

# Strathfield Girls High School



2021

Year 7

Assessment Handbook

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## PRINCIPAL'S MESSAGE

Welcome to all Year 7 students and I wish you well as you begin your secondary education at Strathfield Girls 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 girl to achieve her personal best.

You will participate in a study skills program to assist you with the challenges of Year 7 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 7. 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 A Lyris  
Principal



# ASSESSMENT POLICY – STAGE 4

## Introduction

The purpose of this document is to outline the Assessment Policy of Strathfield Girls High School for Year 7 - 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

Where a student cannot 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' proforma needs to be completed and all supporting documentation has to be **submitted to the Principal on the first day back after their absence**, or **a zero mark will be awarded**.

Illness /Misadventure applications are available from the Principal.

### Applications for appeal

A student may apply for special consideration if a student is absent on the day of any task, in which case:

- i. the student or her parent must telephone the school on the day of the task and inform **the Principal**;
- ii. the illness/misadventure application must be lodged with the Principal immediately upon the student's return to school;
- iii. a doctor's certificate is required if the application is on medical grounds;
- iv. valid supporting documents are required to support misadventure appeals;
- v. if the assessment task is a take home task, **the student must submit ONLINE/at the front office on the due day OR in cases approved by the Principal, the completed task, with a medical certificate/supporting document to the Principal, immediately upon the student's return to school**;
- vi. documentation submitted at a later date (**not on the first day that the student returns to school**) will not be accepted and the student will be awarded a zero mark.

### Medical Certificates must:

- be written on a named doctor's pad;
- include the date of the missed tasks;
- show in detail, the nature of the illness;
- state that the student is '**unable to complete the assessment task**'. It is the student's responsibility to bring this to the attention of the medical practitioner;
- 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 Principal on their first school day of attendance after the due date of the missed assessment task, a zero mark will be recorded.**

### Process for the determination of the Illness Misadventure Appeal

The Faculty Head Teacher and Principal consider student appeals. Once the Principal determines the action to be taken, 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 appeals process does not cover:**

- difficulty preparing or lost 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 applied for 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;
- 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 Appeal 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 Application is not accepted**, the student will 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 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

## 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, could lead to students receiving zero.

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 as your own in part or in whole, and presenting it as their own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- 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. Any malpractice will result in a mark of zero.

#### **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 or iPods 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 exam(s) for any serious reason must notify the Principal on the timetabled day of the exam(s).
- The student must present the illness/misadventure appeal to the Principal 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.

## 18. 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.

## 19. 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 Mid Year Report (Term 2) and Final Report (Term 4). Assessment for these reports will be based upon the Assessment schedules for each course as outlined 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.

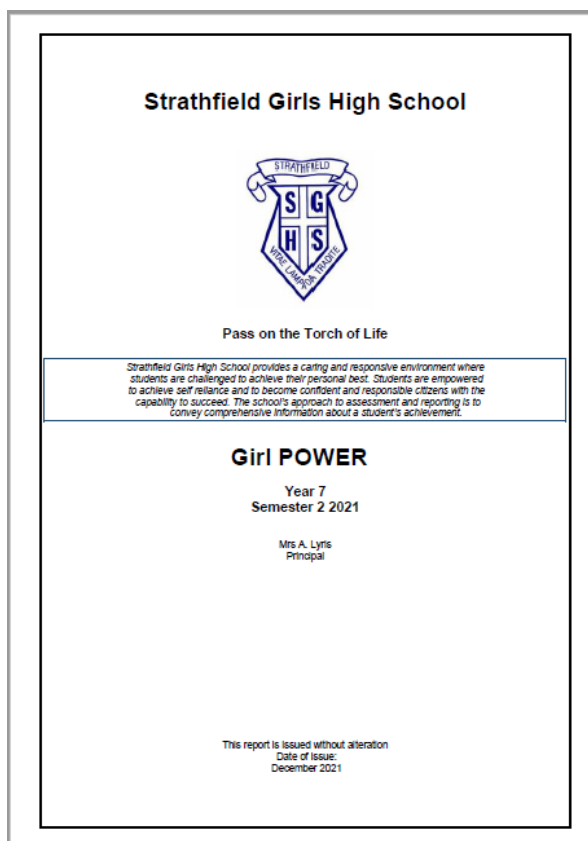
It is expected that all parents attend the Parent Teacher Evening in Semester 1, to meet with teachers and collect their daughters' reports. Final Reports for the academic year will be issued to students.

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

<b>Cohort Assessment</b>	
<b>Mark %</b>	<b>Average %</b>
<b>65</b>	<b>68</b>

**STUDENT GRADE: C**

<b>Grade Distribution</b>				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>34</b>	<b>43</b>	<b>45</b>	<b>35</b>	<b>20</b>



## **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 give the approximate timing of assessment tasks, and:

- 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 values of each of these tasks, and
- incorporate a range of tasks and may cover:
  - i. tests/examinations which may take a written, practical, oral and aural form;
  - ii. class and/or homework assignments, including essays and practical tasks;
  - iii. projects of varying degrees of length and complexity, and
  - iv. oral presentations.

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. 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:**

- ensure tasks meet NESA requirements of courses;
- ensure students sign to acknowledge receipt of task notification;
- ensure students sign when a task is submitted;
- ensure students sign when a task is returned;
- record marks on the faculty system before tasks are returned, and
- ensure letters of concern are issued when appropriate or in accordance with Section A.

### **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**

When a task fails to satisfactorily discriminate the candidature, a second task may be set. The second task will be called a '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 particular 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 fulfilment of assessment requirements shall be the student's own work. 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;
- falsifying receipt documents;
- offering false documentation in support of an appeal;
- cheating during an assessment task or examination, and
- misbehaving during an 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 task/examination, a zero assessment may be awarded:**

- does anything that 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 mobiles, other than what is allowed by the supervising teacher;
- makes a non-serious attempt, or

- engages in malpractice.

### **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.

### **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 right 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 Deputy Principal or Year Adviser.

**Deputy Principal:** Ms A Paleothodoros      **Year 7 Adviser:** Ms C Fawaz

**English**  
Mr G Down

**Technological and Applied Studies**  
Ms L Chopra

**Mathematics**  
Mr G Smith

**Personal Development, Health and Physical Education**  
Mr J Hartley

**Science**  
Dr H Witchard

**History**  
Ms R McKenzie

**Social Science**  
Ms T Cocco

**Learning and Engagement**  
Ms C Eklund

**Languages**  
Mr K Liu

**English as an Additional Language or Dialect**  
Mr T Grech

Date Issued:  
Signature:



# STRATHFIELD GIRLS HIGH SCHOOL ILLNESS / MISADVENTURE APPEAL

This form is to be completed by students who are unable to attend an assessment task.  
The completed form must be submitted to the Principal the first day back at school immediately after the due date of the assessment task.

*NB: If the Principal is absent, this form must be submitted to the Deputy Principal*

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

Subject / Course: .....

Head Teacher: ..... Class 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: .....

.....

Supporting Documents Attached. Refer to the SGHS Assessment Policy.

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

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

### OFFICE USE ONLY

Date form issued to student: ..... Date appeal submitted: .....

Response:

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

### School Procedure

- Principal issues Illness / Misadventure form
- Principal receives Illness / Misadventure form on time
- Principal discusses with faculty Head Teacher and makes a determination
- School Admin Officer will enter details on SENTRAL and generate outcome letter for parent. A copy will be placed into the students file
- Principal will sign the letter and give to the front office to be mailed to parents

Principal signature: ..... Date: .....



## Assessment Planner 2021

	<b>Term 1</b>
<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEK 3</b>	
<b>WEEK 4</b>	
<b>WEEK 5</b>	
<b>WEEK 6</b>	
<b>WEEK 7</b>	
<b>WEEK 8</b>	
<b>WEEK 9</b>	
<b>WEEK 10</b>	

	<b>Term 2</b>
<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEK 3</b>	
<b>WEEK 4</b>	<b>NAPLAN 11-14 May</b>
<b>WEEK 5</b>	
<b>WEEK 6</b>	<b>Mid Year Examinations 26-28 May</b>
<b>WEEK 7</b>	
<b>WEEK 8</b>	
<b>WEEK 9</b>	
<b>WEEK 10</b>	

	<b>Term 3</b>
<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEK 3</b>	
<b>WEEK 4</b>	
<b>WEEK 5</b>	
<b>WEEK 6</b>	
<b>WEEK 7</b>	
<b>WEEK 8</b>	
<b>WEEK 9</b>	
<b>WEEK 10</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>WEEK 6</b>	
<b>WEEK 7</b>	<b>Final Examinations 17-19 November</b>
<b>WEEK 8</b>	
<b>WEEK 9</b>	
<b>WEEK 10</b>	

# Test / Exam 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

"Little things make the difference"  
Anon

# 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 texts 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 about information, ideas and arguments to respond 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	Mid Year Exam	Extended Response Take home task	Final Examination	
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	
	<b>Week 9</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 7</b>	
Outcomes	3B, 4B, 7D, 8D	1A,3B,4B,5C,6C, 7D	1A,2A,4B,5C, 6C, 7D, 9E	2A, 3B, 7D, 8D,6C	
Writing	5	15	10		<b>30</b>
Reading		10	5	15	<b>30</b>
Speaking/ Listening	20				<b>20</b>
Viewing/ representing			10	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

# Mathematics

## Outcomes

1. Number and Algebra	Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
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 judgements
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

## Assessment Schedule - Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Total %
Mathematical skills and knowledge	Common Task Assignment	Mid Year Examination	Common Task	Final Examination	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 5</b>	<b>Term 4 Week 7</b>	
	<b>Outcomes</b> 1, 4	<b>Outcomes</b> 1-4	<b>Outcomes</b> 1-4	<b>Outcomes</b> 1- 4	
<b>Weighting %</b>	15	30	25	30	<b>100</b>

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

Final Report cohort grade will be based on Tasks 1-4

# Science

## Outcomes

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



## Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Assessment	Mid Year Examination	Processing and Analysing Information	Final Examination	
	<b>Term 2 Week 2/3</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 6/7</b>	<b>Term 4 Week 7</b>	
	4WS, 5WS, 6WS, 7WS, 8WS, 9WS	4WS, 7WS, 8WS, 9WS, 12ES, 13ES, 15LW, 17CW	7WS, 8WS, 9WS, 14LW	4WS, 7WS, 8WS, 9WS, 12ES, 13ES, 14LW, 17CW	
<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 7 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.

# Geography

**Note: Students will be studying Geography in Year 7 and History in Year 8.**

## Outcomes

GE4-1	Locates and describes the diverse features and characteristics of a range of places and environments
GE4-2	Describes processes and influences that form and transform places and environments
GE4-3	Explains how interactions and connections between people, places and environments
GE4-4	Examines perspectives of people and organisations on a range of geographical issues
GE4-5	Discusses management of places and environments for their sustainability
GE4-6	Explains differences in human wellbeing
GE4-7	Acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8	Communicates geographical information using a variety of strategies

## Assessment Schedule – Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task & Oral Presentation	Mid Year Examination	Field Work	Final Examination	
	<b>Term 1 Week 10</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 6</b>	<b>Term 4 Week 7</b>	
<b>Outcomes</b>	<b>GE4-2, 3, 5, 8</b>	<b>GE4 – 1-8</b>	<b>GE4-1, 4, 7, 8</b>	<b>GE4-1-8</b>	
Knowledge, recall and understanding	5	15		20	<b>40</b>
Investigating and researching	10		10		<b>20</b>
Geographical Skills		5	10	5	<b>20</b>
Communication	10		5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

The assessment cohort mark will be based on the assessment tasks as shown above, to allow students to demonstrate knowledge and understanding of Geography content and the application of geographical skills, as well as, investigating the interactions between the environment and communities.

# Languages

## Outcomes

<b>4-1C</b>	uses target language to interact with others to exchange information, ideas and opinions, and make plans
<b>4-2C</b>	identifies main ideas in, and obtains information from texts
<b>4-3C</b>	organises and responds to information and ideas in texts for different audiences
<b>4-4C</b>	applies a range of linguistic structures to compose texts in target language, using a range of formats for different audiences
<b>4-5U</b>	applies target language pronunciation and intonation patterns
<b>4-6U</b>	demonstrates understanding of key aspects of target language writing conventions
<b>4-7U</b>	applies features of target language grammatical structures and sentence patterns to convey information and ideas
<b>4-8U</b>	identifies variations in linguistic and structural features of texts
<b>4-9U</b>	identifies that language use reflects cultural ideas, values and beliefs



## Assessment Schedules - Cohort Tasks

### Semester 1

Component	Task 1	Task 2	Task 3	Weighting %
	ICT Research Task	Speaking Listening	Reading Writing	
	<b>Term 1 Weeks 7-8</b>	<b>Term 2 Week 5-6</b>	<b>Term 2 Week 6</b>	
	4-6U 4-9U	4-1C 4-3C 4-5U 4-2C 4-8U 4-9U	4-2C 4-3C 4-4C 4-6U 4-7U	
<b>Speaking</b>		10		<b>10</b>
<b>Listening and Responding:</b>		25		<b>25</b>
<b>Reading and Responding:</b>			25	<b>25</b>
<b>Writing:</b>			10	<b>10</b>
<b>ICT Research Task</b>	30			<b>30</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Semester 2

Component	Task 1	Task 2	Task 3	Weighting %
	ICT Research Task	Speaking Listening	Reading Writing	
	<b>Term 3 Week 7-8</b>	<b>Term 4 Week 6-7</b>	<b>Term 4 Week 7</b>	
	4-6U 4-9U	4-1C 4-3C 4-5U 4-2C 4-8U 4-9U	4-2C 4-3C 4-4C 4-6U 4-7U	
<b>Speaking</b>		10		<b>10</b>
<b>Listening and Responding:</b>		25		<b>25</b>
<b>Reading and Responding:</b>			25	<b>25</b>
<b>Writing:</b>			10	<b>10</b>
<b>ICT Research Task</b>	30			<b>30</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

# Technology Mandatory

## Outcomes

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
Knowledge and Understanding	
<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

***You learn in a number of different ways:***

***You REMEMBER:***

***10% from reading***

***25% from hearing***

***35% from seeing***

***50% from both seeing and hearing***

***75% from discussing things***

***85% from doing something yourself***

***95% from teaching someone else the work***

***Always try to explain your work to friends and family.***

***"You Learn by Doing" Anon***

## Assessment Schedules – Cohort Tasks

Component	Task 1	Task 2	Weighting %	Task 1	Task 2	Weighting %	Final Weighting
	Design Portfolio	Practical Application	<b>Semester 1</b>	Design Portfolio	Practical Application	<b>Semester 2</b>	
	<b>Term 2 Week 6</b>	<b>Term 2 Week 5</b>		<b>Term 4 Week 6</b>	<b>Term 4 Week 7</b>		
	TE4-1DP, TE4-2DP, TE4-8EN, TE4-9MA, TE4-10TS,	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA		TE4-1DP, TE4-2DP, TE4-5AG, TE4-6FO, TE4-10TS, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP		
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	
2. Knowledge of the role of people and technologies in developing innovative solutions for preferred futures.	10		10	10		10	50% Semester 1 +
3. develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects		20	20		20	20	50% Semester 2
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	20	5	25	
<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>	Recognizes 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

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Practical Task	Health Tasks	Classwork	Practical Tasks	Health Tasks	Classwork	
	<b>Term 1 Weeks 8-10</b>	<b>Term 1 Weeks 8-10</b> <b>Term 2 Weeks 1-4</b>	<b>Term 1 and 2</b> <b>Ongoing</b>	<b>Term 2 Weeks 8-10</b> <b>Term 3 Weeks 6-10</b>	<b>Term 3 Weeks 8-10</b> <b>Term 4 Weeks 1-4</b>	<b>Term 3 and 4</b> <b>Ongoing</b>	
	PD4-4, PD4-5, PD4-11	PD4-1, PD4-3, PD4-10,	PD4-1, PD4-2, PD4-7, PD4-9	PD4-4, PD4-5, PD4-8, PD4-10, PD4-11	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7	
Health, wellbeing and relationships		20	5		20	5	<b>50</b>
Movement skill and performance	10			20			<b>30</b>
Healthy, safe and active lifestyles	5		5	5		5	<b>20</b>
<b>Total %</b>	<b>15</b>	<b>20</b>	<b>10</b>	<b>25</b>	<b>20</b>	<b>10</b>	<b>100</b>

**The Mid Year Report** will be based on Tasks 1-3

**The Final Report** will be based on Tasks 1-6

# 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 %
	Theory Task	Practical Task	Theory Task	Practical Task	
	<b>Term 1 Week 8</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 8</b>	<b>Term 4 Week 4</b>	
Outcomes	4.7 – 4.10	4.1 – 4.6	4.7 – 4.10	4.1 – 4.6	
MAKING		40		40	<b>80</b>
STUDYING	10		10		<b>20</b>
<b>Total %</b>	<b>10</b>	<b>40</b>	<b>10</b>	<b>40</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 artform
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 %
	Composition	Keyboard Performance	Instrument Presentation	Ukulele Performance	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 7</b>	<b>Term 4 Week 2</b>	
Outcomes	4.4, 4.5, 4.6	4.1, 4.2, 4.3	4.7, 4.8, 4.10	4.1, 4.2, 4.3	
Composition	25				<b>25</b>
Performance		25		25	<b>50</b>
Listening			25		<b>25</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</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



*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*

## Learning and Engagement Support

The Learning and Support Teacher (LaST) and teaching staff work together to identify student learning needs, and to create and deliver relevant and effective teaching and learning programs.

All Year 7 participate in the National Assessment Program Literacy and Numeracy (NAPLAN) in Term 2.

All Year 7 students will be expected to complete the Moodle e-homework and writing tasks as well as in WordFlyers and Maths Online, as part of the school's initiative to further improve student literacy and numeracy skills.

Students experiencing significant difficulties are supported by Team Teachers or SLSO in class or the Learning Centre. Additional literacy and numeracy support is offered through in class support to students who do not meet the national literacy benchmark.



## 2021 Important Dates

<b>May 11-14</b>	NAPLAN National Literacy and Numeracy Assessment
<b>Thursday June 24</b>	Year 7 Parent Teacher Night 4pm - 7:00pm
<b>Friday December 10</b>	Year 7 Final Reports issued



## 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.

It is important to understand that each of the following actions can be deemed dishonest.

<b><i>Inappropriate use of intellectual material</i></b>
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)

## YEAR 7 STRATHFIELD GIRLS HIGH SCHOOL



### ACADEMIC INTEGRITY (HONESTY) DECLARATION

*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)*

Discuss the following commitments with your Year Adviser and parents then tick (✓) the boxes below.

I will not:

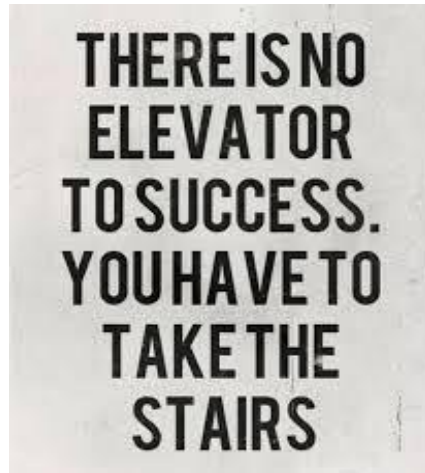
- copy articles from books, newspapers, the Internet or other electronic sources.
- copy work from other students.
- summarise or paraphrase other people's work without acknowledgment.
- cut and paste together sections of text from other sources.
- allow my work to be copied and submitted by other students.
- prepare or complete work for someone else to submit as their own work.

I will give credit / acknowledge:

- 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.*

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





*My academic goals for 2021 are:*

1.
2.
3.

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

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

*Rating 1-5 (highest)*



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