

Strathfield Girls High School

Dream

Believe



Achieve

Inspire

2021

Year 8 Assessment Handbook

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PRINCIPAL'S MESSAGE

Welcome to all Year 8 students and I trust you are enjoying 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 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 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 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

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 it ONLINE/ at the front office on the due day OR in cases approved by the Principal, the completed task must be submitted 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.

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

Cohort Assessment	
Mark %	Average %
65	68

STUDENT GRADE: C

Grade Distribution				
A	B	C	D	E
34	43	45	35	20

<p align="center">Strathfield Girls High School</p>  <p align="center">Pass on the Torch of Life</p> <p align="center"><small>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.</small></p> <p align="center">Girl POWER</p> <p align="center">Year 7 Semester 2 2021</p> <p align="center"><small>Mrs A. Lyris Principal</small></p> <p align="center"><small>This report is issued without alteration Date of issue: December 2021</small></p>
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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 M Wong **Year 8 Adviser:** Ms A Creevey

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 SGR 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 Planners 2021

	Term 1	Term 2
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		Mid Year Examinations
WEEK 5		
WEEK 6		
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		

	Term 3	Term 4
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		Final Examinations
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		
WEEK 11		

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)

Discuss the following commitments with your Year Adviser and parents then tick (✓) the boxes below. Complete the document by signing and your parent will then also sign.

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: _____

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?

<i>Inappropriate use of intellectual material</i>	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 ¹ 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 / 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



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	Half Yearly Examination	Extended Response Take Home Task	Final Examination	
	Term 1 2021 Week 7	Term 2 2021 Week 4	Term 3 2021 Week 8	Term 4 2021 Week 6	
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	30
Reading		15		15	30
Speaking/ Listening	20				20
Viewing/ Representing			20		20
Total %	25	25	25	25	100

Mathematics

Outcomes

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

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 Assignment	Final Examination	
	Term 1 Week 7	Term 2 Week 3	Term 3 Due Week 5	Term 4 Week 6	
	Outcomes 1,4	Outcomes 1-4	Outcomes 1-4	Outcomes 1- 4	
Total %	25	30	15	30	100

Mid Year Report cohort grade is based on Tasks 1-2

Final Report cohort grade is 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 – Cohort Tasks

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

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

History

Outcomes

	A student:
HT4-1	describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-2	describes major periods of historical time and sequences events, people and societies from the past
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	describes and explains the causes and effects of events and developments of past societies over time
HT4-5	identifies the meaning, purpose and context of historical sources
HT4-6	uses evidence from sources to support historical narratives and explanations
HT4-7	identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	locates, selects and organises information from sources to develop an historical inquiry
HT4-9	uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	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	Expanding Contacts	
	Skills Test	Research task	Empathy Task	Final Examination	
	Term 1 Week 8	Term 2 Week 3	Term 3 Week 6	Term 4 Week 6	
	HT4-1, HT4-2, HT4-5	HT4-3, HT4-4, HT4-7, HT4-8, HT4-9, 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	40
Skills	10	10		10	30
Communication		10	10	10	30
Total %	20	30	20	30	100

Assessment cohort mark will be based on all assessment tasks.

Languages - Chinese

Outcomes

LCH4-1C	uses Chinese to interact with others to exchange information, ideas and opinions, and make plans
LCH4-2C	identifies main ideas in, and obtains information from texts
LCH4-3C	organises and responds to information and ideas in texts for different audiences
LCH4-4C	applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences
LCH4-5U	applies Chinese pronunciation and intonation patterns
LCH4-6U	demonstrates understanding of key aspects of Chinese writing conventions
LCH4-7U	applies features of Chinese grammatical structures and sentence patterns to convey information and ideas
LCH4-8U	identifies variations in linguistic and structural features of texts
LCH4-9U	identifies that language use reflects cultural ideas, values and beliefs

Assessment Schedule - Chinese

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
Outcomes	Speaking	Listening and responding	Reading and responding Writing	Speaking	Listening and responding	Reading and responding Writing	
	Term 1 Week 7-8	Term 2 Mid Year Examination Week 3-4	Term 2 Mid Year Examination Week 4	Term 3 Week 7-8	Term 4 Final Examination Week 5- 6	Term 4 Final Examination Week 6	
	LCH4-1C LCH4-3C LCH4-5U	LCH4-1C LCH4-2C LCH4-8U LCH4-9U	LCH4-2C LCH4-3C LCH4-4C LCH4-6U LCH4-7U	LCH4-1C LCH4-3C LCH4-5U	LCH4-1C LCH4-2C LCH4-8U LCH4-9U	LCH4-2C LCH4-3C LCH4-4C LCH4-6U LCH4-7U	
Speaking:	10			20			30
Listening and Responding:		10			10		20
Reading and Responding:			10			20	30
Writing:			10			10	20
Total%	10	10	20	20	10	30	100%

The Mid Year Report based on Tasks

1 – 3 Final Report based on Tasks 1-6

Note: Background Speakers will be appropriately catered for within the program framework.

Languages - Italian

LIT4-1C	uses Italian to interact with others to exchange information, ideas and opinions, and make plans
LIT4-2C	identifies main ideas in, and obtains information from texts
LIT4-3C	organises and responds to information and ideas in texts for different audiences
LIT4-4C	applies a range of linguistic structures to compose texts in Italian, using a range of formats for different audiences
LIT4-5U	applies Italian pronunciation and intonation patterns
LIT4-6U	applies features of Italian grammatical structures and sentence patterns to convey information and ideas
LIT4-7U	identifies variations in linguistic and structural features of texts
LIT4-8U	identifies that language use reflects cultural ideas, values and beliefs

Assessment Schedule - Italian

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Class Task Speaking	Reading Listening Writing	ICT Presentation Task	Reading Listening Writing	
	Term 1 Week 10	Term 2 Week 4 Mid Year Examination	Term 3 Week 2	Term 4 Week 6 Final Examination	
	LIT4-1C LIT4-4C LIT4-5U	LIT4-2C LIT4-3C LIT4-6U LIT4-7U	LIT4-8U LIT4-4C	LIT4-2C LIT4-3C LIT4-4C LIT4-6U LIT4-7U	
Speaking:	10		15		25
Listening and Responding:		5		10	15
Reading and Responding:		15		10	25
Writing:		15	10	10	35
Total%	10	35	25	30	100

The Mid Year Report based on Tasks 1 – 2
Final Report based on Tasks 1-4

Language – Japanese

Outcomes

LJA4-1C	uses Japanese to interact with others to exchange information, ideas and opinions, and make plans
LJA4-2C	identifies main ideas in, and obtains information from texts
LJA4-3C	organises and responds to information and ideas in texts for different audiences
LJA4-4C	applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences
LJA4-5U	applies Japanese pronunciation and intonation patterns
LJA4-6U	demonstrates understanding of key aspects of Japanese writing conventions
LJA4-7U	applies features of Japanese grammatical structures and sentence patterns to convey information and ideas
LJA4-8U	identifies variations in linguistic and structural features of texts
LJA4-9U	identifies that language use reflects cultural ideas, values and beliefs

Assessment Schedule - Japanese

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Writing	Speaking Listening Reading	PBL Speaking	Listening Reading Writing	
	Term 1 Week 6	Term 2 Week 4 Mid Year Examination	Term 3 Week 8	Term 4 Week 6 Final Examination	
	LJA4-3C LJA4-4C LJA4-6U LJA4-7U	LJA4-2C LJA4-3C LJA4-6U LJA4-7U	LJA4-1C LJA4-3C LJA4-4C LJA4-5U	LJA4-2C LJA4-3C LJA4-4C LJA4-6U LJA4-7U LJA4-8U LJA4-9U	
Speaking:		10	15		25
Listening		10		15	25
Reading		15		15	30
Writing:	5			15	20
Total %	5	35	15	45	100

The Mid Year Report based on Tasks 1-2 Final Report based on Tasks 1-4

Languages - Korean

Outcomes

LKO4-1C	uses Korean to interact with others to exchange information, ideas and opinions, and make plans
LKO4-2C	identifies main ideas in, and obtains information from texts
LKO4-3C	organises and responds to information and ideas in texts for different audiences
LKO4-4C	applies a range of linguistic structures to compose texts in Korean, using a range of formats for different audiences
LKO4-5U	applies Korean pronunciation and intonation patterns
LKO4-6U	demonstrates understanding of key aspects of Korean writing conventions
LKO4-7U	applies features of Korean grammatical structures and sentence patterns to convey information and ideas
LKO4-8U	identifies variations in linguistic and structural features of texts
LKO4-9U	identifies that language use reflects cultural ideas, values and beliefs

Assessment Schedule - Korean

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Speaking Listening	Reading Writing	Speaking	Listening Reading Writing	
	Term 1 Week 9	Term 2 Mid Year Examination Week 4	Term 3 Week 8	Term 4 Final Examination Week 6	
	LKO4-1C LKO4-3C LKO4-2C LKO4-5U LKO4-8U LKO4-9U	LKO4-2C LKO4-3C LKO4-4C LKO4-6U LKO4-7U LKO4-8U LKO4-9U	LKO4-1C LKO4-3C LKO4-5U	LKO4-2C LKO4-3C LKO4-4C LKO4-5U LKO4-6U LKO4-7U LKO4-8U LKO4-9U	
Speaking:	10		20		30
Listening and Responding:	10			10	20
Reading and Responding:		10		10	20
Writing:		15		15	30
Total%	20	25	20	35	100

The Mid Year Report based on Tasks 1 – 3

Final Report based on Tasks 1-6

Note: Background Speakers will be appropriately catered for within the program framework.

Technology Mandatory

Outcomes

Design and Production Skills	
TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
Knowledge and Understanding	
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	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	
	Term 2 Week 3	Term 2 Week 4		Term 4 Week 5	Term 4 Week 6		
	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	50% Sem 1 + 50% Sem 2
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	
Total%	60	40	100%	60	40	100%	

Personal Development / Health / Physical Education

Outcomes

PD4-1	examines and evaluates strategies to manage current and future challenges
PD4-2	examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	transfers and adapts solutions to complex movement challenges
PD4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	demonstrates self-management skills to effectively manage complex situations
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11	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 %
Outcomes	Practical Tasks	Health Tasks	Classwork	Practical Tasks	Health Tasks	Classwork	
	Term 1 Weeks 8-10	Term 2 Weeks 1-3	Term 1 and 2 Ongoing	Term 2 Weeks 8-10 Term 3 Weeks 6-10	Term 3 Week 8-10 Term 4 Week 1-4	Term 3 and 4 Ongoing	
	PD4-4 PD4-5 PD4-11	PD4-1 PD4-2 PD4-6 PD4-7	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		25			25		50
Movement Skill and Performance	15			15			30
Healthy, safe and active lifestyle	5		5	5		5	20
Total%	15	20	10	25	20	10	100

The Mid Year Report based on Tasks 1, 2

and 3 Final Report 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 %
Outcomes	Theory Task	Practical Task	Theory Task	Practical Task	
	Term 1 Week 7	Term 2 Week 3	Term 3 Week 4	Term 4 Week 6	
	4.7 – 4.10	4.1 – 4.6	4.7 – 4.10	4.1 – 4.6	
MAKING		40		40	80
STUDYING	10		10		20
Total %	10	40	10	40	100

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	Ukulele Performance	Research Task	Composition	Performance	
	Term 1 Week 9	Term 2 Week 3	Term 3 Week 8	Term 4 Week 4	
	4.1, 4.2, 4.3	4.7, 4.8, 4.12	4.4, 4.5, 4.6	4.1, 4.2, 4.3	
Composition			25		25
Performance	25			25	50
Listening		25			25
Total %	25	25	25	25	100

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 NAPLAN literacy and numeracy results to identify students and allocate the most appropriate support to students in Year 8.

All Year 8 students are expected to complete the Moodle e-LAN homework and writing tasks, WordFlyers and Maths Online, each term as part of the school's Literacy and Numeracy initiatives to further improve student's literacy and numeracy skills prior to Year 9 NAPLAN assessment.

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 Officer, small group or 1:1 tuition in the Learning Centre 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

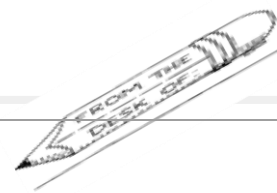
A combination of all three types is the best way to go - make a real effort to develop Yourself.

"It takes all types"

Anon



2021 Important Dates

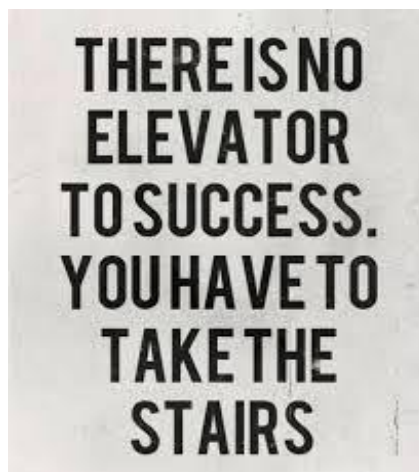


18 June 2021	Year 8 Parent Teacher Night
10 December 2021	Year 8 Final Reports issued

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

Anon





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>
<i>1</i>	<i>1 2 3 4 5</i>		<i>1 2 3 4 5</i>	
<i>2</i>	<i>1 2 3 4 5</i>		<i>1 2 3 4 5</i>	
<i>3</i>	<i>1 2 3 4 5</i>		<i>1 2 3 4 5</i>	

Rating 1-5 (highest)

My Notes



Strathfield Girls High School
116 Albert Road
Strathfield NSW 2135

www.strathfiegh.schools.nsw.edu.au

Telephone: 02 9746 6990

Fax: 02 9746 3517

email: strathfiegh.schools@det.nsw.edu.au



Education
Public Schools