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# Stage 5 – Student Handbook – 2020

## (Volume 2)

### Curriculum and Assessment

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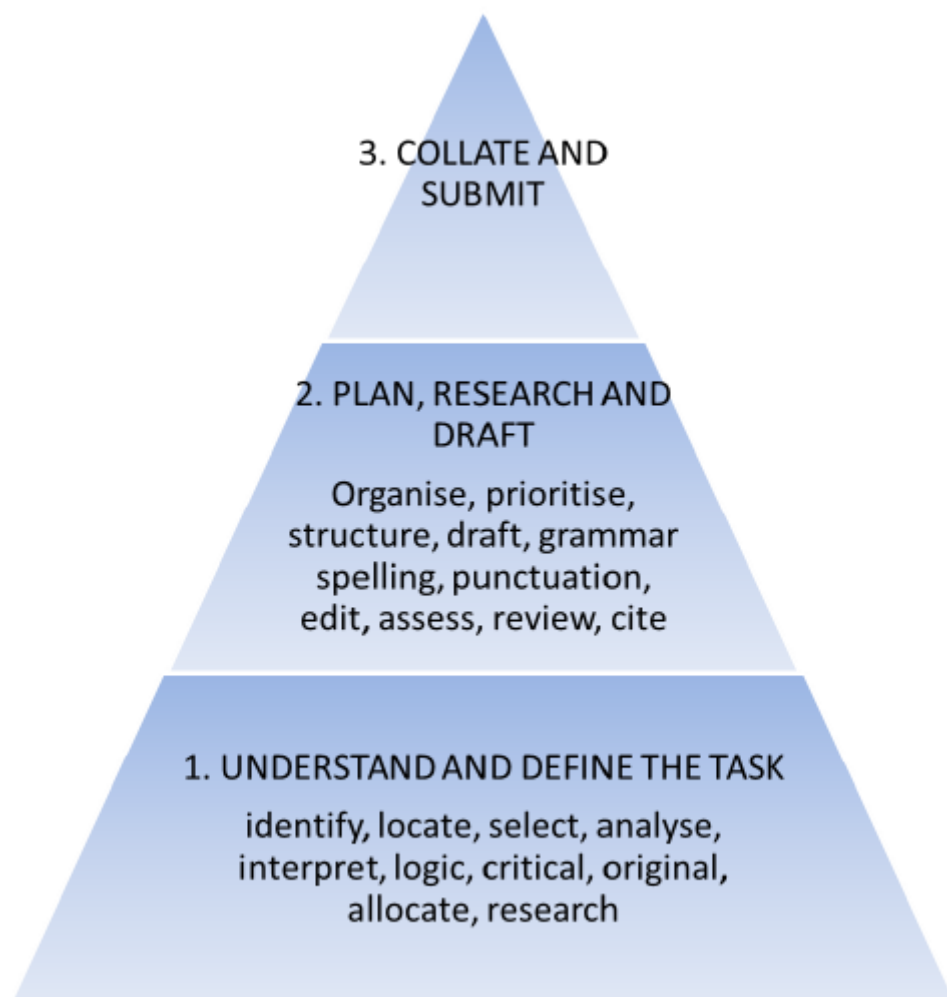
### **What makes a great assessment**

You should consider your assessment as a series of planned steps and stages – a work in progress.

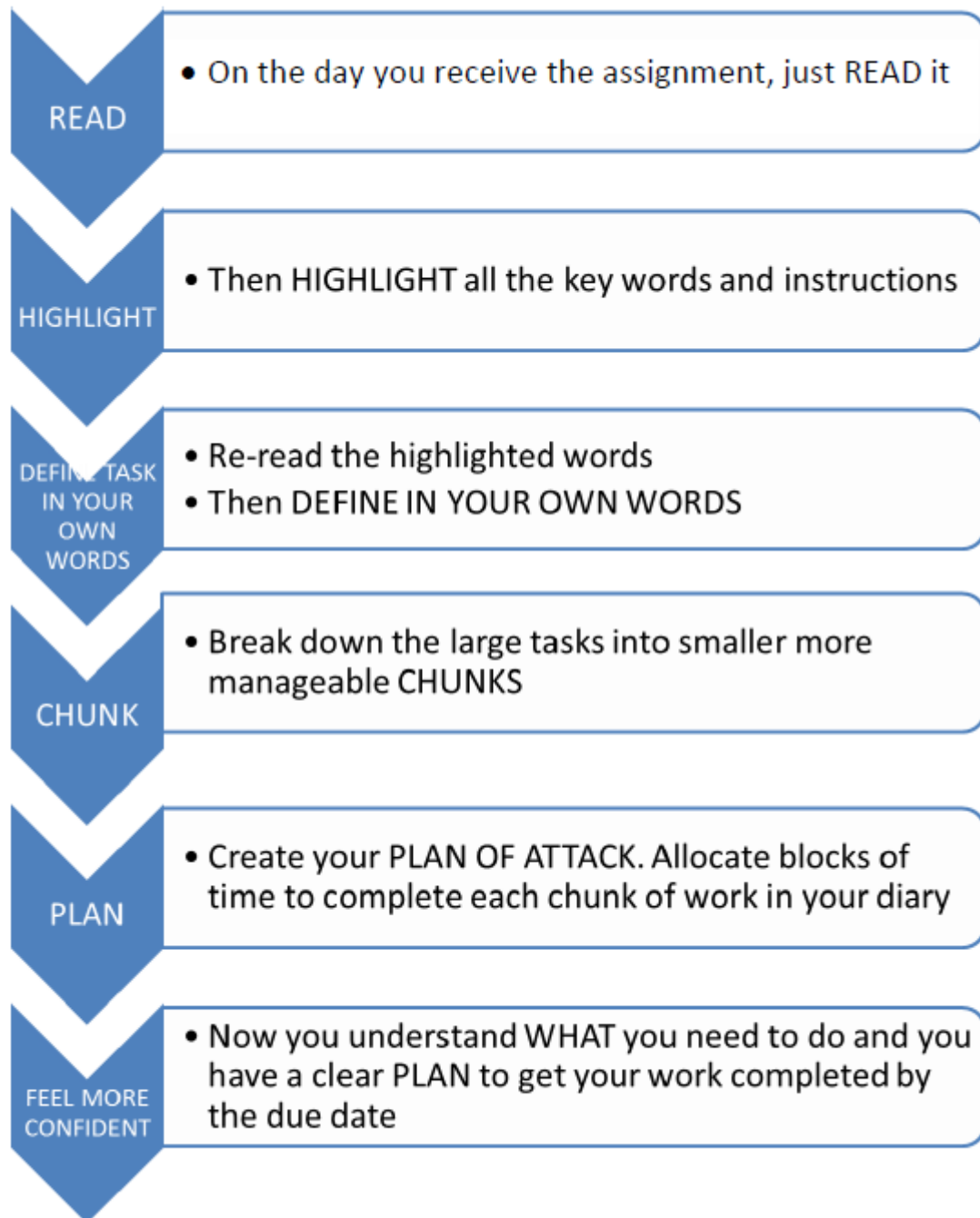
The pyramid shown below outlines the key steps you need to follow to complete a great written assignment – from the base up.

Consider each section of the pyramid as a stage in the development of your assignment and each word as a brick in the foundation of your task.

### **Assessment preparation pyramid**



## Summary of the key steps to getting started



## Writing a bibliography

**WHAT IS A BIBLIOGRAPHY?** A list of everything you have read in researching your essay or assignment - not only the items you refer to in the essay or assignment itself (includes texts, journal articles, electronic sources etc.).

**WHAT IS A REFERENCE LIST?** A list of all sources actually referenced in your assignment. You must reference when you quote from a text, or paraphrase or summarise someone else's ideas.

**WHY REFERENCE?** Using someone else's words, ideas, maps, diagrams etc. is PLAGIARISM – even if you have paraphrased or summarised them! You must acknowledge all sources.

References/bibliographies should be arranged alphabetically by author. If no author is given, then by title.

**GUIDELINES FOR APA STYLE REFERENCING FOR BOOKS:** Author (surname followed by given name). (Year of publication). Title (*Italics or underlined*). Edition (in parentheses if other than 1st). Place of publication: Publisher

Germov, John (2000). *Get great marks for your essays*. [2nd edition]. Sydney: Allen & Unwin.

Johnson, David (2005). *The Geology of Australia*. Cambridge: Cambridge University Press.

Mooney, M., & Nicholls, J. (Eds.). (2004). *Drama journeys: inside drama learning*. Strawberry Hills, N.S.W.: Currency Press.

**FOR ARTICLES:** (magazines, newspapers or journals) Author (surname followed by given name). (Year of publication) Title of article. Name of journal, magazine or newspaper (*underlined or in italics*), Volume and/or issue, page numbers (inclusive).

Duffy, M. (2005, June 14). Squalls of dissent ruffle the wind harvester. *Sydney Morning Herald*. pp. News 7.  
Faulkner, C. (2005). Wallum Froglet. *Nature Australia*, 28(5), pp. 22-23.  
Rhodes, R. (2005). Living with the bomb. *National Geographic*, 208(2), pp. 98-113.

**VIDEOS, DVDS, CD-ROMS, FILMS** Author. (Year of Publication). Title (edition). [Format]. Place: Publisher/Production company.

Skull, J. (2000). *Know what's what in travel & tourism*. [CD-ROM].

Marino, S. Aust.: Elbrook. Williams, Gerri (2002). *Under my skin*. [VHS]. Sydney: ABC.

**INTERNET** Surname, Initials (or author or editor), Year. Title [online]. (Edition). Place of publication: Publisher (if ascertainable). URL. Accessed/Retrieved date.

Carmichael, E. (2001). Module 2: writing assignments at university. *Early Childhood Education Self-study* [online] <http://sites.uws.edu/learning/earlychildhood/mod2.htm>. Accessed: Sept 13, 2005.

Holland, M. (2004). Guide to citing Internet sources [online]. Poole: Bournemouth University [http://www.bournemouth.ac.uk/library/using/guide\\_to\\_citing\\_internet\\_sourc.html](http://www.bournemouth.ac.uk/library/using/guide_to_citing_internet_sourc.html). Accessed: Sept 20, 2005.

Wurzel, B.J. (n.d.). Growing up with yours, mine and ours in stepfamilies [online]. Ohio State University Extension Fact Sheet: Family and Consumer Sciences Web site: <http://ohioline.osu.edu/hyg-fact/5000/5292.html>. Accessed: Nov.1, 2005.

**APPENDICES** Appendices may be required in some subjects. These are all the documents, tables, maps, images etc. you have made reference to in your assignment. Copies of the tables, maps etc. will be added (with full bibliographic citation) to your assignment.

**REFERENCING WITHIN YOUR ASSIGNMENT** If the author's exact words are used, they should be enclosed in single quotation marks. The author's surname, year of publication and page number.

'Knowledge of one's family history and relationship with place is of paramount importance to indigenous people'. (Mooney & Nicholls, 2004. p.66).

When you paraphrase an author's ideas, the author should be acknowledged in the same way. The reader can then find the exact reference in your Reference List.

Some useful links are listed below to give you more support when creating your bibliography.

<http://app.griffith.edu.au/study-smart/docs/referencing>

[https://app.secure.griffith.edu.au/reference\\_tool/index-core.php](https://app.secure.griffith.edu.au/reference_tool/index-core.php)

Use the following page to help summarise what information you need to collect every time you use a reference for your assignment.



## Reference Resource

BOOKS					
AUTHOR – Surname, first name	DATE OF PUBLICATION	TITLE	PUBLISHER	PLACE OF PUBLICATION	CALL NUMBER (Dewey etc.)

JOURNAL ARTICLES						
AUTHOR – Surname, first name	DATE OF PUBLICATION	ARTICLE TITLE	JOURNAL <i>(Italics)</i>	VOLUME	NUMBER	PAGES

ELECTRONIC JOURNAL ARTICLES						
AUTHOR – Surname, first name	DATE OF PUBLICATION	ARTICLE TITLE	JOURNAL <i>(Italics)</i>	VOLUME, NUMBER, PAGES	ACCESSED (dd/mm/yyyy)	FROM (online database name)

INTERNET SITES				
AUTHOR – Surname, first name	DATE OF PUBLICATION	TITLE <i>(Italics)</i>	AVAILABLE (website address)	ACCESSED (dd/mm/yyyy)

MULTI-MEDIA					
AUTHOR – Surname, first name	DATE OF PUBLICATION	TITLE <i>(Italics)</i>	MULTI-MEDIA TYPE (DVD, video, CD etc.)	PUBLISHER	PLACE OF PUBLICATION

## Setting S.M.A.R.T Goals

What do you want to achieve this year? Do better in your school assignments? Be more organised?

We all work better when we have goals. However to be effective, you must have S.M.A.R.T. goals:

### **SPECIFIC**

Your goal must be clear and specific. What goal do you actually want to achieve?

### **MEASURABLE**

You must be able to measure progress towards your goal, in time or quantity. To check whether your goal is measurable, ask yourself such questions as how much, how often and can I measure my progress?

### **ACHIEVABLE**

You must be able to achieve your goal, with some effort

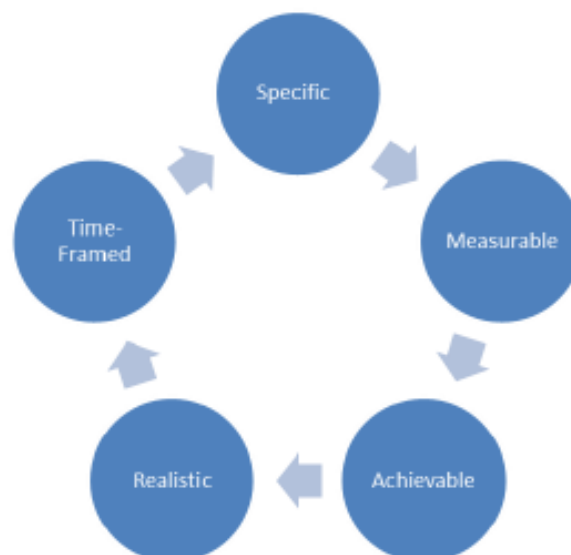
### **REALISTIC**

You must be willing and able to work towards your goal

### **TIME-FRAMED**

When do you want to achieve your goal? One month, one term? If you set a long term goal, it often helps to also set a series of short term goals to reach your longer term one.

### **S.M.A.R.T.Model**



## Glossary of Terms

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

## Assessment Schedules

### Year. 9: ENGLISH

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type	Folio of Work + Oral Report	Viewing	Essay	Yearly Examination	Observations
Timing	Term 1, Week 10	Term 2, Week 5	Term 3, Week 7	Term 4, Week 4	Ongoing
Total	20%	20%	20%	20%	20%
Outcomes Assessed	EN5-3B, EN5-5C, EN5-4B	EN5-2A, EN5-4B, EN5-9E	EN5-2A, EN5-6C, EN5-9E	EN5-1A, EN5-4B, EN5-7D	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN7D, EN5-8D, EN5-9E
Set Text Type	Poetry	Film	Prose Fiction	Shakespearean Drama	Workplace Skills

Please refer to the NESA Syllabus for a comprehensive glossary of English terms:

<https://syllabus.nesa.nsw.edu.au/english/english-k10/glossary/>

#### Outcomes to be assessed:

EN5-1A - responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A - effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-3B - selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B - effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5C - thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C - investigates the relationships between and among texts

EN5-7D - understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D - questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9E - purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## Year. 9: GEOGRAPHY

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type	Report	Presentation	Site Study	Yearly Examination	Observation
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Week 8	Term 4, Week 4	Ongoing
Total	20%	20%	20%	20%	20%
Outcomes Assessed	GE5-1, GE5-2, GE5-7, GE5-8	GE5-2, GE5-3, GE5-7, GE5-8	GE5-2 GE5-3 GE5-4 GE5-5 GE5-7 GE5-8	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3 GE5-4 GE5-5 GE5-6, GE5-7, GE5-8

Please refer to the NESA Syllabus a comprehensive glossary of Geographic terms:

<https://syllabus.nesa.nsw.edu.au/hsie/geography-k10/glossary/>

### Outcomes to be assessed:

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

## Year. 9: MATHEMATICS

Course Component	Task 1	Task 2	Task 3	Task 4	Task54
Task Type	Classwork	Research Project	Half Yearly examination	Personal Interest Project	Yearly Examination
Timing	Ongoing Wk 10, Term 1; Wk 6, Term 2; Wk 8, Term 3; Wk 7, Term 4.	Term 1, Week 4	Term 2, Week 5	Term 3, Week 8	Term 4, Week 6
Total	20%	20%	20%	20%	20%
Outcomes Assessed	5.1-1WM, 5.1-2WM, 5.1-3WM, 5.1-4NA, 5.1-5NA, 5.1-6NA, 5.1-7NA, 5.1-8MG, 5.1-9MG, 5.1-10MG, 5.1-11MG, 5.1-12SP, 5.1-13SP	5.1-7NA, 5.1-6NA, 5.1-8MG	MA4-WM,2WM, 3WM,MA4-5NA,MA4-7NA5.1-5NA, 5.1-6NA, 5.1-7NA, 5.1-8MG	5.1-10MG, 5.1-1WM, 5.1-2WM, 5.1-3WM	5.1-9MG, 5.1-11MG, 5.1-12SP, 5.1-13SP

### Values and Attitudes

- appreciate mathematics as an essential and relevant part of life.
- demonstrate confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems.
- develop and demonstrate perseverance in undertaking mathematical challenges.

Please refer to the NESA Syllabus for a comprehensive glossary of Mathematical terms:

<https://syllabus.nesa.nsw.edu.au/mathematics/mathematics-k10/glossary/>

### Outcomes to be assessed:

5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts  
 5.1-2WM selects and uses appropriate strategies to solve problems  
 5.1-3WM provides reasoning to support conclusions that are appropriate to the context  
 5.1-4NA solves financial problems involving earning, spending and investing money  
 5.1-5NA operates with algebraic expressions involving positive- integer and zero indices, and establishes the meaning of negative indices for numerical bases  
 5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships  
 5.1-7NA graphs simple non-linear relationships  
 5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms  
 5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

- 5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- 5.1-11MG describes and applies the properties of similar figures and scale drawings
- 5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- 5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

## Year. 9: HISTORY

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type	Report	Presentation	Site Study	Yearly Examination	Observation
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Week 8	Term 4, Week 4	Ongoing
Total	20%	20%	20%	20%	20%
Outcomes Assessed	HT5-1 HT5-2 HT5-4 HT5-6 HT5-9	HT5-1 HT5-2 HT5-4 HT5-6 HT5-9 HT5-10	HT5-1, HT5-2 HT5-4 HT5-6 HT5-9	HT5 1, HT5 2, HT5 4, HT5 6, HT5 8, HT5 9, HT5 10	HT5-1, HT5-2, HT5-3 HT5-4 HT5-5 HT5-6, HT5-7, HT5-8, HT5 9, HT5 10

Please refer to the NESA Syllabus for a comprehensive glossary of Historical terms:

<https://syllabus.nesa.nsw.edu.au/hsie/history-k10/glossary/>

### Note:

All tasks consist of a Bookwork Score, Teacher Observation of Students Discussion Responses and a Formal Task

### Outcomes to be assessed:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to a historical inquiry

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences



## Year. 9: PDHPE

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Task Type	Practical	Research Project	Semester 1 Examination	Practical	Practical	Practical	Classwork	Semester 2 Examination
Unit	On the Go, Movement skills, Strategies and tactics	Risk and safety	Challenge, risk and safety: Empowering young people, Team work and fair play	Active for life, Movement skills, Strategies and tactics	Going Global, Movement skills, Strategies and tactics	Striking Games, Movement skills, Strategies and tactics	All Units covered during the year	Creating inclusive, equal and respectful relationships, Seeking advice and help for health concerns
Timing	Term 1 ongoing	Term 1 Week 10	Term 2, Week 6	Term 2 ongoing	Term 3 ongoing	Term 4 ongoing	Term 4 ongoing	Term 4, Week 6
Total	5%	10%	20%	10%	10%	5%	20%	20%
Outcomes Assessed	PD5-4, PD5-5, PD5-11	PD5-7, PD5-9	PD5-9, PD5-7, PD5-10	PD5-4, PD5-5, PD5-11	PD5-4, PD5-5, PD5-11	PD5-4, PD5-5, PD5-11	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10,

### Outcomes to be assessed:

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations.

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences.

**Year. 9: SCIENCE**

<b>Course Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
<b>Task Type</b>	Observation Checklist	Lab Study (Fish)	Field Study Report	Learning Journal	Yearly Exam
<b>Timing</b>	Wk 8, Term 1; Wk 6, Term 2; Wk 6, Term 3.	Wk 6 Term 2	Wk 10 Term 3	Wk 5 Term 4	Wk 6 Term 4
<b>Total</b>	30%	15%	25%	15%	15%
<b>Outcomes Assessed</b>	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-14LW, SC5-15LW,	SC5-11PW, SC5-14LW, SC5-15LW, SC5-16CW	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW
<b>Values and Attitudes</b>	SC5-1VA, SC5-2VA, SC5-3VA				

Please refer to the NESA Syllabus for a comprehensive glossary of scientific terms:

<http://syllabus.nesa.nsw.edu.au/science/science-k10/glossary/>

**Values and attitudes to be achieved:**

SC5-1VA appreciates the importance of Science in their lives and the role of scientific enquiry in increasing understanding of the world around them

SC5-2VA shows willingness to engage in finding solutions to Science related personal, social and global issues including shaping sustainable futures

SC5-3VA demonstrates confidence in making reasoned, evidenced based decisions about the current and future use and influence of Science and Technology, including ethical considerations

**Outcomes to be assessed:**

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

**Year. 9: ART**

<b>Course Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
<b>Task Type</b>	Art Piece	Mask	Sculpture	Performance	Observation
<b>Timing</b>	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9	Term 4, Week 1	Ongoing
<b>Total</b>	20%	20%	20%	20%	20%
<b>Outcomes Assessed</b>	5.1 5.2 5.8	5.3 5.4 5.6 5.9	5.1 5.2 5.4 5.5 5.10	5.4 5.5 5.7 5.10	5.1 5.2 5.3 5.4 5.6 5.7 5.8 5.9 5.10

**Outcomes to be assessed:**

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork — world – audience

5.3 makes artworks informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts

5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

5.9 demonstrates how the frames provide different interpretations of art

5.10 demonstrates how art criticism and art history construct meanings

**Year. 10: ENGLISH**

<b>Course Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
<b>Task Type</b>	Essay	Listening Task	Poster, Transcript and Oral Report	Yearly Examination	Observations
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	Term 4, Week 4	Ongoing
<b>Total</b>	15%	20%	35%	10%	20%
<b>Outcomes Assessed</b>	EN5-6C, EN5-7D	EN5-1A, EN5-8D	EN5-2A, EN5-7D	EN5-4B, EN5-5C, EN5-7D	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D, EN5-9E
<b>Set Text Type</b>	Documentary Film	Poetry	Prose Fiction	Shakespearean Drama	Workplace Skills

Please refer to the NESA Syllabus for a comprehensive glossary of English terms:

<https://syllabus.nesa.nsw.edu.au/english/english-k10/glossary/>

**Outcomes to be assessed:**

EN5-1A - responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A - effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-3B - selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B - effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5C - thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C - investigates the relationships between and among texts

EN5-7D - understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D - questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9E - purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## Year. 10: GEOGRAPHY

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type	Report	Presentation	Site Study	Yearly Examination	Observation
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Week 8	Term 4, Week 1	Ongoing
Total	20%	20%	20%	20%	20%
Outcomes Assessed	GE5-1, GE5-2, GE5-3, GE5-7, GE5-8	GE5-2, GE5-3, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8

Please refer to the NESA Syllabus a comprehensive glossary of Geographic terms:

<https://syllabus.nesa.nsw.edu.au/hsie/geography-k10/glossary/>

### Outcomes to be assessed:

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

## Year. 10: MATHEMATICS

Course Component	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type	Classwork	Research project	Semester Examination	Presentation	Yearly Examination
Timing	Wk 10, Term 1, 5%; Wk 9, Term 2, 5%; Wk 8 Term 3, %5;	Week 4, Term 1	Week 6, Term 2	Week 8, Term 3	Week 3, Term 4
Total	15%	25%	25%	25%	10%
Outcomes Assessed	5.2-5NA, 5.2-6NA, 5.2-7NA, 5.2-8NA, 5.2-10NA, 5.2-11MG, 5.2-17SP	5.2-4NA	5.2-5NA, 5.2-6NA, 5.2-7NA, 5.2-8NA, 5.2-10NA, 5.2-11MG, 5.2-17SP	5.2-13MG, 5.2-12MG, MA5.2 10NA, MA5.2 9NA	5.2-12MG, 5.2-14MG, 5.2-15SP, 5.2-16SP, MA5.2 7NA

Please refer to the NESA Syllabus for a comprehensive glossary of Mathematical terms:

<https://syllabus.nesa.nsw.edu.au/mathematics/mathematics-k10/glossary/>

### Outcomes to be assessed:

- 5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
- 5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- 5.2-3WM constructs arguments to prove and justify results
- 5.2-4NA solves financial problems involving compound interest
- 5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
- 5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
- 5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
- 5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- 5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
- 5.2-10NA connects algebraic and graphical representations of simple non-linear relationships
- 5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
- 5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- 5.2-13MG applies trigonometry to solve problems, including problems involving bearings
- 5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
- 5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
- 5.2-16SP investigates relationships between two statistical variables, including their relationship over time
- 5.2-17SP describes and calculates probabilities in multi-step chance experiments

## Year. 10: HISTORY

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type	Report	Presentation	Site Study	Yearly Examination	Observation
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Week 8	Term 4, Week 4	Ongoing
Total	20%	20%	20%	20%	20%
Outcomes Assessed	HT5 1, HT5 2, HT5 4, HT5 9	HT5-3 HT5-4 HT5-5 HT5-7 HT5-10	HT5 1, HT5 3, HT5 4, HT5 6, HT5 7, HT5 9	HT5 2, HT5 3, HT5 4, HT5 6, HT5 8	HT5-1, HT5-2, HT5-3 HT5-4 HT5-5 HT5-6, HT5-7, HT5-8, HT5 9, HT5 10

Please refer to the NESA Syllabus for a comprehensive glossary of Historical terms:

<https://syllabus.nesa.nsw.edu.au/hsie/history-k10/glossary/>

### Outcomes to be assessed:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to a historical inquiry

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences



## Year. 10: PDHPE

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Task Type	Practical	Research Project	Semester Examination	Practical	Practical	Practical	Classwork	Semester Examination
Unit	Recreational Physical Activity	Responding to Life's Challenges	Responding to Life's Challenges. Influences of Healthy Decision Making	Run Jump Throw	Strike Golf	Strike cricket	All Units covered during the year	Lifelong Physical activity, Movement Composition
Timing	Term 1 ongoing	Term 1 Week 10	Week 6, Term 2	Term 2 ongoing	Term 3 ongoing	Term 4 ongoing	Term 4 ongoing	Week 6, Term 4
Total	5%	10%	20%	10%	10%	10%	20%	15%
Outcomes Assessed	PD5-4 PD5-10	PD5.1 PD5-3 PD5-9	PD 5.3 PD 5.7 PD5.9	PD 5-4 PD 5-5 PD 5-11	PD5-4 PD5-5 PD5-10	PD5-4 PD5-5 PD5-10	PD5-1 PD5-2 PD5-3 PD5-6 PD5-7 PD5-8	PD5.4 PD5-5 PD5.6 PD5.8 PD5.11

### Outcomes to be assessed:

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

**Year. 10: SCIENCE**

<b>Course Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
<b>Task Type</b>	Observation Checklist	Lab Study (reproduction)	Ecosystem Investigation	Learning Journal	Yearly Exam
<b>Timing</b>	Wk 8, Term 1; Wk 6, Term 2; Wk 6, Term 3.	Wk 4 Term 2	Wk 10, Term 3	Wk 3 Term 4	Wk 4 Term 4
<b>Total</b>	30%	15%	25%	15%	15%
<b>Outcomes Assessed</b>	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-14LW, SC5-15LW,	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-11PW, SC5-14LW, SC5-15LW	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-10PW, SC5-11PW, SC5-12ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW
<b>Values and Attitudes</b>	SC5-1VA, SC5-2VA, SC5-3VA				

Please refer to the NESA Syllabus for a comprehensive glossary of scientific terms:

<http://syllabus.nesa.nsw.edu.au/science/science-k10/glossary/>

**Values and attitudes to be achieved:**

SC5-1VA appreciates the importance of Science in their lives and the role of scientific enquiry in increasing understanding of the world around them

SC5-2VA shows willingness to engage in finding solutions to Science related personal, social and global issues including shaping sustainable futures

SC5-3VA demonstrates confidence in making reasoned, evidenced based decisions about the current and future use and influence of Science and Technology, including ethical considerations

**Outcomes to be assessed:**

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## Year 10 ART

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type	Art Piece	Mask	Sculpture	Performance	Observation
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9	Term 4, Week 1	Ongoing
Total	20%	20%	20%	20%	20%
Outcomes Assessed	5.1 5.2 5.8	5.3 5.4 5.6 5.9	5.1 5.2 5.4 5.5 5.10	5.4 5.5 5.7 5.10	5.1 5.2 5.3 5.4 5.6 5.7 5.8 5.9 5.10

### Outcomes to be assessed:

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork — world – audience

5.3 makes artworks informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts

5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

5.9 demonstrates how the frames provide different interpretations of art

5.10 demonstrates how art criticism and art history construct meanings

**Statement:**

Allegra School Coffs Harbour follows the NSW Education Standards Authority (NESA) regulations with regard to the issue of the Record of School Achievement. The process is outlined below and is supported by:

- Allocation of Grades Policy
- Assessment Policy and
- Eligibility for the RoSA Award

**RECORD OF SCHOOL ACHIEVEMENT**

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 and up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

**Eligibility for a RoSA**

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NSW Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the [Education Act](#).

**Receiving the RoSA**

Schools are responsible for requesting a RoSA through the enrolments section in Schools Online. Once this has been completed, a PDF of the RoSA will be sent to student's 'Students Online' account. Students cannot directly request a RoSA themselves.

Schools are able to generate an eRecord and check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's Students Online account.

At any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account.

Students who remain at school to complete their HSC will not receive a RoSA.

## Transferring schools

A RoSA is not issued to students if they are transferring schools. Transferring students are managed between schools. It is the school's responsibility to inform us of a student's arrival by updating the student's details within Schools Online during the enrolments process.

## RoSA reporting and grades

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

### Grades are:

- based on student achievement in their assessment work
- submitted to us by the school in Term 4
- monitored by NESA for fairness and consistency.

## Students who don't qualify for a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

## School attendance

To receive a RoSA, students must attend school until the final day of Year 10. They must also complete the following mandatory Years 7-10 curriculum requirements.

- **English:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Science:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Languages Other than English:** 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- **Technological and Applied Studies:** The Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts:** 200 hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. The 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.

- **Personal Development, Health and Physical Education:** The mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

### **‘N’ determinations**

If students don’t complete a course’s requirements they will receive an ‘N’ determination.

Students are warned via a letter from their school if it looks like they might receive an ‘N’ determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an ‘N’ determination in a mandatory curriculum requirement course, they won’t be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an ‘N’ determination.

If a student is given an ‘N’ determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

It’s important that students, parents and employers understand that the RoSA is cumulative so it reports everything a student has completed from the end of year 10 up until the date they left school.

This differs to the School Certificate where up until the end of year 10 was only reported.

### **ASSESSMENT AND THE GRADING SYSTEM**

Courses at Allegra School Coffs Harbour will be reported by using the Common Grade Scale, A to E. In addition, the N award will be used to signify cases of "non-satisfactory completion".

### **ASSESSMENT TASKS**

Assessment is a process of gathering information about student achievement at various stages in a course. At Allegra School Coffs Harbour we use a variety of methods to assess performance across a range of syllabus outcomes. The nature of tasks vary within and across courses – they include assignments, fieldwork and reports, oral presentations, tests and exams, portfolios, practical investigations, long term pieces of work and performances. Most courses have between three and five assessment tasks.

Assessment is standards referenced – achievement is assessed against the standards specified in a course.

Generally, the specific details of each assessment task are given to students two weeks before the task is due. Where possible, students will also be provided with the marking criteria. The learning process includes students preparing themselves as well as possible for all aspects of assessment. If students return to school after an absence they should check with teachers to see whether an assessment task was issued.

### **GRADES**

A student's grade in each of their subjects will be based on the school's assessment of the student's performance against the Performance Descriptors for each course. In Mathematics, the grade is further differentiated as one of the following: A10, A9, B8, B7, C6, C5, D4, D3, E2.

The assessment tasks set by the school (previously listed) are used to provide data to assist teachers to determine which description best reflects the level of achievement of each student throughout the year and at the end of the course. The final decisions are made in relation to the "standard" reached, not in relation to performance relative to other students.

## **RESPONSIBILITIES**

### **Responsibilities of the School**

The school, under the guidance of the Principal, is responsible for:

- *Establishing policies and procedures across the school which ensure a consistent approach;*
- *Ensuring that staff are fully aware of school assessment policies and procedures;*
- *Ensuring the valid distribution of grades in different subjects;*
- *Ensuring that students and their parents are fully aware of the system;*
- *Setting up procedures for dealing with appeals.*

### **Responsibilities of the Head Teacher**

- *Ensuring that teaching staff are fully aware of the assessment requirements of the NSW Education Standards Authority and school;*
- *Establishing consistent practices within subjects;*
- *Determining how comparability between different classes will be achieved;*
- *Ensuring that students are informed of their responsibilities and the details of the assessment program;*
- *Establishing the method of recording and reporting assessment data;*
- *Monitoring individual teacher's grading determinations;*
- *Monitor students' progress and implementing appropriate intervention.*

### **Responsibilities of the Teacher**

- *Setting assessment tasks related to the course objectives;*
- *Informing students as to what is expected of them;*
- *Measuring student achievement;*
- *Recording observations using marks, grades or comments;*
- *Providing appropriate feedback to students on each task;*
- *Making a judgement of each student's level of achievement by choosing the most appropriate overall description in the Course Performance Descriptor;*
- *Discussing a student's progress with the Leader of Learning to determine intervention strategies.*

### **Responsibilities of the Students**

- *Presenting ALL assessment tasks on time;*
- *Presenting their own work, honestly making a genuine, serious attempt without cheating or plagiarism;*
- *Doing each assessment task to the best of their ability;*
- *Ensuring that any questions they have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back;*
- *Demonstrating that through effort and achievement they have met all the requirements of the course;*
- *Working without hindering the efforts of other students, both in class and in examinations.*



## **MALPRACTICE**

Malpractice, or cheating, is considered to be any dishonest behaviour by a student that gives them an unfair advantage over others. Any form of dishonesty in completing an assessment task, such as cheating, assisting someone to cheat or plagiarising (using other people's work without acknowledgement) will be dealt with in accordance with the School's Behaviour policy.

Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material), & websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other students and presenting it as your own is also plagiarism.

Students should understand that they may be awarded a zero mark or receive a penalty in the form of reduced marks if it is obvious that they have assisted other students, been assisted by other students or if they have hindered other students in the completion of any Assessment Task. The exact penalty will be decided by the Principal in consultation with the Head Teacher and the teacher of the course.

Furthermore, if it is established that students miss classes or stay away from school to complete or prepare for Assessment Tasks, the student in question may be penalised. The extent of the penalty will be determined by the Principal in consultation with the Head Teacher and the teacher of the course.

## **LATE SUBMISSION OF TASKS**

A penalty may apply for any late submission of an assessment task not covered in the above.

When a student fails to submit a task they will be notified via a Warning Letter. Students will need to make arrangements with their teachers to complete the task. Students will be awarded an achievement grade appropriate to the standard of work submitted. However, their effort grade will be affected and a penalty in this may be applied. These grades are then used for reporting purposes at the end of each semester.

Consistent failure to submit assessment tasks on time or for any other academic non-compliance or continual lack of work could result in failure to satisfy School and NSW Education Standards Authority course requirements. Consequences at this stage are individualised based on the behaviour and the infringement. Consequences could include an interview with Parent/Carer, alternative timetable, in-school suspension, or a withdrawal.

Students and Parents will be informed via a Letter of Concern sent home in the event of failure to submit an Assessment Task/s

## **ILLNESS/MISADVENTURE**

Each student is expected to perform tasks which are part of the assessment program. If a student fails to submit an Assessment Task and the teacher considers that the student has a valid reason, e.g. illness or approved leave, then a mark will be awarded, based if necessary, on a substitute task. Under these circumstances a Doctor's Certificate or other documentation may be requested. Notification on the day of the absence to the Head Teacher or teacher is recommended. If the assessment task can be delivered to the class teacher on time by a parent or other person acting on behalf of the student, that too is appropriate and helpful.

If it is not possible to submit an assessment task on the set date due to illness, students are to present the task, along with a parent or guardian note on the first day of their return to school.

Both items should be presented to the course teacher before the first period.

Students absent on the day of an *in-class assessment task or examination* are to see their class teacher before the first period. A parent note should be presented. Students may be given a substitute task or asked to sit the missed assessment.

There will be no penalty imposed if the above procedure is followed. To arrive at school with no explanation on the first day back from illness may result in a zero mark.

Students suffering from an illness of more than one or two days or with a serious problem affecting their ability to submit an assessment task on time should apply to their teacher for an extension. Students experiencing a prolonged absence must maintain contact with their teacher and the Head Teacher in order to follow the relevant school procedures. Students with approved leave during assessment tasks must make alternate arrangements with their teacher and the Head Teacher. Unapproved leave during assessment tasks may result in a mark of zero.

## **TECHNOLOGY**

In some instances, assessment tasks may be prepared on a computer and printed for submission. Unfortunately, technology and particularly printers can break down at the most inopportune times. Faulty equipment is not an acceptable excuse for late submission. This also applies to printing (ink and toner shortages) as facilities are available via the school for printing hardcopies of assessments. Students should make regular backup copies of files, print their working drafts and keep drafts in order to support their work in case of late final submission.

## **INVALID/UNRELIABLE TASKS**

If an assessment task is deemed as invalid or unreliable because it has not functioned in the way it was required, or where there were problems in the administration of the task the school will determine a suitable approach in consultation with the Head Teacher and the class teacher. A suitable outcome will be discussed, such as reducing the weighting assigned to the task and adding an additional task (with sufficient notice), and adjusting weightings accordingly. In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised. Students will be given written notification if this is to take place.

## **EXTENSIONS**

Extensions will only be granted by the Head Teacher in exceptional circumstances, and should not be assumed by students. Students must complete an Extension Request Form.

Grounds for extension may be:

1. Illness or valid injury
2. Severe family disruption
3. Student involvement in an official school function
4. Other (at the discretion of the Head Teacher)

## **APPEALS**

Performance grades awarded during the Assessment period will be subject to appeal. As each assessment task is returned to the students, the teachers will explain their marking scheme and how the marks/grades were determined.

Students wishing to appeal against a mark/grade must write down the details of their appeal using the Assessment Appeal form. They must discuss these with the teacher within two school days of the task being returned and the explanation of grades being given.

No appeals can be made on the basis of marks awarded.

The appeals must be written as they may have to be referred to an Appeals Panel if the student and teacher cannot find grounds for agreement.

The decision of the Appeals Panel is final.

## **REPORTING**

Students will receive Semester Reports based on achievement in each course of study. However, it should not be assumed that the grade on the semester report will be identical to the RoSA grade as differences may occur in the quality of work between semesters. The second semester report may include work completed throughout Term 4 after the grades have been submitted to the NSW Education Standards Authority. Students could expect their school report grades to be similar but not necessarily identical to their RoSA grades.

## **STUDENT ADVICE**

Students are made aware in general terms of the assessment arrangements of each course. It is important that students take note of the advice given as to the nature, relative importance and timing of any assessment task. Students will be given feedback on their achievement in each task.

## **APPLYING FOR DISABILITY PROVISIONS**

Disability provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room.

The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks.

Any student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*.

The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an exam situation.

All Disability Provisions are arranged through the Casual Education Consultant or Head Teacher. All students have to qualify under certain rules set out by the NSW Education Standards Authority and this needs to be accompanied by testing and documentation.

## GRADING

Grading student achievement is the process of assigning a letter to summarise the level of a student's achievement in a course.

The grading system is concerned with describing the student's achievement at the end of each course in Stage 5, using A to E. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment.

Teachers will use their professional judgement in applying the Course Performance Descriptors to determine student's final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

<b>GRADE</b>	<b>GENERAL PERFORMANCE DESCRIPTORS</b>
<i>A</i>	The student demonstrates an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
<i>B</i>	The student demonstrates a thorough knowledge and understanding of the course content and competence in processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new situations.
<i>C</i>	The student demonstrates sound knowledge and understanding of the course and has achieved competence in the processes and skills of the subject.
<i>D</i>	The student demonstrates a basic level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
<i>E</i>	The student demonstrates an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.
<i>N Determination</i>	Where <i>N</i> appears in place of an <i>A</i> to <i>E</i> grade opposite a course, the student has failed to meet one or more of the following requirements: <b>a)</b> followed the course developed by the Board of Studies; <b>b)</b> applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; <b>c)</b> achieved some or all of the course outcomes.

In Mathematics, the grade is further differentiated as one of the following: A10, A9, B8, B7, C6, C5, D4, D3, E2.

## **WORK SAMPLES**

A selection of work samples from each subject and KLA are collected and stored electronically on the School server. These work samples are periodically reviewed by the teaching staff and their supervisor to ensure that there is consistency of grade allocation across staff. Student work samples and teacher feedback may form part of a staff member's annual performance review.

## **STAFF OBSERVATIONS and PERFORMANCE REVIEW**

Teaching staff are required to undergo performance reviews and teacher observations to ensure that the standard of teaching is maintained. This tool also allows the Principal and/or Head Teacher to determine that the performance of students is being equitably and accurately assessed. A copy of the Classroom Observation and Feedback Tool is located following:



# CLASSROOM OBSERVATION & FEEDBACK TOOL

Teacher: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Class: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher accreditation number: \_\_\_\_\_

Lesson plan attached: Yes ☐

No ☐

FOCUS AREA	COMMENTS/RECOMMENDATIONS	ADDRESSED
<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)		
<b>ORGANIZATION</b> (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)		
<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)		
FOCUS AREA	COMMENTS/RECOMMENDATIONS	ADDRESSED
<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused)		



# CLASSROOM OBSERVATION & FEEDBACK TOOL

<i>on and meets stated objectives)</i>		
<b>PRESENTATION</b> <i>(establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</i>		
<b>MANAGEMENT</b> <i>(uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)</i>		
<b>FOCUS AREA</b>	<b>COMMENTS/RECOMMENDATIONS</b>	<b>ADDRESSED</b>
<b>SENSITIVITY</b> <i>(exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)</i>		
<b>ASSISTANCE TO STUDENTS</b> <i>(assists students with academic problems)</i>		

□



# CLASSROOM OBSERVATION & FEEDBACK TOOL

<b>PERSONAL</b> <i>(evidences self-confidence;  maintains professional  comportment and  appearance)</i>		

FINAL REVIEW	FOR DEVELOPMENT
TEACHER REFLECTION	FOR DEVELOPMENT



# CLASSROOM OBSERVATION & FEEDBACK TOOL

Teacher signed: \_\_\_\_\_ Date: \_\_\_\_\_

Supervising teacher signed: \_\_\_\_\_ Date: \_\_\_\_\_

Version	Approved By	Approval Date	Date of Effect	Sections Modified
Original:	Principal	02/2018	02/2018	Original doc created
v.1	Principal	02/2019	02/2019	Outcomes and dates modified



## Resources and Samples

### Useful Internet Links

NSW Education Standards Authority Homepage

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Stage 5 Syllabus documents

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

Advice for Stage 5

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/advice-stage-5>

RoSA Information

<http://www.boardofstudies.nsw.edu.au/rosa/about-rosa.html>

Literacy and Numeracy testing for school leavers

<http://www.boardofstudies.nsw.edu.au/rosa/literacy-and-numeracy-tests.html>

VET online

[http://www.boardofstudies.nsw.edu.au/voc\\_ed/](http://www.boardofstudies.nsw.edu.au/voc_ed/)

Board of Studies Parent Page

<http://www.boardofstudies.nsw.edu.au/parents/>

Board of Studies Dates and Events

[http://www.boardofstudies.nsw.edu.au/key\\_dates/](http://www.boardofstudies.nsw.edu.au/key_dates/)

Assessment Resource Centre

<https://arc.nesa.nsw.edu.au/>

University Admissions Centre

<http://www.uac.edu.au/>

Students Online

<https://studentsonline.nesa.nsw.edu.au/>

TAFE New South Wales

<https://www.tafensw.edu.au/>

Coffs Coast Community College

<https://coffscollege.nsw.edu.au/>

**Term Planner Template – Term 1, 2020**

<b>Day →</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week ↓</b>					
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					

**Term Planner Template – Term 2, 2020**

<b>Day →</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week ↓</b>					
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					

**Term Planner Template – Term 3, 2020**

<b>Day →</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week ↓</b>					
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					

**Term Planner Template – Term 4, 2020**

<b>Day →</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week ↓</b>					
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					

**Sample Warning Letter for a Stage Five Course (Appendix A)**



Level 1 City Square  
66-90 Harbour Drive  
COFFS HARBOUR NSW 2450

P: (02) 6652 5378 F: (02) 6651 7138  
[school@coffscollege.nsw.edu.au](mailto:school@coffscollege.nsw.edu.au)  
[www.allegraschool.nsw.edu.au](http://www.allegraschool.nsw.edu.au)

Dear \_\_\_\_\_ (PARENT/GUARDIAN)

**OFFICIAL WARNING**  
**Non-completion of a Stage 5 (Years 9 – 10) Course**

I am writing to advise you that your son/daughter, \_\_\_\_\_ (STUDENT NAME), is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in \_\_\_\_\_ (COURSE NAME).

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the \_\_\_\_\_ (NUMBER) official warning we have issued notifying you that \_\_\_\_\_ (STUDENT NAME) is at risk of not completing the above course. Previous warning(s) were sent to you on \_\_\_\_\_ (DATE).

- ☐ This course is mandatory for the award of the Record of School Achievement.
- ☐ This course is a Stage 5 elective course that is credentialed on the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

**Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

\_\_\_\_\_ (STUDENT NAME) is not currently meeting one or more of these requirements. In particular, he/she \_\_\_\_\_ (DESCRIPTION)

### Opportunity to correct the problem

The following tasks or requirements need to be completed by \_\_\_\_\_(STUDENT NAME) to correct the problem.

Task or course requirement	Original due date <i>(if applicable)</i>	Action required by student	Date for completion

### Action by parent/guardian

To support \_\_\_\_\_(STUDENT NAME) in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact the Head Teacher on (02) 6652 5378.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

\_\_\_\_\_  
Class Teacher/Head Teacher

\_\_\_\_\_  
Principal

-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----

### Acknowledgement of Official Warning

I have received the letter dated \_\_\_\_\_(DATE) advising me that \_\_\_\_\_  
\_\_\_\_\_(STUDENT NAME) is in danger of not meeting the course completion requirements for \_\_\_\_  
\_\_\_\_\_(COURSE NAME), and am aware that this is the \_\_\_\_ (NUMBER) official warning.

I am aware that this is a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's Name \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Request for Extension



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

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_

Task: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Due Date: \_\_\_\_\_

Task Extension Request Date: \_\_\_\_\_

### Reason for Request

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### Details of supporting evidence (please attach documentation if required)

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☐ Supported by Teacher

☐ Not supported by Teacher

☐ Supported by Head Teacher

☐ Not Supported by Head Teacher

☐ EXTENSION GRANTED

☐ EXTENSION DENIED

Revised submission date \_\_\_\_\_

Head Teacher Comment (if applicable): \_\_\_\_\_

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Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Assessment Appeal



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

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_

Task: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Due Date: \_\_\_\_\_

Reason for appeal

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Details of supporting evidence (please attach documentation if required)

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- ☐ Supported by Teacher
- ☐ Not supported by Teacher
- ☐ Supported by Head Teacher
- ☐ Not Supported by Head Teacher

☐ APPEAL APPROVED

☐ APPEAL DENIED

Head Teacher Comment (if applicable): \_\_\_\_\_

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Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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