



BLAKEHURST HIGH SCHOOL
YEAR 10
ASSESSMENT HANDBOOK AND
SCHEDULES
for 2024

Integrity, Rigour, Empathy

At Blakehurst High School we inspire students to excel as critical learners, thinkers and champions of diversity who have a positive impact on their world.

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CONTACT INFORMATION

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STUDENT ADVISERS

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Ms R. Huang/ Mrs T. Bourtsouklis

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YEAR 9

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YEAR 10

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YEAR 11

Ms M. Fotiadis/ Ms K. Shepherd

YEAR 12

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TRANSITION ADVISORS

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PREAMBLE

The purpose of this, the BHS Year10 Assessment Handbook and Schedules 2024, is to communicate the procedures and rules in relation to assessment in Stage 5 at Blakehurst High School. It seeks to provide contextual clarification of the rules and processes specified by the NSW Education Standards Authority (hereinafter referred to as NESA). This handbook also contains the assessment schedules for all Year 10 courses offered at Blakehurst High School.

At the commencement of Year 10 courses, students will be provided with a soft copy emailed to them and their parents/guardian. Updated versions are accessible on the school's website as are the forms referred to in this handbook. If this document is updated students will be informed via email. It is the students responsibility to ensure they are accessing the most current version of this document from the school's website.

RECORD OF SCHOOL ACHIEVEMENT – ROSA

The NSW Record of School Achievement is awarded by NESA to eligible students up until the time they choose to leave school.

To receive the NSW Record of School Achievement, students are required to study courses in each year in Years 7 - 10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education.

At some time during Years 7 - 10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English.

Students are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by NESA. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

ASSESSING AND GRADING STUDENT ACHIEVEMENT

Assessing student achievement is the process of collecting information about student performance on certain tasks in relation to the outcomes of a course.

In setting tasks, teachers give careful consideration to the syllabus outcomes being assessed. By measuring student achievement of these outcomes, teachers can build up a profile of the achievement of each student in relation to the Course Performance Descriptors.

Course Performance Descriptors are a series of statements that summarise observable and measurable features of student achievement and teachers must award grades to students based on descriptors of typical achievement from elementary to excellent. Generic descriptors can be found on the following page. Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).. The NSW Record of School Achievement Grading System is concerned with describing the student's achievement at the end of Year 10. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. In order to increase the accuracy of the final assessment, earlier performance in Year 10 can be used.

In establishing an assessment program, it is important that the types of assessment tasks used are appropriate to the objectives being assessed. It will generally be necessary to use a number of different assessment tasks in order to ensure that student achievement in all the knowledge and skills objectives is assessed.

COMMON GRADE SCALE FOR ROSA

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

N Determination	<p>Where “N” appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements:</p> <ol style="list-style-type: none"> Followed the course developed by NESA; Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; Achieved some or all of the course outcomes.
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SCHOOL ASSESSMENT

Blakehurst High School is committed to enhancing and encouraging students' learning outcomes. The School Assessment Handbook is designed to ensure consistency throughout the school to ensure no student is disadvantaged and encourage students to meet their assessment deadlines.

Assessment at Blakehurst High School encourages progressive development of skills and knowledge while ensuring:

- Consistency across subjects and courses
- Fairness in marking and reporting
- Coordination of the assessment program to ease the load on students.

Assessment tasks represent an integral part of the teaching and learning process and as such, all assessment tasks set must be completed.

Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessment tasks will be used to determine student progress over the duration of each course.

Informal tasks, such as homework, assignments, portfolios and classwork not included in the formal assessment schedule are of significance as they:

- assist in skill and knowledge development.
- identify areas for extension or remediation for the teacher and student.
- provide opportunities for students to consolidate conceptual understanding.
- provide evidence of sustained and diligent effort.

As such, all work set must be completed and submitted as required.

Why is there school assessment?

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as fieldwork and practical work, which are difficult to examine formally.
- It increases the accuracy of your final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.
- A school assessment mark will inform the course grade of students studying in Years 7 to 11.

How will these assessments be made?

Some or all of the following, may form the assessment program:

- Oral/aural tests
- Reports
- Essays
- Assignments
- Research
- Submitted practical work
- Fieldwork
- Lectures and oral presentations given
- Practical performance
- By a series of formal examinations (advance notice provided)

SATISFACTORY COMPLETION OF A COURSE

To get your RoSA in a subject, the Principal must state that you have satisfied the requirements. "Satisfactory completion" means that, in the Principal's view, there is sufficient evidence that you have:

- followed the course developed or endorsed by NESA;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieved some or all of the course outcomes.

To comply with these requirements, satisfactory attendance (of at least 85%) is expected.

For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

If you are in danger of not meeting the above course completion, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements.

If you have not met the above criteria for satisfactory completion of a course, the school will inform NESA and will inform you in writing.

You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to NESA. The Principal will advise you of this right and explain the appeal process.

COURSE REQUIREMENTS: N DETERMINATION PROCESS

Satisfactorily completing the course

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
- achieved some or all of the course outcomes

Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.

Absences for overseas or interstate travel are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

If considering overseas or interstate travel, students are to:

- refer to the prescribed dates for assessment tasks prior to making travel arrangements;
- explain to their family the impact the travel will have on their RoSA;
- complete an Application for Extended Leave – Travel form (available from the front office) and attach a copy of the airline ticket;
- submit the Application for Extended Leave – Travel form to the Principal for approval at least three weeks in advance.

Travel is not a satisfactory reason for missing a task and you will still receive a zero.

Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark will be recorded for that task. The student and their parents will be advised, in writing, of the non-completion of course outcomes.

Non-serious attempts

Students studying must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though not reported or graded against these bands.

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment marks for that course.

If it appears that a student is at risk of not meeting the internal assessment requirements of a course, a written warning letter must be given to the student and their parents notifying of a potential for an 'N determination' in the course.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his/her parent a written acknowledgement of the warning;

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up letter will be issued.

On the first warning letter, a student will be interviewed by the classroom teacher. On the second warning letter, the student and their parents will be required to attend an interview with the Head Teacher (this may involve phone contact).

An N determination in a course may place the award of the Record of School Achievement in jeopardy and the individual course will not appear on the student's Record of Achievement.

RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with the *BHS Year 10 Assessment Handbook and Schedules 2024*, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 5.
- Students with Year 10 Assessment Schedules (found in the *BHS Year 10 Assessment Handbook and Schedules 2024*) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESA with a grade of students' achievement in each course they have studied in Year 9 and Year 10.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

RESPONSIBILITIES OF TEACHERS AND HEAD TEACHERS

- Issuing all students a copy of the Course Assessment Schedule.
- Providing written notice in hard copy as well as being placed on the Google Classroom for that subject, with at least two weeks notice of:
 - outcomes, assessment components and weightings;
 - the nature and administration of each assessment task, including assessment marking criteria;
 - the mark value of each task;
 - the school procedure for valid absences/lateness.
 - In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- Providing detailed marking criteria and written feedback after each task of what the student did well and what the student can do to improve.
- Verifying assessment work that is completed outside the school.
- Issuing official *NSEA Non-Completion of a Course Warning Letters* to students and parents/guardians in danger of not satisfactorily completing a course.
- Recording and maintaining all assessment tasks results in a secure location.

RESPONSIBILITIES OF STUDENT

Students are responsible for:

- Being familiar with the procedures and course information contained in the *BHS Year 10 Assessment Handbook and Schedules 2024* and ensuring access to the most current version of the Handbook on the [school's website](#).
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teachers to obtain the task notification. No extension will be granted if a student fails to carry out this action. This can also be accessed on the Subjects Google Classroom.
- Checking with the relevant Head Teacher if any areas of the course assessment schedule need clarification.
- Attending all lessons timetabled on the day of an in class task as not to gain an unfair advantage.
- Handing in all assessment tasks on time (a task is deemed late if the task is not handed in at the time specified on the assessment notification) e.g.: the teachers will specify before school, in lesson time or a specific time of day. Receipt of the task will be acknowledged by the teacher and the student with each of them signing. Failure to submit a task on time (without a Doctor's Certificate) will result in a zero mark being awarded.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.

- Submitting only their own, original work.
- Saving drafts to an external drive. Keeping handwritten rough drafts (See “Technology and assessment tasks” below for issues relating to computer failure).
- Lodging appeal against marks awarded for an assessment task at the time of receiving the marked assessment task.
- In examinations or in-class tasks:
 - obeying the instructions of the supervising teacher
 - maintaining silence for the period of the examination or task
 - allowing other students to work undisturbed
 - taking to your desk only the equipment that is specifically permitted

Please note: **Travel is not a satisfactory reason for missing a task and you will receive a zero.**

Absence from Excursions and Field work

- Some courses require students to undertake compulsory field work or attend compulsory excursions. In the case of unavoidable absence from such activities the students must negotiate alternative arrangements prior to the date of task. The granting of any concession is at the discretion of the Principal.

Late to a formal exam

- Students must make sure that they are punctual for all formal examinations.
- If a student is **up to 15 minutes late** after the start of a formal examination they will complete the examination and no extra time will be given.
- If a student is **more than 15 minutes late** to a formal examination they are to report directly to the Head Teacher where a decision regarding the completion of the task will be negotiated.

Technology and assessment tasks

Technology and/or computer equipment failure will not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation 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 or save to cloud-based platforms such as One Drive, Google Drive or Microsoft Teams on the Department of Education portal.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by either email or USB.

Online learning

In the event we move to online learning due to health advice students are required to:

- follow their normal school timetable
- participate in the learning activities provided to them on Google Classroom
- participate in any Zoom lessons provided.
- complete all set work
- complete any assessment tasks that have been modified for online learning.

NOTIFICATION OF ASSESSMENT TASKS

Students will be notified in writing of the specific details of an assessment task at least two weeks prior to the task. The written notification of each task must include:

- The date and time of the task and/or when the task is due.
- Outcomes assessed.

- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

In the event we move to online learning due to health advice the school has the right to modify tasks to suit the online learning environment. Students will be notified in writing of any modifications made to assessment tasks with at least two weeks notice. The written notice will include all the information listed above.

ACADEMIC INTEGRITY

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Any failure to comply with the rules as set out in this policy will be judged to be malpractice.

If you are found to have engaged in malpractice you will be awarded a zero.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows the student to gain an unfair advantage. It includes, but is not limited to:

- Plagiarism - copying someone else's work, in part or in whole, and presenting it as your own or 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;
- Buying, stealing or borrowing another person's work and presenting it as your own;
- 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 aides during an assessment task;
- Contriving false explanations to explain work not handed in by the due date;
- Assisting another student to engage in malpractice.

Defining Plagiarism

Plagiarism means presenting the ideas and words of others as if they were the students own work. Creating one's own work and using the published work of others which you have acknowledged is not plagiarism.

What you must do to avoid plagiarism

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

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher, and notified immediately to the Head Teacher Student Growth. The Head Teacher Student Growth will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Student Growth within **two school days** of the decision being taken (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)). Malpractice in school-based assessment is a serious offence. If malpractice is proven, a zero mark may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESA.

Referencing

Referencing is a way of acknowledging the work of others which you have used in your task or assignment. NESAs allows students to use their choice of referencing but the student must adhere to the conventions of that style. For example, the order for documenting references using Harvard Style for books, journals and periodicals is as follows:

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

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

Online (electronic) material

For electronic media (World Wide Web, disk or CD-ROM) the order for references is as follows:

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

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

Harris, R. 1997 (updated 15 May 2003, accessed 10 Sept. 2006), *Evaluating Internet Research Sources*,
http://www.sccu.edu/faculty/R_Harris/evalu8it.htm

Teaching and Learning Centre. UNE. The University of New England Style Guide. (last modified 28/03/06)
<http://www.une.edu.au/tlc/stvleguide/author.htm>

AI and ChatGPT

AI use is permitted as a tool to compare or double-check your understanding of a topic. AI tools are not always reliable and the information they produce may be inaccurate or incorrect.

You must not use any AI tools, including ChatGPT to produce your assessable work for you. Using AI tools to derive and submit responses to assignment questions in place of your own work is a form of plagiarism.

BHS policy states that if 15% or more of any task is identified as being AI derived or plagiarised, the student will receive a zero mark.

Misconduct

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and / or the Principal / Deputy Principal and may be awarded zero for that task.

Procedures for management of Malpractice

Issues of Malpractice need to be investigated by the Head Teacher and in more serious cases, reported to the Principal/Deputy Principal.

Where the malpractice is serious and where the penalty of a zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision. Schools with HSC candidates are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied. The Head Teacher will then lodge this formally on the NESA Malpractice Register.

UNFAIR ADVANTAGE

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from **any** lessons or normal school routine on a day that an in class assessment task is scheduled.
- To absent yourself from **any** lesson or normal school routine on the day that a hand-in task is due.
- **Arriving late** on the day of a scheduled in class assessment task or hand-in task.
- To absent yourself from **any** lesson the day prior to a scheduled assessment task without a doctor's certificate.

If it is deemed that a student has gained an unfair advantage, a **zero mark** will be allocated for that task. Should a student wish to appeal this decision they must submit this in writing to the Head Teacher Student Growth within **two school days** of the decision being taken. (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

SUBMISSIONS OF ASSESSMENT TASKS

The *BHS Year 10 Assessment Handbook and Schedules 2024* shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received.

Failure to submit a task on time will result in a zero mark being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in this handbook.

INVALID AND UNRELIABLE TASKS

The school has the right to declare an assessment task as invalid or unreliable. The reasons for declaring an invalid or unreliable assessment task may include breach of security, school evacuation, fire drill and compromised integrity of the task. Should an assessment task be declared invalid or unreliable, it will be rescheduled at the school's discretion.

ABSENCE DUE TO SCHOOL BUSINESS

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit the [Request to Reschedule Due to School Business Form \(Appendix D\)](#) to the Faculty Head Teacher. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded.

Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Student Growth (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

ABSENCE DUE TO SUSPENSION

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will NOT be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- Hand-in assessment tasks – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- In-class assessment tasks – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer.

The consequences of not following these procedures will result in a zero mark being awarded.

PROCEDURES FOR REQUESTING A RESCHEDULING OF AN ASSESSMENT TASK

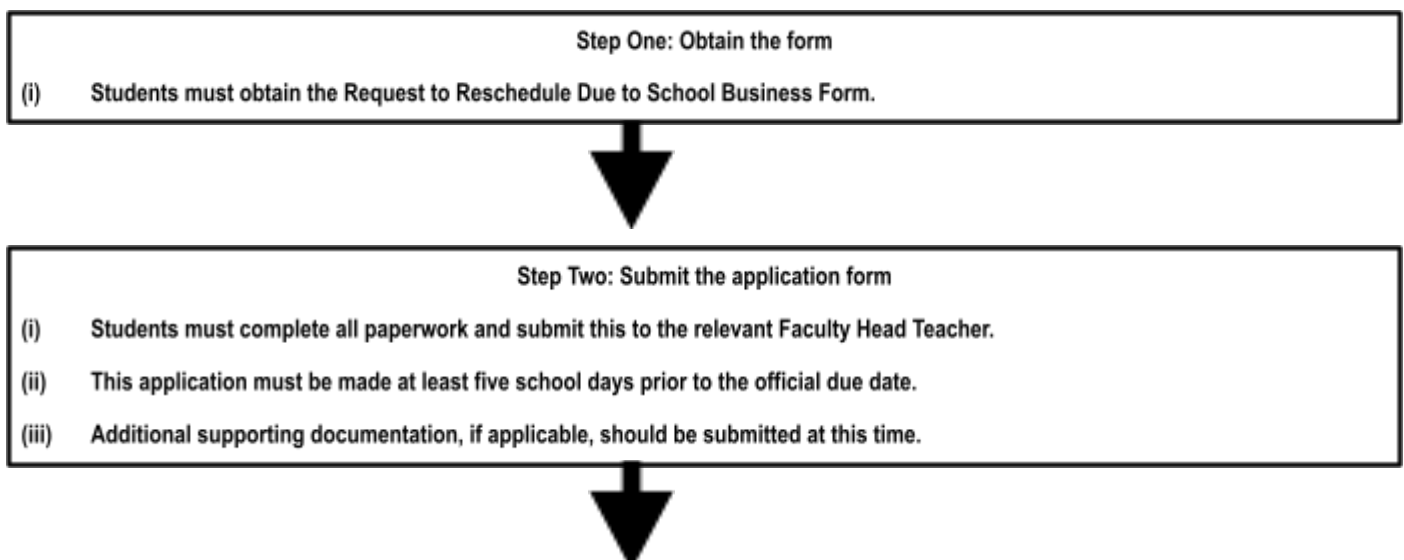
The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

All students are provided with the opportunity to request a rescheduling of their assessment task if the due date clashes with an official school activity in which they are involved.

Applications are to be expressed in writing using the [Request to Reschedule Due to School Business Form \(Appendix D\)](#) provided by the school. These forms are to be obtained by the student from the school's website or Head Teacher Student Growth and must be returned to the relevant Faculty Head Teacher.

All applications for a rescheduled assessment task must be submitted at least five school days prior to the due date. If the student becomes aware of a situation requiring a reschedule within this period, students are required to submit an appeal in writing to the Head Teacher Student Growth (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

Students wishing to request an assessment task rescheduling must follow the procedure outlined below:



Step Three: Resolution and feedback

- (i) The application will be considered by the relevant Faculty Head Teacher.
- (ii) The decision will be communicated in writing to Class Teacher, student and parents/caregivers.

If approved, the student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Student Growth (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

PROCEDURES FOR REQUESTING AN EXTENSION OF THE DUE DATE OF AN ASSESSMENT TASK

All students may request an extension if they feel they have a genuine reason for being unable to meet a scheduled due date. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A Medical Certificate will be required in all cases of illness.

Applications are to be expressed in writing using the [Request for Extension Application Form \(Appendix C\)](#) provided by the school. These forms are to be obtained by the student from the school's website or Head Teacher Curriculum and must be returned to the relevant Faculty Head Teacher.

All applications for an extension must be made at least five school days prior to the due date.

Students wishing to request an extension must follow the procedure outlined below:

Step One: Obtain the form

- (i) Students must obtain the Request for Extension Application Form.



Step Two: Submit the application form

- (i) Students must complete all paperwork and submit this to the relevant Faculty Head Teacher.
- (ii) This application must be made at least five school days prior to the official due date.
- (iii) Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- (i) The application will be considered by the relevant Faculty Head Teacher.
- (ii) The decision will be communicated in writing to Class Teacher, student and parents/caregivers.

If an extension is not approved, the student must submit the task on the due date. Unless prior application for an extension has been approved by the relevant Faculty Head Teacher, the late submission of a task will result in a zero mark being awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Student Growth (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

PROCEDURES FOR APPLYING FOR ILLNESS AND MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures MUST be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware that if they commence or attempt an assessment task the results they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

Students wishing to apply for illness/misadventure should follow the relevant procedures specific to the situation as outlined below.

1. Absence due to illness misadventure on the day of an in-class assessment task

- Student or parent/guardian must phone the school on 9546 3281 before the **day of the task** or **by 8:30am** on the day of the task and inform the office staff that you will be absent;
- Immediately report to the relevant Head Teacher **on the day you return to school**, complete an [Illness/Misadventure Application Form \(Appendix A\)](#) available on the school's website, from the Head Teacher Student Growth and in this booklet, and provide medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be returned to the relevant Faculty Head Teacher within two school days of his/her return to school.

2. Absence due to illness/misadventure on the day of a hand-in assessment task is due to be submitted

- Student or parent/guardian must phone the school on 9546 3281 before the **day of the task** or **by 8:30am** on the day of the task and inform the office staff that you will be absent;
- Students must make every effort to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. emails or via Google Classroom)
- If the task is not submitted the student must immediately report to the relevant Head Teacher **on the day you return to school**, complete an [Illness/Misadventure Application Form \(Appendix A\)](#) available on the school's website, from the Head Teacher Student Growth and in this booklet, and provide medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be returned to the relevant Faculty Head Teacher within two school days of his/her return to school.

3. Illness/misadventure during an in-class assessment

- The student MUST notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment BEFORE they view the task. At this stage, the student will need to decide to either:
 - a. Sit the task, in which case the mark earned will be awarded and the student cannot apply retrospectively for any special consideration due to illness or misadventure; or,
 - b. Leave the task and apply for illness or misadventure by immediately obtaining an [Illness/Misadventure Application Form \(Appendix A\)](#) and following the Illness/Misadventure procedure.
- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

4. Illness/misadventure on a day during an examination period

- The student or parent/caregiver MUST contact the school up until 30 minutes prior to the commencement of the scheduled examination by phone: 9546 3281
- Prior to their return to school, the student must contact the Head Teacher Student Growth to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the Head Teacher Student Growth at a time determined
- Students must obtain an [Illness/Misadventure Application Form \(Appendix A\)](#) and any other relevant documentation

- Completed forms and documentation must be returned to the Faculty Head Teacher within two school days of his/her return to school

5. Illness/misadventure for a group performance

- The individual student or parent/caregiver concerned (i.e. NOT another student member of the group) MUST contact the school by 8:30am on the day the task is scheduled by phone 9546 3281
- When a group performance cannot go ahead on a scheduled date, ALL students affected need to complete an [Illness/Misadventure Application Form \(Appendix A\)](#).
- These forms need to be returned to the relevant Faculty Head Teacher within two school days of the scheduled date.
- The relevant Faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an [Illness/Misadventure Application Form \(Appendix A\)](#) and any other relevant documentation and return to the relevant Head Teacher within two school days of the student's return to school.

Relevant written evidence from a medical practitioner is mandatory for any application relating to illness for the application to be considered by the relevant Head Teacher. It is the student's responsibility to obtain a Medical Certificate, ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the Illness/Misadventure Application Form.

The [Illness/Misadventure Application Form \(Appendix A\)](#) is available online on the school's website, at the school office and from the Head Teacher Curriculum.

The consequences of not following these procedures will result in the application for Illness/Misadventure being rejected and a zero mark being awarded.

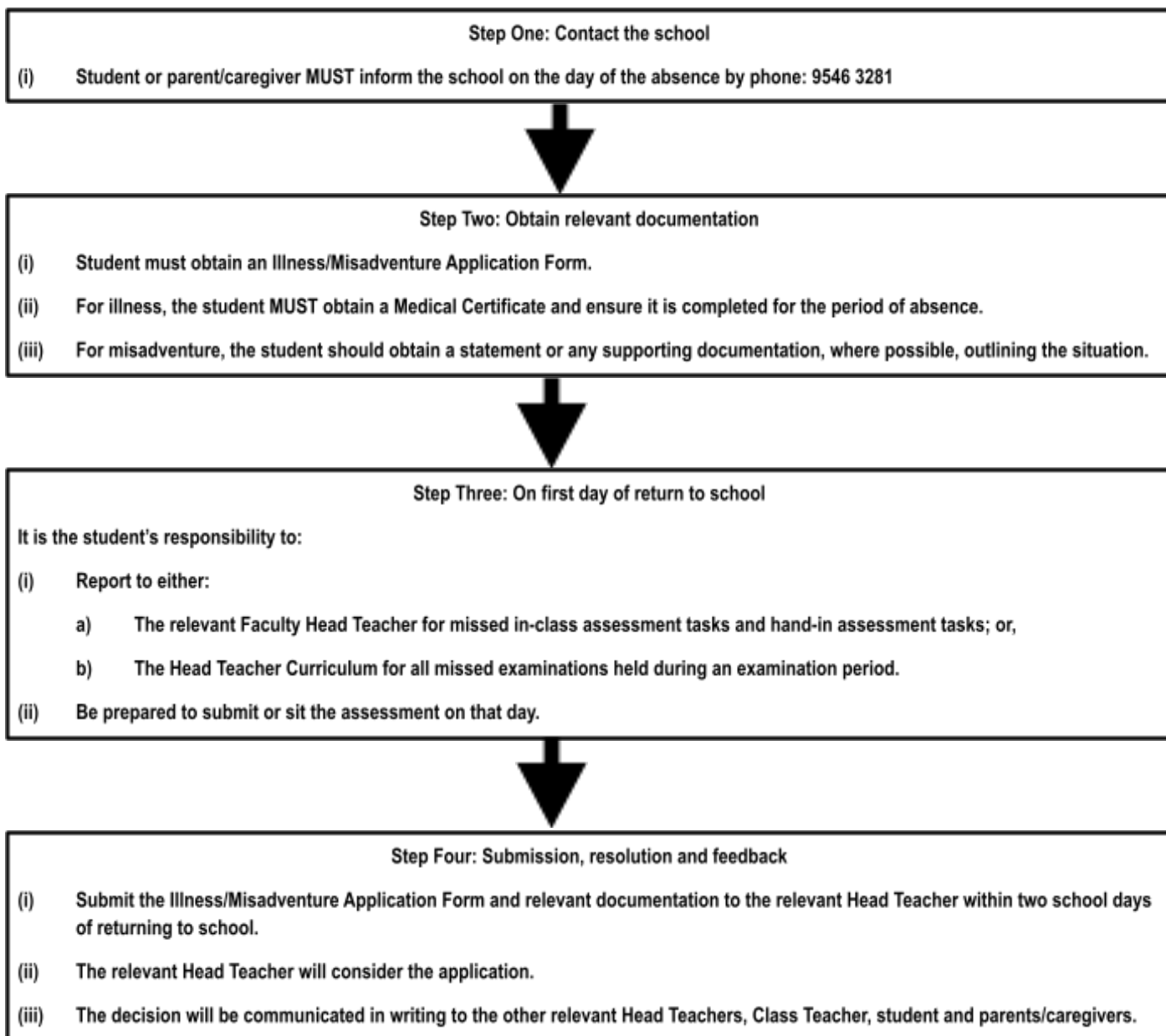
Note that: If you **do not** follow the above procedures, you will be awarded a zero mark for the task.

- If you follow the above procedures, **and** your reason is judged to be valid, the Head Teacher will decide if you are to do the original task or complete an alternative task.

Note that: If you disagree with a determination about the validity of your absence you may appeal to the School Assessment Committee see Procedures for appeals

SUMMARY PROCEDURES FOR APPLYING FOR ILLNESS OR MISADVENTURE

Students missing an assessment task and wishing to make an application for illness/misadventure must follow the procedure outlined below:



If the application is not accepted, a zero mark will be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Student Growth (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

OUTCOME OF ILLNESS/MISADVENTURE

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

1. Original or substitute task is to be completed – a zero will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.

2. Awarded mark remains – the student’s performance in the assessment task may be considered unaffected. In this case, the student’s original result in the task will remain as marked.
3. Maintain rank applied to tasks – in exceptional circumstances, where undertaking an alternative task is not possible, the Head Teacher Student Growth in consultation with the relevant Faculty Head Teacher, may determine that the student’s relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the task must be submitted or attempted in accordance with NESAs rules and procedures and then one of two things may occur:

1. Original task was submitted or attempted on time – the original task will be marked and this earned mark will apply.
2. Original task was submitted or attempted late – the original task will be marked; however, a zero mark will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the Head Teacher Student Growth (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)), within two school days of receiving the initial decision.

APPEAL SURROUNDING THE ASSESSMENT PROCEDURE

Grounds for an appeal

Students who believe a task has been incorrectly marked should discuss the matter with the class teacher concerned. Dissent about a mark which a teacher has determined is NOT grounds for appeal.

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.

PROCEDURES FOR AN ASSESSMENT APPEAL APPLICATION

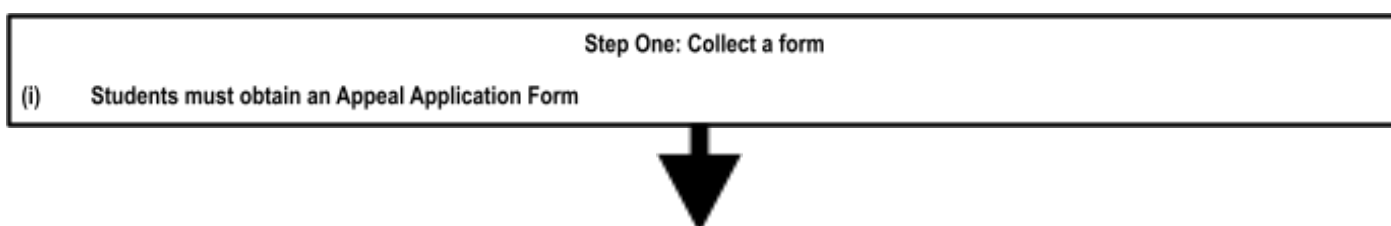
All students have the right to appeal a decision made regarding an: application for illness/ misadventure; malpractice, or; an assessment task result. A student must submit an [Appeal Application Form Appendix B](#) to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student’s appeal, the relevant Head Teacher will consider the following as applicable:

- The student’s original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student’s appeal form.
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

To appeal an illness/misadventure or malpractice decision:



Step Two: Submit the application form

- (i) Students must submit their appeal to the Head Teacher Curriculum within two school days of the initial illness/misadventure or malpractice decision being communicated to the student.
- (ii) Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- (i) The appeal application and additional documentation will be considered by the Senior Assessment Panel convened by the Head Teacher Curriculum.
- (ii) The decision will be communicated in writing to the relevant Faculty Head Teacher, Class Teacher, student and parents/caregivers.
- (iii) The Head Teacher Curriculum will notify the Principal if further action is required.

To appeal an assessment task result:

Step One: Collect a form

- (i) Students must obtain an Appeal Application Form



Step Two: Submit the application form

- (i) Students must submit their appeal to the relevant Faculty Head Teacher within two school days of the receipt of the assessment task result.
- (ii) Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- (i) The appeal application and additional documentation will be considered by the relevant Faculty Head Teacher.
- (ii) The decision will be communicated in writing to the Head Teacher Curriculum, Class Teacher, student and parents/caregivers.

If not satisfied with the school's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks

REPORTING ON STUDENT PROGRESS

Blakehurst High School provides written student progress reports in Semester 1 and Semester 2.

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Achievement	Grade	Achievement Description
Outstanding	A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound	C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic	D	The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills
Limited	E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Parent-Teacher interviews are scheduled before the end of Semester 1 for Year 10. These evenings are held to allow parents/caregivers and teachers to discuss student progress. It is important that all parents/caregivers make an appointment via the Sentral Parent Portal, to discuss their child's progress.

At other times during the year, parents/caregivers are encouraged to discuss their child's progress by contacting the relevant Class Teacher or Head Teacher via the front office for curriculum matters, or the Year Adviser for other issues, such as student wellbeing.

ASSESSMENT OF LIFE SKILLS OUTCOMES IN STAGE 5

Stage 5 Life Skills courses provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 5 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the Record of School Achievement. Stage 5 Life Skills courses have Board Developed status.

Each student accessing a Life Skills course in Years 9-10 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome

either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Preliminary courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

DISABILITY PROVISIONS AT BLAKEHURST HIGH SCHOOL

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation. The School may provide disability provisions for students in year 9 and 10. The school will provide disability provisions if a student has:

- a permanent condition, such as diabetes or reading difficulty;
- a temporary condition, such as a broken arm; or
- an intermittent condition, such as back pain when sitting for long periods.

Principals have the authority to decide on and to implement disability provisions for school-based assessments including tests. (ACE Manual 10001)

If you have a medical condition which is an ongoing disability that will impact on normal examination situations, you must obtain an [Application for In-School Disability Provisions Appendix E](#) form from the Learning and Support Teacher, or Head Teacher Student Growth.

CHILD STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Unit 1: Play Based Learning Design Task Module 6: Play and the developing child	Unit 2: Feeding young bodies and minds Module 8: Food and Nutrition in Childhood	Unit 3: Technology and its impact on children Question Task: Media and Technology in Childhood	Yearly Examination All topics	
Timing	Term 1, Week 6	Term 2, Week 4	Term3, Week 6	Term 4, Week 2-3	
Outcomes Assessed	CS5-4 CS5-5	CS5-5 CS5-11 CS5-12	CS5-3 CS5-5 CS5-9	CS5-3 CS5-4 CS5-5 CS5-7 CS5-8 CS5-9 CS5-10 CS5-11 CS5-12	
Weighting %					
Total %	20%	30%	20%	30%	100%



CHINESE ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Accessing and Responding (Listening and Reading)	Composing (Speaking and Writing)	Accessing and Responding (Reading)	Yearly Exam (Listening, Speaking, Reading, Writing)	
Timing	Term 1, Week 9	Term 2, Week 6	Term 3, Week 7	Term 4, Weeks 2-3	
Outcomes Assessed	LCH5-2C LCH5-3C	LCH5-4C LCH5-5U	LCH5-2C LCH5-3C LCH5-7U	LCH5-1C LCH5-2C LCH5-4C LCH5-5U LCH5-6U LCH5-7U LCH5-8U LCH5-9U	
Weighting %					
Total %	20%	30%	20%	30%	100%



COMMERCE ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Law, Society and Political Involvement (Core) Topic Test	Law In Action Research Task	The Economic and Business Environment (Core) Topic Test	Towards Independence Presentation	
Timing	Term 1, Week 7	Term 2, Week 5	Term 3, Week 7	Term 4, Week 2	
Outcomes Assessed	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	
Weighting %					
Total %	25%	25%	25%	25%	100%



DESIGN INNOVATION STEM ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Information Communication Technology Marketing +Portfolio	Materials Technology Modelling + Portfolio	Materials Technology 2 SNP + Portfolio	Yearly Exam	
Timing	Term 2 Week 2	Term 3 Week 2	Term 4 Week 2	Term 4 Week 2-3	
Outcomes Assessed	DT5-6,DT5-7	DT5-1,DT5-2,DT5-5	DT5-8,DT5-9, DT5-10	All	
Weighting %					
Total %	25%	25%	30%	20%	100%

ENGLISH ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	PORTFOLIO TASK (Incl. discursive response) Classic Literature: Novel Study	CREATIVE WRITING TASK (Incl. book cover & reflection): Craft of Crime Writing	EXTENDED ANALYTICAL RESPONSE All the World's a Stage Act II - Shakespearean Tragedy	YEARLY EXAMINATION The Director's Cut	
Timing	TERM 1: WEEK 10	TERM 2: WEEK 8	TERM 3: WEEK 9	TERM 4: WEEK 3	
Outcomes Assessed	EN5:1A, 2A, 5C, 8D	EN5:1A, 2A, 6C, 9E	EN5: 3B, 4B, 7D, 8D	EN5: 3B, 4B, 5C, 6C	
Weighting %					
Total %	25	25	25	25	100%



FOOD TECHNOLOGY ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Portfolio: Design & produce a new food product.	Research, presentation & practical application: Investigation of a Special Need	Research, presentation and practical application: Catering	Yearly Examination	
Timing	Term 1 Weeks 9 &10	Term 2 Week 10	Term 3 Week 10	Term 4 Exam Block Weeks 2/3 Date TBA	
Outcomes Assessed	FT5-1 FT5-2 FT5-11 FT5-13	FT5-1 FT5-2 FT5-6 FT5-7 FT5-8 FT5-13	FT5-1 FT5-2 FT5-4 FT5-5 FT5-10	FT5-6 FT5-7 FT5-12 FT5-13	
Weighting %					
Total %	25%	25%	25%	25%	100%

These dates are approximate and sufficient notice will be given for actual due dates.

FRENCH ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Accessing and Responding (Listening and Reading)	Composing (Speaking)	Composing Writing	Yearly Exam (Listening, Reading, Speaking and Writing)	
Timing	Term 1 Week 10	Term 2 Week 7	Term 3 Week 8	Term 4 Weeks 3	
Outcomes Assessed	LFR5-2C LFR 5-3C LFR5-6U	LFR 5 -4C LFR5-1C LFR 5-5U LFR5-6U LFR 5-7U	LFR5-4C LFR5-6U	LFR5-1C LFR5-2C LFR5-3C LFR5-4C LFR5-6U LFR 5-7U	
Weighting %					
Total %	30%	20%	20%	30%	100%



GRAPHICS TECHNOLOGY ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Engineering Drawing	Architectural Drawing	Graphic Design	Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 2-3	
Outcomes Assessed	GT5-1 GT5-2, GT5-3, GT5-5	GT5-2,GT5-6, GT5-7,	GT5-5, GT5-6, GT5-11	GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-6, GT5-7, GT5-8, GT5-9, GT5-10, GT5-11, GT5-12	
Weighting %					
Total %	25	25	25	25	100%



GEOGRAPHY ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Topic Test	Research and Written Response	Local Suburb Wellbeing Fieldwork and Presentation	Knowledge and Skills Examination	
Timing	Term 1, Week 8	Term 2, Week 4	Term 3, Week 7	Term 4, Week 3	
Outcomes Assessed	GE 5-2 GE 5-3 GE 5-5 GE 5-7 GE 5-8	GE 5-1 GE 5-2 GE 5-3 GE 5-5 GE 5-7 GE 5-8	GE 5-1 GE 5-2 GE 5-6 GE 5-7 GE 5-8	GE 5-2 GE 5-3 GE 5-4 GE 5-5 GE 5-7 GE 5-8	
Weighting %					
Total %	25	25	25	25	100%



HISTORIES MYSTERIES ASSESSMENT SCHEDULE

Task	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Source Analysis	Source Analysis	Research Task	Topic Test	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 6	Term 4 Week 3	
Outcomes Assessed	HTE5-1 HTE5-2 HTE5-4 HTE5-6 HTE5-8	HTE5-6 HTE5-8 HTE5-9 HTE5-10	HTE5-3 HTE5-4 HTE5-7 HTE5-8 HTE5-9	HTE5-4 HTE5-7 HTE5-9 HTE5-10	
Weighting					
Total %	25	25	25	25	100%



INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Project 1	Project 2	Project 3 + Portfolio/CAD	Yearly Exam	
Timing	Term 2 Week 2	Term 3 Week 1	Term 4 Week 2	Term 4 Week 2-3	
Outcomes Assessed	IND5-1 IND5-2 IND5-3	IND5-5 IND5-7 IND5-9	IND5-2 IND5-3 IND5-5 IND5-7 IND5-8	All	
Weighting %					
Total %	15%	25%	45%	15%	100%



INFORMATION AND SOFTWARE TECHNOLOGY

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Interpreting, Analysing, and Representing Data	Modelling Networks and Social Connections	Creating Games and Simulations	Yearly Exam	Total
Timing	Term 1 Week 10	Term 3 Week 2	Term 4 Week 2	Term 4 Week 2-3	
Outcomes Assessed	5.1.1 5.2.2 5.3.2 5.5.2	5.1.2 5.2.3 5.3.2 5.4.1	5.1.1 5.2.1 5.2.2 5.2.3 5.3.1	All	
Weighting %					
Total %	25%	25%	35%	15%	100%

JAPANESE ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Accessing and Responding (Listening and Reading)	Composing (Speaking and Writing)	Accessing and Responding	Yearly Exam (Listening Reading Writing Speaking)	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 7	Term 4 Weeks 2-3	
Outcomes Assessed	LJA5-2C LJA5-3C	LJA5 -4C LJA5-5U LJA5-6U	LJA5-2C LJA5-3C LJA5-7U	LJA5-1C LJA5-2C LJA5-3C LJA5 4C LJA5-5U LJA5-6U LJA5-7U LJA5-8U LJA5-9U	
Weighting %					
Total %	20%	30%	20%	30%	100%



MATHEMATICS 5.1 ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Exam Topic: Earning and Saving Money, Indices	Exam Topic: Trigonometry, Area and Surface Area	Exam Topic: Single Variable Data Analysis, Linear Relationships	Exam Topic: Probability, Non-Linear, Relationships	
Timing	Term 1 Week 9	Term 2 Weeks 4-5	Term 3 Week 6	Term 4 Weeks 2-3	
Outcomes Assessed	MA5.1-5NA MA5.1-4NA MA5.1-1WM MA5.1-2WM MA5.1-3WM	MA5.1-8MG MA5.1-10MG MA5.1-1WM MA5.1-2WM MA5.1-3WM	MA5.1-12SP MA5.1-6NA MA5.1-1WM MA5.1-2WM MA5.1-3WM	MA5.1-7NA MA5.1-13SP MA5.1-1WM MA5.1-2WM MA5.1-3WM	
Weighting %					
Total %	25	25	25	25	100%

This course is the usual pathway for Mathematics Standard 1 and 2 in Years 11 and 12.



MATHEMATICS 5.2 ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Exam Topic: Algebraic Techniques; Indices; Equations	Exam Topic: Equations; Area and Surface Area; Volume	Exam Topic: Trigonometry; Single Variable Data Analysis; Bivariate Data, Financial Mathematics	Exam Topic: Linear Relationships; Non-Linear Relationships (Graphs);	
Timing	Term 1 Week 9	Term 2 Week 4-5	Term 3 Week 6	Term 4 Week 2-3	
Outcomes Assessed	MA5.2-6NA MA5.2-7NA MA5.2-8NA MA5.2-1WM MA5.2-2WM MA5.2-3WM	MA5.2-8NA MA5.2-11MG MA5.2-12MG MA5.2-1WM MA5.2-2WM MA5.2-3WM	MA5.2-13MG MA5.2-15SP MA5.2-16SP MA5.2-4NA MA5.2-1WM MA5.2-2WM MA5.2-3WM	MA5.2-9NA MA5.2-7NA MA5.2-10NA MA5.2-1WM MA5.2-2WM MA5.2-3WM	
Weighting %					
Total %	25	25	25	25	100%

This course is the usual pathway for Mathematics Advanced and Mathematics Standard in Years 11 and 12.



MATHEMATICS 5.3 ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Exam Topic: Surds and Indices; Equations	Exam Topic: Surface Area and Volume; Trigonometry	Exam Topic: Single Variable Data Analysis; Bivariate data; Equations; Linear Relationships	Exam Topic: Non-linear Relationships; Properties of Geometrical Figures; Ratios and Rates	
Timing	Term 1 Week 9	Term 2 Week 4-5	Term 3 Week 6	Term 4 Week 2-3	
Outcomes Assessed	MA5.3-6NA MA5.3-7NA MA5.3-1WM MA5.3-2WM MA5.3-3WM	MA5.3-13MG MA5.3-14MG MA5.3-15MG MA5.3-1WM MA5.3-2WM MA5.3-3WM	MA5.3-18SP MA5.2-16SP MA5.3-19SP MA5.3-7NA MA5.3-8NA MA5.2-1WM MA5.2-3WM MA5.3-1WM MA5.3-2WM MA5.3-3WM	MA5.3-9NA MA5.3-16MG MA5.2-5NA MA5.3-4NA MA5.3-1WM MA5.3-2WM MA5.3-3WM	
Weighting %					
Total %	25	25	25	25	100%

This course is the usual pathway for Mathematics Advanced and Mathematics Extension 1 in Years 11 and 12.



MODERN GREEK ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Accessing and Responding (Listening and Reading)	Composing (Speaking and Writing)	Interacting (Listening and Writing)	Yearly Exam (Listening, Speaking, Reading, Writing)	
Timing	Term 1 Week 8	Term 2 Week 4	Term 3 Week 7	Term 4 Weeks 2-3	
Outcomes Assessed	LMG5-2C LMG5-3C LMG5-8U LMG5-9U	LMG5-4C LMG5-5U LMG5-7U LMG5-8U	LMG5-1C LMG5-6U LMG5-7U LMG5-8U	LMG5-2C LMG5-3C LMG5-4C LMG5-6U LMG5-7U	
Weighting %					
Total %	20%	30%	20%	30%	100%

MUSIC ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Topic 1 Performance / Composition	Topic 2 Performance / Listening	Topic 3 Performance / Composition	Topic 4 Performance / Listening	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	Term 4 Week 2	
Outcomes Assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.11, 5.12	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.11, 5.12	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	
Weighting %					
Total %	25	25	25	25	100%

PDHPE ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Literacy Task	Hip Hop Dance Assessment	Party Right- Topic Test	Touch Football	
Timing	Term 1, Week 8	Term 2, Weeks 6-10	Term 3, Week 7	Term 3, Week 10	
Outcomes Assessed	PD5-2 PD5-6	PD5-5 PD5-11	PD5-3 PD5-9	PD5-4	
Weighting %					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	20	10	20	10	60
Total %	30	20	30	20	100%



PHOTOGRAPHIC AND DIGITAL MEDIA ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Folio 1 Photography	Folio 2 Photography	Folio 3 Photography	Folio 4 Photography	
Timing	Term 1 Week 6	Term 2 Week 4	Term 3 Week 6	Term 4 Week 3	
Outcomes Assessed	5.1 – 5.10	5.1 – 5.10	5.1 – 5.10	5.1 – 5.10	
Weighting %					
Making, Photography Folio and VAPD	10	20	20	10	60
Critical and Historical	10	10	10	10	40
Total %	20	30	30	20	100%



PHYSICAL ACTIVITY AND SPORTS STUDIES 1 ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Skill and Technique Analysis- Stimulus support	Practical Unit	Research Task	Game Creation	
Timing	Term 1, Week 8	Term 2, Weeks 8	Term 3, Week 6	Term 4, Week 5	
Outcomes Assessed	PASS5-1 PASS5-2 PASS5-10	PASS5-5 PASS5-6 PASS5-10	PASS5-2 PASS5-3 PASS5-4	PASS5-5 PASS5-6 PASS5-10	
Weighting %					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	10	10	20	20	60
Total %	20	20	30	30	100%



PHYSICAL ACTIVITY AND SPORTS STUDIES 2 (Futsal) ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Skill and Technique Analysis- Stimulus support	Practical Unit	Research Task	Game Creation	
Timing	Term 1, Week 8	Term 2, Weeks 8	Term 3, Week 6	Term 4, Week 5	
Outcomes Assessed	PASS5-1 PASS5-2 PASS5-10	PASS5-5 PASS5-6 PASS5-10	PASS5-2 PASS5-3 PASS5-4	PASS5-5 PASS5-6 PASS5-10	
Weighting %					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	10	10	20	20	60
Total %	20	20	30	30	100%



SCIENCE ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Independent Investigation	Mid-Year Exam: (written task) (all) Chemical Reactions and (some) Life on Earth	ICT Research skills plus Exposition/Persuasive Text Type	Final Exam (written task) Comprehensive: topics studied in semester 2	
Timing	Term 1 Issued: Week 4 - 6 Practical Task Week 9	Term 2 Week 4 - 6	Term 3 Week 3	Term 4 Week 2- 3	
Outcomes Assessed	SC5- 4,5,6,7,8 WS	SC5-15LW SC5-17CW SC5-8WS	SC5-7WS SC5 - 9 WS	SC5-10PW SC5-11PW SC5-14LW	
Weighting %					
Total %	20	30	20	30	100



TEXTILES TECHNOLOGY ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Topic and Nature of task	Research assignment – Cultural Study	Textiles Project and Folio – Clothes for Special Occasions	Textile Project and Folio – Textile Art	Exam	
Timing	Week 10 Term 1	Week 8 Term 2	Week 4 Term 4	Exam Week Term 4 Weeks 2/3	
Outcomes Assessed	TEX5-6	Folio – TEX5-1, TEX5-2, TEX5-4 TEX5-8, TEX5-12 Item – TEX5-9, TEX5-10, TEX5-11	Folio – TEX5.2, TEX5-5, TEX5-8 Item – TEX5-9, TEX5-10, TEX5-11	TEX5-1, TEX5-2, TEX5-6, TEX5-7	
Weighting %					
Total %	10	30	20	40	100%



VISUAL ARTS ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Folio 1 Artmaking Art criticism and historical studies	Folio 2 Artmaking Art criticism and historical studies	Folio 3 Artmaking Art criticism and historical studies	Folio 4 Artmaking Art criticism and historical studies	
Timing	Term 1 Week 6	Term 2 Week 2	Term 3 Week 1	Term 3 Week 10	
Outcomes Assessed	5.1 – 5.10	5.1 – 5.10	5.1 – 5.10	5.1 – 5.10	
Weighting %					
Artmaking	10	20	20	10	60
Art Criticism and Art History	10	10	10	10	40
Total %	20	30	30	20	100%



VISUAL DESIGN ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Folio 1 Artmaking Art criticism and historical studies	Folio 2 Artmaking Art criticism and historical studies	Folio 3 Artmaking Art criticism and historical studies	Folio 4 Artmaking Art criticism and historical studies	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 4 Week 3	
Outcomes Assessed	5.1 – 5.10	5.1 – 5.10	5.1 – 5.10	5.1 – 5.10	
Weighting %					
Artmaking	10	20	20	10	60
Art Criticism and Art History	10	10	10	10	40
Total %	20	30	30	20	100%



Principal
Mrs S. Kapsimalis

Blakehurst High School

ILLNESS/MISADVENTURE APPLICATION (*Appendix A*)

X Attach any supporting evidence here with a staple.

Section A

To be completed by the student

Student's Name: Course: Year:

Parent's Name: Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: (*please circle*)

Examination	Performance	Assignment	Field Work	Portfolio
Research Activity	Practical Task	Speaking Task	Viewing Task	Written Task

Type of Claim (*please tick*) Illness Misadventure

Outline reasons for this application for Illness/Misadventure and attach relevant documentation

.....
.....
.....

Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Head Teacher

Head Teacher's Name: Faculty: Course:

Receipt date of Illness/Misadventure form:
.....

Task submitted/completed **Yes** **No** Date Completed:

Date of rescheduled task:

Head Teacher Approval: **Approved** **Rejected**

Comments:

Head Teacher Signature: Date: / /

Section C

To be completed by the Deputy Principal

Resolution: **Accepted** **Rejected**

Deputy Principal Signature: Date: / /

Comment:

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Blakehurst High School

Principal
Mrs S. Kapsimalis

APPEAL APPLICATION *(Appendix B)*

X Attach any supporting evidence here with a staple

Section A

To be completed by the student

Student's Name: Course: Year:

Parent's Name: Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: *(please circle)*

- | | | | | |
|--------------------------|-----------------------|----------------------|---------------------|---------------------|
| Examination | Performance | Assignment | Field Work | Portfolio |
| Research Activity | Practical Task | Speaking Task | Viewing Task | Written Task |

Please provide a statement in support of your application to appeal.

.....
.....
.....
.....

List any additional documentation in support of your application:

.....
.....

Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Deputy Principal

Appeals Panel Members:

.....
.....

Resolution: **Accepted** **Rejected**

Comment:

.....
.....
.....

Deputy Principal Signature: Date: / /

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Blakehurst High School

Principal
Mrs S. Kapsimalis

REQUEST FOR EXTENSION APPLICATION (Appendix C)

X Attach any supporting evidence here with a staple

Form Issued by Deputy Principal on: / / Form Received on: / /

Section A

To be completed by the student

Student's Name: Course: Year:

Parent's Name: Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: (please circle)

Examination	Performance	Assignment	Field Work	Portfolio
Research Activity	Practical Task	Speaking Task	Viewing Task	Written Task

Other (please specify):

Reason for application (attach supporting letter or documentation as necessary)

State sufficient details to support your case for consideration to gain an extension of time.

.....
.....
.....

Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Head Teacher

Head Teacher's Name: Faculty: Course:

Comments:

.....
.....

Head Teacher Signature: Date: / /

Section C

To be completed by the Deputy Principal

Resolution: **Accepted** **Rejected**

Comment:

.....
.....

Deputy Principal Signature: Date: / /

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Blakehurst High School

REQUEST TO RESCHEDULE DUE TO SCHOOL BUSINESS (Appendix D)

Principal
Mrs S. Kapsimalis

X Attach any supporting evidence here with a staple

Name of Activity:

Date: Venue:

Section A

To be completed by the student

Student's Name: Course: Year:

Parent's Name: Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: (please circle)

Examination	Performance	Assignment	Field Work	Portfolio
Research Activity	Practical Task	Speaking Task	Viewing Task	Written Task

Other (please specify):

Reason for application (attach supporting letter or documentation as necessary)

.....

Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Head Teacher

Head Teacher's Name: Faculty: Course:

Date of rescheduled task: / /

Student issued reschedule notification: Yes No

Head Teacher Signature: Date: / /

Section C

To be completed by the Deputy Principal

Comment:

Deputy Principal Signature: Date: / /

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Principal
Mrs S. Kapsimalis

Blakehurst High School

APPLICATION FOR IN-SCHOOL DISABILITY PROVISIONS *(Appendix E)*

Complete and return to the Learning and Support Teacher

Student's Name:

Date: / /

Nature of Disability:

.....
.....

Describe how this disability affects you during exams:

.....
.....
.....
.....

Type of provision required:

Separate supervision

Rest breaks

Personal computer

Reader/writer

Special fonts/special paper

Toilet breaks

Special seating/standing

Diabetic Provisions

Other (please list):

Medication/healthcare breaks

Stand and stretch

.....

Describe how the requested provision/s will help you during exams:

.....
.....
.....
.....

Do you have a formal diagnosis for this disability? (documentation)

Yes

No

List your subjects:

.....
.....
.....
.....
.....
.....

GLOSSARY OF KEY TERMS

The NSW Educational Standards Authority (NESA) has published a glossary of words that are often used in examinations. Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

Key Term	Definition	Key Term	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	Evaluate	Make a judgement based on criteria; determine the value of
Analyse	Identify components and the relationship between them; draw out and relate implications	Examine	Inquire into
Apply	Use, utilise, employ in a particular situation	Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Appreciate	Make a judgement about the value of	Extract	Choose relevant and/or appropriate details
Assess	Make a judgement of value, quality, outcomes, results or size	Extrapolate	Infer from what is known
Calculate	Ascertain/determine from given facts, figures or information	Identify	Recognise and name
Clarify	Make clear or plain	Interpret	Draw meaning from
Classify	Arrange or include in classes/categories	Investigate	Plan, inquire into and draw conclusions about
Compare	Show how things are similar or different	Justify	Support an argument or conclusion
Construct	Make; build; put together items or arguments	Outline	Sketch in general terms; indicate the main features of
Contrast	Show how things are different or opposite	Predict	Suggest what may happen based on available information
Critically analyse/evaluate	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality	Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Deduce	Draw conclusions	Recall	Present remembered ideas, facts or experiences
Define	State meaning and identify essential qualities	Recommend	Provide reasons in favour
Demonstrate	Show by example	Recount	Retell a series of events
Describe	Provide characteristics and features	Summarise	Express, concisely, the relevant details
Discuss	Identify issues and provide points for and/or against	Synthesise	Putting together various elements to make a whole
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between		



PERSONAL ASSESSMENT TASK CALENDAR

Wk			Term 1 2024		Term 2 2024		Term 3 2024		Term 4 2024	
1	M	FEB	29	APR	29	JULY	22	OCT	14	
	T		30		Staff Dev Day		23		Staff Dev Day	15
	W		31		Staff Dev Day		24		School Starts	16
	Th		1		Y7, 11, 12 start		25			17
	F		2		Whole school start		26			18
2	M	FEB	5	MAY	6	JULY	29	OCT	21	
	T		6				30			22
	W		7				31			23
	Th		8				1			24
	F		9				2			25
3	M	FEB	13	MAY	13	AUG	5	OCT	28	
	T		13				6			29
	W		14				7			30
	Th		15				8			31
	F		16				9			1
4	M	FEB	19	MAY	20	AUG	12	OCT	4	
	T		20		Athletics Carnival		13			5
	W		21				14			6
	Th		22				15			7
	F		23				16			8
5	M	FEB	26	MAY	27	AUG	19	NOV	11	
	T		27				20			12
	W		28				21			13
	Th		29				22			14
	F		1				23			15
6	M	MAR	4	JUNE	3	AUG	26	NOV	18	
	T		5				27			19
	W		6				28			20
	Th		7				29			21
	F		8				30			22
7	M	MAR	11	JUNE	10	SEPT	2	NOV	25	
	T		12		King's Birthday		3			26
	W		13				4			27
	Th		14				5			28
	F		15				6			29
8	M	MAR	18	JUNE	17	SEPT	9	DEC	2	
	T		19				10			3
	W		20				11			4
	Th		21				12			5
	F		22				13			6
9	M	MAR	25	JUNE	24	SEPT	16	DEC	9	
	T		26				17			10
	W		27				18			11
	Th		28				19			12
	F		29		Good Friday		20			13
10	M	APR	1	JUL	1	SEPT	23	DEC	16	
	T		2				24			17
	W		3				25			18
	Th		4				26			19
	F		5				27			20
11	M	APR	8							
	T		9							
	W		10							

