

Chifley College Dunheved Campus

Learn Discover Inspire



School Magazine

Parent, teacher and student afternoon





PRINCIPAL'S REPORT

It is hard to believe Term 1 concludes this week!

Thank you to the students, parents and members of the school community for your warm welcome of me as the new Principal of the school. It has been wonderful to reconnect with families I worked with as Deputy Principal of the school from 2011-2015 and to meet so many of our new families.

Our whole-school focus on foundational skills in literacy and numeracy has seen all students' skills evaluated through PAT (Progressive Achievement Tests) online. These results, together with in-class tasks, are used by teachers to form individual learning plans. In Term 1, I have had the opportunity to work directly with students to prepare PEEL (Point, Example, Explanation and Link) paragraphs and create action-based 'sizzling starts' for their narrative and persuasive tasks. It is important that the students know me, not only as the school leader, but as a teacher too.

Outside of the classroom, a significant number of opportunities have been provided for students to grow and develop. Our whole-school swimming and cross country carnivals were definite highlights. These carnivals saw some outstanding individual performances, leading to many students qualifying for the Zone carnivals. Our focus on students engaging in 'regular physical activity for lifelong health' saw record numbers complete the school cross country.



The school's leadership team has engaged in broad consultation to 'set' the school's vision for the 2018-2020 planning cycle. Thank you to the students, parents and community members who have contributed to this new vision which firmly places the school's focus on:

- foundational skills in literacy and numeracy
- holistic student engagement in the life of the school
- creating pathways for students to, through and beyond school
- growing community connections and confidence in the school

Thank you all for making my first term as Principal of Chifley College Dunheved Campus such a welcoming, positive and 'action-packed' experience!

Mrs Jennifer Ribeiro

*Every child will be known,
valued and cared for at
Chifley College Dunheved Campus.*

SWIMMING CARNIVAL

Our annual school swimming carnival was held at Mt Druitt Pool on Monday 19th February. The weather was perfect and student participation was at an all-time high! We saw great skill in the pool by both students and teachers. In the seniors relay race, we had the teachers take out first place (again) and the VET Sport Coaching students from Chifley College Senior coming in behind our 4 relay teams! Go Team Dunheved! Between the swimming races, we had novelty events which included floaties used to swim to the opposite end of the pool. It was much harder than it looks! Sitting on top of a dolphin floaty and not falling off required lots of strength and determination. We also had house group swimming lanes where students could earn 1 point for their house group by swimming a lap however they wish. Doggie paddle was the favourite stroke used by most!

Dunheved had 36 students qualify to participate at the Zone Swimming Carnival with 32 of those students competing on the day. We came 2nd overall in the junior section, beating some of the other schools by over 200 points! A fantastic effort!

4 students placed to qualify for the Sydney West Swimming Carnival in individual events and both our 16 years boys and girls relay teams came 1st at Zone, earning them a spot in the Sydney West Swim Team.

Congratulations to all students for their efforts at all swimming carnivals this year. Our junior and senior sports people of the term are 2 fantastic swimmers we have here at Dunheved. Bring on next year!

*Written by
Chifley College
Dunheved Campus
House Captains*



SWIMMING CARNIVAL



WATER AWARENESS

MY EXPERIENCE WITH WATER AWARENESS IN YEAR 7 AND 8

Water awareness is important in Australia as it develops safety skills around water. It is really beneficial as it includes a range of activities and strategies that keep us safe when in, on or around the water. The Water Safety Awareness Program in Australia is aimed at providing water safety skills and knowledge including the ability to react quickly in an emergency situation.

I joined the Water Awareness Program held in 2016 and 2017 because I thought it was very essential for me and all the young adults to learn about their safety.

Before joining this program, my swimming skills were very poor and I was really afraid of the water but later, after participating in this worthwhile program, I felt really calm in water and also I was able to handle it very

confidently. I was really glad to join this amazing program.

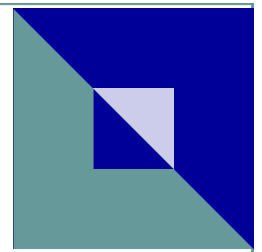
So far I have learnt different precautionary measures to take while one is near water. I have been taught how to save someone if they are drowning - which was my favourite part of the whole program. I have also learnt how to breathe and see things underwater. The safety equipment that we were required to use in water was pool noodles, lifebuoys and ropes. This knowledge about water safety proved to be very beneficial and significant in my daily life.

After getting to know the advantage of learning all these techniques and applying them in real life in two years the skills I have been taught at water awareness has really increased my confidence in water. I am interested in learning more as this program is important for everyone and even little kids.

HALA NOREEN
YEAR 9



Year 7 Geography Landscapes and Landforms



At CCDC our Year 7 students have leapt into 2018 with a fantastic start as they make Geography come to life through their realistic and accurate dioramas of the famous landscapes and landforms from across the world. Tillyuna Brown presenting her outstanding replication of the 12 Apostles to our Principal, Mrs Jennifer Ribeiro, (shown below) was just one of our student's works which demonstrate our whole school commitment towards student achievement.



Year 7 students have completed their in depth analysis into the famous sites and gained a comprehensive understanding of their significance, as well the geographical skills they will need for the remainder of their secondary education. Well done Year 7 on a fantastic start to your time in CCDC.

Mr R Camilleri
Teacher, HSIE

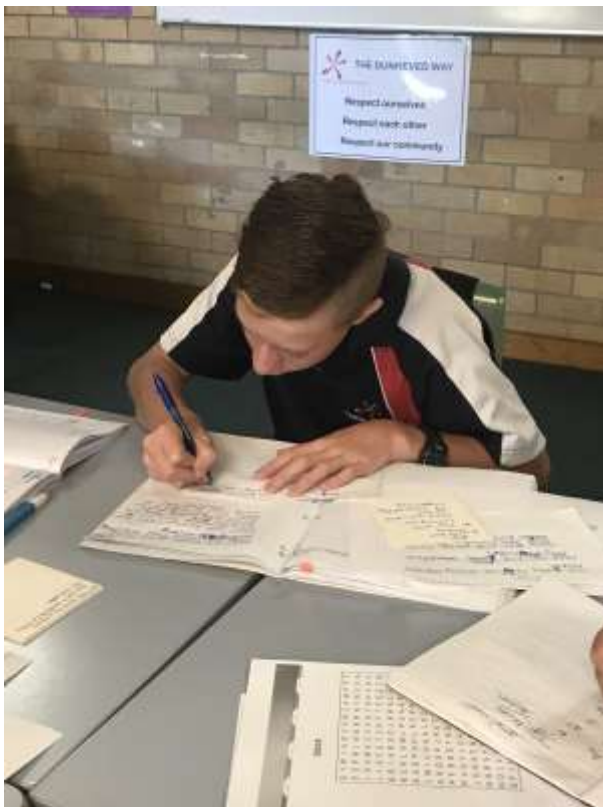


Support faculty

Our Support team this year comprises of Gibbs with 5 students, Fox with 12 students and Park with 8 students.

The students follow the Life Skills programs that cater for their individual learning needs. In addition to classroom learning, students access Travel Training, Functional Living Skills in Our House, Work Experience, Bridging the Gap, Clontarf, etc to further enrich their learning.

The Travel Training Program allows students to read and follow bus timetables, follow appropriate travel expectations as well as travel directions around main community centres such as libraries, shopping centres and leisure centres. Students are also able to explore various ways of meeting their needs and wants when sourcing goods and services during these outings.



This semester, our classes are able to produce interesting work samples that reflect on the topics that they study in class. The Human Body is a Science topic across the three classes with the focus areas of the Respiratory System and the Human Skeleton. Students use materials around them to model the human lungs and create a complete human skeleton.

In English, the 7/8 Fox have been using the 7 Steps to write persuasive arguments. The 9/10 Park explored film reviews with recorded interviews from the students.

Work Experience continues to have the support of the Business Community and this allows our students in Years 9 and 10 to fulfil the practical component of Work Education. Students also carry out in-school work experience such as cleaning, gardening and recycling whenever necessary.



Noah Stone
Year 10



Zain Muhammad
Year 9



Japanese term 1

Minasan konnichiwa, Boku wa Nicko Kennedy desu (JAPANESE).

Hello everybody, My name is Nick Kennedy.

Boku wa Nihon no sensei de desu Chifurī karejji danhaibu (JAPANESE).

I am the Japanese teacher at Chifley College Dunheved.

Whilst immersing themselves in memorising the language system, students are also learning to communicate the Japanese language with their peers through writing and speaking. This has enabled students to greet one another in the classroom at different times of the day, as well as giving each other simple instructions to complete day to day activities.



Over the first term in the Japanese classroom students of Year 7 at CCDC have started their journey towards mastering the language of the country Japan. During the term students have started to familiarise themselves with the Japanese language system known as 'Hiragana' which has 46 characters, compared to the English language which has 26 characters in the alphabet.



Japanese term 1



Students have learnt how to count in Japanese from 1-20 and also use the written language of 'Kanji' (Number symbols) to express their understanding of the different numerals.

Throughout the term students have also learnt about the different geographical features that are unique to Japan, as well as comparing them to Australia and other different countries. Students have started to

research different key cities in Japan learning about their historical background, cultural activities and the many different tourist attractions that Japan has to offer. Students will continue this into Term 2 in the lead up to the second assessment task.

Year 7 is to be commended for such a terrific start to the year, and I can't wait for them to continue with their journey in the learning of such a historic and unique country.



**Minasan sayonara
tanoshi kyujitsu o
sugosu (JAPANESE).**

**Goodbye everyone,
have a good holiday.**

**Mr N Kennedy
Teacher, Languages**

SCIENCE IN THE CLASSROOM

Students have been fascinated by the refurbished Science Laboratories. The labs have a modern layout with sections colour coded to student, teacher and practical area. Installation of new display cabinet, workbench, gas and water taps provides an appealing look. The new learning atmosphere has inspired students, motivating them to enjoy experiments and appreciate the facilities provided.

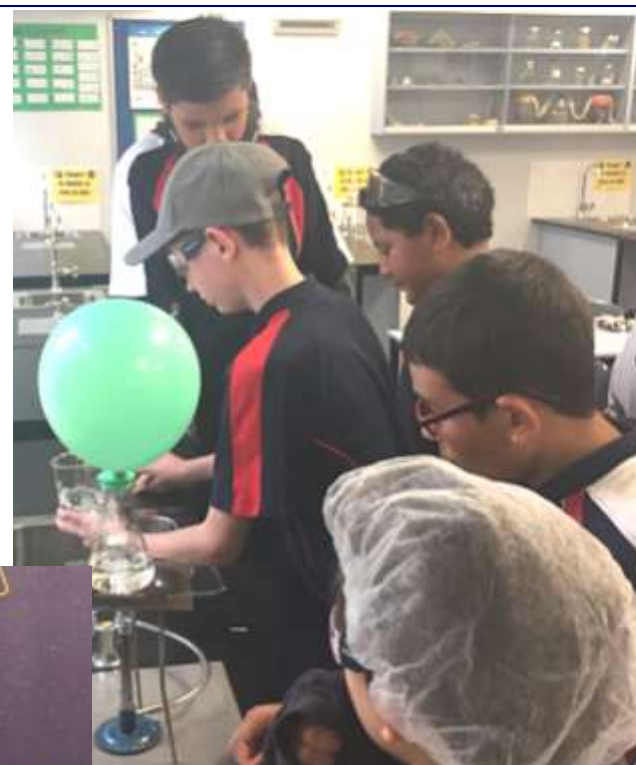
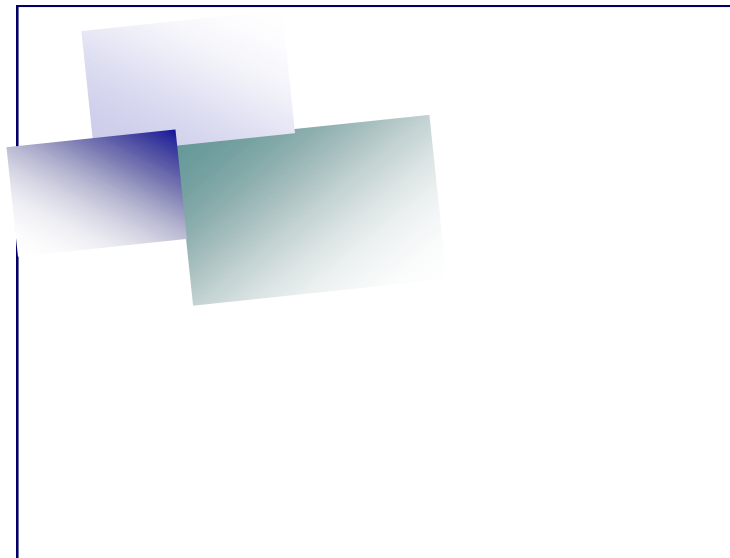
Mrs A Sharma
Teacher, Science



YEAR 7

This term, Year 7 students have been introduced to Science equipment, chemicals, safety procedures, how to write a scientific report, particle theory, states of matter, what is density and various separating techniques. Students find experiments highly engaging and are always looking forward to the practical lessons.. Some of the experiments they have completed are Lighting a Bunsen Burner, Submarine sultana, Baggy Science, Heating solids, liquids and gases, modelling a thermometer, Outrageous Ooze, measurement in action and water fountain.





SCIENCE IN THE CLASSROOM

YEAR 8

Year 8 students are learning the basics of Chemistry such as chemical and physical change, atoms, compounds, elements, molecules, how to write a chemical equation, molecular models of compounds and elements and real life applications of chemical reaction. Students had to demonstrate to the class an example of a chemical reaction and physical change as part of their assessment.

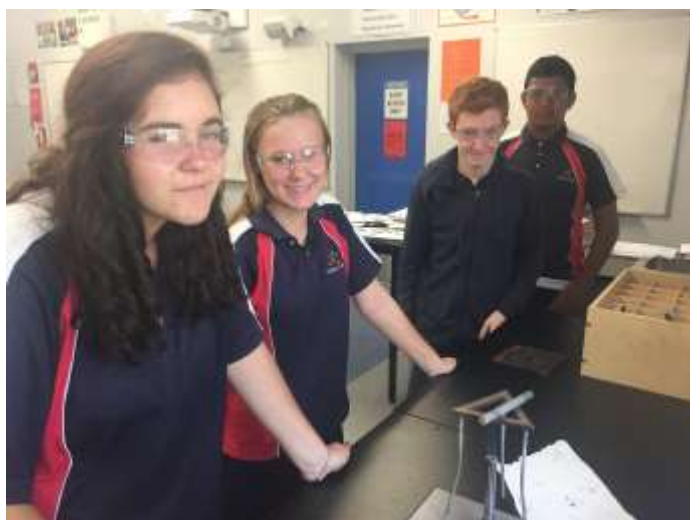


SCIENCE IN THE CLASSROOM

YEAR 9 and 10

Year 9 are looking at Electricity this term. They have been engaged with some hands on tasks such as constructing open and closed circuits, parallel and series circuits, connecting voltmeters, ammeter to circuits, making an electric quiz board, energy efficiency and its advantages.

Year 10 are focusing on another part of Physics, which is Newton's Law of Motion, calculating speed and acceleration, using Ohm's Law, identifying and describing each type of electromagnetic wave and explaining the process of convection and conduction of heat energy.



Junior sports person
of the term

senior sports person
of the term

Matthew Stimpson YEAR 8

Our Junior Sports person, Matthew Stimpson, has shown a high skill level in the pool at our annual School Swimming carnival. Matthew went on to represent Chifley College Dunheved Campus at the Mt Drutt Zone Carnival. Matthew placed 1st in the 14 Boys 50m freestyle to then represent Mt Drutt Zone at the Sydney West Swimming Carnival held at Sydney International Aquatic Centre in Olympic Park. His speed in the pool allowed him to complete the race in 37.12 seconds!

A fabulous effort by Matthew! Well done!



Que dain te nana YEAR 10

With a love of swimming and a fish in the pool, our Senior Sports person for Term 1 is Que Dain Te Nana. Que was age champion at our annual School Swimming carnival and came 2nd overall at the Mt Drutt Zone Swimming Carnival. Que went on to represent the Zone at Sydney West Swimming in 4 different events. He represented the school with pride and we are very proud of his achievements.

Good job Que!



CELEBRATING OUR Students of THE term

Year 7

Ehsanulla Mahshar

Ehsanulla has settled into life at Chifley College Dunheved Campus with ease. He is hard-working and has already become a positive member of the school community. Ehsanulla has excelled inside and out of the classroom, receiving several merits across a range of subjects including a bronze award for representing the school at the zone swimming carnival.

Ehsanulla always follows the Dunheved Way, setting a positive example for students in all years. He is an asset to his cohort.

Year 8

Kiara Coleman

The Student of the Term for Term 1 is Kiara Coleman. Kiara has had an outstanding start to the term and has worked diligently in all of her subjects. This term, Kiara has been commended by all of her teachers for her excellent attitude to learning and demonstrating leadership throughout the school community. Furthermore, Kiara has been an excellent peer and friend. She has modelled positive behaviour for other students with her friendly attitude and the respect that she always shows teachers. Well done Kiara on an excellent start to Year 8!

Year 9

Jack Patterson

The Year 9 Student of the Term is a quiet achiever who has made a steady transition to Stage 5. Throughout his time at Chifley College Dunheved Campus, he has consistently set a positive example for other students. He always demonstrates respect for himself by wearing his school uniform with pride and by completing his work to the best of his abilities. He has exhibited a genuine respect for teachers and students by sharing his knowledge and skills to assist others with their assessments. He is also to be commended for maintaining an excellent rate of 98% school attendance this term. Congratulations to Jack Patterson!

Year 10

Tyler Hughes

Tyler Hughes is a positive member of the cohort who consistently respects himself, others and members of the wider community. He has made an outstanding commitment to attendance, maintaining a rate of 96% this term. Tyler is friendly student who applies himself well in all curriculum areas and seeks to participate in any extracurricular opportunities afforded to him. His consistent effort and application to his schoolwork, wearing uniform, and general positive attitude towards his schooling make him a deserving student of the term. Tyler is to be commended on his active leadership as a referee in the Primary School League Tag tournament this term. Congratulations Tyler.

Cross country carnival

The sun was shining and the sweat was dripping for our Cross Country Carnival. It was extremely hot, however, that did not deter Dunheved students from participating in the carnival. We had over 200 students complete the cross country course and even more students battling it out in the large hall and on the basketball courts in sporting activities for house points.



The vibe around the school was fantastic and both staff and students were excited to participate and have a go at a variety of activities.

Mr Kennedy, PDHPE teacher, completed the cross country course with the 15 and 16 year old students. He gave them an incentive to participate to the best of their ability by donating money to a charity of his choice for every student who crossed the finish line before him. Five students in total crossed the finish line first and Mr Kennedy generously donated

money to the charity Beyond Blue.
<https://www.beyondblue.org.au/>



Students, who placed in the top 8 of their age group, will represent Dunheved at the Zone Cross Country Carnival on Monday 21st May. Students received permission notes after their race. Could they please return their permission note and pay their money to the front office as soon as possible.

Well done to all students on their fantastic efforts at the cross country carnival.

#teamDUNHEVED



Cross country carnival



STAGE 4 ADVISERS' REPORT

Year 7 have had an almost seamless transition to Chifley College Dunheved Campus this year, with many teachers commenting on how well they have adjusted to the demands of high school. Of course there have been challenges that come with learning how to navigate a new environment and getting to know new people, but it did not take long for the students of Year 7 to feel like they belonged here at CCDC.

The term has been fast and furious with numerous extra-curricular activities starting within the first few weeks of term including the School Swimming carnival where 12 of our Year 7 students went on to represent the school at the Zone Swimming carnival. Year 7 did not just excel in the pool but inside the classroom as well with over 25 students receiving Bronze awards for academic and community work.

We had nervous faces for the first round of vaccinations, however the way the students supported each other when their peers needed them was a proud moment for a Year Adviser. 8 students nominated to be Year Captain showing the vast amount of leadership potential we have in Year 7 with **Chloe Chetcuti** and **Thomas Roos Davis** being elected Year Captains for Semester One; congratulations to you both.

Well done to all Year 7 students on a wonderful start to the year! All the staff look forward to seeing you continue to grow as students throughout the year.



Mr Raymond
Year 7 Adviser

It has been a great start to the year with many notable achievements by our students already within our midst, awaiting the proper acknowledgement they deserve through our end-of-term school assembly.

At the start of the term, students were given the opportunity to nominate themselves for Semester One Year Captain. This role is an important leadership role that entails students representing their year group within the school and wider community. Congratulations to **Chloe Zrebiec and Kirsimasi Richardson** on their successful nomination. We are sure these students will make themselves and the school proud in all projects that they undertake during their tenure.

Year 8 students have shown tremendous sportsmanship at our School Swimming and Cross Country carnivals. It has been great to see students supporting and encouraging each other as well as acknowledging the achievements of others.

It has also been fantastic to see Year 8 respecting themselves, each other and the community by following the 'Dunheved Way' each day. This is evident in the many respect and merit awards that I receive each week for student achievements in and out of the classroom. Keep up the great work.

Congratulations to Year 8 on a successful completion of Term One 2018. Wishing you all a very safe and happy holidays.



Mrs Parker
Year 8 Adviser

STAGE 5 ADVISERS' REPORT

Our Year 9 students have been presented with several new challenges Term 1, including the increasing demands of completing assessments, as well as adjusting to their new elective subjects.

Stage 5 students have also 'stepped up' to be considered for leadership roles within the school including House Captain and Year Captains. It has also been great to see our Stage 5 students participate in public speaking, drama, dance and musical performances throughout the term, particularly at the Parent Teacher Evening in Week 10.

I look forward to seeing what our Stage 5 students are able to accomplish in Term 2!



Mr Jumonong
Year 9 Adviser

Term One has been a busy and productive start to Year 10 final year at Chifley College Dunheved Campus. We have had several new enrolments, and as always the cohort have shown hospitality in welcoming them to the school community.

Year 10 have had the opportunity to engage in many activities including The Boys Shed, Grade Sport and the College Disco. As the students mature they start to recognise the role they have in school as leaders, and thus far have demonstrated outstanding commitment to guiding younger students.

Several students have acted as leaders, or referees in the college wide Year 7 Gala Day and the NRL League Tag day this term. I am proud of the role these students take, and look forward to seeing all of Year 10 flourish in the coming year.

As we head into Winter it is timely to remind students to prepare their uniform and secure navy jumpers and tracksuit pants. I wish all families a safe and happy holidays, and look forward to a new term.



Miss Harrison
Year 10 Adviser

Pathways to dreaming excursion



On 20th February 2018, indigenous students from Years 9 and 10 attended their first Pathways to Dreaming excursion for the year. They attended a number of workshops in the Kingswood Campus of Western Sydney University.

During a workshop on Astronomy, students visited the University observatory and made projectiles, which were then shot up in the air to compete for the highest projectile. During a workshop titled 'Mathematics in Juggling', students learnt how all aspects of daily activities involve maths and how simple juggling can become a complex number pattern. They analysed and developed number patterns for 2, 3, 4 or more balls. The workshop on Music involved making music by using body parts and then translating the music with instruments. Students also learnt how everyone involved can add to the rhythm.

The day was a fun-filled, informative busy day.

Students enjoyed interacting with others schools and learnt new skills. Further excursions to University campuses and in school mentor days are planned for existing Year 9/10 students and new

intake of Year 8 students.

Students were well behaved and cooperative. On these excursions, students are expected to be on their best behaviour and in full school uniform because they are attending these excursions as CCDC indigenous representatives.

Mrs S Sharma
Pathways to Dreaming Coordinator



Mathspace

Dear Parent/Guardian,

As part of our program of study this year, we are introducing a new and award-winning online learning platform called **Mathspace**.

What is Mathspace?

Mathspace is a program that values and encourages true mastery of mathematical concepts for answering online multiple-choice questions.

Students are required to show their work (either by typing it out or using the handwriting recognition on the app) and are rewarded with feedback every step of the way.

How does it work?

Students answer problems, just like they would on paper, but with personalised and constant feedback. Mathspace lets your child know if they're on the right track, provides them with hints and videos to get back on track, and records every

single piece of work they do and saves it forever, keeping a dynamic account of their progress.

We, as teachers, can monitor every misconception or misunderstood idea in real time and plan our teaching accordingly. You too can keep up to date with your child's progress. Just visit

<https://help.mathspace.co/help-for-parents> to learn more!

The team at Mathspace has offered to answer any questions you have regarding their program. Feel free to email support@mathspace.co with questions, and an experienced math educator will respond.

Sincerely,
Mathematics Faculty



THROW Back THURSDAY

In our History classes at CCDC, we have been investigating the topics below:

- ⇒ Colonisation and Contact (Year 8)
- ⇒ The Polynesian Expansion Across the Pacific (Year 8)
- ⇒ Changing Rights and Freedoms (Year 10)
- ⇒ WWII (Year 10)

Our newsfeeds on Instagram are full of “throwbacks” and Facebook constantly encourages us to view our “Memories.” It’s about time we revisited some historical facts!

Did you know?

The California Gold Rush began on 24th January, 1848, when gold was found by James W. Marshall at Sutter's Mill in Coloma, California.

WWII saw an increase in the number of marriages as well as a “baby boom.” Four million Australian babies were born between 1946-1961.

On 12th February 1965, Charles Perkins led 28 others on what was known as the Freedom Ride. This was a 14 day trip, which was 3200 kilometres in length and aimed to address issues of racial discrimination against Aboriginal people.

The Polynesian Voyaging Society launched, Hōkūle‘a on 8th March 1975. The Hōkūle‘a was a reconstruction of a 1000 year old Polynesian double-hulled canoe.

The Seven Years War ended on 15th February 1763.

#TBT

Sport house captains

Congratulations to our new Sport House Captains for 2018:

Blaxland:

Lydia Alderton
Raymond Debono

Macquarie:

Sietara Mahshar
Thomas Maric-Moore

King:

Monique Hiku
Kurtis Holz

Ruse:

Alicia Wilson
Que Dain Te Nana

Literacy and numeracy

It has been a busy and exciting term at Chifley College Dunheved Campus regarding the topics of literacy and numeracy. While these are words that are used all the time, particularly at school, what do they even mean?

What is literacy and numeracy?

Literacy is not just the ability to read and write; it is the ability to understand something that is written (or even a picture) and make your own meaning from it. **Numeracy** on the other hand, is the ability to use number skills and problem solving in a wide range of situations, often outside the classroom.

Both literacy and numeracy are essential skills in our competitive and changing world. For example, to choose the right phone plan, you would need both numeracy to calculate the amount of call credit and data you require monthly, as well as literacy to work out what the consequences are when you go over your monthly limit for the third time.

How is your child assessed?

Literacy and numeracy is taught in every school subject (not just mathematics and English) and students' skills are evaluated through assessment and in-class tasks. At the beginning of the term, students also sat PAT (Progressive Achievement Tests) online. These results were used by teachers to identify students' areas of skill and areas that require more attention and explicit teaching.

Students sit regular literacy and numeracy tests, NAPLAN, in Years 3, 5, 7 and 9. This year, NAPLAN will be held from the 15-17 May.

From this year onwards, students in Year 10 will need to demonstrate that they meet a national minimum standard in literacy and numeracy to be eligible for the HSC

qualification. More information for parents is available in this newsletter.

How are we helping at school?

We aim to best prepare students, not just for testing in Stage 5, but also entering the workforce. This year, we have adopted three teaching strategies to best teach literacy and numeracy across all subject areas:

Reading Comprehension: taught through **Super Six strategies**. This strategy requires students to look at a text using six steps to ensure that they understand the content. First, students **connect** the text to their everyday lives. Next, looking at the headings, pictures, subheadings etc., students **predict** what the article will be about and words that might appear. Following on, students then ask and answer a range of **questions** about the text. Students then **monitor** and check any unfamiliar words. Finally students either create a **visual** representation of the text or write a **summary** of the text in their own words.

Writing: taught through **Seven Steps to Writing Success**. The Seven Steps approach is that writing a narrative or persuasive task needs to be chunked into individual stages. This term, we have been focusing on the first three steps. Initially, students have focused on how to plan a story. Then students have written exciting beginnings, with lots of action. Finally we have looked at how to write the tension scene, with lots of sensory description.

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss

Literacy and numeracy

Numeracy: taught through the Numeracy Skills Framework. Each faculty has taken different areas of responsibility for “everyday maths”. Students might complete ratios and a bar chart in their Kickstart Theory lesson, or complete a tension graph with an X and Y axis in English. The belief is, students need to be exposed to numbers and problem solving in all their classes.

How can you help at home?

In Term 2, we will be running afternoon tea sessions with any parents interested in developing skills around teaching literacy and numeracy skills at home. More information will be released early next term, or contact Alice Dixon at the school.



To develop your child's **literacy**, here are some easy home-strategies:

- Ask your child to write a summary of their day in only one sentence. This will make them choose the tense or exciting part and ban the boring parts (like waking up, or their canteen order)
- Look for opportunities to write: a thank you letter, a postcard when on holidays or a complaint letter
- Make lists and brainstorm together: jobs around the house, activities for the weekend, the shopping list

- Encourage your child to read (anything - books, magazines, articles on the internet). Read with your child and ask them questions about what they are reading. Get them to point to specific words or events as evidence.

Remember we have a great school library!

If you speak another language at home, encourage your child to read and write in it. Their literacy development in their first/additional language, will also help with their English.

To develop your child's **numeracy**, here are some easy home-strategies:

- At the shops, calculate the new price of sales items. Teach children your strategies for working out 20%, 30%, 50% off.
- Talk about the prices of items that interest your child (bluetooth speakers, a new phone, a dirt bike) and investigate which store offers the best price.
- Budget pocket money with your child and teach them how to save.
- Get your child to keep a running total of how much your supermarket shop is costing and then check the total at the register.
- Cook with your child, getting them to measure out the ingredients correctly.
- Get your child to write a timetable for their weekly activities (including study) and then work out the percentages of time spent on each activity (including school and sleeping).



Improving literacy and numeracy

Advice for parents of year 10 students

A minimum standard of literacy and numeracy is required for your child to receive their Higher School Certificate (HSC).

Meeting the HSC minimum standard will mean that your child has the literacy and numeracy skills that are essential for success in learning and life after school.

The Online Tests

Most students will show they have met the HSC minimum standard by passing minimum standard online tests. Students master basic skills at different stages so there are multiple opportunities available to pass the tests, from Year 10 until a few years after Year 12.

There are three 45-minute online tests:

- ⇒ A multiple choice reading test
- ⇒ A multiple choice numeracy test
- ⇒ A short writing test based on a choice between a visual or written prompt

2017 NAPLAN Tests

If your child achieved Band 8s or above in one or more of the 2017 Year 9 NAPLAN tests they are recognised as having met the HSC minimum standard in that area/s and will not need to sit the corresponding online test/s.

Test Dates

Students will have two opportunities a year, from Year 10 until a few years after Year 12, to pass each online test.

The online test dates (school days only) for 2018 are:

- Term 1: 19 February to 23 March 2018
- Term 2: 21 May to 22 June 2018
- Term 3: 13 August to 14 September 2018
- Term 4: 5 November to 7 December 2018

What to expect?

To help your child understand what to expect in the online tests, they are encouraged to visit:

educationstandards.nesa.nsw.edu.au/HSCminimumstandard to:

- ⇒ Try demonstration questions to get a feel for the test format
- ⇒ View sample test questions and answers online

Your child's school may also organise short practice tests.

Students with Disabilities

Some students with disabilities will be eligible for extra provisions for the minimum standard online test, or an exemption from the HSC minimum standard requirement.

Students are encouraged to talk to their teachers to determine whether they are eligible for provisions. A Disability Provisions, Exemptions and Appeals policy, which contains further information, is available on the NESA website.

More information

Contact your child's school principal for more detailed information about the HSC minimum standard or visit the NESA website:

educationstandards.nesa.nsw.edu.au/HSCminimumstandard

Stay up to date with NSW Education Standards Authority:

[@NewsAtNESA](http://educationstandards.nesa.nsw.edu.au/HSCminimumstandard)
[Subscribe to NESA News](#)

WHAT'S HAPPENING NEXT.....



Monday 7 May
School Athletics Carnival

Monday 21 May
Zone Cross Country Carnival

Friday 1 June
Zone Athletics Carnival

Tuesday 5 June
Girls Rugby League Gala Day

Tuesday 12 June
Panther Trophy Rugby League

Wednesday 13 June
Sydney West Cross Country Carnival

Tuesday 19 June
White Card Training Day

Tuesday 3 July
Year 7 Vaccinations

Thursday 2 August/Friday 3 August
Sydney West Athletics Carnival



Check our website for the latest
newsletter, calendar items and
information for students and parents:
www.dunheved-h.schools.nsw.edu.au

