



# Strathfield Girls High School



## Year 8 Assessment Handbook 2024

*dream, believe, inspire, achieve...*



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## PRINCIPAL'S MESSAGE

Welcome back to all Year 8 students and I trust you are looking forward to your second year of high school. As you all know, Strathfield Girls is a place of learning where staff, students and parents are working together to provide a caring and challenging learning environment that will allow every student to achieve their personal best.

You will participate in a study skills program to assist you with the challenges of Year 8 as well as prepare you for the next stage of your learning at Strathfield Girls High School.

The purpose of this booklet is to outline the assessment policy of Strathfield Girls High School for Year 8. Please read it carefully and make sure you understand it and talk to your teachers if you have any concerns. Assessment is ongoing throughout the year and an integral part of the teaching and learning process. Assessment tasks will provide every student with opportunities to demonstrate what they know, what they understand and what they can do. In every course, you will have to complete a number of assessment tasks. Teachers will use these tasks (both formal and informal) to collect information about your learning.

The study planner in this booklet will allow you to set out every assessment task for each course term by term. It is essential that you complete your planner as it will help you become more organised in your study requirements for the year. At Strathfield Girls we believe that all of our students have something to offer and we reward improvement, commitment and achievement of personal best.

Ensure you always strive for your personal best in all you do, including in your preparation for the assessment activities for the year!

Ms M Pikoulas

Principal



# ASSESSMENT POLICY – STAGE 4

## Introduction

The purpose of this document is to outline the Assessment Policy of Strathfield Girls High School for Year 8 - Stage 4. Please read this policy carefully and make sure you understand it. All students must sign to acknowledge that they have received this booklet.

## What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Each student is awarded an assessment mark and that represents a measure of the student's achievement relative to other students. The assessment mark is derived from the results of a number of assessment tasks, as outlined in the schedules published in this booklet.

The purpose of assessment is to improve student learning. It gives the student the opportunity to demonstrate her learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

### Informal Assessment

- Class Projects, Class Assignments
- Classroom activities
- Homework assignments
- Mini-tests, Quizzes
- Group and pair work
- Bookmark

### Formal Assessment

- Projects
- Presentations
- Research assignments
- End of unit tests
- Mid-Year and Final Examinations
- Assessment Tasks

## NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

## SECTION A: STUDENT RESPONSIBILITIES

### Expectations of students:

#### 1. Attendance

Students must attend all classes to satisfactorily complete their courses. A minimum of 90% attendance is generally expected for students to achieve the outcomes of the course being studied.

#### 2. Unexplained absences, lateness and class attendance patterns

Unexplained absences, lateness and class attendance patterns will be reviewed every 5 weeks to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (Assessment Certification Examination (ACE) Manual).

Students are expected to attend all classes on those days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

#### 3. Academic Integrity

Students are required to certify that all work submitted for assessment must be their own. Any breach of this condition, including plagiarism, will result in a mark of zero. An 'Academic Integrity Report' must be attached to all submitted assessment tasks.

#### 4. Assessment Tasks

The NSW Education Standards Authority requires all students to attempt all assessment tasks.

#### 5. Submission of assessment tasks

Students are expected to submit assessment tasks by the due date and sign and acknowledge submission of tasks by the due date.

#### 6. Diligence

It is required that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

#### 7. Syllabus requirements

It is required that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments and formal assessment tasks.

#### 8. Sustained application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete less than 50% of assessment tasks will result in receiving a 'Letter of Concern' indicating incompleteness for that course. Students who do not comply with the assessment requirements will not have a moderated assessment mark or an examination mark awarded. (ACE Manual)

## 9. Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an **Assessment Task Notification is issued, must see the teacher to receive the notification.** It is important to note that notification of major assessment tasks will be issued **TWO WEEKS prior to assessment tasks** as per assessment schedules published in this handbook.

## 10. Procedures for students when absent from tasks -(Illness/Misadventure/Special Consideration Procedures)

Where a student does not meet a deadline or is absent for the submission or performance of a task, the student must apply for special consideration.

If there is a valid reason, an **Assessment Task Illness/Misadventure Application/Special Consideration Application** needs to be collected from the Head Teacher/s of the subject/s missed **on the first day back after their absence** and the **application**, together with all supporting documentation, must be **submitted to the Faculty Head Teacher/s within 1 week** or a **zero mark may be awarded.**

### Applications for special consideration

1. The student or her parent must telephone the school on the day of the task and inform the faculty Head Teacher/s of their absence;
2. The illness/misadventure/special consideration application must be lodged with the faculty Head Teacher/s immediately upon the student's return to school;
3. A doctor's certificate is required if the application is on medical grounds;
4. Valid supporting documents are required to support misadventure appeals;
5. If the assessment task is a take-home task, the student must submit it ONLINE/ at the front office on the due day OR in cases with prior approval, the completed task must be submitted with a medical certificate/ supporting document to the subject Head Teacher/s, immediately upon the student's return to school;
6. Documentation submitted later (not on the first day that the student returns to school) will not be accepted and the student may be awarded a zero mark.

### Medical Certificates should:

- be written on an official doctor's letterhead;
- include the date of the missed tasks;
- show the length of time the student will be unfit for school; and
- be produced immediately on return to school.

**If the student does not make the application to the appropriate subject Head Teacher on their first school day of attendance after the due date of the missed assessment task, a zero mark may be recorded.**

## **Process for the determination of the Illness/Misadventure /Special Consideration Application**

The Faculty Head Teacher and Principal consider student appeals. At the discretion of the Principal, a determination is made. The Head Teacher will inform the student and classroom teacher of the decision. The School Administrative Officer will generate an outcome letter, which will be sent to the parent.

### **The Illness/Misadventure/Special Consideration appeals process does NOT cover:**

- difficulty in preparing or loss of preparation time;
- alleged deficiencies in teaching;
- lost time or facilities for study before the formal study vacation;
- misreading the examination timetable;
- misreading of examination instructions;
- entering or sitting for the wrong examination;
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period;
- conditions for which you have been granted disability provisions, unless you have further difficulties of an unforeseen episode during the examination;
- conditions for which you should have disability provisions;
- courses where you are a self-tuition student;
- technology and/or computer equipment failure;
- attendance at a sporting or cultural event, or family holiday; or
- overseas vacation time

### **ADVICE**

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

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

**It is the student's responsibility to keep hard copies of submitted assessment tasks.**

Students may lodge an **Illness/Misadventure/Special Consideration Application** if they believe that **circumstances during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the application.



**If the Assessment Task Illness/Misadventure/Special Consideration Application is not accepted**, the student may be awarded a zero mark and a Letter of Concern will be sent home to advise parents.

Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of the initial determination.

The Principal may:

- i. reject the appeal and order the zero mark to stand;
- ii. grant a limited extension;
- iii. order that a substitute task be performed, or
- iv. award an estimate

***A student checklist is published on the back of the Illness Misadventure/Special Consideration Application Form***

#### **STUDENT CHECKLIST**

Call the school on the day you are missing your task/examination	
On your first day of return to school, see the Head Teacher/s of the subject/s you have missed. Collect this form from the Head Teacher/s. <i>The HT will date and sign the form</i> <i>You may need to see more than one person if you missed tasks across subjects.</i>	
Have you shown the Head Teacher your medical certificate/supporting documents?	
<i>Have you asked when the alternate/catch-up task will be?</i> Write the date of the alternate task in your diary	
Complete the form with a parent/carer and ask them to sign and date the form <i>Have you signed the form?</i>	
Return the form to the same Head Teacher/s within a week. The next day will be good! <i>Check that the date of submission has been written in by the Head Teacher</i>	
Ensure that you attend the alternate task OR you will be awarded a zero	

Now you have completed the Illness/Misadventure/Special Consideration Application process, you will need to complete the missed task/s and wait for the outcome of your appeal.

## Sample Illness/ Misadventure/Special Consideration Application Form



### STRATHFIELD GIRLS HIGH SCHOOL ILLNESS/MISADVENTURE/SPECIAL CONSIDERATION APPLICATION

HT Signature: .....

Date of issue: .....

This form is to be completed by students who are unable to complete an assessment task on the due date.  
The completed form must be submitted to the Faculty Head Teacher before the task, or on the first day back at school immediately after the due date of the assessment.  
NB: If the Head Teacher is absent, this form must be submitted to the Deputy Principal.

Name: ..... Year: .....

Subject/Course: ..... Class Teacher: .....

Head Teacher: .....

Assessment Title: .....

Select relevant option ☐ Task missed ☐ Task not submitted ☐ Task completed

Seeking special consideration because of: ☐ illness ☐ misadventure

Details of appeal: ..... Task Due Date: .....

.....

.....

☐ (Attach all necessary medical certificates and refer to the SGHS Assessment Policy)

Student signature: ..... Date: .....

Parent/Carer signature: ..... Date: .....

OFFICE USE ONLY

Date appeal submitted .....

Outcome:

Head Teacher signature: ..... Date: .....

Principal Signature: ..... Date: .....

#### School Procedure

- ☐ Head Teacher issues Illness/Misadventure/Special Consideration form.
- ☐ Head Teacher receives Illness/Misadventure/Special Consideration form within 1 week of date issued.
- ☐ Head Teacher discusses the application with Principal and a determination is made.
- ☐ School Admin Officer will enter details on SENTRAL and generates an outcome letter for the parent.
- ☐ Principal signs the letter and gives it to the front office to be mailed to the parent.
- ☐ A copy will be given to the Head Teacher and a copy will be placed into the student's file.

## 11. Procedures relating to malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, will lead to students receiving zero marks and will jeopardise their final results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

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

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

Malpractice, including plagiarism is cheating and a zero mark will be awarded. It violates our school values, beliefs and expectations from students and will not be tolerated at Strathfield Girls High School.

### ***Turn It In:***

The school also monitors malpractice through the ***Turn It In*** program, which includes the use of the AI via the AI-generated writing detection percentages. Any malpractice will incur a penalty and may result in a zero mark.

#### **ADVICE**

To avoid malpractice, including plagiarism, students should check how to cite sources with their teacher.

Students must give acknowledgement whenever they:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words, and paraphrase another person's spoken or written words.

## 12. Students behaviour during assessment tasks, including examinations

Students must behave in a way that does not disrupt the task, examination or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/examination, if a student is involved in any of the following behaviours, a zero assessment mark may be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher;
- makes a non-serious attempt, or
- engages in malpractice.

## 13. Examination Procedures

- During any assessment task/examination students must follow the examination supervisor's instructions at all times. **An Examination Rules and Expectations Notice** is issued to students with their examination timetables.
- Students must not take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher.
- Students must make a serious attempt at all questions in the examination/assessment task and remain in the examination venue until the end of the examination.
- Answers must not contain offensive language.
- Students must not take any electronic devices, including mobile phones and smart electronic watches or Air Pods into any examination room.

**Failure to observe these rules may result in a mark of zero for the examination.**

## 14. Students Absent from Mid-Year and Final Examinations

- Students who are absent from examination(s) for any serious reason must notify the Deputy Principal and Faculty Head Teacher/s on the timetabled day of the examination(s).
- The student must present the illness/misadventure appeal to the appropriate subject Head Teacher immediately after the missed examination(s) for the appeal to be considered and course of action determined.

## 15. Equipment for the Examination

All students are expected to provide equipment for examinations including:

- Pens, pencils, eraser, ruler, sharpener, calculator scientific, in a clear plastic pencil case or sleeve.

Note that students **must clear the memory** from calculators before examinations.

## 16. Letters of Concern

Letters of concern are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. NSW Education Standards Authority (NESA) requires the school to issue official warning letters in order to give the students the opportunity to redeem themselves.

## 17. Assessment Schedules

Students are expected to carefully read assessment schedules for all courses which are published in this handbook. Students are to ensure that they complete the study planner which allows them to set out for each term the assessment tasks that they have to complete in each course.

## 18. Notifications

Students are expected to carefully read the notification of tasks that they will receive at least **two weeks prior** to the date of assessment tasks. Students are required to sign for and check the following details on all notification for assessment tasks:

- a. the nature of the task;
- b. syllabus outcomes to be assessed;
- c. the weighting of the task;
- d. the assessment criteria, and
- e. the date of the task.

## 19. Disability Provisions: Examination provisions for students with special needs

Students who have a special need that would, in an examination situation prevent them from:

- reading the examination questions, and/or
- communicating responses effectively.

Special examination provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination, and
- for lack of familiarity with the English language.

**Failure to comply with the school assessment policy and the procedures outlined in this handbook may result in a zero mark being awarded and students will be notified in writing.**

## REPORTING PROCEDURES

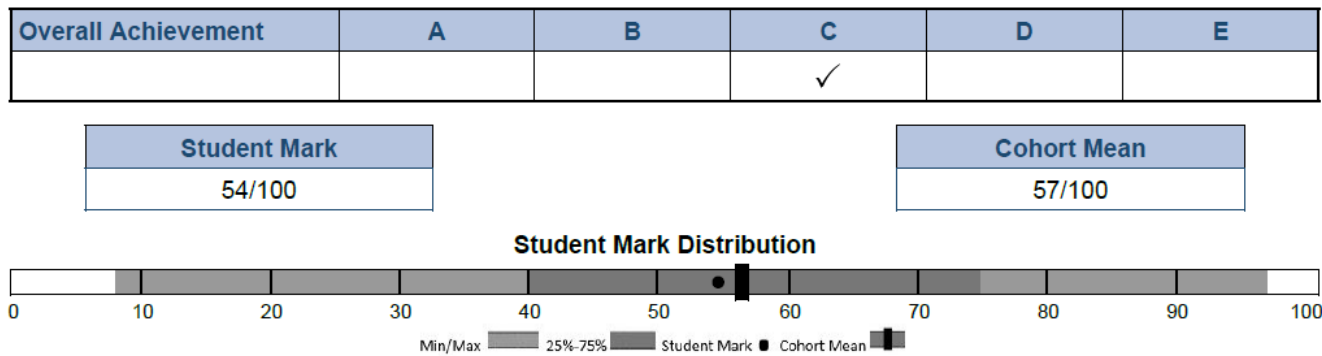
**Student Reporting** is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal assessment that has been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice. Reports will include progress in literacy and numeracy within the subject.


School reports are issued twice a year: Mid-Year Report (Term 2) and Final Report (Term 4). Assessment for these reports will be based upon the Assessment schedules in this handbook. The Mid-Year Report will be based on Semester 1 Assessments and selected outcomes (areas of learning), while the Final Report will be based on the cumulative mark and all outcomes for the subject.

**It is expected that all parents attend the Parent Teacher Evening in Semester 1**, to meet with teachers and collect their daughters’ reports. Final Reports for the academic year will be issued to students.

**Sample Report with Marks, Mean and Grade Distribution**



## Strathfield Girls High School



**Pass on the Torch of Life**

Strathfield Girls High School provides a caring and responsive environment where students are challenged to achieve their personal best. Students are empowered to achieve self reliance and to become confident and responsible citizens with the capability to succeed. The school's approach to assessment and reporting is to convey comprehensive information about a student's achievement.

### Student POWER

**Year 8**  
**Semester 2 2024**

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Ms M Pikoulas  
Principal

This report is issued without alteration  
 Date of issue:  
 December 2024

## **SECTION B: THE SCHOOL'S RESPONSIBILITIES**

### **A Standard Referenced Approach to Assessment**

This document has been developed to assist teachers in developing, implementing and conducting quality assessment programs that will capture an accurate image of individual student achievement in a standards referenced framework.

“Schools are to undertake assessment to collect information about student’s learning. This will occur through both formal and informal activities.”

(Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12)

### **Assessment Schedules**

Each course will have its own assessment schedule developed within the guidelines provided by the NSW Education Standards Authority (NESA), Teaching and Educational Standards. NESA requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled.

This means that teachers are required to provide students with assessment schedules for courses studied which will:

- inform each student of the assessment requirements for each course;
- indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
- outline the outcomes and the weightings for each syllabus component; and
- specify weightings for each of these tasks, and
- incorporate a range of tasks of varying types, length, and complexity, such as written examinations and practical, oral or aural tasks and may cover.

These assessment schedules are published in this handbook and provide valuable information for teachers to compare student achievement against syllabus standards that remain constant over time. The exact timing of tasks will be confirmed in Task Notifications, issued at least two weeks prior to the task.

### **Head Teachers are required to put processes in place to:**

- a. ensure tasks meet NESA requirements of courses;
- b. ensure students sign when a task is submitted;
- c. ensure students sign when a task is returned;
- d. record marks on the SENTRAL before marks are returned; and
- e. ensure Letters of Concern are issued when appropriate.

### **More than one class following the same course**

This refers to groups of students within the same year across different timetabled lines.

Common assessment programs should be followed with common tasks, conditions and marking procedures.

Assessment tasks should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

### **Assessment Notifications**

Students will be notified, at least 14 calendar days in advance of the due date of an assessment task with the details of the task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances variations to a task, including timing and date and other details of the task, may occur when:

- approval from the Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, where possible, be issued at least 14 calendar days in advance of the due date of the assessment task.

The due date for assessment tasks should not be scheduled any closer than 7 calendar days either side of the Mid-Year and Final Examination period.

### **Marking Guidelines**

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement of outcomes, with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

### **Providing Meaningful Feedback**

Teachers provide feedback to students to assist their learning.

Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards. Students should be provided with meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.

### **Recording and Reporting Student Marks**

Teachers and Head Teachers will keep records of each student's performance in each task in the faculty electronic Markbook available on the school's network and should provide students after each task with information concerning their performance on individual tasks.



## **Non-Discriminating Tasks**

In the event that a task fails to satisfactorily discriminate the candidature, a second task will be set. The second task will be called 'supplementary task'. Students, parents and caregivers will be informed in writing that the supplementary task has been set. As no task can be discarded, a percentage of the original and supplementary task will constitute the final mark for the assessed task.

## **The Award of Zero Marks**

A zero mark is awarded for a particular course in two instances:

- non-presentation of a task without approved reason,
- an attempt to gain unfair advantage (malpractice, such as plagiarism).

## **Non-presentation / Non-Attempt**

If a task is not attempted/submitted by the due date and the student is not exempt, the student may be awarded a zero mark. Teachers are required to generate a letter of concern and to request that students complete missed assessment tasks. Feedback on their performance will be presented with written comments, but the task will not count towards overall assessment totals.

## **Malpractice**

It is expected that work submitted in fulfillment of assessment requirements shall be the student's own work. To this end students are asked to undertake a pledge of **Academic Integrity**. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which another person such as a parent or tutor has contributed significantly or ideas of another person without reference to the source;
- offering false documentation in support of an appeal;
- cheating during an assessment task or formal examination; and
- misbehaving during examinations
- use of AI such as ChatGPT during a formal examination.

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher who will discuss the issue with the Deputy Principal. The student will be awarded a zero mark for the task where malpractice occurred, and given a full explanation of the decision. The student may then proceed through established appeal procedures.

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness. This task may be used as a guide to assessment marks awarded.

**If a student is involved in any of the following behaviours during any assessment, a zero mark may be awarded:**

- does anything that seriously disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobile phones and smart watches, other than what is allowed by the supervising teacher;
- makes a non-serious attempt;
- engages in malpractice; or
- gains an unfair advantage by any means.

### **Lateness**

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason she must undertake the task in the remaining time.

### **Extensions**

Students who are unable to present for an out-of-class assessment task/assignment for valid reasons may apply to the Principal for an extension prior to the due date for submission for the task by completing an illness/misadventure appeal. **It should not be assumed that an application will be accepted.**

### **Letters of Concern**

Letters of concern are issued to students who are not meeting course requirements. Course requirements are that the student:

- follows the course developed or endorsed by NESA;
- applies themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- achieves some or all of the outcomes.

These letters are a warning to students that they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of jeopardising the successful completion of the course.

## Contact the correct people

If you have a specific course enquiry please contact the Head Teacher of that Faculty. If it is a more general enquiry please contact the Year Adviser.

<b>Year 8 Adviser</b>	Ms I Falciola
<b>Year 8 Deputy Principal</b>	Ms S Maharaj
<b>English</b>	Mr G Down
<b>Mathematics</b>	Mr G Smith
<b>Science</b>	Dr H Witchard
<b>Social Science</b>	Mr B Koutsoukos
<b>Languages</b>	Ms A Lee
<b>Creative and Performing Arts</b>	Ms S Wade
<b>Technological and Applied Studies</b>	Ms L Chopra
<b>Personal Development, Health &amp; Physical Education</b>	Mr J Hartley
<b>History</b>	Ms R McKenzie
<b>Learning and Engagement</b>	Ms C Eklund
<b>Head Teacher Administration</b>	Mr T Grech
<b>Head Teacher Wellbeing</b>	Mr T Koulouris

# Assessment Planners 2024

	Term 1	Term 2
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		Mid-Year Examinations (Wed – Fri)
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		
WEEK 11		N/A

	<b>Term 3</b>	<b>Term 4</b>
<b>WEEK 1</b>		
<b>WEEK 2</b>		
<b>WEEK 3</b>		
<b>WEEK 4</b>		
<b>WEEK 5</b>		<b>Final Examinations (Wed – Fri)</b>
<b>WEEK 6</b>		
<b>WEEK 7</b>		
<b>WEEK 8</b>		
<b>WEEK 9</b>		
<b>WEEK 10</b>		

**Year 8**  
**STRATHFIELD GIRLS HIGH SCHOOL**



**ACADEMIC INTEGRITY (HONESTY) DECLARATION/PLEDGE**

*Students need to complete and sign this declaration at the beginning of each academic year. This pledge will be collected and filed as part of the Faculty records.*

I am aware that plagiarism occurs when I submit someone else's words or ideas as my own work. This academic dishonesty is unethical and unacceptable and violates our school values, beliefs and expectations of students.

I \_\_\_\_\_ pledge that:  
(Your name in block letters)

I will not:

- copy articles from print media, the Internet or other electronic sources.
- copy work from other students.
- copy my own previous work for new tasks/other subjects.
- submit work of older students/siblings/friends etc.
- summarise or paraphrase other people's work without acknowledgment.
- cut and paste together sections of text from other sources.
- allow my work to be copied and submitted by other students.
- prepare or complete work for someone else to submit as their own work.
- use online writing platforms/apps/AI to complete my tasks for me.
- use tutors/older siblings etc to complete my tasks for me.



I will give credit / acknowledgement to:

- another person's ideas or opinions.
  - pieces of information, facts, statistics, graphs or drawings taken from other sources.
  - quotations or my paraphrase of someone else's spoken or written words.
- ☐ *I have read and understand the school Assessment and Plagiarism Policies.*
- ☐ *I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.*
- ☐ *I understand that any appeal about marks awarded must be taken to my classroom teacher or the Faculty Head Teacher or Deputy Principal.*

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date: \_\_\_\_\_



## STRATHFIELD GIRLS HIGH SCHOOL HONESTY IN YOUR WORK

The values of honesty and integrity are highly regarded both in the school, and later at work. When undertaking assignments at school and at home it is important that students do not use other people's work as their own. If students submit other people's work as their own it is called plagiarism.

Do you understand how each of the following actions can be deemed dishonest?

<b><i>Inappropriate use of intellectual material</i></b>	Yes, I understand <input checked="" type="checkbox"/>
Downloading research papers from the internet and using them without acknowledging the source.	
Buying papers from a source and presenting them as your work	
Copying or downloading articles from the internet, books, journals, newspapers and electronic sources such as Encarta and Wikipedia, then placing part or whole in your assignment.	
Copying work from other students is malpractice.	
Paraphrasing <sup>1</sup> or summarising other people's work can be wrong if proper citation is not included.	
Cutting and pasting together sections of text from several sources to produce an assignment which you present as your work.	
Intentionally misusing citations or failing to cite sources.	
Quoting less than all the words copied in an attempt to change the style of the source. For example leaving the word "not" out of a quotation can change its meaning.	

Students are guilty of plagiarism and are equally responsible if they consciously:

- allow their assignment to be copied and submitted as someone else's work, and
- prepare an assignment for another student and allow it to be submitted as their own work.

### How to Avoid Plagiarism

To avoid plagiarism students should:

- cite quotes from sources, and
- acknowledge source(s) used to produce your assessment task in a bibliography.
- check how to cite sources with your teacher and look at the library website to gain information about writing bibliographies and avoiding plagiarism. (click on Internet Explorer → Library → Researching assignment/Plagiarism → SGHS Guide to Plagiarism).

You must give credit whenever you:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words, and
- paraphrase another person's spoken or written words.

(1 to paraphrase: to restate the sense of a passage in other words - F Fowler and H Fowler (1969), Oxford Dictionary fifth edition, Oxford University Press)

## Test and Examination preparation

**Before you sit for an assessment task/test/exam, you must be prepared:**

- ☐ Know the format
- ☐ Know the time available
- ☐ Have the subject matter summarised efficiently
- ☐ Test your knowledge and understanding with friends and family
- ☐ Be systematic
- ☐ "Prepare well and you will do well" Anon



## Home Study Environment

**To study effectively at home, it is vital to have a special place to study. It must be:**

- ☐ Well lit
- ☐ Warm and ventilated
- ☐ Quiet, no loud music or TV
- ☐ Comfortable
- ☐ Away from distraction





# English

## Outcomes

EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A	effectively uses a range of processes, skills, strategies and knowledge for responding to and composing text in different media and technologies
EN4-3B	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-4B	makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-5C	thinks imaginatively, creatively, interpretively and critically and information, ideas and arguments to responds to and compose texts
EN4-6C	identifies and explains connections between and among texts
EN4-7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-9E	uses, reflects on and assesses individual and collaborative skills for learning



## Assessment Schedule - Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Speaker's Cup Presentation	Mid-Year Examination	Extended Response Take Home Task	Final Examination	
	<b>Term 1 Week 7</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 8</b>	<b>Term 4 Week 5</b>	
Outcomes for the unit	1A, 3B, 5C, 8D	1A, 3B, 4B, 5C, 7D	2A, 3B, 7D, 9E	1A, 4B, 5C, 6C	
Writing	5	10	5	10	<b>30</b>
Reading		15		15	<b>30</b>
Speaking/ Listening	20				<b>20</b>
Viewing/ Representing			20		<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

# Mathematics

## Objectives: Knowledge, skills and understanding

1. Number and Algebra	Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalization
2. Measurement and Geometry	Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
3. Statistics and Probability	collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgments
4. Working Mathematically	Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

For a full list of outcomes, see <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

## Assessment Schedule - Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Mathematical skills and knowledge	Common Task	Mid-Year Examination	Common Task	Final Examination	
	<b>Term 1 Week 7</b>	<b>Term 2 Week 6</b>	<b>Term 3 Due Week 5</b>	<b>Term 4 Week 5</b>	
	<b>Objectives</b> 1,4	<b>Objectives</b> 1-4	<b>Objectives</b> 1-4	<b>Objectives</b> 1- 4	
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

- All notifications of assessment will include full list of relevant outcomes.
- Mid-Year Report cohort grade is based on Tasks 1-2
- Final Report cohort grade is based on Tasks 1-4

# Science

## Outcomes

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

## Assessment Schedule – Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Assessment	Mid-Year Examination	Processing and Analysing Information	Final Examination	
	<b>Term 1 Week 10/11</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 6/7</b>	<b>Term 4 Week 5</b>	
	4WS, 5WS, 6WS, 7WS, 8WS, 9WS	4WS, 7WS, 8WS, 9WS, 16CW, 17CW	7WS, 8WS, 9WS, 14LW, 15LW	4WS, 7WS, 8WS, 9WS, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW,	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• <i>Physical World: the nature of forces, motion, matter and energy</i></li> <li>• <i>Earth and Space: Earth's dynamic structure and its place in the cosmos</i></li> <li>• <i>Living World: living things</i></li> <li>• <i>Chemical World: the composition and behaviour of matter</i></li> </ul>		15	10	15	<b>40</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• <i>Questioning and predicting</i></li> <li>• <i>Planning and conducting investigations</i></li> <li>• <i>Processing and analysing data and information</i></li> </ul>	15	5	5	5	<b>30</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• <i>Problem solving</i></li> <li>• <i>Communicating</i></li> </ul>	5	10	5	10	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

The **final assessment cohort mark** for **Year 8 Science** is based on a range of assessment tasks, as shown above, to allow students to demonstrate their skills in practical work, research and processing information, in addition to content knowledge.

# History

## Outcomes

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

## Assessment Schedule – Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Investigating the Ancient Past	The Mediterranean World	Ancient to the Modern World: Vikings	Final Examination	
	<b>Term 1 Week 8</b>	<b>Term 2 Week 3</b>	<b>Term 3 Week 8</b>	<b>Term 4 Week 5</b>	
	HT4-1, HT4-2, HT4-6, HT4-8	HT4-3, HT4-7, HT4-8, HT4-10	HT4-3, HT4-5, HT5-6, HT4-9	HT4-2, HT4-3, HT4-4, HT4-7, HT4-9, HT4-10	
Knowledge and understanding	10	10	10	10	<b>40</b>
Skills	5	10	5	10	<b>30</b>
Communication	5	10	5	10	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

The **final assessment cohort mark** will be based on all assessment tasks.

## Year 8 Modern Languages (Chinese, Japanese, Korean)

### Outcomes

	<b>A student:</b>
<b>ML4-INT-01</b>	exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
<b>ML4-UND-01</b>	interprets and responds to information, opinions and ideas in texts to demonstrate understanding
<b>ML4-CRT-01</b>	creates a range of texts for familiar communicative purposes by using culturally appropriate language

### Assessment Schedule – Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Speaking	Listening Writing  <b>Mid-Year Examination</b>	Speaking	Reading Writing  <b>Final Examination</b>	
	<b>Term 1 Weeks 7-8</b>	<b>Term 2 Week 6</b>	<b>Term 3 Weeks 7-8</b>	<b>Term 4 Week 5</b>	
	<b>ML4-INT-01</b>	<b>ML4-UND-01 ML4-CRT-01</b>	<b>ML4-INT-01</b>	<b>ML4-UND-01 ML4-CRT-01</b>	
Speaking	10		15		<b>25</b>
Listening and responding		25			<b>25</b>
Reading and responding				25	<b>25</b>
Writing		10		15	<b>25</b>
<b>Total %</b>	<b>10</b>	<b>35</b>	<b>15</b>	<b>40</b>	<b>100</b>

## Year 8 Modern Language – Italian

### Outcomes

<b>Interacting</b> ML4-INT-01	exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
<b>Understanding texts</b> ML4-UND-01	interprets and responds to information, opinions and ideas in texts to demonstrate understanding
<b>Creating</b> ML4-CRT-01	creates a range of texts for familiar communicative purposes by using culturally appropriate language

### Assessment Schedule – Cohort Task

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	ICT Presentation Task	Reading, Listening, Writing Mid-Year Exam	Speaking Task	Reading, Listening, Writing Final Exam	
	<b>Term 1 Week 10</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 2</b>	<b>Term 4 Week 5</b>	
	ML4-INT-01 ML4-CRT-01	ML4-UND-01 ML4-CRT-01	ML4-INT-01	ML4UND-01 ML4-CRT-01	
<b>Speaking</b>	10		15		<b>25</b>
<b>Listening</b>		10		10	<b>20</b>
<b>Reading</b>		10		15	<b>25</b>
<b>Writing</b>	10	10		10	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>15</b>	<b>35</b>	<b>100</b>



# Technology Mandatory

## Outcomes

Design and Production Skills	
<b>TE4-1DP</b>	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
<b>TE4-2DP</b>	plans and manages the production of designed solutions
<b>TE4-3DP</b>	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
<b>TE4-4DP</b>	designs algorithms for digital solutions and implements them in a general-purpose programming language
Knowledge and Understanding	
<b>TE4-7DI</b>	explains how data is represented in digital systems and transmitted in networks
<b>TE4-8EN</b>	explains how force, motion and energy are used in engineered systems
<b>TE4-9MA</b>	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
<b>TE4-10TS</b>	explains how people in technology related professions contribute to society now and into the future



**Assessment Schedule**

Component	Task 1	Task 2	Weighting %	Task 1	Task 2	Weighting %	Final Weighting
	Design Portfolio	Practical Application	Semester 1	Design Portfolio	Practical Application	Semester 2	
	<b>Term 2 Week 5</b>	<b>Term 2 Week 5</b>		<b>Term 4 Week 4</b>	<b>Term 4 Week 4</b>		
	TE4-1DP TE4-2DP TE4-8EN TE4-9MA TE4-10TS	TE4-1DP TE4-2DP TE4-3DP TE4-4DP		TE4-1DP TE4-2DP TE4-4DP TE4-7D1 TE4-8EN TE4-9MA TE4-10TS	TE4-1DP TE4-2DP TE4-3DP TE4-4DP		
1. Knowledge and understanding of how traditional, contemporary and advancing technologies are used when designing sustainable products and solutions	10	5	15	10	5	15	<b>50% Sem 1 + 50% Sem 2</b>
2. Knowledge of the role of people and technologies in developing innovative solutions for preferred futures, and how data is used in digital solutions	10		10	10		10	
3. Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects		20	20		20	20	
4. Develop and apply skills in project management and evaluation when designing and producing solutions.	20	10	30	20	10	30	
5. Develop thinking skills when designing and producing digital and non-digital solutions	20	5	25	10	5	15	
6. Designs algorithms for digital solutions and implements them in a general-purpose programming language				10		10	
<b>Total %</b>	<b>60</b>	<b>40</b>	<b>100</b>	<b>60</b>	<b>40</b>	<b>100</b>	

# Personal Development/Health/Physical Education

## Outcomes

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

## Assessment Schedule – Cohort Tasks

<b>Component (Course Strands)</b>	<b>Health Semester 1</b> Healthy Eating Questionnaire and Analysis (PD4-6, PD4-7)	<b>Practical Semester 1</b> Cricket Skills Application (PD4-4, PD4-5, PD4-11)	<b>Health Semester 2</b> Celebrating Diversity Report (PD4-1, PD4-2, PD4-3)	<b>Practical Semester 2</b> Folk Dance (PD4-11, PD4-5) & Invasion Games Basketball/Netball Skills Application (PD4-4, PD4-5, PD4-8, PD4-10)
Health Wellbeing and relationships  Movement Skill and Performance  Healthy, Safe and Active Lifestyles	25%  Term 2 Week 6	25%  Ongoing	25%  Term 3 Week 10	25%  Ongoing

# Visual Arts

## Outcomes

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

## Assessment Schedule – Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Theory Task	Practical Task	Theory Task	Practical Task	
	<b>Term 2 Week 3</b>	<b>Term 2 Week 5</b>	<b>Term 5 Week 5</b>	<b>Term 4 Week 6</b>	
	4.7 – 4.10	4.1 – 4.6	4.7 – 4.10	4.1 – 4.6	
MAKING		35		35	<b>70</b>
STUDYING	15		15		<b>30</b>
<b>Total %</b>	<b>15</b>	<b>35</b>	<b>15</b>	<b>35</b>	<b>100</b>

The Mid-Year Report will be based on Tasks 1, 2.

The Final Report will be based on Tasks 1 – 4.

# Music

## Outcomes

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

## Assessment Schedule – Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Rock Performance	Musical Arrangement & Analysis	Composition & Reflection	Ukulele Performance	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 8</b>	<b>Term 4 Week 4</b>	
	4.1, 4.2, 4.3	4.4, 4.5, 4.6, 4.7, 4.8, 4.10	4.4, 4.5, 4.6, 4.7, 4.8, 4.10	4.1, 4.2, 4.3	
Composition		10	20		30
Performance	20			20	40
Listening		20	10		30
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

The Mid-Year Report will be based on Tasks 1 - 2.

The Final Report will be based on Tasks 1 – 4.

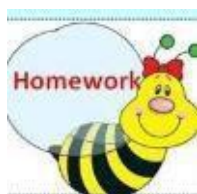
## Learning and Engagement Support

The Learning and Support Teacher (LaST), and Year 8 teaching staff work together to identify student learning needs using internal data and NAPLAN results, to create and deliver relevant and effective teaching and learning programs to address their additional learning needs.

The Learning and Engagement faculty uses Tracking data based on internal assessments and external NAPLAN and Check-In results to identify students and allocate the most appropriate support to students in Year 8.

All Year 8 students are expected to complete online literacy, numeracy and writing tasks as part of the school's initiative to further improve student's literacy and numeracy skills to prepare for Year 8 Check-In Assessments and NAPLAN in Year 9.

Students experiencing significant difficulties are offered support using a variety of delivery models including in-class support with the Learning and Support Teacher (LaST), or the School Learning and Support Officers, small group or 1:1 tuition or through homework help in the library every morning and afternoon.



### Types of Learners

People learn in three main ways

Visual - by Seeing 35% of people

Auditory - By Hearing 25% of people

Kinaesthetic - By Doing - 40% of people

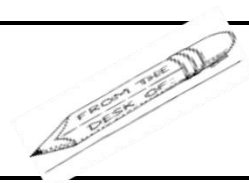
A combination of all three types is the best way to go - make a real effort to develop Yourself.

"It takes all types"  
Anon





## 2024 Important Dates

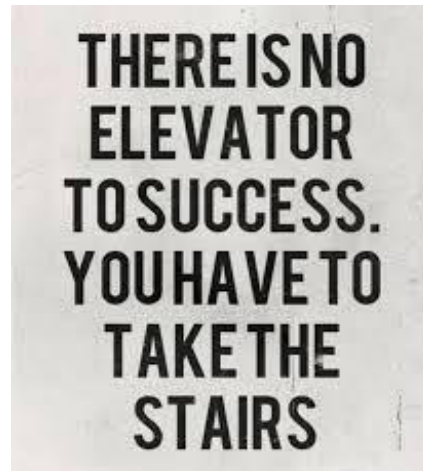


Wednesday, 3 July 2024	Parent Teacher Evening (collect Mid-Year Reports)
Term 3 Wednesday, 31 July 2024	Year 9 2025 Subject Selection Information Evening
Tuesday, 17 December 2024	Final Reports issued to students

*"Teachers open the door, but you must enter by yourself"*

*Anon*





***My academic goals for 2024 are:***

1.	
2.	
3.	

***Evaluation of my goals - How do I feel about my progress, and what are my next steps?***

<b><i>Goal</i></b>	<b><i>Semester 1</i></b>	<b><i>Strategies to use now</i></b>	<b><i>Semester 2</i></b>	<b><i>Strategies to use now</i></b>
<b><i>1</i></b>	<b><i>1 2 3 4 5</i></b>		<b><i>1 2 3 4 5</i></b>	
<b><i>2</i></b>	<b><i>1 2 3 4 5</i></b>		<b><i>1 2 3 4 5</i></b>	
<b><i>3</i></b>	<b><i>1 2 3 4 5</i></b>		<b><i>1 2 3 4 5</i></b>	

***Rating 1-5 (highest)***



## Mid-Year Report Evaluation

<b>SUBJECT</b>	<b>What I did well</b>	<b>What I need to improve in Semester 2</b>
<b>English</b>		
<b>Mathematics</b>		
<b>Science</b>		
<b>Geography</b>		
<b>Technology</b>		
<b>PDHPE</b>		
<b>Languages</b>		
<b>Visual Arts</b>		
<b>Music</b>		
<b>My Attendance</b>		

# ***My Notes***





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