reports.



Course/Subject Reports have:

- Course Description: a (2 – 3-line summary of what students have studied that semester)
- Overall Achievement: a grade of A – E (A (outstanding), B (high), C(sound), D (basic), E (limited))
- Syllabus Outcomes: reported on A – E
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment – a paragraph written to describe what the students can do, what is the area for improvement and how to improve.

Life Skills Reports have:

- Course Description (2 – 3-line summary of what students have studied that semester)
- Syllabus Outcomes: reported on P4 (independent), P3 (frequent), P2 (occasional) and P1 (beginning)
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment - a paragraph written to describe what the students can do, what is the area for improvement and how to improve.

Note:

Year 7 students will get a Numeracy and Literacy Report. Life Skills students will not receive a Numeracy and Literacy Report.

All EAL/D students who receive in class support from an EAL/D teacher will receive an EAL/D Report. The outcomes for this report are Speaking and Listening, Reading, and Responding, Writing. These are reported on using a 4-point scale B (beginning), E (emerging), D (developing), C (consolidating). The only other part of this report is a teacher comment that focuses on the student's English language skills.

These procedures and reporting processes have been developed in conjunction with the guidelines specified in the NSW Department of Education, Policy Standards, Implementation document for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 policy, 28 January 2020. This document can be found in the NSW Department of Education's policy library at: <https://policies.education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming- assessing-and-reporting-to-parents-k-12>

(Glue in timetable)

