

RECORD OF SCHOOL ACHIEVEMENT  
2024



INFORMATION AND ASSESSMENT PROCEDURES



Westfields Sports High School  
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Westfields Sports High School, in collaboration with the Department of Education, acknowledges the Aboriginal and Torres Strait Islander people as the First Peoples of Australia. We also acknowledge the Cabrogal people of the Darug nation, as traditional owners of the land on which Westfields Sports High School is located.

## VISION STATEMENT

At Westfields Sports High School we are committed to developing a culture of high expectation and high achievement where every student is able to achieve their individual best in scholarship, citizenship, sport and the arts. We strive to ensure all members of the Westfield Sports community are known, valued, and cared for as individuals and that their strengths, achievements, and needs are recognised, supported, and celebrated. Students at Westfields Sports will be provided with the skills, experiences, and motivations to allow them to become effective life-long learners as they move beyond school. They will be equipped with the skills of critical analysis and advocacy to ensure they are a positive voice of change in their world.

## SCHOOL EXECUTIVE STAFF

### Senior Executive

<b>Principal</b>	Mr A Rogers
<b>Deputy Principal</b>	Mr D Barrett
<b>Deputy Principal</b>	Ms C Gagic
<b>Deputy Principal</b>	Mr A Larkin
<b>Deputy Principal</b>	Ms D Zanet

### Head Teachers

<b>Administration</b>	Mr C King	<b>English</b>	Mr J Deligiorgakis
<b>Administration</b>	Mr J Broadbent	<b>History</b>	Ms K Padovan (R)
<b>Director of Sport</b>	Mr T Weeden	<b>Home Economics</b>	Ms M Kanellos
<b>Secondary Studies</b>	Ms A Leone/Ms R Sowaid (R)	<b>IA/Computing</b>	Mr M Hoad
<b>Student Wellbeing TSP</b>	Ms K Gibb	<b>Languages/EALD</b>	Ms L Zappia
<b>Student Wellbeing</b>	Mr D Footit	<b>Mathematics</b>	Mr P Prasad
<b>Teaching &amp; Learning, Students</b>	Mr B Mathison	<b>Physical Education</b>	Ms K Bennett (R)
<b>Teaching &amp; Learning, Staff</b>	Mr M Bennett	<b>Science</b>	Mr N Roby
<b>Creative &amp; Performing Arts</b>	Ms M Holden	<b>Social Science</b>	Ms E Kimbel /Ms E Jaajaa (R)

### Wellbeing Team

<b>Year 10 Adviser</b>	Ms E Chapman
<b>Year 10 Assistant Adviser</b>	Ms A Foot
<b>PPC Coordinator</b>	Ms M de Brabander
<b>Careers Adviser</b>	Ms S Borg
<b>School Counsellor</b>	Mr R Brown
<b>School Counsellor</b>	Ms L Nguyen
<b>Student Support Officer</b>	Mr G Ripoll
<b>Community Liaison Officer</b>	Mr D Folau
<b>SRC Coordinators</b>	Mr M Bui

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# KEY DATES

## 2024 Term Dates

Term 1 commences for Year 10 students .....Friday 2<sup>nd</sup> February  
Term 1 concludes .....Friday 12<sup>th</sup> April (11 weeks)

Term 2 commences .....Tuesday 30<sup>th</sup> April  
Term 2 concludes .....Friday 5<sup>th</sup> July (10 weeks)

Term 3 commences .....Tuesday 23<sup>rd</sup> July  
Term 3 concludes .....Friday 27<sup>th</sup> September (10 weeks)

Term 4 commences .....Monday 7<sup>th</sup> October  
Term 4 concludes .....Friday 20<sup>th</sup> December (10 weeks)

## SEMESTER ONE & SEMESTER TWO EXAMINATIONS

The dates for the examination periods were accurate at time of printing.

<b>Exam</b>	<b>Start</b>	<b>Complete</b>
Semester One Examinations	Term 2 Week 2	Term 2 Week 3
Semester Two Examinations	Term 4 Week 2	Term 4 Week 3

<b>Parent Teacher Evening</b>	<b>Subject Selection Night</b>
Term 2 Week 9 Tuesday June 25 2024	Term 2 Week 9 Tuesday June 25 2024

## **Responsibilities of Senior Students at WSHS**

- Complete all course outcomes to an acceptable standard (work with diligence and sustained effort)
- Recognise your important role as a leader of the student body and in particular, be a positive role model in all aspects of school life.
- Be punctual to school, all classes and roll call. High standards of attendance are also essential whilst at TAFE and Work Placement. Sports students must attend school and all other school related commitments regularly (attendance rates below 85% may result in being made ineligible to represent Westfields Sports).
- Participate in all school activities.
- Always wear full school uniform. Acceptable standards of dress and behaviour must be maintained whilst representing the school on excursions and sporting visits.
- Take a much greater degree of control over your own learning and in doing so give your education a high personal priority.
- Demonstrate acceptable behaviour in the classroom. Treat teachers, your fellow students and the learning process with the utmost respect.
- Ensure that you are present for every assessment task. School procedures must be followed for missed tasks.
- Accept that you are enrolled here by choice. Other options are available. Persistent breaches of school rules will require you to exercise the alternative choices available to you. This particularly relates to - attendance (as a guide, absence of more than 5 whole days or five lessons from one subject in a term would be a cause for significant concern), participation in class, keeping up to date with work, respectful behaviour to staff and other students and actively supporting the rights of teachers to teach and students to learn. Parents of students at risk may be required to attend an Academic Review at the school.
- Make positive and productive use of study periods by being in the designated study areas and focused on schoolwork.
- Make active use of all the support networks available to you in the school.
- Read and comply with the requirements of the Senior Assessment Policy.

**TSP Students must also abide by the Talented Sport Code of Behaviour Student Contract - Expectations. A copy is provided to TSP students on enrolment.**

## Minimum Standards

All students in NSW are required to show a minimum standard of literacy and numeracy to receive the High School Certificate from 2020.

Students will need to sit 3 online tests of reading, writing and numeracy for everyday life. Students will have 2 opportunities, per year, to pass each of the tests from Year 10 until a few years after the HSC.

If students pass the online test of reading, writing and numeracy they will show they have met the HSC minimum standard.

Please refer to the following timeline for the scheduling of the minimum standard testing at Westfields Sports High School:

YEAR GROUP	TERM
<b>YEAR 10</b>	
<ul style="list-style-type: none"><li>Year 10 Enrichment Week</li></ul>	Term 4
<b>Year 11</b>	
<ul style="list-style-type: none"><li><b>MONDAY PERIODS 7-8, WEEKS 3 - 9</b></li><li><b>AT THE END OF THE PRELIMINARY EXAMINATIONS</b></li></ul>	<b>TERM 2</b> <b>END OF TERM 3</b>
<b>Year 12</b>	
<ul style="list-style-type: none"><li>Monday periods 7-8, Weeks 3 - 9</li><li>At the end of the Trial Examinations</li></ul>	Term 2 Term 3

All testing will take place on the computers in the school library. Computers will be booked during this time for the minimum standard testing.

Students will need to see the Head Teacher Secondary Studies, in the Learning Centre Staffroom for test information/scheduling and results.

Note: The HSC Minimum Standard is part of an effort to improve the literacy and numeracy outcomes for students.

**"It is the responsibility of the student to ensure they take up the opportunities available to them to complete the minimum standards".**

## **REQUIREMENTS FOR AWARD OF THE NSW RECORD OF SCHOOL ACHIEVEMENT**

The NSW Record of School Achievement (Stage 5 RoSA) is generally awarded to eligible students after four years of secondary school. In Years 7 to 10, students study a variety of courses to qualify for the award of the NSW Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

### **Eligibility requirements**

To be eligible for the award of the NSW Stage 5 RoSA, you are required to attend a government school or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. You must follow and complete the pattern of courses required by NESA.

To complete a course of study for the NSW Record of School Achievement, you must have a satisfactory record of application (effort).

While formal Stage 5 RoSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript of their results.

Only students who leave school and who satisfy eligibility requirements for the Stage 5 RoSA will receive the formal credential.

Students who leave school and who are not eligible for the Stage 5 RoSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the Stage 5 RoSA for courses satisfactorily completed.

All students will also have access to a record of their grades through Students Online.

Students who receive their HSC will be able to receive a Stage 5 RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

### **Course requirements**

Over the four years leading up to the Stage 5 RoSA, you need to have studied the following courses:  
**English** - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.

**Mathematics** - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.

**Science** - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.

**Human Society and Its Environment** - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10. Included in this requirement is at least 100 hours of Australian History and 100 hours of Australian Geography.

**Creative Arts** - studied for 200 hours and comprising the 100-hour courses in each of Visual Arts and Music.

**Technological and Applied Studies** - studied for 200 hours and consisting of the Technology Mandatory course. At least 50 hours of the course must be devoted to learning about and using computers.

**Personal Development, Health and Physical Education** - studied in each of Years 7-10 with 300 hours to be completed by the end of Year 10.

**Languages** - studied for at least 100 hours, to be completed in one language over one continuous 12 month period between Years 7 and 10 but preferably in Years 7-8.

N.B. 100 hours is roughly equivalent to 4 periods per week over 40 weeks.



# ASSESSMENT PROCEDURES 2024

## Satisfactory Completion Requirements

For the satisfactory completion of a course, it is your responsibility to:

- i. complete all assigned work including each assessment task to the best of your ability;
- ii. ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back by the teacher and
- iii. demonstrate that through effort and achievement you have met the requirements of the course.

## Assessment Tasks

At Westfields Sports High, each faculty has prepared an assessment schedule for its Stage 5 RoSA courses. These schedules require students to complete various tasks of a physical, written, oral, graphic and numerical nature. Each schedule contains approximately **FOUR** assessable tasks, although the number and type of assessable task may differ from subject to subject.

For the most part HSC assessable tasks start in Term 4 of Year 11 and continue until just before the HSC examination. The main purpose of the tasks is to determine a rank and spread of achievement amongst the students in each subject.

## Assessment Schedules

Each of the Assessment Schedules indicate the type of task to be completed. They also indicate the relative value or weight of each of the tasks with reference to the total assessment value. Also included is the predicted time when each will take place. Students will be informed well in advance and in writing of any change to the assessment schedules. It is the intention of the teachers at our school, that the students will have a continual assessment load rather than being overloaded at any one time.

## Non-Assessable Tasks

Since there are only a limited number of tasks in each of the assessment schedules, it is important to realise that to gain competence in the skills required to complete these tasks and the Stage 5 RoSA Course there will be other tasks required from the student. These tasks will not be directly included in calculating the final grade. However, if students do not attempt these non-assessable tasks they will not only have missed important practice and feedback from their teachers, but they place their candidature for the Stage 5 RoSA Course in jeopardy for not having satisfactorily completed the subject.

## Presenting an Assessable Task

Students are required to complete an Assessment Notification Cover Sheet for all submitted tasks. In convenient cases and as added security students are advised to keep a copy of the submitted task. In those cases, where an exam is the assessable task the teacher will keep a record of the students present. It is the student's responsibility to ensure that the whole of an assessment task is presented at the due time.

## Failure to Submit an Assessment Task

In order to have studied a course satisfactorily a candidate is expected to have attempted all assessment tasks. If a student fails to submit an assessment task and the school recognises a valid reason (medical or approved leave), then he/she may be given a substitute task by their teacher. In case of illness, students must notify the school by phone the day the task is due and present the Deputy Principal with a **Doctor's Certificate** and Doctor's Assessment of their fitness to sit the task on their first day back at school. It is important to note that while a medical certificate will support an application for a substitute task it does NOT GUARANTEE its granting.

Where practical, leave must be applied for in advance of the task completion date. Prior approval for late submission of an assessment task must be sought from the Head Teacher of the faculty concerned, and the Deputy Principal. Students attending special sporting events will continue to use the procedure set in place for obtaining prior approval for late submission. See the attached form *Absent from Assessment Task Form* (Blue Form). This form should be completed before the absence from an assessable task. Only in exceptional circumstances would the Deputy Principal consider approval after the due date. Students, individually, are responsible for these matters. They should not expect teachers to remind them. Students should note that teachers are not permitted to adjust marks for illness or misadventure. Assessment is restricted to actual achievement of the set tasks. Only in exceptional cases can the School Principal authorise an estimate. If appropriate evidence is not presented and neither is the task, then the student will be awarded zero marks for that task. If a student fails to complete a number of assessable tasks, which total 50% or more of the final assessment mark, then the Principal must certify that the course has not been studied satisfactorily. In such a case, the student will be deemed to have failed the course and will not receive a grade on his/her Stage 5 RoSA. This may mean that the candidate will not have successfully completed their Stage 5 RoSA.

### **Malpractice**

It is expected that any assessable task submitted will be the student's own work. In the event of malpractice (cheating) being detected, the task in question will be awarded zero and the assessable task regarded as a non-attempt. Students who willingly share whole or part of an assessable task also run the risk of having their task designated a non-attempt.

### **Reporting**

There will be two formal reports for students: One at the middle of the year after the Semester One Assessment Period, and again at the end of Term 4. Each time the parents will receive an official report from each subject giving the latest results. Teachers will also provide comments about the student's progress in the subject. If there is any concern about a student's performance at any time, then the parents will be notified by letter.

### **Review of Assessments**

It is important for students and parents to understand that NESAs has specifically stated that a teacher's judgment of the worth of individual assessment tasks, as reflected in the mark or grade awarded will not be subject to review as part of this process.

If any questions arise regarding the assessable tasks, then the students are encouraged to discuss the matter with their teacher. If, after consultation with their teacher there is still a problem, students should consult the Head Teacher of the faculty concerned.

If, after students have received their NESAs Grade, they feel that any of these results is significantly different to their expectations based on earlier feedback from their teachers, they can then request a review of their final grade. This request must be made on a form available from Mr D Barrett, Deputy Principal.

### **'N' Determinations**

You will receive an 'N' determination in a course if you do not:

- (a) follow the course developed or endorsed by NESAs, and
- (b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- (c) achieve some or all course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of achievement in class, the proportion of assignments, homework, etc. completed and your level of achievement.

If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course. Parents are required to return acknowledge of receipt of such notification to the Head Teacher of the subject concerned.

If you are deemed to not to have completed a course, you will receive an 'N' beside the course on your Record of Achievement Part A and this may mean that you are not eligible for the Award of Higher School Certificate in that year.

## Technology

If a student completes an assessment task using technology<sup>1</sup>, then it is the student's responsibility to:

- i. take the required steps to learn and be able to use such technology,
- ii. ascertain the **compatibility** of the technology<sup>2</sup> for such a purpose,
- iii. **plan** for the availability and supply of such things as thumb drives, paper and toner for the printer.
- iv. take steps to back up their own files and data.

**Students can NOT use the failure or incompatibility of technology to justify the failure to submit an assessment task.**

It is a student's responsibility to **plan** for all eventualities including the non-availability of school computers, printers, scanners, cameras or other supplies, and make their own provisions to safeguard, protect<sup>3</sup> and backup their own data and files.

Students must also submit hard copies of digital work. This means students are to negotiate with their teachers or follow the faculty policies concerning printing work that exists as web pages or as presentations. It is unreasonable to expect that students will print huge numbers of pages, where a sample could suffice. Teachers and faculties have the right to restrict the amount of printing carried out on the schools' printers. Teachers also have the right to specify how a work is to be presented. Students are not to take for granted that teachers can or will mark their work from thumb drives or web sites. Teachers cannot be expected to be responsible for work presented digitally when it is well known that thumb drives may not open and web servers can go down. Teachers are not to be expected to print student's work, when it is the student's responsibility. If students plan their work accordingly then teachers may be willing to accommodate their needs.

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<sup>1</sup> e.g. computers, scanners, digital cameras,

<sup>2</sup> e.g. hardware, software, interface,

<sup>3</sup> e.g. virus attack, operating system failure, computer failure.

## Stage 5 RoSA Entry Procedures

Your school will complete a Stage 5 RoSA entry for you and send it to NESAs in Term 1. In turn you will receive a Confirmation of Entry Notice. Please check it to ensure all details are correct, including the spelling of your name and the courses for which you are entered. Any changes to your entry must be notified to your school immediately so that the school can inform NESAs. You will be required to sign the Confirmation of Entry when it is correct.

## Cumulative Comprehensive Credential (Stage 5 RoSA)

If a student completes Stage 5 courses, a result in the form of an A to E grade (or equivalent) will be recorded. (See below).

If a student partially completes the Stage 5 Year 10 Course the Record of School Achievement (RoSA) will record the courses that the student has undertaken up until the point of departure from the school, with the date of leaving shown.

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

## Grading

NESA has developed a set of General Performance Descriptors that describe five levels of achievement, A-E. The table below gives an indication of how these levels help to assess your performance.

For each course, a set of Course Performance Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgment of the grade to award you when you leave school.

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 high achievement in the 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 the knowledge and skills to most recent situations.
C	Indicates substantial achievement in the 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 satisfactory achievement in the 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 the 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.

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

## **Illness and Misadventure**

### **School Based Assessments and Examinations**

If you become ill or suffer an accident that affects your exam performance or prevents you from handing in an assessment, you should contact the school at the first available opportunity on your return to school. You must contact Deputy Principal, Mr Barrett to explain your situation with evidence such as doctor's certificates or Police Accident/Event Number. You will then be issued a 'Blue form' and must report to the Head Teacher of the subject. A decision will then be made on the make up assessment/examination or whether marks are issued.

### **Attendance (Students)**

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

In New South Wales, all children from 6 years of age are legally required to attend school or be registered for home schooling. After they complete year 10 (ROSA), until they turn 17 years of age, students then have the following options. -

They may be engaged in:

- full time further education and training such as TAFE, traineeship, apprenticeship
- full time, paid employment of an average 25 hours per week or
- a combination of both

There is a strong correlation between student attendance and academic success. Westfields Sports actively pursues strategies that enhance and improves student attendance.

School sport is a compulsory part of the school curriculum and Westfields Sports requires students to be in attendance and active in their participation in school sport.

### **Parent/Carer Responsibilities**

Parents or carers are responsible for making sure that their children comply with the above legal requirements.

### **School Responsibilities**

Westfields Sports helps to ensure the safety, welfare and wellbeing of all its students and supports parents by monitoring student attendance and helping to address issues when they emerge.

Schools have to keep accurate records of student attendance and reasons for any absences. The Principal, through its staff, is responsible for accepting or not accepting a parent's explanations for their child's absences.

When the school has unsuccessfully tried a wide range of strategies to help resolve a student's non attendance, schools can request assistance from regional attendance officers of the NSW Department of Education for additional support.

### **Roll Marking**

- Roll Marking is every lesson at Westfields Sports.
- During Roll Call, teachers are required to record students who are not physically present. Students who are on school business are listed on the Out of Class (OOC) List and are marked as present automatically.
- Staff involved with school business are responsible for reporting the absence of students to the front office staff.
- Parents and carers are notified of all student absences via a text message, each day.
- The Head Teacher Administration (Attendance) monitors students with attendance concerns

and in partnership with parents and carers works to ensure an improvement. Some strategies available to the Head Teacher Administration are as follows:

- Student interviews
  - After School Detentions
  - Parent/Carer letters of concern
  - Parent /Carer interviews
  - Attendance Monitoring Cards
  - School based Attendance Improvement Plans
  - Report chronic non attendees to the Home School Liaison Officer (HSLO) for departmental intervention
  - Repeating of an academic year.
- Classroom teachers are to maintain a class roll, that is marked online each lesson of the school day. Each staff member is expected to report Truants, as per school procedures (see Truancy).

## **Absences from School**

### **Short Leave**

- Students who have been absent from school for a short time are expected to produce a letter of explanation or sms text from parents or carers to explain their absence on their return to school. It is a legal requirement that all student absences are explained, within 7 days of the student's absence.
- Proforma notes for parents/caregivers are available from Roll Call Teachers and in the student diary.
- When a note is received the explanation is entered onto the Absentee Slip by the Roll Call Teacher and returned to the Front Office for processing. Codes used include: "S" (sick), "L" (leave), "MC" (medical certificate) and "UA" (unacceptable reason given). The administration staff enter absences onto Gateway.
- Attendance data is frequently used by the executive staff and the HSLO to monitor student attendance and therefore must be accurate.

### **Extended Leave**

- Parents wishing to apply for leave greater than 10 days but less than 100 days, need to apply via the Head Teacher Administration (Attendance) and supply details about the leave, including dates, reasons, itinerary, visas etc. An **Extended Leave - Travel** form is to be completed. This form is available from the Head Teacher Administration (Attendance) or on the school website. This period of leave **will** count towards the student's total number of days absent.
- The Head Teacher Administration (Attendance) will confirm approved Travel Leave by issuing parents with a **Certificate of Extended Leave - Travel**. The Principal has the right to decline a parents' application for extended leave. Parents will be notified in writing.
- Parents wishing to apply for leave greater than 100 days, must apply via the Director.
- Access to Distance Education **must** considered when leave exceeds 50 days.
- Teachers will be notified when **Extended Leave - Travel** is granted.

### **Leave**

- Students representing at club, state or national levels in their TSP (Talented Sports Program) must apply for Sport Leave.
- Parents wishing to apply for sport leave, need to apply via the Director of Sport and supply details about the leave, including: dates, type of representation, itinerary, flight details etc.

- The Director of Sport will notify the teachers of the student taking leave and request work be provided for the duration of the sport leave.
- The Director of Sport will confirm Sport Leave approval via email, to the student's DoE email account.

### **Attendance at Exams**

Student attendance at every exam is recorded. Students will be seated in their courses, in alphabetical order. This process is coordinated by the Head Teacher Administration (Timetable).

An overview is as follows:

- Students complete an attendance slip
- One supervising teacher, collects the attendance slips and returns them to the Head Teacher of the exam completed.
- The slips are checked by the KLA Head Teacher.
- Absences are then communicated to the front office to be recorded on attendance system.

### **Early Finish / Late Start - Seniors Only**

Some senior students may be participating in TAFE courses and as a result may have periods at school when they do not have a scheduled class.

If the "free period" occurs at the beginning of the day, students are permitted to arrive at school late but before their first scheduled class.

If the "free period" occurs later on in the day, students are permitted to leave school at the conclusion of their classes.

Students with an Early Finish and/or Late Start are required to complete the relevant permission note seeking permission to leave early or start late. Once checked and processed the Head Teacher Administration (Attendance) will issue these students with an Early Leavers Pass which must be shown to the office staff for late arrival or early departure from the school. Students will not be permitted to leave the school's grounds unless the pass is shown.

If a student needs to leave school to attend TAFE they will be given a pass with the day and time they need to leave. This process will be coordinated by the Careers Adviser and Head Teacher Administration (Attendance).

## Early Leavers

- Students requiring to leave school during school hours **must** see a Deputy, first thing in the morning, with a parent /carer's note.
- Students will be issued with a signed Early Leavers pass to show staff before leaving school.
- Gateway and **Attendance 2 Go** are automatically updated.

## Early Marks from Class

- Under **no** circumstances should staff allow students to leave class early.

## Lateness to School

- Students who are late to school must report to the Front Office where they will be issued with a Late Note.
- Students are not permitted into class, once lessons have commenced, unless they have a Late Note.
- Students sign in at the Front Office with their school issued ID Card.
- Latenesses are automatically recorded on Gateway and on the school's Electronic Roll Marking system, **Sentral**.
- Students who are late twice in one week, automatically receive a negative referral.
- Students who are late three times in one week, automatically receive an Afternoon School Detention, issued by the Head Teacher Administration (Attendance).
- Student lateness will also be accumulated across the term. Students who are late more than 10 times in the term will be automatically referred to the HT Administration for an Afternoon School Detention and lateness card monitoring.
- Students with chronic lateness will be dealt with by the Head Teacher Administration (Attendance) and may include the use of a Lateness Card, parent contact, afternoon detentions or suspension from school.

## Perfect Attendance

- Each term, students who have maintained 100% attendance are awarded with a parent letter and certificate.
- Students who attain a 100% attendance for the academic year are presented with an award at the school's Presentation Awards Night.

## Students Leaving School Grounds

- Only the Principal, Deputies or their delegates may give permission for a student to leave the school's grounds. Any student who is given permission to leave school grounds will do so with their parents/ carers endorsement.
- Under **no** circumstances are staff permitted to allow a student to leave the school grounds.

## Sick Students

If a student becomes sick throughout the school day his/her teacher must issue them with a "pink" note and send them to one of the Deputies, in the Front Office.

The Deputy will deem if the student needs to go home or needs to lie in sick bay for a period of time. Once at the Office an entry will be made on Gateway and the student will be placed on the Out of Class List, with an entry and exit time.

If a student needs to go home, the front office will contact parents and make the appropriate arrangements for them to go home.



## Truancy

Truancy is the unauthorised absence from class or school. It is a serious matter and is treated as such. Each lesson teachers are expected to mark their class roll electronically using Gateway or Sentral. Staff must report any student truancy by selecting the “Red T” after 12pm. This process automatically cross checks the Out of Class Lists, Sick Bay and Early Leaver entries.

The names of any students missing from class, without a suitable explanation, will be forwarded via **Sentral**, to the Head Teacher Administration.

If the Head Teacher Administration determines that the student has truanted, the student will be interviewed and one of the following strategies used:

- Afternoon detention
- Parent contact
- Attendance card
- Parent interview
- Deputy interview

A student who truant a whole day will be immediately placed on an attendance card for a minimum of two weeks and their parents will be informed.

## Plagiarism

### Definition

Plagiarism means presenting the ideas and words of others as if they were your own. Creating your own work and using the work of others, which you have acknowledged, is not plagiarism.

What you must do to avoid plagiarism:

1. You must give a reference if you take a fact or idea directly from someone else.
2. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you do not use quotation marks, you can be accused of plagiarism.
3. Use your own words if you take information from other sources.

The school reserves the right to award a zero mark to work that **contains any plagiarism at all**.

## Referencing

Referencing is a way of acknowledging the work of others which you have used in your task or assignment. The order for documenting references for books, journals and periodicals is as follows:

- author's surname and initials
- year of publication
- title of publication in italics with maximal capitalisation
- title of series, volume number, edition, if applicable
- editor, reviser, compiler or translator, if other than the author
- publisher
- place of publication
- page number or numbers, if applicable.

For example

Popper, K.R. 1961, *The Poverty of Historicism*, Routledge & Kegan Paul, London.

## Online (electronic) material

For electronic media (World Wide Web) the order for references is as follows:

- author's surname and initials
- date of publication
- date of revision in parentheses in day-month-year format
- date accessed in parentheses in day-month-year format
- title of article in single quotation marks with minimal capitalisation
- title of work in italics with maximal capitalisation
- address of site, written on a separate line if necessary to avoid hyphenation, which can cause confusion.

For example, a World Wide Web site may be quoted like this:

Harris, R. 2018 (updated 11 October 2018, accessed 15/11/2018), *Evaluating Internet Research Sources*, <https://www.virtualsalt.com/evalu8it.htm>

Teaching and Learning Centre. UNE. The University of New England Style Guide. (Last modified 15/11/2018)

<https://www.une.edu.au/research/hdr/my-study/writing-a-literature-review/acknowledging-sources/guides>

## Outcomes

For a full explanation of outcomes, refer to the syllabus stated and/or exam or assessment task notification.

## Absent Form Assessment Task

# WESTFIELDS SPORTS HIGH SCHOOL

### ABSENT FROM ASSESSMENT TASK

Senior assessment tasks are a compulsory and necessary component of the ROSA (Record of School Achievement), Preliminary and Higher School Certificate qualifications. Absence from an assessment task could be an indication of a student's non serious attempt, placing at risk the award of the ROSA, Preliminary or the Higher School Certificate qualification.

It is the responsibility of a student who fails to submit an assessment task to make an application for consideration under the published rules of the Assessment Procedures.

The Assessment Procedures documents are available on the school website:

<https://westfields-h.schools.nsw.gov.au>

#### 1. STUDENT SECTION

*Please print clearly*

<b>Full Name:</b>		<b>Year/Roll Call:</b>	
<b>Task:</b>	[ ] Assessment Task - [ ] Examination / Test		
<b>Date of Task:</b>			
<b>Class:</b>		<b>Subject:</b>	
<b>Reason for absence/not submitting the task:</b>			
<b>Student Signed:</b>		<b>Date:</b>	

#### 2. HEAD TEACHER

*To be completed by the KLA Head Teacher*

<b>Recommendation:</b>	<input type="checkbox"/> Submit task / test with no penalty	<b>Date:</b>	
	<input type="checkbox"/> Submit task / test - zero mark	<b>Date:</b>	
<b>Comment:</b>			
<b>Student Signed:</b>		<b>Date:</b>	

#### 3. DEPUTY PRINCIPAL

*To be returned and completed by Mr Barrett and filed*

<b>Date Received:</b>			
<b>Prior approval granted:</b>	[ ] YES - [ ] NO		
<b>School Advised of Absence:</b>	[ ] YES - [ ] NO		
<b>Medical Certificate provided:</b> <small>Copy to be provided to the From Office</small>	[ ] YES - [ ] NO		
<b>Signed:</b>		<b>Date:</b>	

#### Office Only:

Upon submission and a recommendation determined, Mr Barrett (Deputy) will email confirmation to the following:

- KLA Head Teacher
- Classroom Teacher
- Student, via DoE email

A welfare entry will also be recorded on Gateway

[ ] Entered Online

Date: \_\_\_\_\_

Mr Barrett: \_\_\_\_\_

# Assessment Notification Cover Sheet

## Westfields Sports High School

406A Hamilton Rd, Fairfield West, NSW, 2165  
Phone: 9604 3333



### Assessment Notification Cover Sheet

*This form must be attached to your Assessment Task*

<b>Student Name:</b>		
<b>Faculty:</b>		
<b>Course Name:</b>		
<b>Class:</b>		
<b>Task Name:</b>		
<b>Teacher:</b>		
<b>Stage:</b>		
<b>Weighting:</b>		
<b>Due Date:</b>		<i>Yrs 10, 11 and 12 - Non submission, zero (see WSHS Assessment Policy) Yrs 7, 8 and 9 - 10% deduction, per school day, to a maximum of 50% Late Assessment Tasks for years 10, 11 and 12, may be submitted to the Front Office in the Assessment Box</i>
<b>SUBMISSION INSTRUCTIONS:</b>		
<b>Attachments Include:</b>		
<b>OUTCOMES TO BE ASSESSED:</b>		

#### STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY

I certify that:

- the planning, development, content and presentation of this task is my own work in every respect
- it has not been copied from another person's work or from books or from the internet or any othersource
- I have used appropriate research methods and have not used the words, ideas, designs, skills or workmanship of others in the task or its development without appropriate acknowledgement

Student Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

#### STAFF USE ONLY

<b>Date Received:</b>		<b>Signed:</b>	
<b>Received By:</b>			

<b>MARKING GUIDELINES</b>	
<b>CRITERIA</b>	<b>GRADE</b>
<p>A coherent, sustained and well-reasoned argument is represented which may acknowledge that other points of view are possible. All relevant aspects of content are comprehensively explained and interpreted in relation to the question. The significance of examples is explained and used to strongly support the arguments. Points of view are complex and logical and reveal a highly developed understanding of the topic.</p>	<p><b>A</b> <b>17-20</b></p>
<b>COMMENT:</b>	
<p>A coherent and reasoned argument is represented and sustained. All relevant aspects of content are thoroughly explained and more conventionally interpreted in relation to the question. Examples are explained and used to support a successful argument that address most aspects of the question. Points of view are accomplished and logical and reveal a well developed understanding of the topic.</p>	<p><b>B</b> <b>13-16</b></p>
<b>COMMENT:</b>	
<p>A reasoned argument is represented and generally sustained. Most relevant aspects of content are broadly explained and more conventionally interpreted in relation to the question. Examples are generally explained and used to support an argument that addresses some aspects of the question. Points of view are reasonably clear and logical and reflect a good understanding of the topic.</p>	<p><b>C</b> <b>9-12</b></p>
<b>COMMENT:</b>	
<p>An argument is represented but is unevenly sustained. Aspects of content are represented but explanations are superficial and may not be related to the question. Examples are described in an obvious way and are connected and reflect a foundational understanding of the topic.</p>	<p><b>D</b> <b>4-8</b></p>
<b>COMMENT:</b>	
<p>Comments are offered that may relate to some aspects of the question. Ideas are identified and may be explored to some extent in an isolated way. Points of view are not supported and reflect a limited understanding of the topic.</p>	<p><b>E</b> <b>1-3</b></p>
<p><b>Years 7, 8 and 9 - Non submission or late</b> A 10% deduction will be calculated, per school day, to a maximum of 50% for tasks submitted late. All tasks <b>must</b> be handed in by the end of the school day. Assessment Tasks not submitted on the due date <b>may</b> be submitted to the Front Office.</p>	<p><b>-10%</b> <b>per day</b></p>
<b>COMMENT:</b>	
<p><b>Years 10, 11 and 12</b> Absence from an assessment task could be an indication of a student's non serious attempt, placing at risk the award of the ROSA, Preliminary or the Higher School Certificate qualification. It is the responsibility of a student who fails to submit an assessment task to make an application (Blue Form) for consideration under the published rules of the <b>Assessment Procedures</b>.</p>	<p><b>0</b></p>

# CREATIVE & PERFORMING ARTS

## Dance

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 5 DANCE SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Musical Theatre Performance Task	5.1.1, 5.2.1, 5.1.3	Term 1 Week 10 02 & 04/04/24	20
Assessment Task 2: Musical Theatre Film Research Task with Practical Component	5.1.3, 5.3.1, 5.3.2, 5.3.3	Term 2 Week 7 21/06/24	30
Assessment Task 3: Dance Film Task I	5.2.1, 5.2.2, 5.3.2, 5.3.3	Term 3 Week 8 10 & 12/09/24	30
Assessment Task 4: Semester Two Examination	5.3.1, 5.3.2, 5.3.3	Term 4 Weeks 2 & 3	20
<b>Weighting</b>			<b>100%</b>

## Digital Media

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 5 DIGITAL MEDIA SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Shape and Shadow	5.1, 5.2, 5.3, 5.6	Term 1 Week 10 03/04/24	5
Assessment Task 2: Light Painting	5.3, 5.4, 5.6, 5.9	Term 2 Week 8 19/06/24	25
Assessment Task 3: Documentary Photography	5.1, 5.2, 5.4, 5.6, 5.7	Term 3 Week 8 11/09/24	30
Assessment Task 4: Studio Portraits	5.2,5.4, 5.6, 5.7, 5.8, 5.9, 5.10	Term 4 Week 1&2	40
<b>Weighting</b>			<b>100%</b>

# Music

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 5 MUSIC SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Part A: Performance 1 – In the mood Part B: Composition 1 – Jazz Composition 12 Bar Blues with Improvisation	PART A: 5.1, 5.2, 5.3, 5.4, 5.11, 5.12 PART B: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.11, 5.12	Term 1 Week 7 Term 1 Week 11	35
Assessment Task 2 Listening Exam	5.1, 5.2, 5.3, 5.4, 5.11, 5.12	Term 2 Week 2	15
Assessment Task 3 Small Ensemble Piece	5.1, 5.2, 5.3, 5.4, 5.11, 5.12	Term 3 Week 2 30/07 – 02/08/24	20
Assessment Task 4 Film Music Composition	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	Term 4 Week 3	15
Semester Two Listening Exam	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	Term 4 Week 2 & 3	15
<b>Weighting</b>			<b>100%</b>



# Visual Arts

Outcomes assessed are taken from the following Syllabus Document: **NESA STAGE 5 VISUAL ARTS SYLLABUS**

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Portraiture - drawing, and painting, VAD	5.1, 5.3, 5.5, 5.6	Term 2 Week 2 01/05/24	30
Assessment Task 2: Semester 1 Exam	5.7, 5.8, 5.9	Term 2 Weeks 2 & 3	10
Assessment Task 3: Printmaking, VAPD Theory Case Study	5.1, 5.2, 5.4, 5.6, 5.8, 5.10	Term 3 Week 10 25/09/24	40
Assessment Task 4: Semester 2 Exam	5.7, 5.8, 5.9, 5.10	Term 4 Week 2 & 3	20
<b>Weighting</b>			<b>100%</b>

# ENGLISH

## English

Outcomes assessed are taken from the following Syllabus Document: **NESA ENGLISH K-10 SYLLABUS**

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment 1: Language of Protest Exam	EN5-2A, EN5-5C, EN5-7D, EN5-8D	Term 1 Week 10 03/04/24	25
Assessment 2: Response to Shakespearean Drama	EN5-1A, EN5-3B, EN5-4B, EN5-8D	Term 2 Week 9 26/06/24	25
Assessment 3: Response to Literature	EN5-1A, EN5-2A, EN5-3B, EN5-6C, EN5-9E	Term 3 Week 9 18/09/24	25
Assessment 4: Semester 2 Examination	EN5-1A, EN5-3B, EN5-5C, EN5-8D	Term 4 Week 2 and 3	25
<b>Weighting</b>			<b>100%</b>

## English as an Additional Language/Dialects (EALD)

Outcomes assessed are taken from the following Syllabus Document:

NESA EALD K-10 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Protest Examination	EAL5-2A, EAL5-5B, EAL5-7D, EAL5-8D	Term 1 Week 11 03/04/2024	25
Assessment Task 2 Shakespeare Essay	EAL-1A, EAL-3B, EAL5-4B, EAL5-8D	Term 2 Week 9 26/06/2024	25
Assessment Task 3 Speech on Power	EAL-1A, EAL5-2A, EAL5-3B, EAL5-6C, EAL5-9E	Term 3 Week 9 18/09/2024	25
Assessment Task 4 Semester 2 Examination	EAL-1A, EAL5-3B, EAL5-5C, EAL5-8D	Term 4 Week 2 and 3	25
<b>Weighting</b>			<b>100%</b>

# HISTORY

## History – Semester One

Outcomes assessed are taken from the following Syllabus Document:

NESA STAGE 5 HISTORY SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 World War II – Source Analysis Task Hand-inTask	HT5-5, HT5-10	Term 1 Week 7 14/03/24	50
Assessment Task 2 Semester 1 Examination Rights and Freedoms(1945-present)	HT5-3,HT5-9	Term 2 Week 3 16/05/24	50
<b>Weighting</b>			<b>100%</b>

## History – Semester Two

Assessment Task 1 World War II - Source Analysis Task Hand-inTask	HT5-5, HT5-10	Term 3 Week 7 05/09/24	50
Assessment Task 2 Semester 2 Examination Rights and Freedoms(1945-present)	HT5-3, HT5-9	Term 4 Week 3 31/10/24	50
<b>Weighting</b>			<b>100%</b>

## History (Elective)

Outcomes assessed are taken from the following Syllabus Document:

NESA HISTORY ELECTIVE SYLLABUS YEARS 7-10

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Research Task - Power and Political Unrest in the 20th-21st Century	HTE5-3, HTE5-7	Term 1 Week 8 20/03/24	25
Assessment Task 2 Semester One Examination - The Silk Roads	HTE5-5, HTE5-9	Term 2 Week 4 22/05/24	25
Assessment Task 3 Historical Film Trailer	HTE5-10, HTE5-6	Term 3 Week 8 28/08/24	25
Assessment Task 4 Individual Research Project	HTE5-8, HTE5-1	Term 4 Week 5 13/11/24	25
<b>Weighting</b>			<b>100%</b>

# HOME ECONOMICS

## Food Technology

Outcomes assessed are taken from the following Syllabus Document:

NESA FOOD TECHNOLOGY SYLLABUS YEARS 7-10

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Food Service & Catering Research and Practical Task	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7	Term 1 Week 8 <b>10FT7</b> 19/03/24 <b>10FT5A/5B</b> 20/03/2024	30
Assessment Task 2 Practical Examination	FT5-1, FT5-2, FT5-8, FT5-10, FT5-11	Term 2 Week 4 <b>10FT7</b> 21/05/24 <b>10FT5A/5B</b> 22/05/24	20
Assessment Task 3 Food Trends Blog	FT5-1, FT5-2, FT5-6, FT5-7, FT5-8, FT5-9	Term 3 Week 8 <b>10FT7</b> 10/09/24 <b>10FT5A/5B</b> 11/09/24	20
Assessment Task 4 Semester 2 Examination	FT5-3, FT5-4, FT5-6, FT5-7, FT5-12, FT5-13	Term 4 Week 2 <b>10FT7</b> 22/10/24 <b>10FT5A/5B</b> 23/10/24	30
<b>Weighting</b>			<b>100%</b>

# Textile Technology

Outcomes assessed are taken from the following Syllabus Document:

NESA TEXTILE TECHNOLOGY SYLLABUS YEARS 7-10

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Semester 1 Exam	TEX 5-1, TEX 5-2, TEX 5-6	Term 2 Week 2 07/05/24	10
Assessment Task 2 Summer Style Creation Practical & Folio	TEX 5-2, TEX 5-4, TEX 5-10, TEX 5-11, TEX 5-12	Term 2 Week 4 21/05/24	30
Assessment Task 3 The Sleepover Practical & Folio	TEX 5-1, TEX 5-2, TEX 5-6, TEX 5-7	Term 3 Week 10 24/09/24	40
Assessment Task 4 Semester 2 Examination	TEX 5-2, TEX 5-4, TEX 5-8, TEX 5-10, TEX 5-11, TEX 5-12	Term 4 Week 2 22/10/24	20
<b>Weighting</b>			<b>100%</b>

# INDUSTRIAL ARTS

## Industrial Technology (Timber, Engineering, Electronics)

Outcomes assessed are taken from the following Syllabus Document: **NESA INDUSTRIAL TECHNOLOGY 7-10 SYLLABUS**

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Project 1	IND5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8	Term 2 Week 3 17/05/24	40
Assessment Task 2 Examination	IND5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8	Term 3 Week 6 26,27,28,30/08/24	20
Assessment Task 3 Project 2	IND5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Term 4 Week 3 01/11/24	40
<b>Weighting</b>			<b>100%</b>



## Information and Software Technology

Outcomes assessed are taken from the following Syllabus Document: NESAS INFORMATION & SOFTWARE TECHNOLOGY 7-10 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Robotics and Automated Systems	5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.4.1, 5.5.1	Term 2 Week 2 08/05/24	30
Assessment Task 2 Digital Media	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.2	Term 2 Week 10 05/07/24	20
Assessment Task 3 Examination	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.2, 5.5.3	Term 3 Week 6 28/08/24	20
Assessment Task 4 Game Design and Development	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.5.2, 5.5.3	Term 4 Week 3 01/11/24	30
<b>Weighting</b>			<b>100%</b>

# LANGUAGES

## Italian

Outcomes assessed are taken from the following Syllabus Document: **NESA STAGE 5 ITALIAN NEW SYLLABUS**

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Accessing and Responding (Listening, Reading and Responding)	LIT5-2C, LIT5-7C	Term 1 Week 11 10/04/24	40
Assessment Task 2 Interacting and Composing (Speaking)	LIT5-1C, LIT5-4C, LIT5-5U	Term 2 Week 10 03/07/24	30
Assessment Task 3 Interacting and Composing (Writing)	LIT5-1C, LIT5-3C, LIT5 - 6U	Term 3 Week 10 25/09/24	30
<b>Weighting</b>			<b>100%</b>

# Japanese

Outcomes assessed are taken from the following Syllabus Document: NESAS STAGE 5 JAPANESE NEW SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Assessing and Responding (Listening, Reading and Responding)	LJAP5-2C, LJAP5-7C	Term 1 Week 11 10/04/24	40
Assessment Task 2 Interacting and Composing (Speaking)	LJAP5-1C, LJAP5-4C, LJAP5-5U	Term 2 Week 10 03/07/24	30
Assessment Task 3 Interacting and Composing (Writing)	LJAP5-1C, LJAP5-3C, LJAP5 - 6U	Term 3 Week 10 25/09/24	30
<b>Weighting</b>			<b>100%</b>

# Spanish

Outcomes assessed are taken from the following Syllabus Document: NESAS STAGE 5 SPANISH NEW SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Assessing and Responding (Listening, Reading and Responding)	LSPA5-2C, LSPA5-7C	Term 1 Week 11 10/04/24	40
Assessment Task 2 Interacting and Composing (Speaking)	LSPA5-1C, LSPA5-4C, LSPA5-5U	Term 2 Week 10 03/07/24	30
Assessment Task 3 Interacting and Composing (Writing)	LSPA5-1C, LSPA5-3C, LSPA5 - 6U	Term 3 Week 10 25/09/24	30
<b>Weighting</b>			100%

# MATHEMATICS FACULTY

## Mathematics 5.1

Outcomes assessed are taken from the following Syllabus Document: **NESA STAGE 5 MATHEMATICS K-10**

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Investigative Task	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 1 Week 6 04/03/24	25
Assessment Task 2 In-class Written Examination	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 2 Week 2 06/05/24	25
Assessment Task 3 In-class Written Examination	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 3 Week 2 29/07/24	25
Assessment Task 4 In-class Written Examination	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 4 Week 2 21/10/24	25
<b>Weighting</b>			<b>100%</b>

## Mathematics 5.2

Outcomes assessed are taken from the following Syllabus Document: NESAS STAGE 5 MATHEMATICS K-10

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Investigative Task	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 1 Week 6 04/03/24	25
Assessment Task 2 In-class Written Examination	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 2 Week 2 06/05/24	25
Assessment Task 3 In-class Written Examination	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 3 Week 2 29/07/24	25
Assessment Task 4 In-class Written Examination	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 4 Week 2 21/10/24	25
<b>Weighting</b>			<b>100%</b>

## Mathematics 5.3

Outcomes assessed are taken from the following Syllabus Document: **NESA STAGE 5 MATHEMATICS K-10**

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Investigative Task	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 1 Week 6 04/03/24	25
Assessment Task 2 In -class Written Examination	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 2 Week 2 06/05/24	25
Assessment Task 3 In-class Written Examination	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 3 Week 2 29/07/24	25
Assessment Task 4 In -class Written Examination	MA5.3-1-3WN, MA5.3-4-12NA, MA5.3-13-17MG, MA5.3-18-19SP	Term 4 Week 2 21/10/24	25
<b>Weighting</b>			<b>100%</b>

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

## PASS

Outcomes assessed are taken from the following Syllabus Document: NESAS PHYSICAL ACTIVITY & SPORT STUDIES STAGE 5 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment 1: Participating with Safety – Injury Assessment Practical Task	PASS5-8	Term 1 Week 6 08/03/24	25
Assessment 2: Body Systems and Energy for Physical Activity In class topic Test	PASS5-1, PASS5-2	Week 3 13,14,15/05/24	20
Assessment 3: Coaching Practical Task	PASS5-5, PASS5-6	Term 3 Week 7 06/09/24	25
Assessment 4: Semester 2 Examination	PASS5-10	Term 4 Week 3 28,29,30/10/24	30
<b>Weighting</b>			<b>100%</b>



# PDHPE

Outcomes assessed are taken from the following Syllabus Document: NESAS PDHPE STAGE 5 YEARS 7-10 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Playing in a team Practical Task	PD5.4, PD5.11	Term 1 Week 11 11/04/24	25
Assessment Task 2 Relationships 101 Topic Test	PD5.1, PD5.3, PD5.10	Term 2 Week 2 07,09/05/24	20
Assessment Task 3 Strategies & Tactics Practical Task	PD5.4, PD5.5	Term 3 Week 10 26/09/24	25
Assessment Task 4 Semester 2 Examination	PD5.1- PD5.11	Term 4 Week 2 22,24/10/24	30
<b>Weighting</b>			<b>100%</b>

# SCIENCE

Outcomes assessed are taken from the following Syllabus Document: NESASCIENCE STAGE 5 K-10 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Student Research Project (SRP)	SC5-7WS: processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions	Term 1 Week 8 22/03/24	25
Assessment Task 2: Semester 1 Examination	PW2 The motion of objects can be described and predicted using the laws of physics. LW3 Advances in scientific understanding often rely on developments in technology, and technological advances are often linked to scientific discoveries.	Term 2 Week 2 10/05/24	25
Assessment Task 3: Data Analysis task	SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems	Term 3 Week 8 23/08/24	25
Assessment Task 4: Semester 2 Examination	SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion 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 materials	Term 4 Week 2 25/10/24	25
<b>Weighting</b>			<b>100%</b>

# SOCIAL SCIENCE FACULTY

## Commerce

Outcomes assessed are taken from the following Syllabus Document: NESACOMMERCE STAGE 5 YEARS 7-10 SYLLABUS

Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1: Economic Case Study Analysis	COM5-1, COM5-4	Term 1 Week 4 12/03/24	25
Assessment Task 2: Media File Analysis	COM5-3, COM5-7	Term 2 Week 4 21/05/24	25
Assessment Task 3: Workplace Trends Assessment	COM5-6, COM5-8	Term 3 Week 6 27/08/24	25
Assessment Task 4: Semester 2 Examination	COM5-1, COM5-2	Term 4 Week 3	25
<b>Weighting</b>			<b>100%</b>

## Geography – Semester One

Please note: There are TWO separate groups for 2024, Lot 1 classes and Lot 2 classes. There are TWO distinct assessment task schedules depending on the Lot Number. Students should check their class details for the appropriate dates.

Outcomes assessed are taken from the following Syllabus Document:	NESA STAGE 5 GEOGRAPHY SYLLABUS
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Description of Task	Outcome to be Assessed	Priority Date	%
Assessment Task 1 Environmental Change and Management RAP	GE5-3, GE5-5	Term 1 Week 8 21/03/24	50
Assessment Task 2 Semester One Examination	GE5-7, GE5-6	Term 2 Week 3 16/05/24	50
<b>Weighting</b>			<b>100%</b>

## Geography– Semester Two

Assessment Task 1 Environmental Change and Management RAP	GE5-6, GE5-7	Term 3 Week 5 22/08/24	50
Assessment Task 2 Semester 2 Examination	GE5-3, GE5-5	Term 4 Week 3 31/10/24	50
<b>Weighting</b>			<b>100%</b>

# VOCATIONAL EDUCATION & TRAINING

## Assistant Dance Teaching

		PUBLIC SCHOOLS NSW ULTIMO RTO 90072 ASSISTANT DANCE TEACHING – BOARD ENDORSED COURSE ASSESSMENT SCHEDULE Preliminary Year 2024- HSC 2025 QUALIFICATION: CUA30320 Certificate III in Assistant Dance Teaching Training Package: CUA Creative Arts and Culture (Version 5.1)					NESA course 2 U X 1 YR and 3 U x 1 YR = 300 hours (2022 PRELIM 65334 and 2023 HSC 65338) LMBR UI Code: (11 OR 12) CUA30320265334B	
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECT	HSC STATU S	HSC INDICA TIVE	Assessment Task Cluster & Method of Assessment	HSC requirements	
		<b>4 - 5 PRELIMINARY UOCs</b>						
Term 1-2	CUADTM421 CUAWHS413	Teach basic dance technique Incorporate anatomy principles into skill development	E C	E C	45 25	<b>Cluster 1: The Moving Body</b> Direct Observation, Product Based Method and Questioning	300 Indicative Hours over 2 yrs 35 hrs Work placement	
Term 3	BSBWHS211 CHCLEG003	Contribute to health and safety of self and others Manage legal and ethical compliance	C C	C C	10 30	<b>Cluster 2: The Safe Workplace</b> Product Based Method and Questioning		
		<b>7 - 8 HSC UOCs</b>						
Term 4-5	CUACHR311 CUAMLT211 CUADLT311	Develop basic dance composition skills Develop musical ideas and knowledge Develop basic dance analysis skills	E C C	E C C	20 20 20	<b>Cluster 3: TBC</b> Direct Observation, Portfolio	35 hrs Work placement	
Term 5-6	CHCECE006 CUADTM311	Support behaviour of children and young people Assist with dance teaching	C C	C C	25 30	<b>Cluster 4: TBC</b> Direct Observation, Questioning		
Term 7	CUAIND314 SISFFIT007	Plan a career in the creative arts industry Instruct group exercise sessions	E E	E E	15 30	<b>Cluster 5: TBC</b> Direct Observation, Portfolio		
<b>Stand alone Unit delivered in Term 4</b>	HLTAID011	Provide First Aid <b>(to be delivered by an external RTO)</b> Please ensure school retains the Statement of Attainment from the external RTO for each student	C	C	20	Credit transfer for this unit when delivered by Catch Training		
<i>NESA requires students to study a minimum of 300 hours to meet Preliminary and HSC requirements.</i>			<b>Total hours 290</b>		<i>This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.</i>			