McAULEY
CATHOLIC CENTRAL SCHOOL
TUMUT
Stage 4 Handbook
2013

Flowing Together Through Faith and Learning
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MESSAGE FROM THE PRINCIPAL</td>
<td>3</td>
</tr>
<tr>
<td>SCHOOL MISSION STATEMENT</td>
<td>4</td>
</tr>
<tr>
<td>EXIT OUTCOMES</td>
<td>4</td>
</tr>
<tr>
<td>BROAD SUBJECT OUTCOMES</td>
<td>5</td>
</tr>
<tr>
<td>SOME TERMS USED IN THE NEW SOUTH WALES CURRICULUM</td>
<td>6</td>
</tr>
<tr>
<td>STRUCTURE OF THE STAGE 4 CURRICULUM</td>
<td>7</td>
</tr>
<tr>
<td>THE TRANSITION FROM PRIMARY TO SECONDARY</td>
<td>8</td>
</tr>
<tr>
<td>RELIGIOUS EDUCATION</td>
<td>9</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>10</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>11</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>12</td>
</tr>
<tr>
<td>HISTORY</td>
<td>13</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>13</td>
</tr>
<tr>
<td>PERSONAL DEVELOPMENT, HEALTH &amp; PHYSICAL EDUCATION</td>
<td>14</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>15</td>
</tr>
<tr>
<td>VISUAL ARTS</td>
<td>15</td>
</tr>
<tr>
<td>MUSIC</td>
<td>16</td>
</tr>
<tr>
<td>LOTE</td>
<td>16</td>
</tr>
<tr>
<td>SECONDARY MCAULEY OPPORTUNITIES</td>
<td>17</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>18</td>
</tr>
<tr>
<td>REPORTING</td>
<td>22</td>
</tr>
<tr>
<td>SECONDARY HOMEWORK</td>
<td>22</td>
</tr>
</tbody>
</table>
Welcome to the Secondary Campus of McAuley Catholic Central School, whether you be students and families already associated with our School, or if you are families joining us for the first time in the next step of your child's educational journey.

As a Central School we at McAuley are committed to providing a comprehensive holistic educational program for four years of schooling encompassing Stage 4 and Stage 5. Your child is about to enter Year 7, which begins Stage 4 of that journey.

The Stage 4 course of study at McAuley is designed to give a solid academic foundation and to provide a good breadth of different learning experiences that will result in the students having the knowledge, skills and resilience to successfully pursue Stage 6, years 11 and 12 or the workforce.

Whilst being a relatively small school, the opportunities provided by McAuley are quite extensive, due to the different methods of delivery and the creativity of our staff. In line with our Quality Teaching Framework focus, a growing number of staff are integrating ICT and Podcasting activities as a regular strategy across many of the curriculum areas.

In Implementing the NSW Quality Teaching Framework, teachers focus their teaching practices on:

- Pedagogy that is fundamentally based on promoting high levels of intellectual quality;
- Pedagogy that is soundly based on promoting a quality learning environment; and
- Pedagogy that develops and makes explicit to students the significance of their work through a broad range of experiences within the context of mandatory requirements.

What follows in this booklet is the comprehensive curriculum offered for Years 7 and 8 students - a map of the educational offerings for the next two years. This primary focus ensures that our curriculum and courses of study are coherent, challenging and allowing for developmental continuity.

Integration of ICT throughout the curriculum has been an area of focus in 2012. The implementation of the LIFE programme for use by teachers, students and parents has impacted positively on the teaching and learning process. The Tactical Teaching Reading program highlighting literacy across all Key Learning Areas has continued throughout the current year and will be pursued in 2013. Considerable review of assessment and reporting with the aim of ensuring that these aspects of the educational cycle support student learning and are compatible with the Quality Teaching Framework.

Agricultural Technologies is undergoing an exciting change. McAuley is in the process of moving the Agriculture site to an area of approximately 5 acres which is attached to the Primary Campus. This will allow for more intensive Agricultural experiences for the students at McAuley.

McAuley’s goal is to maximise students’ learning by providing innovative and challenging programs, structures and teaching practices of a high academic standard and that meet the educational needs of students, thus preparing them for the senior years of schooling, apprenticeships, or the world of work.

The 2013 School year promises to be an excellent one for McAuley, with facilities on the secondary campus continuing to improve, and with us having a full compliment of dedicated, well-qualified teachers committed to working in close co-operation with the students and you, their families.

Students will succeed if they -

- are motivated to do well and receive encouragement and support from home,
- are prepared to take ownership of their learning and be engaged and cooperative,
- use the opportunities offered at our School, work with the teachers to give their best effort, and
- experience a strong cooperative relationship between the school and their own families.

Rodney Little
Principal
MCAULEY MISSION STATEMENT

Our school provides quality education and pastoral practices that promote Christian values.

MCAULEY VISION STATEMENT

"Flowing Together Through Faith and Learning"

THE EXITING MCAULEY STUDENT

A student leaving McAuley Catholic Central School at the end of Year 10 should have the knowledge, skills, understandings, values and attitudes necessary to experience life-long relationships with God, others and the world around them.

We work towards children leaving McAuley with the following ability:

**Being able to integrate their faith with life experience by:**

- Combining religion with daily living
- Living by Gospel values – being understanding, forgiving, honest, accepting of others, seeking a more just society and striving for unconditional love
- Experiencing prayer
- Participating in school and Parish liturgies

**Achieving their personal best by:**

- Becoming self reliant and self directed through personal goal setting and a commitment to life long learning
- Developing a positive attitude to self and others and a belief in their own worth
- Taking responsibility for their own actions, perceiving difficulties as challenges and steps to growth.
- Being able to demonstrate a readiness to enter the workforce, senior secondary schooling or TAFE

**The ability to make a valuable contribution to the wider community by:**

- Developing critical thinking skills and making informed decisions
- Being well informed about global issues and responding appropriately
- Having a knowledge of their own identity, heritage and cultural background
- Developing skills to access and use information and communication technology positively
- Having a realistic knowledge of forces active in society

**Being confident, optimistic and proud of their individuality by:**

- Being honest, trustworthy, fair and just
- Respecting the different social, emotional and economic backgrounds of others
- Being able to contribute to the wider community through various levels of involvement
- Being open to new ideas, other cultures and acknowledging that education is a life long process.
Outcomes are specific statements of the intended results of student learning. At McAuley Catholic Central School the staff are committed to nurturing the growth of the students towards achieving both the broad learning outcomes as identified by the Board of Studies in the K-10 Curriculum Framework 2002 and the subject outcomes as stated in the Board of Studies English K-10 Syllabus 2003.

The following broad learning outcomes summarise the skills, knowledge and understanding, values and attitudes essential for all students to succeed in and beyond their schooling.

These broad learning outcomes indicate that students will:

- Understand, develop and communicate ideas and information.
- Access, analyse, evaluate and use information from a variety of sources.
- Work collaboratively with others to achieve individual and collective goals.
- Possess the knowledge and skills necessary to maintain a safe and healthy lifestyle.
- Understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world.
- Understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens.
- Express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.
- Understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships.
- Be productive, creative and confident in the use of technology and understand the impact of technology on society.
- Understand the work environment and be equipped with the knowledge, skills and understanding to evaluate potential career options and pathways.
- Develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

McAuley is preparing for the ongoing implementation of the National Curriculum, in line with the roll out of implementation for each specific Key Learning Area.
K-10 Curriculum Framework
This is a document prepared by the Board of Studies to provide a set of broad learning outcomes. These outcomes summarise the knowledge, understanding, skills, values and attitudes essential for all students to have in order to succeed in and beyond their schooling. The learning principles established in the Framework support sustained, sequential, high quality learning, and these principles have guided the recent revision of all the Syllabuses.


Key Learning Areas (KLA’s)
These are broad categories of subjects. The Years 7-10 curriculum is organised in eight key learning areas (KLAs): English; Mathematics; Science; Human Society and Its Environment; Personal Development, Health and Physical Education; Creative Arts; Technological and Applied Studies; and Languages, with Religious Education as the School’s ninth Key Learning Area.

Stage
This is a period of learning, typically of two years duration. Stage 4 relates to Years 7 and 8. Stage 5 relates to Years 9 and 10.

Syllabus
This is a document that specifies what students are expected to learn about and learn to do in a particular subject.
STRUCTURE OF THE CURRICULUM

The NSW Board of Studies divides The Secondary School Curriculum into 8 Key Learning Areas (KLA’s). These Key Learning Areas are:

- English
- Mathematics
- Science
- Human Society and Its Environment
- Languages Other Than English
- Technological and Applied Studies
- Creative Arts
- Personal Development, Health and Physical Education

*Within a Catholic School, Religious Education is considered as the ninth Key Learning Area.*

At McAuley Catholic Central School Year 7 and Year 8 courses are determined by the relevant NSW Board of Studies Syllabus for the following subjects within these Key Learning Areas:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Personal Development, Health &amp; Physical Education</td>
<td>Personal Development, Health &amp; Physical Education</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Mandatory Technology</td>
<td>Mandatory Technology</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
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<tr>
<td>LOTE –Indonesian</td>
<td>LOTE - Indonesian</td>
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In 2013, Year 7 students will take part in the NAPLAN tests. The National Assessment Program -- Literacy and Numeracy (NAPLAN) 2013 will be held in Week 2, May 2013.
The Primary School Curriculum (K-6) is divided into six key learning areas: English; Mathematics; Science and Technology; Creative and Practical Arts; Human Society and Its Environment (HSIE); Physical Development, Health and Physical Education (PDHPE) plus our School’s Religious Education KLA. All the Years 7-10 syllabuses facilitate transition between primary and secondary schooling by building on the knowledge and skills that students develop in Years K-6. The courses of study also form the foundation for progressing beyond Year 10 to the Higher School Certificate, TAFE, further study and work.

At McAuley Catholic Central School, we aid the transition from Year 6 to Year 7 by
- running a Parent and Student Information meeting mid-way through Year 6
- providing School visits to our outlying areas of Adelong, Batlow and Gundagai
- running an Orientation Program during Semester 2, one day in each of Term 3 and 4
- liaising with Year 6 teachers of students in their present schools
- offering a structured Peer Support program at the commencement of the School year and running follow up Peer Support activities
- explaining the change of structure in the School day for a Secondary School student – change of teachers for specialist subjects, allocated class periods, etc
- explaining how to read a Secondary Timetable and the ‘language’ of Secondary school
- encouraging phone or written contact with the parents to clarify concerns and issues that may arise once students have started in Secondary school
- the supportive role of the Pastoral Care Teacher
Course Outline:
McAuley Catholic Central School is a Catholic Community under the auspices of the Archdioceses of Canberra and Goulburn. The school’s Religious Education program attempts to impart Catholic teaching and tradition in every aspect of a student’s spiritual and academic development.

All students study Religious Education from the Canberra Goulburn Archdiocese Syllabus (Treasures New and Old) and will be accredited with 200 hours. Within each year there will be a series of units designed to provide students with a Scripture-based contemporary view of the Christian faith within the Catholic tradition. Students will be placed in a core Religion class in which they remain for the entire year.

As part of our Religious Education Course, students will participate in liturgical/prayer celebrations that allow reflection on the course content, and where they are challenged to incorporate the values and attitudes inherent into their faith life and life experience.

Year 7 and 8 students participate in a retreat each year. This experience centres on team building and co-operative learning, and promotes acceptance, tolerance and the development of a sincere and genuine Christian understanding of each other and of their relationship with God.

Strands – each year four units are taught from the four strands:

- God and God’s Creation.
- Jesus and Discipleship
- Church in the World
- Prayer and Celebration

Assessment:
Students will be assessed on the following aspects of their course –

◊ Knowledge and understanding of concepts.
◊ Research skills.
◊ Participation in all activities.
◊ Working with others.
Course Outline:

All English units follow an integrated approach in which the skills related to reading, writing, listening, viewing, responding and speaking are taught around a focus of interest or theme. The conventions of writing for a variety of purposes are treated in the context of the units studied.

The English course incorporates the study of a variety of literature (novels, poetry, short stories, images and film, non-fiction, plays) and the mass media to develop these skills. The syllabus also includes drama.

In all units, Texts Types are explored with students composing and responding to various stimuli.

Topics may include:

- Author Study
- Poetry
- Survivor
- Bridge to Terabithia
- Magazine covers
- Movie Study
- Who am I
- Hachet

Assessment:
In each term the students sit common assessment tasks across the year, which focus on specific skills and knowledge.

Grades:
Grades are awarded based on the student’s demonstrated ability according to the Board of Studies, “Course Performance Descriptors”. Thus the student’s performance in common assessment tasks and class work is all carefully taken into consideration.

A student may be allocate a Grade A, B, C, D or E in adherence to the “Course Performance Descriptors”.

![Image of students working on a project]
The Stage 4 course aims to develop students’ confidence and enjoyment in doing mathematical activities, gaining knowledge, skills and understanding in certain specified areas and awareness of the place of mathematics in solving problems encountered in everyday life. All students require scientific calculators for Mathematics. The School Office sells the preferred CASIO Fx – 82Au Plus calculator.

The content for Mathematics is structured in five strands. These strands are Number, Patterns and Algebra, Data, Measurement, and Space and Geometry. Incorporated in all these strands is the strand of Working Mathematically, where students develop their knowledge through inquiry and application of problem-solving strategies including the selection and use of appropriate technology, communication, reasoning and reflection.

Topics include:
- Fractions, Decimals and Percentages
- Algebraic Techniques
- Integers
- Data Analysis
- Ratios and Rates
- Length, Perimeter, Area and Volume

Assessment:
At McAuley Catholic Central School student assessment will be under the recommended framework using a combination of formal tests and examinations as well as observation of students learning, progress and achievement. Teachers ensure students are given every opportunity to achieve the highest level for their ability.
The Stage 4 course develops students’ understanding of the earth, its environment and issues affecting humans, and an awareness of interactions between science, technology and society. Students learn skills of interpretation, experimentation, problem solving and critical thinking.

The aim of the course is to produce thoughtful, questioning individuals who can make informed choices and responsible decisions about the environment, the natural and technological world, and can communicate their understanding and viewpoints. Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time.

Topics include:

- Working as a Scientist
- Separating Mixtures
- The Earth and our Solar System
- Health and Our Bodies
- Electricity
- Plants and Ecology

Assessment:
The assessment of student achievement in Science uses a variety of tasks, both formal and informal. Formal assessment instruments include class tests, examinations, practical exams, practical reports, assignments and class work. Informal assessment includes teacher observation during class work and practical work. Assessment information is used to determine a grade from A to E.
HISTORY

The Stage 4 course aims to provide students with the knowledge and understanding, historical skills, values and attitudes essential to developing an appreciation of the past and to prepare students for informed and active citizenship in a changing world.

Topics include:

- What is History?
- Ancient Egypt, Greece, Rome, China
- Aboriginal History
- Medieval Europe
- Renaissance and Reformation
- Medieval Japan
- Colonisation of North America and Australia

ICT skills will be developed throughout this course. Together with the content areas above, students will develop skills in interpretation, analysis, empathy, research and communication.

Assessment:
A variety of assessment techniques will be used. These may include tests, exams, research assignments, reports and oral presentations.

GEOGRAPHY

The Stage 4 course aims to develop students knowledge, understanding, skills, attitudes and values about the distribution of human and natural phenomena and their spatial interactions in order to promote active, informed citizenship. Students use geographical tools to investigate global and Australian environments and study how people manage these environments.

Topics include:

- Investigating the World
- Global Environments
- Global Change
- Global Issues and the Role of Citizenship

Assessment:
A variety of assessment techniques will be used. These may include tests, exams, research assignments, reports and oral presentations.
The Stage 4 course aims to develop in each student the knowledge, skills and attitude needed to understand, value and lead healthy and fulfilling lives. Students address the problems associated with the lifestyles adopted by individuals, particularly in respect to drug use, accidents, diet, physical activity and sexual activity, as well as other high risk behaviours.

Participation in regular activity in a non-competitive environment is an inherent component of the PDHPE course. Movement experiences incorporate skills which help develop self-awareness, self-confidence, problem solving and interpersonal skills. These are identified in theoretical classes and put into practice in practical classes.

Topics include:

- Belonging
- Recognising Risk
- The Changing You
- Summer Safety
- Lifestyle Disease
- Young Consumers

Assessment:
PDHPE is a compulsory subject. Its three components Personal Development, Health, and Physical Education carry equal weighting. A variety of assessment techniques and strategies will be used to assess student achievement: projects, assignments, investigations, reports, workbooks, worksheets, interviews, surveys, knowledge tests, skills test, recorded observation. Students must actively participate in the Physical Education, or practical, aspect of PDHPE.
TECHNOLOGY MANDATORY

The Stage 4 course is about finding solutions to meet people’s needs. It involves learning about a wide range of technologies through practical experience in designing, constructing, evaluation, using computers, marketing and managing. Students will learn new skills, make decisions about what to do and how to do it.

Over two years students will complete up to eight Design briefs in different areas such as Built Environments, Products and Information and Communication. This can involve projects in:

- wood
- agriculture
- food
- textiles

Students will learn how to plan projects step by step and how to solve particular problems. Computer technology will form an important part of these context areas.

Assessment:

A variety of assessment tasks are used in Technology classes. These may include practical design projects, research assignments, reports and oral presentations as well as the use of a portfolio to document the steps students follow in the design process.

VISUAL ARTS

The Stage 4 course allows students to make and study images and objects which have a range of meanings and purposes. They learn how artists, including painters, sculptors, architects, designers, photographers and ceramists make artworks. Students also learn to investigate and respond to a wide range of artists and artworks in art making, and in critical and historical studies.

Topics include:

- Introduction to Art
- Lino Printing
- Faces and Bodies
- Ceramics
- Expressionism
- Surrealism

Assessment:

Most assessment is based on practical exercises in artmaking. Semester examinations may also be included to address the theory components of the course.
The Stage 4 course allows students to study the concept of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

**Topic include:**
- Concepts of Music
- Orchestral Music
- Music for Film, Television and Multimedia
- Australian Music
- Rock Music
- Music in the Media
- The Musical

**Assessment:**
A variety of assessment techniques will be used. These may include performance assessment (using keyboard or percussion), aural assessment, listening activities, exams, research assignments, reports and oral presentations.

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The Stage 4 course provides students with the opportunity to gain effective skills in communicating in another language (Indonesian), to explore the relationships between LOTE and English, and to develop an understanding of the geography, history and culture of the LOTE region. One hundred consecutive hours of LOTE is able to be studied sometimes over the two years in Stage 4.

**Topics may include:**
- Making Contact
- Personal Description
- Eat and Drink
- Travel and Transport
- Religion and Special Occasions
- House and Home

**Assessment:**
A variety of assessment techniques will be used. These may include language comprehension activities, linguistic assessment, exams, research assignments, reports and oral presentations.
<table>
<thead>
<tr>
<th>Secondary McAuley Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Mediation Courses</td>
</tr>
<tr>
<td>Retreats</td>
</tr>
<tr>
<td>Leading Parish Masses</td>
</tr>
<tr>
<td>Leadership Courses</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>Weekly Radio Broadcasting sessions</td>
</tr>
<tr>
<td>Tree Planting</td>
</tr>
<tr>
<td>Peer Support</td>
</tr>
<tr>
<td>Celebrations</td>
</tr>
<tr>
<td>Camps</td>
</tr>
<tr>
<td>Fire Cadets</td>
</tr>
</tbody>
</table>
RESPONSIBILITIES REGARDING ASSESSMENT

The assessment process is designed to maximise student achievement. It is a collaborative responsibility involving the student, teacher and parent. The roles and responsibilities regarding assessment are outlined below.

**Students:** To be assessed, it is the student’s responsibility:
- To give their best effort to their studies and thus to achieve to their highest potential.
- To monitor his/her own progress (appropriate to developmental stage) and to seek advice from the teacher to assist in academic growth.
- To plan and organise home study time (appropriate to developmental stage) and to complete regular homework as described in the homework policy.
- To record the details of assessment tasks and due dates.
- To submit all assessable tasks by the due date.
- To complete work at lunchtime in the library when due dates for assessment tasks are not met.

**Teachers:** Teachers’ responsibilities are:
- To clearly identify methods of assessment in their program.
- To describe the expectations of each task to be completed for assessment including performance descriptors/rubric.
- To designate the due date.
- To follow up any non-completed assessment tasks with students and notify the parent.
- To keep evidence of assessment.
- To monitor the progress of each child in his/her care.
- To provide assessment feedback to students.
- To notify parents immediately should individual students not have satisfied the requirements of a particular unit of work or subject. Documentation can then be used to help parents understand the nature of the problem.

**Parents:** Parents’ responsibilities are:
- To be informed about their child’s progress, educational needs, and development.
- To attend and engage in the ‘3 way conference’ process offered by the school as a means of reporting on their child’s progress.
- To monitor their child’s study habits and learning and to initiate communication with the school should concerns arise.
- Parents should guide and support their child’s efforts and but in no circumstances complete tasks for their child.
Assessment Strategies

Teachers use a variety of methods to compare student’s performance against outcomes.

<table>
<thead>
<tr>
<th>Prediction</th>
<th>Samples of student’ work</th>
<th>Explanation and demonstration to others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal responses</td>
<td>Practical tasks such as measurement activities</td>
<td>Investigations and/or projects</td>
</tr>
<tr>
<td>Retelling</td>
<td>Short quizzes</td>
<td>Pen-and-paper tests</td>
</tr>
<tr>
<td>Cloze</td>
<td>Observations of students’ participation in a group activity</td>
<td>Teacher/student discussion or interviews</td>
</tr>
<tr>
<td>Checklists</td>
<td>Students’ journals and comments on the process of their solutions</td>
<td>Graphing</td>
</tr>
<tr>
<td>Teacher-made tests</td>
<td>Matching questions with answers</td>
<td>Developing concept maps</td>
</tr>
<tr>
<td>Standardized tests</td>
<td>Labeling a diagram or models</td>
<td>Completing timelines</td>
</tr>
<tr>
<td>Response logs</td>
<td>Data collection</td>
<td>Problem-solving</td>
</tr>
<tr>
<td>Writing logs</td>
<td>Research projects</td>
<td>Critical dialogue</td>
</tr>
<tr>
<td>Running records.</td>
<td>Performances</td>
<td>Letter-writing</td>
</tr>
<tr>
<td>Story maps</td>
<td>Multimedia presentations</td>
<td>Skills checklists</td>
</tr>
<tr>
<td>Discussion</td>
<td>Role-plays</td>
<td>Activity journals</td>
</tr>
<tr>
<td>Miscue analysis</td>
<td>Peer assessment</td>
<td>Action plans</td>
</tr>
<tr>
<td>Questions posed by students</td>
<td>Self assessment</td>
<td>Student’s oral and written reports</td>
</tr>
<tr>
<td>Comprehension and interpretation exercises</td>
<td>Observation of students during learning activities, including listening to students use language</td>
<td>Student’s plans for and records of their solutions of problems</td>
</tr>
<tr>
<td>SENA 1 and 2</td>
<td>ACT Phonemic awareness</td>
<td>Basic Skills</td>
</tr>
<tr>
<td>Anecdotal records</td>
<td>Portfolio tasks</td>
<td>S.A Spelling tests</td>
</tr>
</tbody>
</table>

Modified Assessment Tasks

Where students have been identified as needing modified assessment tasks, such tasks are developed in consultation with the Learning Support Teacher.

ASSESSMENT PROCESS FOR YEARS 7 – 10

Assessment of a students' achievement in a unit is determined by the aggregate of performance in several assessment tasks. Common practice is that three to five tasks are set within each semester unit. It would be expected that term units would have two assessment tasks. Students studying the same course under the instruction of different teachers will complete the same tasks. Some assessment tasks will be completed within classes to provide equal opportunity for achievement for all students.

It is the responsibility of the teacher to issue students’ with a detailed assessment outline a minimum of two weeks prior to the due date. The outline will include:

- A description of the unit to be assessed.
- A clear explanation of the task.
- A rubric with performance descriptors for marking.
- Due date.
Submission of Assessment Tasks

- Written assessment tasks are to be submitted directly to the teacher issuing the task. In the case of teacher absence, students will submit the task to clerical staff in the Office.
- The due date will be one of the timetabled lessons for that learning area.

Non-Submission

It is expected that all assessment tasks be completed within the guidelines provided and submitted by the due date. Students will incur the following penalties for non-submission of assessment tasks:

- Parents will be notified on the day the assessment item was due and a “Notification of Failure To Submit Work” will be mailed home.
- If the task is not handed in on the due date the students will be required to attend the library at lunch time to complete the task. The work completed during this time will be collected and will be considered as fulfilling the submission requirements.

Missed Assessment Tasks

If an assessment task is missed due to illness or other extenuating circumstances, a medical certificate or supporting note from home must be given to the subject teacher. On return to school the student may be required to complete the assessment task in order that a grade can be awarded. If, for a valid reason, the assessment task can not be completed, the teacher will provide an estimate at the end of the unit, determined on performance throughout the whole unit.

Granting Extensions

When students envisage that assessment tasks will not be completed by the due date they may apply in writing for an extension. To be eligible for an extension the student needs to follow the procedures outlined below.

- Application must be made prior to the due date.
- Application for extension is to be in the form of a letter signed by the parent and to be given to the classroom teacher. Breakdown or malfunction of computer equipment is not seen as a valid excuse. Students should back up their work to a USB storage device on a regular basis.
- Evidence of work in progress may be required to support the request for an extension.
- If an extension is granted, it will be recorded on the letter which is to be submitted with the assessment task.
- If an extension is not granted the work is to be submitted on the due date, even if it is incomplete.

Breaches of Discipline in Relation to Assessment

Any cheating, plagiarism or repeated absence from school to complete an assessment task will constitute a breach in discipline. Students will incur the following penalties:

- Parents will be informed via letter and/or phone call.
- A meeting with the student, parent, teacher and Curriculum Co-ordinator may be organised, dependant on the nature of the offence.
- The student may be given a mark of zero.
- Talking or general misconduct during tests and examinations will be penalised.

Unsatisfactory Progress

Students are required to complete all class work, homework and assignment work for each course to the best of their abilities. When this is not taking place, action will be taken by the class teacher and notification of serious problems given to the Secondary Curriculum Coordinator. Teachers should communicate minor concerns to parents. Serious or consistent concerns will be recorded more formally and communicated to parents by means of the official ‘Unsatisfactory Progress” letter.
The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels. Teachers award a grade that most appropriately describes a student’s performance.

The student has an **extensive** knowledge and understanding of the content and can readily **A** apply this knowledge. In addition, the student has achieved a **very high level** of competence in the processes and skills and can **apply** these skills to new situations.

The student has a **thorough** knowledge and understanding of the content and a **high** level of **B** competence in the processes and skills. In addition, the student is able to **apply** this knowledge and these skills to most situations.

The student has a **sound** knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

The student has a **basic** knowledge and understanding of the content and has achieved a **limited** level of competence in the processes and skills.

The student has an **elementary** knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
REPORTING

At McAuley Catholic Central School we report to parents both formally and informally.

Semester reports are issued towards the end of Terms 2 and 4. These Reports address specific outcomes in each course as well as presenting a profile of the work habits of each student. Formal Three Way Conferencing interviews are scheduled before the end of Terms 2 and 4, after Reports have been sent home.

One of the acknowledged advantages of a small School such as ours is that teachers develop a good rapport with their students and are able to identify problems, both academically and socially, very quickly. Parents are contacted whenever concerns are noted.

SECONDARY HOMEWORK

Students on the Secondary Campus are not assigned homework on a daily basis. However, it is expected that students would:

- Plan and organise home study time.
- Complete as homework, unfinished work from classes during the day.
- Complete work that has been missed due to absence from school.
- Record the details of assessment tasks and due dates.
- Work on assignments regularly so that they are completed by the due date.
- Revise the content of work covered during the day.
- Give their best effort to their studies and thus achieve to their highest potential.

As a guide, students in the Secondary Campus should spend the following amount of time per day studying at home:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Year</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage Four</td>
<td>Year Seven</td>
<td>45 minutes</td>
</tr>
<tr>
<td></td>
<td>Year Eight</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Stage Five</td>
<td>Year Nine</td>
<td>80 minutes</td>
</tr>
<tr>
<td></td>
<td>Year Ten</td>
<td>100 minutes</td>
</tr>
</tbody>
</table>