

Chifley College
Dunheved Campus



SCHOOL MONITORING AND COURSE ASSESSMENT PROCEDURES

Stage 5
(Years 9-10)
2024

Learn
Discover
Inspire

ASSESSMENT PRINCIPLES

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. At Chifley College Dunheved Campus, monitoring and assessment of student learning is designed to support every student improve every year.

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.

At Chifley College Dunheved Campus, there is strong commitment to the goal that *every child is known, valued and cared for in our school*. Teachers consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning. Monitoring of student learning is an important tool for early intervention by school support staff for any student struggling to cope with the demands of school. Hence, the school's monitoring and assessment procedures run parallel to the school's wellbeing system of student support.

The following procedures and course assessment schedules offer guidance for all students - assisting them to effectively plan and take responsibility for managing their own learning. I trust that this booklet will be a useful tool for students in Stage 5 at Chifley College Dunheved Campus.

Jennifer Ribeiro
Principal

NSW EDUCATION STANDARDS AUTHORITY

The NSW Education Standards Authority (NESA) works with schools to record your educational achievement throughout your senior high school years and will provide you with the credential you have achieved.

THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

This RoSA credential will:

- report results of moderated, school-based assessment, not external tests.
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school.
- show a result of all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW.
- give students the option to take online literacy and numeracy tests.
- be comprehensive and offer the ability to record a student's extra-curricular achievements.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for years 7 to 10.
- attended a government school, an accredited non-government school or a recognised school outside NSW.
- completed courses of study that satisfy education standards' curriculum and assessment requirements for the RoSA.
- complied with the requirements from the [Education Act](#):
 - (a) participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the RoSA.
 - (b) has been accepted by the Authority as having satisfactorily completed those courses of study.
 - (c) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment.
 - (d) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority
 - (e) who have completed Year 10.
 - (f) the requisite examinations or other assessments may be conducted on a school-basis, but are to be moderated on a statewide basis in the learning areas and in the manner determined by the Authority

- (g) the Authority may refuse to grant a RoSA to a student whose attendance or application at school has been of such an unsatisfactory character that the granting of a RoSA would not, in the opinion of the Authority, be justified.
- (h) RoSA are to be granted in the manner determined by the Authority

Students Who Do not Qualify for a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10, and still do not meet RoSA requirements, they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

While formal RoSA credentials are for school leavers, all Years 11 and 12 students will be able to access their cumulative academic results, they are courses enrolled in and print an eRecord via their Students Online account.

Unsatisfactory Completion of a Course

If a student has not met the requirements for the completion of a course, this will possibly mean that the student will not graduate in that course from CCDC. This may possibly affect the student's:

- participation in the Year 10 graduation ceremony
- Half Yearly and Yearly reports in Years 9 and 10
- reference from the school
- progression into their next year of schooling (repeating Year 9 or 10 courses)

RoSA Reporting and Grades

This shows all Stage 5 (Years 9-10) courses completed. It includes where appropriate:

- the courses studied in Stage 5, the indicative duration of each course (100 hours or 200 hours), the grade (A-E) and descriptor awarded by the school. Where course requirements have not been met, the descriptor indicates 'Not Completed'
- the mandatory studies in Human Society and its Environment, Creative Arts, Technological and Applied Studies, Languages and Personal Development, Health and Physical Education. Mandatory studies are reported as 'Satisfactorily Completed' or where course requirements have not been met as 'Not Completed'

Grades are determined by relating each student's achievement to a set of Course Performance Descriptors Determined by the Board for each Board Developed Course. The Course Performance Descriptors are explained on page 6.

Where students have undertaken a special program of study, grades are awarded for any Board Developed or Board Endorsed courses satisfactorily completed. No grades are awarded for Life Skills RoSA courses, but achievements are reported on a separate Student Profile.

Determining RoSA Grades

The process of determining RoSA grades requires teachers to:

- devise and administer assessment tasks that address the knowledge and skills and objectives and outcomes of the syllabus
- observe and record assessment judgments (e.g. marks, grades, comments, descriptions, work samples, portfolios, journals, etc)
- use assessment information to make a summative judgment of each student's overall level of achievement at the end of the course

Refer to the Course Performance Descriptors to award a grade that most appropriately describes a student's achievement. This is completed, according to demonstrated student performance, within the bounds of the syllabus at the end of Stage 5 studies.

All syllabus objectives and outcomes related to knowledge and skills will have been taken into account in the design of the teaching and learning program for each unit on offer at Dunheved Campus.

Principles Guiding the RoSA Grading System

- Assessment is based on the syllabus, objectives and outcomes, which specify what a student knows, understands and is able to do. In this sense, it is integral to teaching and learning.
- A variety of assessment tasks and contexts are provided so that students are given opportunities to demonstrate their achievement of outcomes in an authentic manner.
- Assessment tasks are sensitive to gender, disability, culture, background language, Socio-economic status and geographical location.
- Students are informed of the criteria by which they will be assessed on particular tasks.
- While values and attitudes are an integral part of learning, attainment is not assessed for RoSA grading.

WHAT ARE COURSE PERFORMANCE DESCRIPTORS?

A set of Course Performance Descriptors is an assessment and reporting tool to assist teachers across the state, in making sound and consistent judgments about overall student achievement at the end of a course.

Course Performance Descriptors are a series of positive statements, which summarise observable and measurable features of student achievement and assist teachers to award Final (NESA) Grades to students based on descriptions of typical achievement from elementary to excellent.

Course Performance Descriptors describe the main features of a typical student's performances at the end of Stage 5 studies. The Areas of Assessment (at the top of the

page on each set of performance descriptors) consist of the knowledge and skills objectives from the syllabus. In the RoSA context, attitudes and values are not assessed for grading purposes. They are nevertheless an important part of the teaching and learning and may be included separately in school reporting.

The five vertical columns in the descriptors on page 9 describe different levels of student performance. In using these descriptors, schools 'match' each of their students to the descriptor column which best fits the student's overall achievement in the course. The corresponding grade for that descriptor is then awarded to the student.

The NESAs Course Performance Descriptors for Stage 5 describe levels of achievement that relate to the set of outcomes for this stage in each course. Schools must apply the same set of Course Performance Descriptors to both 100 hour and 200 hour courses.

Course Performance Descriptors are not stage outcomes for a course of study. Rather, they are a descriptive tool to assist teachers to form the best overall impression of a student's achievement for grading purposes. ***Final RoSA (Board of Studies) Grades will relate to the best overall description of a student's achievement.***

The General Performance Descriptors listed below are a generic set of descriptors indicating five levels of achievement. They were the basis upon which subject specialists developed their Course Performance Descriptors for each course.

NOTE: Copies of all Course Performance Descriptors are available from the NESAs website under each subject syllabus details:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Vocational Educational and Training (VET)

Students who have undertaken a VET course as part of their pattern of study will be issued with additional VET certification documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification.

NESA generates VET certification documentation on behalf of school system Registered Training Organisations (RTO).

Requesting a RoSA or Transcript of Study

School requests for a RoSA credential or Transcript of Study must be placed with NESAs before a student signs out of school. Schools should enter all relevant data before applying.

Schools request a RoSA or Transcript of Study through the enrolments section in Schools Online. NESAs will send a PDF of the RoSA or Transcript of Study to the Students Online account of the individual student, usually within 48 hours of the request.

Students cannot directly request a RoSA or Transcript of Study themselves.

General Course Performance Descriptors

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.

Life Skills RoSA Courses

Some students in the school will be offered the opportunity to complete a Life Skills course in one, more or all of their courses. Recommendations and discussions, re student eligibility for these courses, are based on recommendations by the Support Head Teacher or the Learning Support Team. Parents are consulted and their approval sought. The final decision rests with the Principal.

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

- followed the program developed from the KLA Curriculum Frameworks for the Life Skills courses
- applied themselves with diligence and sustained effort to the set tasks and experiences of their individual program of study
- achieved some or all of the course outcomes in their individual program

There are no indicative hour's requirements for any individual program of study based upon the Curriculum Frameworks for the Life Skills courses in each KLA. Life Skills courses may be offered to those students who have, in conjunction with the relevant KLA Head Teacher, been assessed by the Support Teacher Learning Assistance (STLA) as in significant need. Parent liaison forms part of this process. A recommendation is made to the Learning Support Team which if endorsed is then sent to the school's executive for final approval.

NO grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes listed on the Student Profile.

Those who undertake a Life Skills course in externally assessed subject(s) will not be required to sit for the external tests.

Assessment for Students Transferring into a Course of Study

Upon enrolment and subject placement, the new student's past school reports will indicate student progress to date. The past school may be phoned to verify information or obtain further documentation. The relevant enrolling Deputy Principal will oversee all mandatory requirements have been met and obtain grades where need be from the former school. Relevant academic information will be photocopied and distributed to staff to improve their understanding of that student's recent academic history. Year Advisers will support the Deputy in these processes.

A student's pattern of study is also established at this point and 'matched' with their new subjects as best as possible.

The student will be allocated results for any tasks missed through the professional judgment of the classroom teacher and faculty Head Teacher. This may also be influenced by progress made by the student since their arrival.

The final decision for RoSA eligibility in these circumstances is with the school Principal.

THE EXPECTATIONS FOR STUDENTS AND TEACHERS AT DUNHEVED CAMPUS

School Monitoring and Assessment Procedures Booklet

When Stage 5 students receive their School Monitoring and Assessment Procedures booklet for the RoSA, they will sign to indicate they have received it. This will be the responsibility of the NESL Liaison Head Teacher.

This booklet will contain a schedule of assessment tasks with outcomes for each course. It will also contain the RoSA Assessment Policy. The schedule will also 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.

Grade submission and checking of grades sent to the Board of Studies is initially the responsibility of each faculty Head Teacher.

It is the responsibility of each subject area to maintain all documentation regarding progress towards a RoSA. Official NESA warning letters need to have been sent to relevant students, and a copy retained in the student's file and within the faculty's records. Parent notification must occur.

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.

ADMINISTRATION OF ASSESSMENT TASKS

Notice of an Assessment Task

Teachers of all courses are responsible for outlining the assessment process at the start of the course.

Students are made aware of how semester grades for semester reports are determined. KLA Head Teachers determine the nature of tasks and the breadth of assessment for semester grades and reports in consultation with their staff.

The Assessment Schedule is included in this booklet. If this varies, students will be notified in writing of any amendment. Students will receive a notification for an assessment task prior.

Submitting an Assessment Task

Students submit or complete tasks on the due day at the start of the lesson of the subject, unless otherwise notified in the instructions for the task. Any student absence (lateness or full day) which prevents a student from completing or submitting a task at the start of the lesson on the due date is subject to the appeal process outlined later in this document.

Malpractice in Tasks

Any instances of cheating, gross disruption, disobedience, copying or submitting work other than one's own (in the class teacher and Head Teacher's view), will receive ZERO (0) marks. An appeal can then be lodged if necessary.

If the appeal is rejected the ZERO (0) score remains. If the appeal is upheld, the task will receive the marks it earns from being marked as usual.

Extensions for an Assessment Task

The Head Teacher, in consultation with the Deputy Principal responsible for the *School Assessment Policy*, may grant an extension of time to complete an assessment task. An application for extension can be made utilising the Appeal form included later in this document. No teacher is to grant an extension as this is unfair to the greater number of students.

Student Behaviour

Chifley College Dunheved Campus will demand high standards of behaviour from all students including students of post-compulsory age. Any breach of these standards will be dealt with firmly, fairly and thoroughly utilising the Department of Education procedures concerning *Suspension and Expulsion of school students*. Such suspension may impact on a student's ability to complete the requirements of the RoSA. In this regard, completion of assessment tasks remains the responsibility of the student.

Appeal Process: School Assessment Policy

If a student misses a task, is late for the task or does not hand it in:

- the student completes the task upon arrival/ on the day they return from illness – or they hand the task in
- Appeal Form is obtained from the Head Teacher of the course in that subject area
- The RoSA Assessment Appeal Form is to be completed by the student and signed by parents with comments. The relevant Head Teacher will make his/her decision
- If the appeal is declined, the form MUST be forwarded to the NESAs Liaison Head Teacher overseeing the *School Assessment Policy*

All students in this situation receive ZERO (0) marks until their appeal is considered. If the appeal is rejected, the ZERO (0) score remains. If the appeal is upheld, the task will receive the marks it earns from being marked as usual. The NESAs Liaison Head Teacher overseeing *Assessment and Reporting* determines the success or failure of the appeal based on the available evidence.

In the event of an unsuccessful appeal, the Head Teacher will contact the parent – in writing - informing them of this result. A copy of the *RoSA Assessment Appeal Form* is available from all Head Teachers and Deputy Principals.

CRITERIA FOR SATISFACTORY COMPLETION OF A COURSE

Criteria for satisfactory completion of a course

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

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

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

RECORD OF SCHOOL ACHIEVEMENT – ATTENDANCE IN RELATION TO SATISFACTORY COMPLETION OF A STAGE 5 COURSE

Where a student's attendance pattern may jeopardise the satisfactory completion of a mandatory and/or Stage 5 course, the reason for absence and its likely effect on the student's course progress should be established.

Principals should consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the Record of School Achievement.

In cases of prolonged absence and/or where the principal is not satisfied that course completion criteria can be met or that progress can be maintained, the principal may judge that catching up is not feasible. As far as possible, early warning of the consequences for a student of such an absence should be given. The warning must relate the absence to the non-completion of course requirements.

Informing Parents of Unsatisfactory Student Performance, 'N' Determinations

If a student has not submitted work, or submitted work below the level of performance expected at Stage 5, parents/caregivers will be notified as soon as possible via the school 'N' Determination process. This will provide students with sufficient time to address the concerns.

A Warning Letter (1), along with the assessment task, will be sent as early in the unit as possible by the course Head Teacher, so that action can be taken by the student and his/her parents/caregivers to overcome the situation. If work is not submitted as required, another warning letter with the task will be sent again so that the parents know the student is not completing the work that has been set. Parents must be contacted by Teachers and Head Teachers to discuss the warning letters and documentation kept of the contacts.

Follow-up warning letters will be issued by the course Head Teacher as soon as it becomes apparent that the problem outlined has not been rectified. Warnings will be given throughout the course if a student is in danger of receiving an 'N' Determination. If there is no rectification of outcome completion from the Warning Letter (1) and teacher parent communication, a follow up Warning Letter (2), and subsequent parent teacher/Head teacher interview, will occur within 2 weeks.

Parents will be informed of student progress via semester reports, and they will have the opportunity to discuss their child's progress at two Parent-Teacher Nights during the year, or by individual arrangement with the Head Teacher of the respective subject area.

HEAD TEACHER, DEPUTY AND PRINCIPAL PROCEDURES FOR OFFICIAL 'N' DETERMINATIONS

During Term 1, a Deputy Principal will use previous SENTRAL reports and SENTRAL Welfare to determine Year 10 students who have received 'N' grades in their reports and 'N' Determination warning letters and therefore are failing to meet the requirements of any course leading to the award of a RoSA.

The Deputy Principal will collect 'N' Determination documentation from the relevant Head Teachers in each circumstance. These students will then be referred to the Academic Review Committee by the Deputy Principal and have failed completely to respond to support. The school Deputy Principal will interview these students, where possible, in the presence of the student's parent or caregiver.

The purpose of this interview will be to:

- review the evidence and documentation presented by the committee
- if appropriate, issue a Principal's formal warning of a 'N' Award
- establish the conditions (implemented and monitored by Year Advisers and Head Teachers) upon which the 'N' Determination can be remedied.

At a date, two weeks prior to the due date for 'N' Determinations to be sent to the NESAs, a Principal interview will be held to:

- review the evidence and documentation presented by the Head Teacher and Deputy Principal
- if appropriate, inform the student and parent/caregiver, that formal notification of an 'N' Determination will be sent to the NESAs and parents informed of process.

If a student has been given an 'N' Determination in a mandatory course, they will not be eligible for a RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' Determination was given. The words 'Not Completed' will appear next to each 'N' determined course. The following words will appear at the bottom of the Transcript of Study – *Not eligible for the RoSA*. If a student is given an 'N' Determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

All students should sit for the RoSA tests irrespective of the principal's recommendation for an 'N' Determination, as eligibility for a result in the test is independent of the satisfactory completion of the course. Furthermore, if an appeal is successful the student will still have needed to sit for the examination to be eligible for a RoSA.

CONCLUDING COMMENTS

Student responsibilities:

- you are expected to complete all assessment tasks by the due dates and times specified.
- where assessment tasks involve attendance at excursions, field studies etc, attendance is compulsory.
- 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 Organisation:

- be positive and optimistic and take responsibility for management of your assessment and 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 the RoSA requirements, please contact the school.

Jennifer Ribeiro
Principal

'N' DETERMINATION PROCESS AND COVER SHEET

Subject: _____ **Year:** _____

The following steps / procedures are to be undertaken in gathering the necessary paperwork in presenting a case to 'N' determine a student in a course. As always the desired aim is for the student to fulfil their obligations and submit the required work.

Student _____ Class _____

Teacher _____

Task Description _____

Assessment Task not presented/ completed by/ on due date.

Assessment Task not presented/completed when given further opportunities by Teacher and Appeals process not completed/ineffective or not applicable.

Teacher/Head Teacher interview with student
(1. Record of interview on back in this bundle)

Program of support put in place

SENTRAL 'N' Determination entry Date _____

Student 'N' Determination file created

'N' Determination Warning Letter (1) sent home with revised completion date and assessment task (1 for file)

Date _____

Teacher/Head Teacher conversation with parent/guardian
(2. Record of conversation in this bundle)

Date _____

Task still incomplete after second due date and all above steps completed

Referral to HT Date _____

SENTRAL 'N' Determination entry Date _____

'N' Determination Warning Letter (2) sent home with revised completion date and assessment task (1 for file)

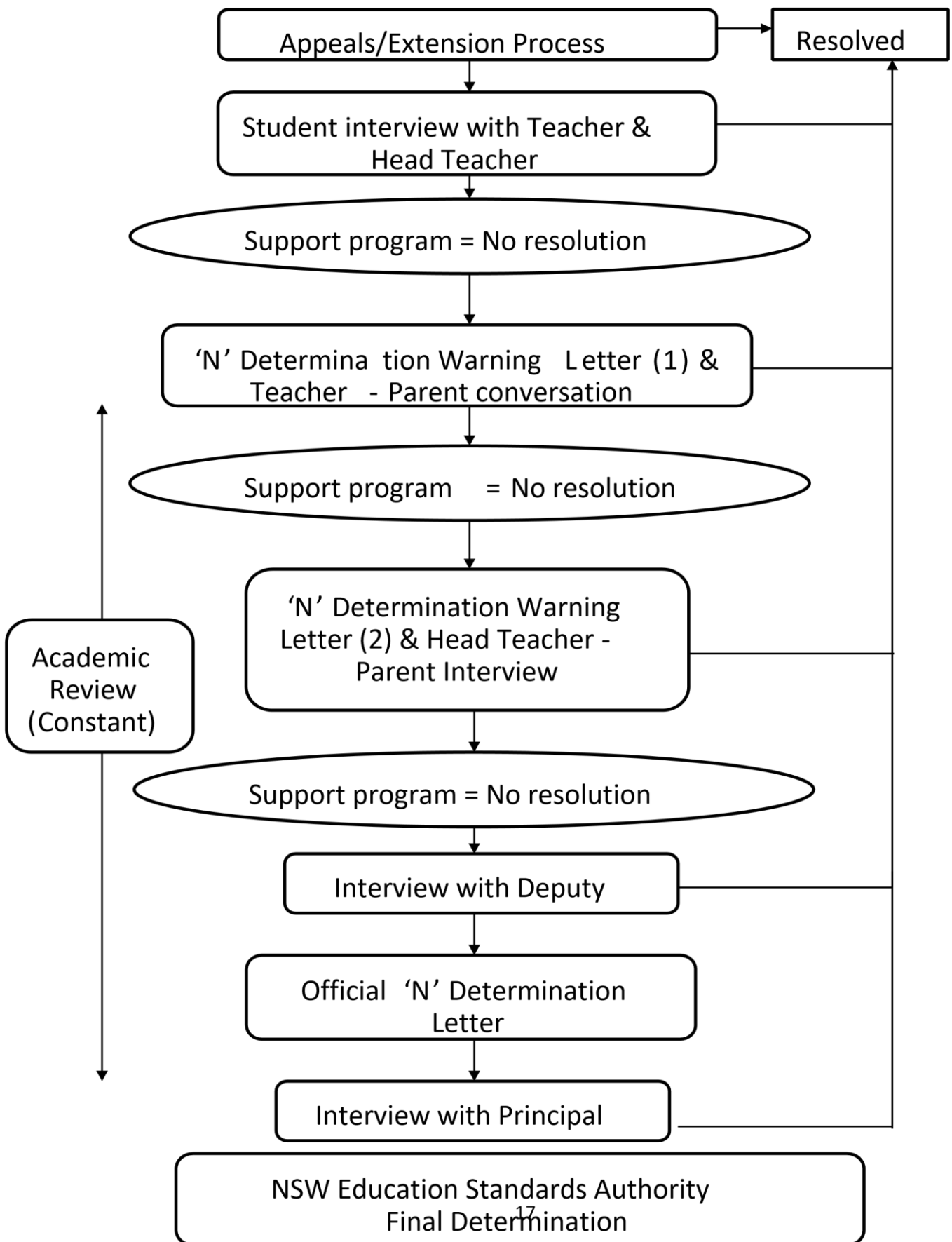
Date _____

HT parent interview to discuss Warning Letter (2)
(3. Record of interview on back of this sheet)

Program of support put in place

Task still incomplete

Prepare 'N' Determination portfolio for academic review/Deputy Principal. Include all above documentation and a copy of the assessment task.



ASSESSMENT TASK MISSED DUE TO ILLNESS/MISADVENTURE

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due Date:

Details of Illness/Misadventure/Absence

Date/s of Absences: to																		
<table style="width: 100%; border: none;"><tr><td style="width: 40%;">Reason</td><td style="width: 20%; text-align: center;">for</td><td style="width: 40%;">Absence:</td></tr><tr><td>.....</td><td></td><td>.....</td></tr><tr><td>.....</td><td></td><td>.....</td></tr><tr><td>.....</td><td></td><td>.....</td></tr><tr><td>.....</td><td></td><td>.....</td></tr><tr><td>.....</td><td></td><td>.....</td></tr></table>	Reason	for	Absence:
Reason	for	Absence:																
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Doctor's Certificate Attached. Yes / No																		

Student Signature: Date:

.....

Reply to Request to hand in/perform missed task

Teacher Recommendation:
.....

Head Teacher Recommendation: Granted [] New Date:

Refused* [] Reason for refusal:

Head Teacher Signature: Date:

Head Teacher Name:

Senior Executive Recommendation:

* = Head Teacher refusal may lead to an appeal to the Senior Executive

APPLICATION FOR EXTENSION

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due Date:

Reason for Application for Extension

Reason for Application:

.....

.....

Doctor's Certificate Attached. Yes / No

Student Signature: Date:

Parent Signature: Date:

.....

Reply to Request to hand in/perform missed task

Head Teacher Recommendation: Granted [] New Date:

Refused* [] Reason for refusal:

Head Teacher Signature: Date:

Head Teacher Name:

‘N’ DETERMINATION DOCUMENTATION

**1. Before ‘N’ DETERMINATION Warnings
Student/Teacher/Head Teacher Record of Interview**

Task:

Date Given: Date Due:.....

Student reminded of task: No Yes Date: _____

Misadventure form handed in by student: No Yes Date: _____

New date negotiated: No Yes Date: _____

Replacement copy of task given to student No Yes Date: _____

Additional comment on support provided:

.....
.....
.....
.....

Student Name: _____

Student Signature (confirmation of meeting): _____

Teacher Name: _____ Signature: _____

Head Teacher Name: _____ Signature: _____

**2. Before 'N' DETERMINATION 1st Warning
Parent/Teacher/Head Teacher Record of Interview**

Parent/Guardian Name:

Contact Details:

Date of interview:

N Determination 1st warning No Yes letter explained to parent:

Parent informed of Misadventure form No Yes

Parent informed of new date negotiated: No Yes New Date: _____

Parent informed of replacement: No Yes task given to student

Additional comment on support provided:

.....
.....
.....
.....

Parent Signature (confirmation of meeting if held): _____

Teacher Name: _____ Signature: _____

Head Teacher Name: _____ Signature: _____

**3. Before 'N' DETERMINATION 2nd Warning
Parent/Head Teacher Record of Interview**

Parent/Guardian Name:

Contact Details:.....

Date of interview:.....

N Determination 2nd warning letter

Explained to parent: No Yes

Parent informed of

Misadventure form : No Yes

Parent informed of

New date negotiated: No Yes New date:

Parent informed of

replacement task given to student No Yes

Additional comment on support provided:

.....

.....

.....

Parent Signature (confirmation of meeting if held): _____

Teacher Name: _____ Signature: _____

Head Teacher Name: _____ Signature: _____

Course Assessment Schedules

Mandatory Courses

Stage 5

SUBJECT	FACULTY
English	ENGLISH
Mathematics	MATHEMATICS
Science	SCIENCE
Geography	HSIE
History	HSIE
Personal Development, Health and Physical Education	PDHPE

ENGLISH

A student:

EN5-RVL-01	uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01	analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5-URB-01	evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01	investigates and explains ways of valuing texts and the relationships between them
EN5-ECA-01	crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN5-ECB-01	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

ENGLISH – Year 9

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	EN5-RVL-01, EN5-URB-01, EN5-ECB-01	Imaginative Writing	30%	Term 1, Week 8
2	EN5- RVL-01, EN5-URA - 01, EN5-ECA - 01	Critical Response	20%	Term 2, Week 4
3	EN5-URB-01, EN5-URC-01, EN5-ECB-01	Critical Writing (Exposition)	30%	Term 3, Week 8
4	EN5- RVL-01, EN5-URA - 01, EN5- URC-01, EN5- ECA-01	Critical Reading Analysis	20%	Term 4, Week 5

ENGLISH – Year 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	EN5-3B, EN5-6C, EN5-8D	Critical Essay (Analysis of poetry)	30%	Term 1, Week 8
2	EN5-1A, EN5-6C, EN5-9E	Critical Response	30%	Term 3, Week 8
3	EN5-1A, EN5-2A, EN5-4B	Oral Multimodal	30%	Term 2, Week 5
4	EN5-5C, EN5-7D	Critical Reading Analysis	10%	Term 4, Week 4

MATHEMATICS

A student:

MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money.
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation.
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (<i>Path: Adv</i>)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (<i>Path: Adv</i>)
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (<i>Path: Adv</i>)
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (<i>Path: Adv</i>)
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (<i>Path: Adv</i>)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (<i>Path: Adv</i>)
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically (<i>Path: Adv</i>)
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (<i>Path: Stn, Adv</i>)

MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (<i>Path: Adv</i>)
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (<i>Path: Stn, Adv</i>)
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (<i>Path: Stn, Adv</i>)
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (<i>Path: Ext</i>)
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (<i>Path: Ext</i>)
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest (<i>Path: Stn, Adv</i>)
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability (<i>Path: Adv</i>)
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>)
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (<i>Path: Stn, Adv</i>)
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (<i>Path: Adv, Ext</i>)
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (<i>Path: Adv</i>)
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (<i>Path: Adv</i>)
MA5-CIR-P-01	applies deductive reasoning to prove circle theorems and solve related problems (<i>Path: Ext</i>)
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>)

MATHEMATICS - YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	MAO-WM-01: MA5-DAT-C-01 MA5-DAT-C-02 MA5-DAT-P-0	Topic Test	30%	Term1, Week 10
2	MA5-IND-C-01 MA5-IND-P-01 MA5-IND-P-02 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-C-01 MA5-ALG-P-02	In Class Quiz	20%	Term 2, Week 5
3	MAS-FIN-C-01 MAS-FIN-C-02 MAS-TRG-C-01 MAS-TRG-C-02 MAS-TRG-P-01 MAS-TRG-P-02	Progressive Assessment	30%	Term 3, Week 7
4	MAS-PRO-C-01 MAS-PRO-P-01 MAS-EQU-C-01 MAS-EQU-P-01 MAS-EQU-P-0	In class quiz	20%	Term 4, Week 5

MATHEMATICS - YEAR 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	MAO-WM-01: MA5-FIN-C-01 MA5-FIN-C-02 MA5-ALG-P-01 MA5-ALG-P-01	Progressive Assessment	30%	Term1, Week 9
2	MAO-WM-01 MA5-LIN-C01 MA5-LIN-C-02 MA5-NLI-C-01	In Class Quiz	20%	Term 2, Week 4
3	MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-TRG-C-01	Progressive Assessment	30%	Term 3, Week 8
4	MAO-WM-01 MA5-DAT-C-01 MA5-DAT-C-02	Topic test	20%	Term 4, Week 3

SCIENCE

A student:

SC5-1VA:	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA:	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA:	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4WS:	develops questions or hypotheses to be investigated scientifically
SC5-5WS:	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS:	undertakes first-hand investigations to collect valid and reliable data and information individually and collaboratively
SC5-7WS:	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS:	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS:	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW:	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW:	explains how scientific understanding about energy conservation, transfers and transformations are applied in systems
SC5-12ES:	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES:	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW:	analyses interactions between components and processes within biological systems
SC5-15LW:	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW:	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW:	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new material

SCIENCE - YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	SC5-4WS, SC5-5WS, SC5-6WS, SC5-11PW	Skills Task	25%	Term 1 Week 8
2	SC5-11PW, SC5-12ES, SC5-13ES	Semester One Examination	20%	Term 2, Week 5
3	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Collaborative SRP – individual project report	35%	Term 3, Week 10
4	SC5-14LW, SC5-16CW, SC5-17CW, SC5-13ES	Semester Two Examination	20%	Term 4, Week 5

SCIENCE - YEAR 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Independent SRP	35%	Term 1, Week 11
2	SC5-10PW, SC5-12ES	Semester One Examination	20%	Term 2, Week 5
3	SC5-7WS, SC5-9WS, SC5-17CW	Chemistry Project	25%	Term 3, Week 8
4	SC5-12ES, SC5-16CW, SC5-17CW, SC5-15LW	Semester Two Examination	20%	Term 4, Week 4

GEOGRAPHY

A student:

GE5-1	explains the diverse features and characteristics of a range of places and environments.
GE5-2	explains processes and influences that form and transform places and environments.
GE5-3	analyses the effect of interactions and connections between people, places and environments
GE5-4	accounts for perspectives of people and organisations on a range of geographical issues.
GE5-5	assesses management strategies for places and environments for their sustainability.
GE5-6	analyses differences in human wellbeing and ways to improve human wellbeing.
GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
GE5-8	communicates geographical information to a range of audiences using a variety of strategies

GEOGRAPHY - YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	G5-1, G5-2, G5-3, GE5-7	Sustainable Biomes: Research	30%	Term 1, Week 10
2	GE5-3, GE5-4, GE5-5, GE5-6	Environmental Change and Management: Case Study	30%	Term 2, Week 5
3	GE5-1, GE5-2, GE5-7	Formative Assessment Task	10%	Terms 1 and 2

GEOGRAPHY - YEAR 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	GE5-3, GE5-5, GE5-7	Changing Places: Research Task	30%	Term 3, Week 7
2	GE5-6, GE5-7, GE5-8	Human Wellbeing: Case Study	30%	Term 4, Week 4
3	GE 5-1, GE 5-2, GE 5-3 GE5-6	Formative Assessment Task	10%	Terms 3 and 4

HISTORY

A student:

HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	explains and Analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical enquiry process
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

HISTORY - YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	HT5-1, HT5-4, HT 5-7	Essay	40%	Term 3, Week 8
2	HT5-2, HT5-5, HT5-9	Topic Test	40%	Term 4, Week 3
3	HT5-9, HT5-10	Formative Assessment	20%	Term 3 and 4

HISTORY - YEAR 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	HT5-3, HT5-6, HT5-8	Comparative Study	40%	Term 1, Week 8
2	HT5-5, HT5-8, HT5-9	Topic Test	40%	Term 2, Week 4
3	HT5-7, HT5-10	Formative Assessment	20%	Term 1 and 2

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

A student:

PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges.
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges.
PD5-6	critiques contextual factors, attitudes, and behaviours to effectively promote health, safety, wellbeing, and participation in physical activity
PD5-7	plans, implements, and critiques strategies to promote health, safety, wellbeing, and participation in physical activity in their communities.
PD5-8	designs, implements, and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.
PD5-9	assesses and applies self-management skills to effectively manage complex situations.
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PDHPE - YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	PD5-1, PD5-2, PD5-9	Healthy on the inside topic test & take home	15%	Term 1, Week 8
2	PD5-1, PD5-3, PD5-6, PD5-10	Discrimination Task	15%	Term 2, Week 5
3	PD5-1, PD5-2, PD5-3, PD5-9	Impact of social media take home	15%	Term 3, Week 6
4	PD5-7, PD5-8, PD5-9, PD5-10	Yearly Examination	15%	Term 4, Week 5
5	PD5-4, PD5-5	Ongoing Practical Assessment	40%	All year

PDHPE – YEAR 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	PD5-1, PD5-3, PD5-9, PD5-10	Healthy Relationships topic test & take home	15%	Term 1, Week 8
2	PD5-1, PD5-2, PD5-9	Mental Fitness challenge	15%	Term 2, Week 5
3	PD5-1, PD5-2, PD5-9	How can I decrease risks for myself and others – in class	15%	Term 3, Week 8
4	PD5-1, PD5-6, PD5-7, PD5-8	Yearly Examination	15%	Term 4, Week 5
5	PD5-4, PD5-5	Ongoing Practical Assessment	40%	All year

Course Assessment Schedules

Elective Courses

Stage 5

SUBJECT	FACULTY
Aboriginal Studies	HSIE
Child Studies	PDHPE
Commerce	HSIE
Dance	CAPA
Food Technology	TAS
Industrial Technology – Metal	TAS
Industrial Technology – Multimedia	TAS
Industrial Technology - Timber	TAS
Japanese	LOTE
Music	CAPA
Photographic & Digital Media	CAPA
Physical Activity & Sports Science	PDHPE
Visual Arts	CAPA
Work Education	HSIE
Life Coaching – School Endorsed Program	WELLBEING

ABORIGINAL STUDIES

A student:

AST5-1	Describes the factors that contribute to an Aboriginal person's identity
AST5-2	Explains ways in which Aboriginal Peoples maintain identity
AST5-3	Describes the dynamic nature of Aboriginal cultures
AST5-4	Explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
AST5-5	Explains the importance of families and communities to Aboriginal Peoples
AST5-6	Explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
AST5-7	Assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
AST5-8	Analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
AST5-9	Analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures

ABORIGINAL STUDIES ELECTIVE – CYCLE 1

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	AST5-1,AST5-2, AST5-5,AST5-7, AST5-11	Aboriginal Identities – Learning portfolio	25%	Term 1, Week 11
2	AST5-2, AST5-8, AST5-9, AST5-11	Media Portfolio	25%	Term 2, Week 6
3	AST5-6, AST5-7, AST5-11	Multimedia Presentation – Aboriginal Athlete	25%	Term 3, Week 7
4	AST5-8, AST5-9, AST5-11	Film Review	25%	Term 3, Week 5

ABORIGINAL STUDIES ELECTIVE – CYCLE 2

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	AST5-1, AST5-2, AST5-3 AST5-5	Oral & Written Expressions - Portfolio	25%	Term 1, Week 8
2	AST5-2, AST5-8, AST5-9, AST5-11	Multimedia Presentation	25%	Term 2, Week 8
3	AST5-6, AST5-7, AST5-11	Essay	25%	Term 3, Week 8
4	AST5-8, AST5-9, AST5-11	Research Task	25%	Term 4, Week 4

CHILD STUDIES

A student:

CS5-1	identifies the characteristics of a child at each stage of growth and development
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-3	analyses the evolution of childhood experiences and parenting roles over time
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-6	describes a range of parenting practices for optimal growth and development
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.

CHILD STUDIES – Cycle 1 - 2024				
Task	Course Outcomes	Task Description	Weight	Due week beginning
1	CS5-2, CS5-7, CS5-10	Real life baby letter task	30%	Term 1, Week 8
2	CS5-2, CS5-5, CS5-7, CS5-9	In Class Revision Task	35%	Term 3, Week 5
3	CS5-1, CS5-2, CS5-6, CS5-7, CS5-8, CS5-10, CS5-11	Yearly Exam	35%	Term 4, Week 4

CHILD STUDIES – Cycle 1 - 2025

Task	Course Outcomes	Task Description	Weight	Due week beginning
1	CS5-1, CS5-2, CS%-11	Reproductive system model & Analysis	30%	Week 8, Term1
2	CS5-1, CS5-3, CS5-6, CS5-8, CS5-10	Real Care Baby Task	40%	Week 8, Term 2
3	CS5-2, CS5-5, CS5-7, CS5-12	Yearly Exam	30%	Week 4, Term 4

COMMERCE

A student:

COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	develops and implements plans designed to achieve goals
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

STAGE 5 COMMERCE ELECTIVE – CYCLE 2 (2024)

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	COM5-1, COM5-2, COM5-7, COM5-9	Employment and Work futures - Poster Presentation	30%	Term 1, Week 8
2	COM5-1, COM5-2, COM5-3	Law, Society and Political Involvement – Case Study	30%	Term 2, Week 8
3	COM5-2, COM5-6, COM5-7	Towards Independence - Portfolio	30%	Term 3, Week 8
4	COM5-6, COM5-7, COM5-8, COM5-9	Formative Assessment Task	10%	Term 4, Week 4

STAGE 5 COMMERCE ELECTIVE – CYCLE 1 (2025)

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	COM5-1, COM5-2, COM5-4, COM5.7	Consumer and Financial Decisions – Research Task	25%	Term 1, Week 5
2	COM5-1, COM5-7, COM5-9	The Economic and Business Environment– Topic Test	25%	Term 2, Week 4
3	COM5-1, COM5-2, COM5-9	Investing – Portfolio	25%	Term 3, Week 4
4	COM5-2, COM5-5, COM5-6, COM5-7	Promoting and Selling Topic Test	25%	Term 4, Week 9

DANCE

A student:

5.1.1	demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.
5.1.2	demonstrates enhanced dance technique by manipulating aspects of the elements of dance.
5.1.3	demonstrates an understanding and application of aspects of performance quality and interpretation through performance.
5.2.1	explores the elements of dance as the basis of the communication of ideas.
5.2.2	composes and structures dance movement that communicates an idea.
5.3.1	describes and analyses dance as the communication of ideas within a context.
5.3.2	identifies and analyses the link between their performances and compositions and dance works of art.
5.3.3	applies understandings and experiences drawn from their own work and dance works of art.

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.

DANCE - CYCLE 2 - 2024

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1.1, 5.2.1	Half Yearly Examination	20%	Term 2, Week 5
2	5.1.2, 5.1.3, 5.2.1, 5.3.3	Dance Composition	20%	Term 3, Week 5
3	5.1.1, 5.3.1, 5.3.2, 5.3.3	Yearly Examination	20%	Term 4, Week 5
4	5.1.2, 5.1.3	Ongoing practical Assessment	40%	Ongoing

DANCE – CYCLE 1 - 2025

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.2.1, 5.3.1	Half Yearly Examination	20%	Term 2, Week 6
2	5.1.3, 5.1.3, 5.2.1	Dance Analysis	20%	Term 3, Week 5
3	5.1.1, 5.3.1, 5.3.2, 5.3.3	Yearly Examination	20%	Term 4, Week 5
4	5.1.2, 5.1.3	Ongoing practical Assessment	40%	Ongoing

FOOD TECHNOLOGY

A student:

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

Note: Not all outcomes need to be covered each year. All outcomes will be covered across the two years.

FOOD TECHNOLOGY - Year 9				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	FT5-6, FT5-7, FT5-8, FT5-9	Food selection and Health Research Task	20%	Term 1, Week 10
2	FT5-1, FT5-2, FT5-5, FT5-10	Term 2 Practical assessment	40%	Term 2, Week 3
3	FT5-6, FT5-8	Food in Australia Research Task	20%	Term 3, Week 8
4	FT5-11, FT5-12, FT5-13	Food Service and Catering	20%	Term 4, Week 3

FOOD TECHNOLOGY – Year 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	FT5-12, FT5-13	Food Product and Development Research Task	20%	Term 1, Week 8
2	FT5-1, FT5-2, FT5-5, F5-10	Term 2 Practical assessment	40%	Term 2, Week 3
3	FT5-3, FT5-4	Food Trends	20%	Term 3, Week 6
4	FT5-9, FT5-11	Food for Special Occasions	20%	Term 4, Week 3

INDUSTRIAL TECHNOLOGY - METAL

A student:

IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.

INDUSTRIAL TECHNOLOGY - METAL – YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	IND5-10	Topic Report	10%	Term 1, Week 10
2	IND5-1, IND5-3, IND5-5, IND5-7, IND5-9	Semester 1 Design Projects/ Portfolios	40%	Term 2, Week 4
3	IND5-2, IND5-4, IND5-5, IND5-6, IND5-8	Semester 2 Design Projects/ Portfolios	50%	Term 4, Week 4

INDUSTRIAL TECHNOLOGY - METAL - YEAR 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	IND5-1, IND5-3, IND5-5, IND5-7, IND5-9	Semester 1 Design Projects/ Portfolios	50%	Term 2, Week 4
2	IND5-2, IND5-4, IND5-5, IND5-6, IND5-8	Semester 2 Design Projects/ Portfolios	50%	Term 4, Week 4

INDUSTRIAL TECHNOLOGY - MULTIMEDIA

A student

IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes, and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

INDUSTRIAL TECHNOLOGY - MULTIMEDIA – YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	IND5-2, IND5-5, IND5-7, IND5-8	Graphics and Branding	40%	Term 1, Week 10
2	IND5-1, IND5-10	Web Design	20%	Term 2, Week 5
3	IND5-3, IND5-4, IND5-6, IND5-9	Video Production	40%	Term 4, Week 3

INDUSTRIAL TECHNOLOGY - MULTIMEDIA – YEAR 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	IND5-1, IND5-5, IND5-8, IND5-9	Exploring Interactivity	40%	Term 1, Week 8
2	IND5-2, IND5-4	Making and Playing Games	20%	Term 2, Week 5
3	IND5-3, IND5-6, IND5-7, IND5-10	3D modeling and Simulations	40%	Term 4, Week 3

INDUSTRIAL TECHNOLOGY - TIMBER

A student

IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes, and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

INDUSTRIAL TECHNOLOGY - TIMBER – YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	IND5-10	Topic Report	10%	Term 1, Week10
2	IND5-1, IND5-3, IND5-5, IND5-7, IND5-9	Semester 1 Design Projects/ Portfolios	40%	Term 2, Week 4
3	IND5-2, IND5-4, IND5-5, IND5-6, IND5-8	Semester 2 Design Projects/ Portfolios	50%	Term 4, Week 4

INDUSTRIAL TECHNOLOGY - TIMBER – YEAR 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	IND5-1, IND5-3, IND5-5, IND5-7, IND5-9	Semester 1 Design Projects/ Portfolios	50%	Term 2, Week 4
2	IND5-2, IND5-4, IND5-5, IND5-6, IND5-8	Semester 2 Design Projects/ Portfolios	50%	Term 4, Week 4

ELECTIVE LANGUAGE - JAPANESE

A student:

ML4-INT-01	Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language.
ML4-UND-01	Interprets and responds to information, opinions and ideas in texts to demonstrate understanding.
ML4-CRT-01	Creates a range of texts for familiar communicative purposes by using culturally appropriate language.

ELECTIVE LANGUAGE JAPANESE – YEAR 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	ML5-INT-01, ML5-UND-01	Summative Assessment (In-class Test)	20%	Term 1, Week 8
2	ML5-CRT-01, ML5-UND-01	Multimedia Task	30%	Term 2, Week 8
3	ML5-UND-01, ML5-INT-01	Summative Assessment (In-class Test)	20%	Terms 3, Week 8
4	ML5-INT-01, ML5-CRT-01, ML5-UND-01	Yearly Exam	30%	Term 4, Week 8

MUSIC

A student:

5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study.
5.6	uses different forms of technology in the composition process develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study.
5.10	demonstrates an understanding of the influence and impact of technology on Music
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

MUSIC – YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Date Beginning
1	5.1, 5.5, 5.6, 5.9	Film Music	50%	Term 2, Week 3
2	5.2, 5.3, 5.4, 5.12	Australian Music	50%	Term 3, Week 8

MUSIC – YEAR 10

Task	Course Outcomes	Task Description	Weight	Due Date Beginning
1	5.2, 5.3, 5.8, 5.11	Jazz Music	50%	Term 2, Week 3
2	5.1, 5.7, 5.10, 5.12	Aboriginal Music	50%	Term 3, Week 8

PHOTOGRAPHIC AND DIGITAL MEDIA

A student:

5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works.
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between the artist–artwork–world audience in critical and historical interpretations of art
5.9	uses the frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works

PHOTOGRAPHIC AND DIGITAL MEDIA - YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.7, 5.8, 5.9, 5.10	Artist Research Task	40%	Term 1, Week 9
2	5.1, 5.3, 5.4	Functions of a Camera	30%	Term 2, Week 10
3	5.1 5.2, 5.5, 5.6	Photography Portfolio	40%	Term 3, Week 10

PHOTOGRAPHIC AND DIGITAL MEDIA - YEAR 10

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1, 5.2, 5.5, 5.7, 5.10	Photojournalism Study	50%	Term 2, ,Week 3
2	5.3, 5.4, 5.6, 5.8, 5.9	Industry Case Study	50%	Term 3, Week 10

PHYSICAL ACTIVITY & SPORTS SCIENCE (PASS)

A student:

PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3 sport	discusses the nature and impact of historical and contemporary issues in physical activity and
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
PASS5-6	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.

PHYSICAL ACTIVITY & SPORTS SCIENCE (PASS) CYCLE 1

Task	Course Outcomes	Task Description	Weight	Due week beginning
1	PASS5-5, PASS5-7, PASS5-8, PASS5-9	Coaching Task	20%	Term 1, Week 5-9
2	PASS5-1, PASS5-2, PASS5-8, PASS5-10	Nutrition Half Yearly Examination	15%	Term 2, Week 5
3	PASS5-6, PASS5-7, PASS5-10	Technology take home task	15%	Term 3, Week 5
4	PASS5-6, PASS5-7, PASS5-10	Yearly examination	15%	Term 4, Week 4
5	PASS5-5, PASS5-7, PASS5-8, PASS5-9	Ongoing Practical Assessment	40%	Ongoing

PHYSICAL ACTIVITY & SPORTS SCIENCE (PASS) CYCLE 2

Task	Course Outcomes	Task Description	Weight	Due week beginning
1	PASS5-1, PASS5-2	Topic Test – Body Systems	10%	Term 1, Week 8
2	PASS5-1, PASS5-2	Topic Test Body Systems & Physical Fitness	10%	Term 2, Week 4
3	PASS5-10, PASS5-8	Enhancing Performance Exam	20%	Term 3, Week 5
4	PASS5-7, PASS5-4, PASS5-5	Fundamental Movement skills Coaching Task	20%	Term 4, Week 1- 5
5	PASS5-7, PASS5-9	Ongoing Practical Assessment	40%	Ongoing

VISUAL ARTS

A student:

5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	make artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
5.3	make artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrate developing technical accomplishment and refinement in making artworks.
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings.

VISUAL ARTS – YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Date Beginning
1	5.1, 5.2, 5.4, 5.7, 5.10	Modernism - Artist Study	50%	Term 2, Week 3
2	5.3, 5.5, 5.6, 5.8, 5.10	Street Art - Artist Study	50%	Term 3, Week 10

VISUAL ARTS – YEAR 10

Task	Course Outcomes	Task	Weight	Due Date
1	5.1, 5.2, 5.3, 5.4 5.5	Still Life - Artist Study	50%	Term 2, Week 3
2	5.6, 5.7, 5.8, 5.9, 5.10	Design - Artist Study	50%	Term 3, Week 10

WORK EDUCATION

A student:

WE5-1	analyses employment trends and changes in the nature of work
WE5-2	analyses current workplace issues and their implications
WE5-3	examines the roles of diverse organisations in the Australian community
WE5-4	evaluates the roles and responsibilities of individuals within the Australian community
WE5-5	explains the roles of education, employment and training organisations
WE5-6	assesses personal goals, attributes and values in the context of education, training and employment
WE5-7	explains skills, attributes and entrepreneurial behaviours in a range of contexts
WE5-8	assesses options for career development and managing transitions
WE5-9	selects and analyses relevant information from a variety of sources
WE5-10	selects and uses appropriate forms to communicate information about the world of work for different audiences

WORK EDUCATION – YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Date Beginning
1	WE5-4, WE5-6, WE5-10	Research and Resume Portfolio	25%	Term 1, Week 8
2	WE5-1, WE5-2	Topic Test	25%	Term 2, Week 6
3	WE5-7, WE5-9	Environmental Scenario / Roleplay	25%	Term 3, Week 8
4	WE5-5, WE5-6, WE5-8	Transition Exit Pathways	25%	Term 4, Week 5

LIFE COACHING – School Endorsed Program

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 5 LIFE COACHING PROGRAM OVERVIEW

Term 1	Term 2	Term 3	Term 4
Year 9 -Introduction to life coaching -Domains of wellbeing -All about me -Goal Setting -Growth mindset -Anti-Bullying NDA	Year 9 -Resilience/Grit -Visualisation -Mindfulness -Self reflection -Half Yearly report writing -Healthy relationships	Year 9 -Review goals -Social Media -Online Behaviour - Leadership -Mental Health RUOK	Year 9 -Self-Care -Yearly self-reflection - Yearly report writing -Gratitude and Kindness
Year 10 -Introduction to life coaching -Domains of wellbeing -Goal Setting -Boosting Confidence -Self-Esteem -Empathy -Anti-Bullying NDA	Year 10 -Self Management -Time management -Organisation skills -Exam Stress -Sleep habits -Self-Reflection -Half yearly report writing -Overcoming adversity	Year 10 -Review goals -My Image -My nutrition and physical activity -Being assertive -Safety: Road, Sun, Water -Protective strategies -Mental Health RUOK Day	Year 10 -Beyond Year 10 -My Identity -Yearly self-reflection - Yearly report writing -Gratitude and Kindness
Self- analysis and Reflection 