

Chifley College
Dunheved Campus



SCHOOL MONITORING AND COURSE ASSESSMENT PROCEDURES

Stage 4
(Years 7-8)
2024

Learn
Discover
Inspire

ASSESSMENT PRINCIPLES

Assessment, essential for evaluating student learning, serves various purposes, including enhancing engagement and motivation through interaction with teachers, peers, and resources. At Chifley College Dunheved Campus, our monitoring and assessment aim to support continuous improvement for each student annually.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- enables students to demonstrate what they know and can do.
- clarifies student understanding of concepts and promotes deeper understanding.
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes.
- be a valid instrument for what they are designed to assess.
- include criteria to clarify for students what aspects of learning are being assessed.
- enable students to demonstrate their learning in a range of task types.
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement.
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.
- enable students and teachers to use feedback effectively and reflect on the learning process.
- be inclusive of and accessible for all students.
- be part of an ongoing process where progress is monitored over time.

Chifley College Dunheved Campus is dedicated to ensuring that each child is known, valued, and supported. Teachers prioritise student motivation and self-esteem through thoughtful assessment and feedback. Active student involvement in their learning is emphasized. The school's monitoring and assessment procedures align with its wellbeing system, facilitating early intervention for students facing challenges.

These procedures and assessment schedules guide students, helping them plan and manage their learning independently. I believe this booklet will prove valuable for Stage 4 students at Chifley College Dunheved Campus.

Jennifer Ribeiro
Principal

STAGE 4 HOMEWORK

Homework bridges the gap between learning at school and learning at home. It reinforces work completed in class. It helps develop skills such as planning, research and time management. It allows for practising, extending and consolidating work done in class.

The Benefits of Homework

Homework is valuable because it:

- strengthens home-school links.
- allows for practising, extending and consolidating work done in class.
- teaches students how to plan and organise their time.
- develops students' research skills.
- establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives.
- reaffirms the role of parents and caregivers as partners in education.
- provides parents and caregivers with insights into what is being taught in the classroom and the progress of their children.
- challenges and extends students.

You can expect homework to:

- be appropriate for each student's age and ability.
- take into account students' commitments out of school hours, such as sport, part-time employment and home responsibilities.
- take into account technology such as computers, E-mail and the Internet without disadvantaging those students who do not have access to this technology.
- be marked promptly and accurately so students have regular feedback.

Types of Homework

There are three main types of homework:

Practice exercises

Students apply new knowledge or review, revise and reinforce newly acquired skills. Examples of such exercises are memorisation of mathematical tables, practising spelling words, essay writing and reading for pleasure.

Preparatory homework

Students gain background information on a unit of study to better prepare them for future lessons, for example, reading and collecting geometric shapes.

Extension assignments

Students are encouraged to pursue knowledge individually and imaginatively. Assignments might include writing a book review, researching local news or retrieving items from the Internet.

While homework is an important component of the teaching and learning process, Chifley College, Dunheved Campus recognises that it is important for students to have time for play, leisure and physical activities outside of school.

STAGE 4 ASSESSMENT PROCEDURES

The Purpose of your School Assessment

There are some aspects of your study which cannot be adequately assessed through examinations such as practical work in science and oral work in English. Your school assessments are designed to measure these achievements as well as your achievements in examinations. Your school assessments will measure your actual performance in the whole course.

Satisfactory Completion of a course

“Satisfactory completion” means that, in the principal’s view, there is sufficient evidence that you have:

- followed the course developed or endorsed by the Board of Studies.
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- achieved some or all of the course outcomes.
- attended school sufficiently regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 85% would be expected.

School Assessment Tasks

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are:

- valid instruments for what they are designed to assess, and where appropriate, the marking.
- guidelines are related to the wording of the outcomes and the performance standards.
- each task enables teachers to collect information about the students’ achievement in relation to one.
- or several outcomes, to award marks in accordance with marking guidelines, and to provide.
- constructive feedback to students on their performances highlighting their strengths and where they

- could make improvements. The marks awarded for each task should be commensurate with the quality of the response.
- work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- reports will be available at the end of Semester 1 and Semester 2. Each report will indicate your performance in each course at that time.

Course Assessment Schedule

It is your responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is not negotiable. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place and tells you the weighting of each task.

The date of each assessment task will be provided by the classroom teacher, in writing, at least two weeks prior to the task.

Student is absent from an assessment task due to sickness.

If a student is sick and cannot attend on the day of the task or date a task is due, the student is to:

- notify the school by phone on 96236600 on the day of the task or as soon as possible following this date.
- on the first day of return to school, bring parent note and/or a doctor's certificate attached and present it to the Classroom Teacher/Head Teacher.

The Classroom Teacher/Head Teacher may award an extension of time, or a mark may be awarded based on a substitute task or on other available information. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task. Students should still submit the task to gain necessary feedback.

Hand-In Tasks

Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task.

If an assessment task is submitted late, and there is no valid reason, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

Technology and Assessment Tasks

Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- back-up files regularly.
- print out copies of drafts and keep them while the assignment is in progress.
- bring a copy of the file to school by either email, USB, CD

Academic Integrity

The NSW Education Standards Authority (NESA) has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by Chifley College, Dunheved Campus expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

What is Malpractice?

Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own

- using material directly from books, journals, CDs or the Internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material.
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Misconduct in formal examinations and other assessment tasks

Misconduct in any task or exam may be considered malpractice, resulting in zero marks. Malpractice includes any behaviour inconsistent with school rules or disruptive to assessment procedures. Serious attempts are required for all class tasks, and non-serious attempts or offensive language may lead to referral to the Head Teacher and a zero score for the task.

COURSE REQUIREMENTS

Satisfactorily completing the course

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- followed the course developed or endorsed by the Authority;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and,
- achieved some or all of the course outcomes

Assessment of Outcomes

Twice a year, students are provided with a report which allocates an overall grade for each course, outlining student achievement levels. Chifley College, Dunheved Campus uses common grading language across all courses.

Grade	General Performance Descriptors
A	Indicates excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	Indicates a high achievement in this course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply knowledge and skills to most new situations.
C	Indicates a substantial achievement in this course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	Indicates a satisfactory achievement in this course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	Indicates elementary achievement in this course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

Syllabus Requirements:

Students may access the NSW Education Standards Authority (NESA) through their Webpage: <http://educationstandards.nsw.edu.au>

All updates to syllabus requirements will be located on this webpage. It is updated regularly and has all the relevant dates for things like; advice line, HSC timetables, dates for the release of marks and appeals and copies of past papers so students can access them for home study and extra practice.

The NESA website houses all new information and changes to any of the syllabus requirements. Students and parents have access to this information. Teachers will keep abreast of changes, but students are also encouraged to check the website for their own information.

THE EXPECTATIONS FOR STUDENTS AND TEACHERS AT DUNHEVED CAMPUS

School Monitoring and Assessment Procedures Booklet

When Stage 4 students receive their School Monitoring and Assessment Procedures booklet, they will sign to indicate they have received it. This booklet will contain a schedule of assessment tasks with outcomes for each course. The schedule will also contain a brief task description, weighting for each task, and anticipated (approximate) due dates.

Record Keeping/Administration for Grading Advice

KLA mark books will be kept by all staff (electronic or hard copy) and a central KLA Mark book will be maintained on SENTRAL Markbook.

A KLA attendance register for all lessons will also be maintained by individual staff in a central location on SENTRAL PxP. Classroom attendance, as distinct from school attendance, is monitored by the classroom teacher and the Head Teacher. Such attendance concerns are the responsibility of subject areas and warning letters can be sent home expressing this concern.

It is the responsibility of each subject area to maintain all documentation regarding progress towards completion of a course.

Any telephone or other correspondence (fax, e-mail, etc) should be recorded and retained as evidence that a student has or has not satisfactorily met the Course Completion Criteria.

CONCLUDING COMMENTS

Student responsibilities:

- you are expected to complete ALL assessment tasks by the due dates and times specified.
- all work submitted must be your own work.
- it is your responsibility to be aware of assessment task dates for all your courses and to organise your schedule accordingly.

Essential Organization:

- be positive and optimistic.
- take responsibility for managing your assessment schedule and meeting deadlines.
- ensure you are familiar with all relevant sections of this assessment booklet.
- keep a record of tasks completed for each subject so, at any given time, you know exactly what proportion of your course assessment has been completed and how much remains.
- seek feedback from teachers about what you need to do to improve and make further progress.

If there are any further questions about this School Monitoring and Assessment Procedures booklet and Course Assessment Schedules, please contact the relevant Head Teacher, Stage Adviser or Deputy Principal.

Jennifer Ribeiro
Principal

Course Assessment Schedules

Stage 4

SUBJECT	FACULTY
English	ENGLISH
Mathematics	MATHEMATICS
Science	SCIENCE
Geography	HSIE
History	HSIE
Aboriginal Languages	LOTE
Personal Development, Health and Physical Education	PDHPE
Technology Mandatory	TAS
Music	CAPA
Visual Arts	CAPA
Life Coaching	WELLBEING

ENGLISH

A student:

EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.
EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures.
EN4-URB-01	examines and explains how texts represent ideas, experiences and values.
EN4-URC-01	identifies and explains ways of valuing texts and the connections between them.
EN4-ECA-01	creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.
EN4-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.

ENGLISH - Year 7

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	EN4- RVL-01, EN4-URA-01, EN4-ECA-01	Imaginative Writing	30%	Term 1, Week 8
2	EN4-URA-01 , EN4-ECA-01, EN4-ECB-01	Poetry Anthology	30%	Term 2, Week 6
3	EN4- RVL-01, EN4-URC-01, EN4-ECA-01	Multimodal Website	30%	Term 3, Week 8
4	EN4-URA-01, EN4-URB-01, EN4-ECA-01	Critical Response	10%	Term 4, Week 5

ENGLISH- Year 8

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	EN4-RVL-01, EN4-URA-01, EN4-ECA-01	Imaginative Writing	30%	Term 1, Week 8
2	EN4-URA-01, EN4-URB-01, EN4-ECA-01	Critical Writing	20%	Term 2, Week 6
3	EN4-URB-01, EN4-ECA-01, EN4-ECB-01	Persuasive Oral	30%	Term 3, Week 8
4	EN4-RVL-01, EN4-URA-01, EN4-URB-01	Visual Literacy Analysis	20%	Term 4, Week 5

MATHEMATICS

A student:

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA4-INT-C-01	compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-RAT-C-01	solves problems involving ratios and rates, and analyses distance–time graphs
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-PYT-C-01	applies Pythagoras' theorem to solve problems in various contexts
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations
MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data
MA4-PRO-C-01	solves problems involving the probabilities of simple chance experiments

MATHEMATICS – YEAR 7

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	MAO-WM-01 MA4-LEN-C01 MA4-INT-C-01	Quiz	20%	Term 1, Week 10
2	MAO-WM-01 MA4-FRC-C-01 MA4-ARE-C-01	Progressive Assessment	30%	Term 2, Week 5
3	MAO-WM-01 MA4-IND-C-01 MA4-DAT-C-02	Progressive Assessment	30%	Term 3, Week 9
4	MAO-WM-01 MA4-ALG-C-01 MA4-ANG-C-01	In Class Quiz	20%	Term 4, Week 3

MATHEMATICS – YEAR 8

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	MAO-WM-01 MA4-RAT-C-01 MA4-EQU-C01	Topic Test	30%	Term 1, Week 5
2	MAO-WM-01 MA4-LIN-C-01 MA4-PYT-C01	In Class Quiz	20%	Term 2, Week 5
3	MAO-WM-01 MA4-VOL-C-01 MA4-GEO-C01	Progressive Assessment	30%	Term 3, Week 7
4	MAO-WM-01 MA4-PRO-C-01 MA4-DAT-C01	In Class Quiz	20%	Term 4, Week 5

SCIENCE

A student:

SC4-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about the properties of life elements, compounds and mixtures relate to their uses in everyday

SCIENCE - Year 7				
Task	Outcomes	Task Description	Weight	Due Week Beginning
1	SC4-4WS, SC4-6WS, SC4-8WS SC4-16CW, SC4-17CW	Knowledge and Skills Portfolio & Topic Test	40%	Term 2 Week 3
2	SC4-8WS, SC4-9WS, SC4-13ES	Solving a Rocky Problem	20%	Term 2 Week 10
3	SC4-7WS, SC4-9WS, SC4-10PW	Physical World Project and Showcase	20%	Term 3 Week 8
4	SC4-10PW, SC4-11PW, SC4-14LW, SC4-13ES	Semester Two Examination	20%	Term 4 Week 5

SCIENCE - Year 8				
Task	Outcomes	Task Description	Weight	Due Week Beginning
1	SC4-6WS, SC4-7WS, SC4-9WS, SC4-CW16	Chemical World - Project Based Learning	25%	Term 1 Week 10
2	SC4-16CW, SC4-17CW, SC4-13ES	Semester One Examination	20%	Term 2 Week 5
3	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Stage 4 SRP - First Hand Investigation and Full Practical Report	35%	Term 3 Week 10
4	SC4-14LW, SC4-15LW, SC4-10PW	Semester Two Examination	20%	Term 4 Week 5

GEOGRAPHY

A student:

GE4-1	locates and describes the diverse features and characteristics of a range of places and environments
GE4-2	describes processes and influences that form and transform places and environments
GE4-3	explains how interactions and connections between people, places and environment result in change
GE4-4	examines perspectives of people and organisations on a range of geographical issues
GE4-5	discusses management of places and environments for their sustainability
GE4-6	explains differences in human wellbeing
GE4-7	acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8	communicates geographical information using a variety of strategies

GEOGRAPHY- YEAR 7

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	GE4-1, GE4-3, GE4-7	Landscapes Poster	40%	Term 3, Week 9
2	GE4-2, GE4-5, GE4-8	Topic Test – Water in the World	40%	Term 4, Week 4
3	GE4-4, GE4-5, GE4-8	Formative Assessment	20%	Term 3 and 4

GEOGRAPHY- YEAR 8

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	GE4-1, GE4-3, GE4.8	Place and Liveability - Local Study	40%	Term 1, Week 10
2	GE4-3, GE4-5, GE4-6	Topic Test	40%	Term 2, Week 4
3	GE4-5, GE4-8	Formative Assessment	20%	Terms 1 and 2

HISTORY

A student:

HT4-1	describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-2	describes major periods of historical time and sequences events, people and societies from the past
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	identifies major periods of historical time and sequences people and events within specific periods of time
HT4-5	identifies the meaning, purpose and context of historical sources
HT4-6	uses evidence from sources to support historical narratives and explanations
HT4-7	identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	locates, selects and organises information from sources to develop an historical inquiry
HT4-9	uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

HISTORY - YEAR 7

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	HT4-5, HT4-6, HT4-8, HT4-10	Site Study	40%	Term 1, Week 8
2	HT4-2, HT4-9,	Topic Test	40%	Term 2, Week 4
3	HT4-1, HT4-3, HT4-10	Formative Assessment	20%	Terms 1 and 2

HISTORY - YEAR 8

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	HT4-3, HT4-7. HT4-8,	Comparative Study	40%	Term 3, Week 8
2	HT4-2, HT4-4, HT4-6	Topic Test	40%	Term 4, Week 4
3	HT4-9, HT4-10	Formative Assessment	20%	Term 3 and 4

LANGUAGES – Aboriginal Languages

A student:

AL4-INT-01	uses the target language to exchange information, ideas and opinions
AL4-RES-01	responds to information and ideas in a range of texts
AL4-COM-01	composes texts in the target language, using a range of linguistic structures for different audiences
AL4-RLC-01	identifies how language use reflects cultural ideas, values and beliefs
AL4-LAB-01	identifies protocols, programs and techniques to maintain and build Aboriginal Languages

YEAR 7

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	AL4 - RLC - 01 AL4 - LAB - 01	Research task on Dharug Language	25%	Term1 Week 8
2	AL4 - RES - 01 AL4 - INT - 01	Listening Task	25%	Term 2 Week 7
3	AL4 - COM - 01 AL4 - RLC - 01	Dharug Picture Book	25%	Term 3 Week 7
4	AL4 - INT - 01 AL4 - RES - 01 AL4 - COM - 01	Topic Test	25%	Term 4 Week 6

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

A student:

PD4-1	examines and evaluates strategies to manage current and future challenges
PD4-2	examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	transfers and adapts solutions to complex movement challenges
PD4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.
PD4-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	demonstrates self-management skills to effectively manage complex situations
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

PDHPE – CYCLE 1 (Years 7 & 8)				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	PD4-2, PD4-3, PD4-9,	Power Topic test & Take home task	10%	Term 1, Week 6
2	PD4-1, PD4-2, PD4-3, PD4-9, PD4-10	Half Yearly Examination	20%	Term 2 , Week 3
3	PD4-1, PD4-2, PD4-6, PD4-7	Safety - with Practical Scenario	10%	Term 3, Week 6
4	PD4-6, PD4-7, PD4-10	Creating a reliable network	10%	Term 4, Week 5
5	PD4-4, PD4-5, PD4-11	Ongoing Practical	50%	All Year

PDHPE – CYCLE 2 (Years 7 & 8)

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	PD4-1, PD4-2	Changes and Challenges Topic Test	10%	Term 1, Week 8
2	PD4-6, PD4-7, PD4-9, PD4-10	We are one but we are many - Diversity	10%	Term 2 , Week 10
3	PD4-2, PD4-6, PD4-7, PD4-8	Lifelong physical activity	15%	Term 3, Week 6
4	PD4-2, PD4-6, PD4-7, PD4-10	Lifelong Health Exam	15%	Term 4, Week 5
5	PD4-4, PD4-5, PD4-10	Ongoing Practical	50%	All Year

TECHNOLOGY MANDATORY

A student:

TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
TE4-2DP	plans and manages the production of designed solutions.
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
TE4-5AG	investigates how food and fibre are produced in managed environments.
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating.
TE4-7DI	explains how data is represented in digital systems and transmitted in networks.
TE4-8EN	explains how force, motion and energy are used in engineered systems.
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

TECHNOLOGY MANDATORY – YEAR 7

Task	Course Outcomes	Task Description	Weight	Due Date
1	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN,	'Send it'- Catapult	40%	Term 2, Week 5 or Term 4, Week 4
2	TE4-7DI, TE4-10TS	A Digital World- Leading professionals	10%	
3	TE4-2DP, TE4-3DP, TE4-6FO	The Cookie Box	30%	Term 2, Week 5 or Term 4, Week 4
4	TE4-4DP, TE4-7DI	A Digital World- Digital Systems	20%	

TECHNOLOGY MANDATORY – YEAR 8

Task	Course Outcomes	Task Description	Weight	Due Date
1	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	Timber Technologies	50%	Term 2, Week 5 or Term 4, Week 4
2	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO	Paddock to Plate	50%	Term 2, Week 5 or Term 4, Week 4

MUSIC

A student:

4.1	performs in a range of musical styles demonstrating an understanding of musical concepts.
4.2	performs music using different forms of notation and different types of technology across a broad range of musical styles.
4.3	performs music demonstrating solo and/or ensemble awareness.
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing.
4.5	notates compositions using traditional and/or non-traditional notation.
4.6	experiments with different forms of technology in the composition process.
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.
4.10	identifies the use of technology in the music selected for study, appropriate to the musical Concept.
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening.

MUSIC – Year 7

Task	Course Outcomes	Task Description	Weight	Due Date Beginning
1	4.2, 4.4, 4.5, 4.11	The Piano Melody & Pitch	50%	Term 2, Week 3
2	4.1, 4.3, 4.7, 4.8	The Piano Chords & Duration	50%	Term 3, Week 8

MUSIC – Year 8

Task	Course Outcomes	Task Description	Weight	Due Date Beginning
1	4.2, 4.3, 4.9, 4.10	Songwriting for Musicals	50%	Term 2, Week 3
2	4.1, 4.6, 4.7, 4.12	Music Production	50%	Term 3, Week 8

VISUAL ARTS

A student:

4.1	uses a range of strategies to explore different art making conventions and procedures to make artworks.
4.2	explores the function of and relationships between artist – artwork – world – audience.
4.3	makes artworks that involve some understanding of the frames.
4.4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.
4.5	investigates ways to develop meaning in their artworks.
4.6	selects different materials and techniques to make artworks.
4.7	explores aspects of practice in critical and historical interpretations of art.
4.8	explores the function of and relationships between the artist – artwork – world – audience.
4.9	begins to acknowledge that art can be interpreted from different points of view.
4.10	recognises that art criticism and art history construct meanings.

VISUAL ARTS – Year 7

Task	Course Outcomes	Task Description	Weight	Due Date
1	4.3, 4.4, 4.5, 4.8, 4.9	About Me – Artist Study	50%	Term 2, Week 3
2	4.1, 4.2, 4.6, 4.7, 4.10	Why So Famous – Artist Study	50%	Term 3, Week 10

VISUAL ARTS – Year 8

Task	Course Outcomes	Task Description	Weight	Due Date
1	4.3, 4.4, 4.7, 4.8, 4.9	POP Art – Artist Study	50%	Term 2, Week 3
2	4.1, 4.2, 4.5, 4.6, 4.10	Cubism – Artist study	50%	Term 3, Week 10

LIFE COACHING

The purpose of life coaching is for all students to have the opportunity to connect, succeed and thrive at each stage of their development and learning.

Targets include:

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours.
- Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.

WELLBEING – STAGE 4 LIFE COACHING PROGRAM OVERVIEW

Term 1	Term 2	Term 3	Term 4
<p>Year 7</p> <ul style="list-style-type: none"> -Welcome to high school -Introduction to CCDC -Domains of Wellbeing <ul style="list-style-type: none"> - My Identity, My Wellbeing - Goal Setting - Anti-Bullying Plan - Kindness 	<p>Year 7</p> <ul style="list-style-type: none"> -Re-Assess 2020 goals -Teamwork -Leadership -Importance of selfreflection -Half Yearly report writing -Gratitude/Kindness 	<p>Year 7</p> <ul style="list-style-type: none"> -Student report evaluation -What does my report mean? -Communication -Online behaviour -Cyber Safety -My self esteem -Positive relationships Mental Health RUOK Day 	<p>Year 7</p> <ul style="list-style-type: none"> -Review goals -Self assessment -Report Writing -White Ribbon Day -Gratitude/Kindness -Celebration
<p>Year 8</p> <ul style="list-style-type: none"> - Welcome to high school - Introduction to CCDC - Domains of Wellbeing -My Identity, My Wellbeing <ul style="list-style-type: none"> - Goal Setting - Anti-Bullying Plan - Kindness 	<p>Year 8</p> <ul style="list-style-type: none"> - Re-assess 2020 goals - A balanced lifestyle - Why physical activity is important to my wellbeing -Importance of Selfreflection - Half-Yearly report writing - Gratitude/Kindness 	<p>Year 8</p> <ul style="list-style-type: none"> -Student report evaluation -What does my report mean? -Spiritual wellbeing -Mindfulness <ul style="list-style-type: none"> - Grief/Loss -Resilience - Diversity <ul style="list-style-type: none"> - RUOK Day 	<p>Year 8</p> <ul style="list-style-type: none"> -Review goals -Self assessment -Report Writing -White Ribbon Day -Gratitude/Kindness -Celebration
<p>Self- analysis and Reflection</p> <div style="display: flex; justify-content: space-around; align-items: center;"> </div>			