



Year 7

Assessment Booklet

2025

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Welcome

Year 7 marks the start of your high school journey and to ensure that you achieve the best that you can, this handbook outlines information regarding your assessment requirements and support and processes to help you plan and be successful.

In 2025, Year 7 students will begin Project Based Learning. This allows students to create a real-world product (assessment) that may combine multiple subjects. Students will attend normal classes and learn the content and skills they will need to create their product. This means that most of the assessment will be occurring in class as they learn rather than external to it.

Parents can assist their child with assessment by helping them know when assessments are due, what assessments / checkpoints are occurring as found in this schedule.

Each subject has a published schedule of assessment tasks that must be completed throughout the year for a grade to be awarded to a student.

We hope that you will read this information together with your parents/carers, to understand the school's expectations regarding assessment and to assist in organising time for you to complete necessary homework and assessment tasks successfully.

Ensure you keep the booklet in a safe place, remembering to put all the tasks that you have due on a calendar so you can plan, complete, handing in all tasks on time by the due date. This is important practice for managing your workload throughout secondary school.

This year will be a very important year for you as you are in Year 7.

Year 7 requires a new level of maturity, personal responsibility, and a recognition that your primary school years are about to be left behind.

Guy Lewis

Deputy Principal

Year 7 Student Assessment and Reporting

James Fallon High School has a policy of ongoing reporting and feedback. The aim of this is to ensure that assessment and reporting assists in the learning of our students by giving them timely and valuable feedback so that they can achieve their best.

The following is an outline of the roles and responsibilities of all stakeholders regarding assessment and reporting at James Fallon High School.

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any Faculty at James Fallon High School.

For each course the Principal will need to declare that a student has:

- Followed an approved course of study
- Applied themselves with diligence and sustained effort to the set course work tasks and experiences
- Participated in and achieved some or all the course outcomes.

Attendance at school and in classes is critical to a student achieving course outcomes.

Student Responsibility

Students will:

- Complete all tasks on time and to the best of their ability so that an accurate assessment of their learning can be made
- Utilise feedback to improve and enhance their learning opportunities
- Communicate with teachers to identify specific strategies to improve learning outcomes.

Teacher Responsibility

Teachers will:

- Provide feedback that is inclusive of any formal assessment tasks and, in the absence of such tasks, communicate about any formative assessment (i.e. class work)
- Utilise the feedback proforma as a guideline to ensure consistency of teacher practice
- Adopt a professional tone when communicating with parents/carers/students
- Provide feedback to parents/carers/students within 2 weeks of completing the task
- Complete a 'check box' style report twice a year to provide feedback on learning habits and attitudes as well as providing an overall grade (see schedule)
- Be available at Parent-Teacher Interviews to provide further detail about each child to parents.

Year Adviser Responsibility

Year Advisers will:

- Provide a written progress report at the end of the school year on each student.

Head Teacher Responsibility:

Head Teachers will:

- Monitor the process
- Support teachers to complete their reports to parents.

Parent/Carer Responsibility

Parents/Carers will:

- Utilise the Parent Portal to stay informed about their child's learning
- Discuss student feedback with their child
- Communicate any concerns with the appropriate teachers
- Attend parent teacher interviews to discuss student progress.

How Might Parents Assist?

- Take an active interest in your child's homework and assessment tasks
- Support your child in setting aside time each day for them to complete set tasks and prepare for future ones
- Provide a dedicated place for homework and study if possible
- Communicate with teachers any concerns about the nature of tasks or your child's approach to homework and assessment tasks
- Encourage your children to read and take an interest in current events
- Alert the school, as early as possible, to any circumstances that may need to be taken into consideration when homework and assessment tasks are being set or marked
- If you have any questions about the information contained in this booklet, please contact the head teacher of the relevant faculty.

*Remember good grades do not just happen.
They happen because of hard work and dedication.
Best wishes for a successful year 😊*

Assessments

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

Notification of Assessment Tasks

Students will receive a written notification of an assessment task ideally at the beginning of a project and no less than 10 school days in advance of the date that a particular task is scheduled.

You will be notified in writing of the specific time and date that an assessment task will take place, as well as other details relating to the nature and logistics of the task.

That written notification may include:

- Sending you an email
- Notification via Compass
- Providing you with a hard copy of the notification, OR
- All the above.

Submission

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date, or, that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date. Assessments may be required to be handed in, submitted via Sentral, or submitted digitally by a specified time. Notifications for each task will clearly outline the required means of submission.

When needing to be handed in, the process of this will be communicated via the assessment notification. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the course.

Tasks must never be left on a desk or table for collection by the teacher or handed to a casual teacher. They must be collected by the teacher and students must sign to reflect that they have been handed in. Tasks submitted online will be date and time stamped to ensure processes are followed.

Assessment task submission and or completion takes priority over school events such as: excursions, sporting / school representation and work placements. It is the student's responsibility to bring to the attention of their class teacher any impending conflicts. This is clearly stated in the "Additional Information" section on every assessment task notification.

Tasks submitted after the due date without a successful Stage 4 student appeal form, will receive an automatic zero mark.

Late or non-submission of tasks

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness) the student can be issued with a **zero mark**.

If tasks prepared at home are not submitted by the time stipulated on the notification, they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a **zero mark** being awarded for the task.

Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. Students will receive feedback about their response; however, the student would still have a zero-mark recorded against their performance for the task.

Failure of technology on the due date will not be accepted as a valid reason for late submission.

Students who are absent from an assessment task or who fail to complete a task by the due date absence are ineligible for the award of a grade for that task. Extensions may only be granted where there is a legitimate reason for absence approved by the faculty Head Teacher or Principal. This will only occur after following the variation process.

Variation of Assessment

Students absent (due to illness or approved leave such as work placement or other school business) from school on the day an assessment task, test or examination is due, must complete and submit a Stage 4 student appeal form on the day of return to school and no longer than **two weeks** after the initial due date of the task, test, or examination. The Stage 4 student appeal form may be lodged with either their Class Teacher or the Head Teacher of the faculty.

In exceptional* circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Head Teacher should authorise the use of an estimate based on other appropriate evidence.

If the student is absent due to illness, evidence of the illness on that date must be provided. When the student knows ahead of time that they will be absent for an assessment task they should advise the class teacher or Head Teacher prior to the date to complete the task at an agreed time. Where possible, this should be made at least two weeks before the assessment is due.

Despite the outcome of a variation all students will be requested to complete scheduled assessment tasks, at times these tasks may be altered to the original assessment task set. Students will complete a similar task to the one set for the assessment they have missed, however it will be in the same mode to ensure **student equity**.

“Technological” breakdown: printer failures, ink cartridge malfunctions, USB problems, inability to convert files, incompatible versions of word processing software, undeliverable email messages and other such reasons will **NOT** be accepted as exceptional circumstances.

Technology problems are simply **NOT** grounds for a legitimate variation or extension of time.

*The following circumstances will generally **NOT** be recognised as **exceptional**:*

- *Extra-curricular activities*
- *Paid employment commitments*
- *Attending or preparing to attend recreational activities such as music concerts and the Albury Gold Cup*
- *Holidays*
- *One or two days of illness during the two weeks leading up to the task.*

Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-week period. Meaningful feedback about what they have demonstrated and what they need to do in order to improve their performance needs to be given to students as well as their rank and grade for the task.

James Fallon High School Malpractice Policy*

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.

1. Honesty and Integrity

All James Fallon High School students must be entirely honest when completing all assessment tasks, exams and submitted works.

You are marked only on the quality and originality of the work you have produced yourself.

2. Always Acknowledge Your Sources

You must acknowledge any part of your work that was written, created or developed by someone else. That includes any material from other sources like books, journals, electronic resources, and the internet.

There is no need to formally acknowledge material you have learned from your teacher in classes.

3. Understanding Malpractice

Cheating of any kind is unacceptable.

Behaving dishonestly to gain unfair advantage in assessments, exams, tests and assignments is malpractice, or cheating.

Any form of malpractice, including plagiarism, is unacceptable and will be treated very seriously by the school and, where relevant, NESA.

Plagiarism is the act of claiming the ideas, writings, images and other multimedia of others as one's own without crediting those sources. Plagiarism is academically dishonest and carries severe consequences at JFHS.

If you plagiarise or otherwise engage in malpractice in senior school:

- Your HSC will be placed in jeopardy
- Your name will be recorded on a malpractice register in Sydney
- You may even be referred to the Independent Commission Against Corruption.

Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole and presenting it as your own
- Using material directly from print or digital mediums without reference to the source
- Building on the ideas of another person without reference to the source
- Plagiarism such as buying, stealing, or borrowing another person's work and presenting it as your own
- Submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially
- Using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules

- Cheating in an in-class assessment/examination, including having access to mobile devices
- Using non-approved aids during an assessment task
- Providing false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

4. Understanding Malpractice and Its Consequences

James Fallon High School treats malpractice and cheating allegations very seriously.

If a student is unsure whether they are acting appropriately and honestly in a task, assignment or exam, they should ASK a teacher to clarify the situation immediately.

If suspected of malpractice, you will need to show that all unacknowledged work is entirely your own.

Detected malpractice in any assessment task, quiz, test, exam or assignment will mean a mark of 'zero' for that task.

All students in Years 7-12 who knowingly engage in malpractice can expect the following consequences:

First Incident:

- Interview with the appropriate Head Teacher
- Zero marks will be awarded, and student will be required to resubmit task
- Contact with parent/carer made by classroom teacher
- Recorded on school's welfare system and possible level move.

Second Incident:

- Interview with the appropriate Head Teacher and Deputy Principal
- Zero marks will be awarded, and student will be required to resubmit task
- Contact with parent/carer made by Deputy Principal
- Formal caution or suspension
- Recorded on school's welfare system and moved to Red Level.

Third Incident:

- Interview with the Deputy Principal and Principal
- Zero marks will be awarded, and student will be required to resubmit task
- Contact with parent/carer made by Deputy Principal or Principal
- Suspension
- Recorded on school's welfare system and moved to Blue Level.

Stage 4 Student Appeal Form

Students are to fill in the form and take to the classroom teacher

Student Name:

Assessment Year:

Teacher Name:

Course:

Task Number and Name:

Date of Assessment Task:

Nature of Task (please tick):

- ☐ Examination
- ☐ Performance
- ☐ Assignment
- ☐ Listening Task

- ☐ Portfolio
- ☐ Research Activity
- ☐ Practical Task

- ☐ Written Task
- ☐ Speaking Task
- ☐ Field Work

Reason for requested appeal:

Impact on task:

Signature of Student:

Date:

Classroom Teacher Comment

Signature of Classroom Teacher:

Date:

To be completed by Head Teacher

Date received:

Evidence presented:

Yes ☐

No ☐

Outcome:

Head Teacher Name:

Signature:

Accessing Support

There are many places to seek support at James Fallon High School if you need extra help.

Teachers understand the pressures of starting high school. If you are worried about classwork or assessment tasks, please speak with your teacher promptly. They can clarify expectations and tasks. Head Teachers are also available if you need further help.

Staff Contacts

Principal	Mrs Parrett	jennifer.parrett@det.nsw.edu.au
Deputy Principal	Mr Lewis	guy.lewis@det.nsw.edu.au
Year Adviser	Mr Norton-Smith	luke.nortonsmith@det.nsw.edu.au
Learning Support	Mrs Snow	dianne.m.snow@det.nsw.edu.au

Learning and Support

There is a range of support provided for students of JFHS to achieve optimal educational outcomes. Our school uses learning programs and specialised staff where needed and we work in partnership with parents and carers to assist students who have special learning needs.

We have Learning and Support Teachers (LaST), Student Learning Support Officers (SLSO) and an EAL/D Teacher. This team of people provide students and staff specialised support to enhance the learning opportunities of all students. We monitor each student's progress and provide additional learning support as required. Individual Learning/Education Plans are developed to cater specifically for individual needs and goals within the school setting.

Our school is committed to working with Aboriginal parents and community members in developing personalised plans for our Aboriginal students.

JFHS will has a Learning Centre room centralising services, providing learning resources for staff and students, and enabling a wider range of student needs to be addressed.

Library

Our enthusiastic Librarian, Mrs Kane, has worked extremely hard to revitalise the library. There is always an amazing display for students to see and student work is proudly displayed throughout.

The library has an extensive collection of both fiction and non-fiction books and other educational resources such as audio-visual materials, DVD's and daily newspapers. The library is open before school, at recess/lunch breaks and for homework centre.

Students have access to tablets and printers/photocopier. The library is connected to the Internet & Intranet systems.

Homework Centre

The Homework Centre operates in the library on:

- Monday afternoons from for Year 10-12 from 3.15pm until 5.00pm
- Tuesday afternoons for Year 7-12 from 3:15pm until 5:00pm.

We always have amazing staff on hand to assist students with homework, assessments, and classwork. We put on a delicious afternoon tea. Any students who may require transport assistance need to see Mrs Kane in the library for a permission note. All are welcome and we always look forward to seeing new faces.

Counsellor

The counselling team at James Fallon are available to discuss any concerns that require more specialised support. You can self-refer, however a conversation with the Principal, Deputy or wellbeing Head Teacher may speed up the referral process. Our counsellors can help with a range of concerns including, stress, anxiety and relationship issues with friends, family and others. Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

Assessment Schedules

English/History

Assessment Schedule

	SYLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
	100%	25%	25%	25%	25%
UNIT OF WORK		All About Me	Investigating History / Ancient Egypt	Novel Study	Film Study
PROPOSED OUTCOMES TO BE ASSESSED		EN4-RVL-01 EN4-URC-01 EN4-ECA-01	HT4-1 HT4-2 HT4-6	EN4-ECB-01 EN4-URB-01 EN4-URC-01	HT4-3 HT4-10 EN4-ECB-01 EN4-URA-01
TASK TYPE		Presentation and Portfolio	Topic Test	Writing Portfolio	Storyboard and Reflection
DATE ISSUED		Week 2 Term 1	Week 2 Term 2	Week 5 Term 3	Week 2 Term 4
DATE DUE		Week 10 Term 1	Week 5 Term 2	Week 7 Term 3	Week 5 Term 4

Outcomes

English Outcomes. A Student:

EN4-RVL-01	Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URC-01	Identifies and explains ways of valuing texts and the connections between them
EN4-URA-01	Analyses how meaning is created through the use of and response to language forms, features and structures
EN4-ECA-01	Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-URB-01	Examines and explains how texts represent ideas, experiences and values
EN4-ECB-01	Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

History Outcomes. A Student:

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

Mathematics

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
WEIGHT	100%	40%	30%	40%
OUTCOMES TO BE ASSESSED		All	TBA	MA4-INT-C-01 MA4-LEN-C-01 MA4-DAT-C-01
TASK TYPE		*Accumulation of Class tests	Common Test	Project
DATE ISSUED		Week 5 Term 1	Week 4 Term 3	Week 1 Term 4
DATE DUE		Week 5 **Term 4	Week 6 Term 3	Week 5 **Term 4

* Accumulation of Class marks: This will be an accumulation of the percentage of each topic given by the class teacher, which is calculated from work samples and in-class formative assessments.

**The due date will be Term 4, Week 5, to allow for assessments to be caught up and or resubmitted to demonstrate improvement.

Outcomes

A Student:

MA4-INT-C-01	Compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	Represents and operates with fractions, decimals and percentages to solve problems
MA4-RAT-C-01	Solves problems involving ratios and rates, and analyses distance–time graphs
MA4-ALG-C-01	Generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	Solves linear equations of up to 2 steps and quadratic equations of the form
MA4-LIN-C-01	Creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-LEN-C-01	Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-PYT-C-01	Applies Pythagoras' theorem to solve problems in various contexts
MA4-ARE-C-01	Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	Applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ANG-C-01	Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	Identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-01	Classifies and displays data using a variety of graphical representations
MA4-DAT-C-02	Analyses simple datasets using measures of centre, range and shape of the data
MA4-PRO-C-01	Solves problems involving the probabilities of simple chance experiments

Science

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	100 %	20%	25%	25%	30%
OUTCOMES TO BE ASSESSED		SC4-6WS SC4-7WS	SC4-7WS SC4-8WS SC4-9WS	SC4-6WS SC4-4WS SC4-5WS SC4-10PW	SC4-7WS SC4-8WS
TASK TYPE		Science Safety Test	Project Bee	Mission to Mars	Throw it Far
DATE ISSUED		Week 3 Term 1	Week 5 Term 1	Week 1 Term 3	Week 1 Term 1
DATE DUE		Week 5 Term 1	Week 4 Term 2	Week 10 Term 3	Week 5 Term 4

Outcomes

A Student:

SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	Collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	Describes the action of unbalanced forces in everyday situations

Personal Development, Health and Physical Education

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	100%	25%	25%	25%	25%
OUTCOMES TO BE ASSESSED		PDH4-1 PDH4-10	PDH4-4 PDH4-8 PDH4-11	PDH4-1 PDH4-7 PDH4-9	PDH4-4 PDH4-5 PDH4-8
TASK TYPE		Hand in task (PBL)	Semester One Practical Units	In-class test	Semester Two Practical Units
DATE ISSUED		Week 3 Term 1	Ongoing in Semester 1	Week 7 Term 3	Ongoing in Semester 2
DATE DUE		Week 10 Term 1	-	Week 9 Term 3	-

Outcomes

A Student:

PDH 4-1	Examines and evaluates strategies to manage current and future challenges
PDH 4-4	Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PDH 4-5	Transfers and adapts solutions to complex movement challenges
PDH 4-7	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PDH 4-8	Plans for and participates in activities that encourage health and a lifetime of physical activity
PDH 4-9	Demonstrates self-management skills to effectively manage complex situations
PDH 4-10	Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PDH 4-11	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Geography and Language

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 3
WEIGHT	100%	30%	30%	30%	10%
OUTCOMES TO BE ASSESSED		GE4-1 GE4-8 GE4-2 GE4-7	LIN4-7U LIN4-3C LIN4-1C	LIN4-1C LIN4-2C LIN4-3C LIN4-7U LIN4-8U	LIN4-2C LIN4-8U GE4-8
TASK TYPE		Geography Task	Indonesian Task	Project Book	Classwork
DATE ISSUED		Week 8 Term 1	Week 4 Term 2	Week 7 Term 3	-
DATE DUE		Week 10 Term 1	Week 6 Term 2	Week 4 Term 4	-

Outcomes

A Student:

LIN 4-1C	Uses Indonesian to interact with others to exchange information, ideas and opinions, and make plans
LIN 4-2C	Identifies main ideas in, and obtains information from texts
LIN 4-3C	Organises and responds to information and ideas in texts for different audiences
LIN 4-7U	Understand elements of Indonesian grammar such as word order and sentence construction
LIN 4-8U	Identifies that language use reflects cultural ideas, values and beliefs
GE 4-1	Locates and describes the diverse features and characteristics of a range of places and environments
GE 4-8	Communicates geographical information using a variety of strategies
GE 4-2	Describes processes and influences that form and transform places and environments
GE 4-7	Acquires and processes geographical information by selecting and using geographical tools for inquiry

Visual Arts

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1 Semester 2
WEIGHT	100%	100%
OUTCOMES TO BE ASSESSED		4.1, 4.3, 4.6, 4.7, 4.9
TASK TYPE		Portfolio of Work
DATE ISSUED		Week 7 Term 1
DATE DUE		Week 6 Term 2

	SYLLABUS WEIGHTINGS	TASK 1 Semester 1
WEIGHT	100%	100%
OUTCOMES TO BE ASSESSED		4.1, 4.3, 4.6, 4.7, 4.9
TASK TYPE		Portfolio of Work
DATE ISSUED		Week 7 Term 3
DATE DUE		Week 4 Term 4

Outcomes

A Student:

4.1	Uses a range of strategies to explore different art-making conventions and procedures to make artworks
4.3	Makes artworks that involve some understanding of the frames
4.6	Selects different materials and techniques to make artwork
4.7	Explores aspects of practice in critical and historical interpretations of arts
4.9	Begins to acknowledge that art can be interpreted from different point of views

Music

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1
WEIGHT	100%	100%
OUTCOMES TO BE ASSESSED		4.1, 4.2, 4.3, 4.4, 4.8, 4.9, 4.11
TASK TYPE		Portfolio: Performance, composition and listening activities
DATE ISSUED		Rotation 1: Week 2 Term 1 Rotation 2: Week 2 Term 4
DATE DUE		Rotation 1: Week 4 Term 2 (Semester 1) Rotation 2: Week 4 Term 4 (Semester 2)

Outcomes

A Student:

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

Technology Mandatory (Textile Technology)

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1 Generation X	TASK 2 New Earth
WEIGHT	50%	25%	25%
OUTCOMES TO BE ASSESSED		TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-2DP, TE4-10TS, TE4-9MA
TASK TYPE		Practical & Written Tasks	Practical & Written Tasks
DATE ISSUED		Week 1 Term 1	Week 1 Term 2
DATE DUE		4 th April 2025 Term 1	27 th June 2025 Term 2

Outcomes

A Student:

TE4-1DP	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	Plans and manages the production of designed solutions
TE4-3DP	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-10TS	Examines how people in technology related professions contribute to the sustainable and ethical use of technology in the economy, environment and society
TE4-9MA	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

Technology Mandatory (Food & Agriculture)

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1 Grow & Thrive	TASK 2 Fantastic Food
WEIGHT	50%	25%	25%
OUTCOMES TO BE ASSESSED		TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	TE4-1DP, TE4-2DP, TE4-10TS, TE4-6FO
TASK TYPE		Practical & Written Tasks	Practical & Written Tasks
DATE ISSUED		Week 3 Term 1	Week 1 Term 2
DATE DUE		4 th April 2025 Term 1	27 th June 2025 Term 2

Outcomes

A Student:

TE 4-1DP	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE 4-2DP	Plans and manages the production of designed solutions
TE 4-3DP	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE 4-5AG	Investigates how food and fibre are produced in managed environments
TE 4-10TS	Examines how people in technology related professions contribute to the sustainable and ethical use of technology in the economy, environment and society
TE 4-6FO	Explains how the characteristics and properties of food determine preparation techniques for healthy eating

Technology Mandatory (Timber Technology)

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1 Totally Timber P1	TASK 2 Totally Timber P2
WEIGHT	50%	25%	25%
OUTCOMES TO BE ASSESSED		TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-2DP, TE4-10TS, TE4-9MA
TASK TYPE		Practical & Written Tasks	Practical & Written Tasks
DATE ISSUED		Week 1 Term 1	Week 1 Term 2
DATE DUE		4 th April 2025 Term 1 2025	27 th June 2025 Term 2 2025

Outcomes

A Student:

TE 4-1DP	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE 4-2DP	Plans and manages the production of designed solutions
TE 4-3DP	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE 4-10TS	Examines how people in technology related professions contribute to the sustainable and ethical use of technology in the economy, environment and society
TE 4-9MA	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

Term 1 2025 Assessment Timeline		
Week Beginning		
Week 1	-	-
Week 2	-	-
Week 3	-	-
Week 4	-	-
Week 5	3 rd March	Science
Week 6	-	-
Week 7	-	-
Week 8	-	-
Week 9	31 st March	Food/Agriculture/Timber/Textile Technology,
Week 10	7 th April	PDHPE, English, History, Geography & Language

Term 2 2025 Assessment Timeline		
Week Beginning		
Week 1	-	-
Week 2	5 th May	Music
Week 3	-	-
Week 4	19 th May	Science
Week 5	26 th May	History
Week 6	2 nd June	Visual Arts, Geography & Language
Week 7	-	-
Week 8	-	-
Week 9	23 rd June	Food/Agriculture/Timber/Textile Technology,
Week 10	-	-

Term 3 2025 Assessment Timeline

Week Beginning		
Week 1	-	-
Week 2	-	-
Week 3	-	-
Week 4	-	-
Week 5	-	-
Week 6	25 th August	Maths
Week 7	1 st September	English, History
Week 8	-	-
Week 9	15 th September	PDHPE
Week 10	22 nd September	Science

Term 4 2025 Assessment Timeline

Week Beginning		
Week 1	-	-
Week 2	20 th October	Music
Week 3	-	-
Week 4	3 rd November	Visual Arts, Geography & Language
Week 5	10 th November	English, History, Maths, Science
Week 6	-	-
Week 7	-	-
Week 8	-	-
Week 9	-	-
Week 10	-	-

NSW Department of Education

Calendar 2025



January

M	T	W	T	F	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

M	T	W	T	F	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March

M	T	W	T	F	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April

M	T	W	T	F	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

M	T	W	T	F	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June

M	T	W	T	F	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July

M	T	W	T	F	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

M	T	W	T	F	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

M	T	W	T	F	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

M	T	W	T	F	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

M	T	W	T	F	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

M	T	W	T	F	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Key dates

* Check with your school as starting and finishing dates may change.

Term 1

- First day for students in Eastern division schools: 6 February
- First day for students in Western division schools: 13 February
- Last day for all schools: 11 April

Term 2, 3 and 4

- First to last days for all students
- Term 2: 30 April to 4 July
- Term 3: 22 July to 26 September
- Term 4: 14 October to 19 December

School development days (students do not attend)

- Eastern division schools: 31 January to 5 February
- - - Western division schools: 7 February to 12 February
- All schools: 28 April, 29 April, 21 July, 13 Oct

School holidays

- All Schools Summer 2024 -25: 22 December 2024 to 30 January 2025

Autumn: 14 April to 26 April

Winter: 7 July to 19 July

Spring: 29 September to 11 October

Summer 2025 -26: 22 December

2025 to 26 January 2026

Additional summer holidays for Western division schools

31 January to 6 February 2025



School development days

The dates are determined by the department. Always check with your local school as dates may change. Parents and carers should not send their children to school on school development days.

education.nsw.gov.au/school-development-days



Scan me for key dates

education.nsw.gov.au/calendars