

2022 Year 9 Assessment Handbook



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Assistant Principal's Message

Dear Parents and Students,

In today's educational environment, 'assessment' cannot be separated from 'learning'. If assessment is appropriately connected to what we are learning then we can clearly understand if learning is really taking place and to what level of success. It is said by many educational leaders that 'assessment drives learning'. Knowing where students are at with their learning assists the class teacher in their planning.

This Assessment Handbook is a valuable resource for you throughout 2022. The Handbook should be used in conjunction with the Elective Subject Handbook (Stage 5) which gives detailed information about the courses, both mandatory and elective, offered in Stage 5 and the processes in selecting electives. The purpose of this document is to provide you with detailed information regarding assessment throughout the year, course expectations and policy. You are notified of the various assessment tasks and when they will go ahead. Additional specific course and assessment task requirements may be issued by individual teachers and the Leaders of Learning as deemed necessary due to the nature of each task.

It is each student's responsibility to become familiar with all the requirements for assessment and with the requirements of each course being undertaken. Successful learners are conscious of workloads and manage their time to ensure they complete all assessment tasks by the due date. A balanced approach to homework and study is vital to the wellbeing of all students.

Despite our best intentions in putting together this assessment program, changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the relevant students.

I wish all students every success over the course of the year.



Brett Donohoe
Assistant Principal

Introduction

This assessment handbook provides information to parents and students about the curriculum and a range of assessment and reporting matters such as:

- Subjects taught
- The structure of classes
- The scheduling and weighting of formal assessment tasks to be conducted in each subject in Year 9 over the duration of the 2022 school year
- Standards-Referenced Assessment and how grades are determined
- Rules and regulations regarding the completion of assessment tasks
- Details of Reporting
- Other relevant information about assessment and reporting.

Year 9 Curriculum 2022

Subjects Taught Stage 5 (Years 9 and 10)

St Bede's Catholic College provides the opportunity for students to attempt TWO elective subjects to complement the mandatory core subjects for the Stage 5 component of their secondary education.

Core (mandatory) Subjects

- *Religious Studies*
- *English*
- *History*
- *Geography*
- *Mathematics*
- *Personal Development, Health and Physical Education*
- *Science*

Elective Subjects

- *Commerce*
- *Drama*
- *Food Technology*
- *Industrial Technology – Timber*
- *iSTEM*
- *Music*
- *Physical Activity & Sport Studies*
- *Visual Arts*

Each elective offered is a 200-hour course over two years (i.e. both Year 9 and 10). Students are not able to change electives mid-course as they will not meet the requirement hours and the course would thereby not qualify as completed for the Record of School Achievement (RoSA).

Students must follow and complete a set pattern of courses determined by the NSW Education Standards Authority (NESA). Students are also required to apply themselves to set tasks and experiences. The College provides the set tasks and experiences.

Completion requires a satisfactory record of application (effort) to the set tasks and experiences provided by the school in each of the subjects studied and attendance as deemed satisfactory by the Principal.

There will be no specific elective levies. A set resource fee will be charged to all parents for tuition expenses at the beginning of the academic year. There may be other additional costs associated with specific electives to cover upcoming excursions or camps.

Structure

The College operates on a fortnightly timetable (cycle). In each school term the odd weeks will be Week A, whilst the even weeks will be Week B in their timetable.

There are six Mathematics classes and six English classes and there are five classes of Science and HSIE. The additional two teachers are timetabled in

Mathematics and English to create smaller class sizes for extension and support. Each of these subjects is timetabled at the same time. English lessons are co-located (clustered) with a co-teaching model. Mathematics classes are in separate learning spaces as these classes are streamed according to the pathways offered. Science classes are held in independent Science laboratories.

There will be five streams in Religious Studies and PDHPE. Religious Studies have five periods each cycle, whilst PDHPE has four periods each cycle. Students in PDHPE have two periods of practical each cycle and two periods of theory. Students are made aware of the practical days at the beginning of the year.

Students across Year 7 – 10 have one period a fortnight in a careers lesson where they undertake a program called 'The Become Program'. Students learn the critical skills required to explore, design, and navigate their future.

There are four Homeroom classes of up to 30 students and each homeroom is associated with a given house. The Homeroom teacher is also the teacher of the fortnightly Wellbeing Session on Friday.

Contemporary Learning Spaces

A variety of furniture types, including smaller round tables, rectangular tables and amphitheatre style seating, are in most learning spaces to cater for a variety of teaching and learning methods. Furniture is lightweight and easy to move to arrange classes into different configurations.

Teachers use the learning spaces to personalise learning and cater for the needs of the students. Teaching and learning approaches include:

- Specialised direct teacher instruction
- Cross-curricular learning
- Small group work
- Independent learning
- Project Based Learning
- Learning through technology
- Combinations of the above at one time
- Three tier Literacy Intervention Program

Learning Technology

- Students utilise Office 365 for education, with particular focus on Microsoft Teams and OneNote Classroom. They are supported by a range of other educational software and services such as Maths Pathway and Clickview.
- The College operates a specific BYOD scheme. The device nominated is a Dell hybrid 2-in-1 education device with active digital stylus.

Satisfactory Completion of a Course

When students enter Stage 5, they are commencing a pattern of study that eventually will result in the student being eligible for a Record of Student Achievement (RoSA). Mandatory Curriculum requirements for the award of a RoSA at the end of Year 10 are at Appendix 5. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) followed the course developed by the Board of Studies (NESA)
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all the course outcomes. Attendance at school is an important component for the satisfactory completion of a course.

As a guide, if a student's pattern of attendance does become an issue, the Principal may determine that, because of frequent absence, the above criteria may not be met. Absences will be regarded seriously by the Principal who will give the student early warning of the consequences if further absence from school continues.

Learning Preparation

Teachers often give assignments consisting of reading, problem solving or writing that the students must do after class—usually at home. The purpose of homework is to help reinforce what was taught in class.

Students in Year 9 may receive approximately 15-20 minutes (75 minutes a night) of learning preparation for subjects they have on any given day. Each evening they can expect to have approximately one hour of learning preparation.

Assessment and Reporting

All Assessment Tasks must be the students' own work and acts of malpractice and plagiarism are not tolerated at the College.

Students receive reports at the end of each semester. These reports are forwarded online to parents and carers via Compass.

Year 9 School Assessment Policy

Assessment and its Purpose

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. It is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus

outcomes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally to gather evidence about student achievement and to improve student learning.

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 is a suitable basis for future learning.

Responsibilities

It is the responsibility of the College to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding.
- develop quality assessment tasks and well-constructed marking guidelines aligned to the NESA common grade scale.
- provide ongoing regular effective feedback to students in relation to their strengths and areas for development.
- provide opportunity for students to reflect on their own work to identify their individual strengths and learning needs.
- develop an assessment schedule with weightings for tasks and when tasks are due for each subject.
- provide an assessment notification through Compass at the commencement of the unit prior to the assessment due date.
- provide an evenly balanced schedule of tasks across the year such that students do not have a concentrated assessment block in any given period.
- collate all evidence of learning from assessment tasks, both formal and informal, to make a sound judgement of where each student is at in their learning cycle.

It is the responsibility of each student to:

- be aware of their various assessment instruments (essays, presentations etc). This involves reading this booklet carefully and managing their own schedule.

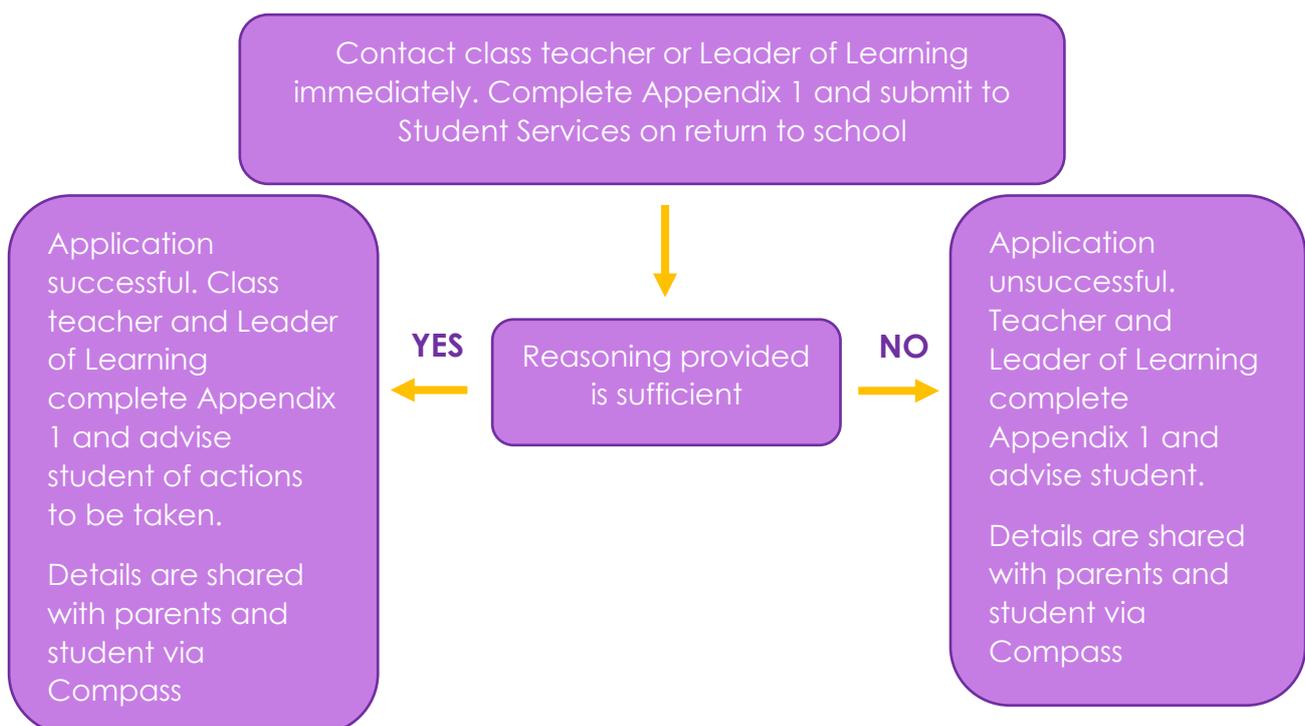
- know the date that each assessment is due. Students will be supplied with an assessment schedule at the beginning of the course. Any change in date will be communicated through the assessment notification.
- ensure that all work is submitted by the due date.
- understand if they are absent on the day the assessment task is given, they must collect a copy of the task from the teacher on return. Students cannot assume an automatic extension – application must be made.
- notify class teachers if other College commitments, such as debating or sport, clash with assessment dates.
- use feedback from teachers, or opportunities to self-assess, as the basis for developing skills, knowledge and understanding.

Illness, Misadventure and Request for Extension

Students who are unable to sit or submit an assessment task on the scheduled day are required to complete and submit an 'Illness, Misadventure and Request for extension Form' with the relevant supporting documentation attached, upon return to school. The 'Illness, Misadventure and Request for extension Forms' are available on the College website in forms under the title 'Parent Information' and a copy is also found in Appendix 1 of this Handbook.

This form must be completed and delivered to Student Services. The teacher and Leader of Learning will consider this application and once approved sign this form with alternate arrangements and provide the completed documentation back to the student. Please see below this process in a flow chart:

Year 7 - 9 Illness/Misadventure Procedure



The written explanation must be an acceptable reason. Parents must also contact the school office indicating absence on the day of the assessment. The following are acceptable reasons:

1. Absent due to illness

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- the student is to see their class teacher at the beginning of the day of their return to provide their form with an attached parent/carer note explaining the circumstances. Arrangements will then be made with the class teacher for when they will complete the task.

2. Absent due to an acceptable unforeseen circumstance (e.g., funeral)

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- student is to submit this form to their class teacher on immediate return to the College so alternate arrangements can be made to complete the task.

3. Absent due to an acceptable school activity (e.g. representative sport, debating)

The Assistant Principal determines whether the activity warrants a change of circumstance for an approved College representation. In such circumstances the student is to advise their class teacher prior to the assessment task so that suitable arrangements can be made to complete the task. Generally, the student will complete the task on the following school day and alternate arrangements will be communicated to parents through Compass.

4. Absent due to other acceptable reasons (e.g. granted leave)

Family holidays are strongly discouraged during school periods. Holidays should not be taken during scheduled assessment tasks. **Leave from the College during school periods must be applied for in advance, in accordance with the College Leave Policy.**

In exceptional circumstances where leave is granted during an assessment period, students and parents are required to complete the Illness, Misadventure and Request for Extension form **one week prior to the leave period** and submit this form to Student Services. The assessment task is to be completed on the day of return to the College or as arranged by the Leader of Learning. The student must see their class teacher at the beginning of the school day on return. All leave forms and the Absence, Misadventure and request for Extension form are found on

the College website in Parent Information. Leave forms are also found at Appendix 2 and 3.

Submission of Tasks

Assessment Notifications are provided by the subject teacher via Compass. These identify the due date and time for submission of a task.

Students must submit tasks in accordance with the instructions provided by their teacher.

Feedback for all formal Assessment Tasks is provided via Compass and made visible to parents and students. Parents and students will be able to view all notifications, task details and feedback via the respective Parent and Student Portal.

No responsibility will be taken by the College if a student gives their assessment to another student, teacher, or office staff member.

Late or Non-Submission of Assessment Task

Failure to submit required work must be accompanied by an Illness/Misadventure/Request for Extension Form as outlined above. **Poor organisation of time and/or social events are not considered acceptable reasons.**

Information Technology Issues

Students will need to be aware that it is their responsibility to ensure that IT related tasks are attempted and submitted by the due date.

Technical problems and malfunctions (hard drive failure, loss of internet provider, lost/corrupted email attachment, printing glitches, USB or software incompatibility) **are not an acceptable excuse** for the late submission of any IT related assessment tasks. All students should use OneDrive CSMN or Teams to store their work, thereby ensuring they have a backup.

Students that submit an assessment task late due to technical difficulties or malfunctions will be regarded as a late or non-submission of an assessment task and treated accordingly. The only exception to this rule is when the student can provide the relevant Leader of Learning with hard evidence (earlier draft copies) of the content and standard of the outstanding assessment task. This evidence will need to be presented to the Leader of Learning.

It is strongly recommended that when students are using technology to produce an assessment task, they should aim to complete the task ahead of time so that last minute technical problems/ malfunctions may be resolved.

Teacher Responsibilities

Teacher responsibilities each day the Learning Task is late include:

- Speak to the student and implement strategies to support the student in completing the task. This may include removing the student from the yard.
- Advise the Leader of Learning and possibly the Learning Support Coordinator (LSC)
- Enter a Late Submission of Task notification via Compass each day it is late.
- Deduct 20% of marks allocated to the task each day it is late. The final mark should be recorded in Compass. The Compass entry in the Learning Task should have a comment added to record the original mark.
- Continually monitor and keep the Leader of Learning updated.

Leader of Learning Responsibilities

- On the fifth day the Leader of Learning will enter a Non-Submission notification via Compass. This notice advises the parents the student will receive an E Grade for non-submission.
- Support the teacher to ensure that the task is completed
- Where the student doesn't comply, it may be escalated to the Assistant Principal.
- Continually monitor and keep the Assistant Principal informed.
- Table students of concern at Leader of Learning meetings.

Leaders of Wellbeing and Engagement (LWE) and Assistant Principal Responsibilities

- Repeated pattern across subject areas requires the LWE, Assistant Principal and possibly LSC intervention
- Where pattern continues, or tasks are not completed the Assistant Principal may escalate the matter to the Principal for a question on the student's enrolment.

Academic Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be given for that task. If it's proven that half an essay has been plagiarised then the student will only be marked on the 50% that was not plagiarised.

Cheating during examination-type tasks will usually result in the cancellation of the paper in whole or part (and a zero mark awarded for the paper or part).

Such offences will be communicated to parents by the teacher via Compass and may result in the student's removal from opportunities, such as time in the yard to complete a reflection activity. Resubmission of the task may also be required.

Non-Serious Attempts

Where an assessment task is submitted and determined to be of an unacceptable standard, the class teacher will bring this to the attention of the relevant Leader of Learning. The student will be interviewed, and parents will be notified via Compass. The student may be removed from yard during breaks to resubmit the task or complete the task to an acceptable standard. Marks will be awarded based on the initial attempt or submission.

Extensions

All extensions for assessment tasks must be requested by completing the Illness, Misadventure and Request for Extension Form. Requests must be submitted to the class teacher prior to the due date of the assessment task. The outcome will be communicated to the student through this form.

Appeals Policy

Any disputes over an individual task must be resolved at the time the task is returned to the student. Where the matter cannot be resolved, the class teacher will consult with the relevant Leader of Learning to resolve the matter.

Standards-Referenced Assessment

All schools in NSW adopt a standards-referenced approach to assessment and reporting. Teachers collect assessment data and their professional judgement to decide which grades best match the standards that students have achieved.

Allocating Grades within a Standards-Referenced Framework

The Common Grade Scale describes performance at five levels. The scale lets teachers report student achievements in terms of clear, common standards. It summarises how well students achieve at each grade by describing the depth of knowledge and understanding and the range of skills which students at that standard typically demonstrate.

The Common Grade Scale

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

Allocation of Grades

- Allocation of grades requires teachers to use their professional judgement in relation to standards.
- A professional judgement does not come from a single piece of work such as an end of semester task. Teachers weigh up the information collected for a student up to the time of compilation of the Semester Report. This information comes from formal assessments and informal observations and is accumulated over time.
- a 'C grade' indicates the student has achieved a sound understanding of the content.
- A grade does not label a student; it labels a standard.

Individual Course Details

At the end of each semester students will receive a report that contains outcomes taught in the semester, their achievement in the formally gazetted Learning Tasks and an overall grade.

The overall grade is an on-balance judgement by the teacher based on informal and formal assessment.



Year 9 2022 Religious Studies Assessment Schedule

Subject	Religious Studies
Teachers	Mr R Copas, Ms F Duque, Ms E Reynolds
Leader of Learning	Ms Fiona Duque

Overview
<p>The aim of the Year 9 course focusses on the development of students' knowledge and understandings of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society. To expand students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth, and making meaning. To allow students to flourish and reach their full potential of becoming saints through an integration of religious knowledge, skills, behaviours and dispositions underpinned by a Catholic understanding of the human person. To ensure that by the end of their schooling students know the core teachings of our faith, our Scriptures, history, and tradition ('Catholic religious literacy') and how these are to be lived in the world.</p>

Areas of Study
God, Faith and Religion Caring for Our Common Home Faith and Science Living Justly Faith in Community

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 6
Nature of Task	Research	Analysis
Weight (%)	50	50
Outcomes	CT 5.2, 5.5, 5.7, 5.9, 5.10, 5.11, 5.12	CT 5.3, 5.6, 5.7, 5.8, 5.10, 5.11, 5.12
Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 4	Term 4, Week 3
Nature of Task	Presentation	Persuasive Text
Weight (%)	50	50
Outcomes	CT 5.3, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	CT 5.3, 5.4, 5.7, 5.8, 5.10, 5.12, 5.13



Year 9 2022 English Assessment Schedule

Subject	English
Teachers	Ms R Pascoe, Ms J Simmons, Ms T Powell, Ms K Bradley, Ms A O'Connor
Leader of Learning	Ms T Powell

Overview
<p>During Stage 5 students respond to and compose a comprehensive range of imaginative, factual, and critical texts using different modes and technologies. They enjoy, reflect on, critically assess, and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis, and information-gathering, varying their approach according to a text's purpose, audience, and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies, and language. Students display a developing personal style in their personal, imaginative, critical, and analytical compositions. Through close and wide engagement with texts students extend their imaginations and engage with real and imagined worlds. By critically evaluating texts, students identify strengths and weaknesses and can articulate coherent responses. Students are encouraged to read regularly.</p>

Areas of Study	
Poetry	Shakespearean Drama
Narrative	Film and Documentary
Presenting ideas	Literacy

Semester 1		
	Task 1	Task 2
Due Date	Tuesday 5 April 2022 Term 1 Week 10	Week 6 Term 2 Thursday 2 nd June
Nature of Task	Multimodal Project (Integrated with History)*	Writing Portfolio*
Weight (%)	50	50
Outcomes	EN4-4B, EN5-6C	EN5-3B, EN5-5C, EN5-9E
Semester 2		
	Task 3	Task 4
Due Date	Week 6 Term 3 Friday 26 th August	Week 6 Term 4
Nature of Task	Speaking Task (Integrated with Maths)*	Extended Response Task (Written Examination)
Weight (%)	40	60
Outcomes	EN5-2A	EN5-1A, EN5-5C, EN5-7D

* Tasks that are an accumulation of work over the duration of a unit and are due in this given week.



Year 9 2022 History Assessment Schedule

Subject	History
Teachers	Mr A Coates, Mr A Cornwall, Ms L Power, Mr B Dalton, Ms E Shaw
Leader of Learning	Mr Andrew Cornwall

Overview
In Stage 5, students describe, explain, and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Areas of study
Depth Study 3: Australians at War Depth Study 6: School Developed Topic (The Holocaust) Depth Study 1c: Progressive Ideas

Semester 1		
HSIE Task #	Task 1	Task 2
Task name	Lest We Forget	World War II Source Analysis Task
Due Date	Tuesday 5 April 2022, Term 1 Week 10	Wed 1 June 2022, Week 6 Term 2
Nature of Task	Lest We Forget: a multimedia project (integrated with English)	World War II Source Analysis Task
Weight (%)	60	40
Outcomes	HT5-5, HT5-9, HT5-10	HT5-5, HT5-7
Semester 2		
HSIE Task #	Task 3	
Task name	Holocaust Portfolio Task	
Due Date	Tue 16 August 2022 Week 5 Term 3	
Nature of Task	Holocaust Portfolio Task	
Weight (%)	50	
Outcomes	HT5-2, HT 5-3, HT5-6	



Year 9 2022 Geography Assessment Schedule

Subject	Geography
Teachers	Mr A Coates, Mr A Cornwall, Ms L Power, Mr B Dalton, Ms E Shaw
Leader of Learning	Mr A Cornwall

Overview
In Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Areas of study
Changing Places

Semester 2	
HSIE Task #	Task 4
Task name	HSIE Examination
Due Date	Examination Block
Nature of Task	Geography Examination (Changing Places)
Weight (%)	50
Outcomes	Various



Year 9 2022 Mathematics Assessment Schedule

Subject	Mathematics
Teachers	Ms S Kinloch, Ms G Cugaly, Mr L Menzies, Ms J Murray, Ms S Young, Mr N Moroney
Leader of Learning	Mr Nicholas Moroney

Overview

The course develops students' knowledge, skills and understanding of the content strands Number and Algebra, Geometry and Measurement and Statistics and Probability. Stage 5 is comprised of three connected pathways, 5.1, 5.2 and 5.3. Each pathway is designed to offer a continuum of learning from stage 4, with the more advanced content covered in the 5.3 outcomes. Students will develop an appreciation and understanding of the importance of Mathematics as an essential part of life and find links between mathematical ideas and other curriculum areas. Students develop skills in critical thinking, communication, reasoning and solve problems with and without digital technologies.

Areas of Study

Numbers of any magnitude Trigonometry Algebraic Techniques Indices Coordinate Geometry	Earning Money Surface Area and Volume Statistics Equations (5.2)	Proportion Simultaneous Equations (5.3) Probability Similarity
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Semester 1

	Task 1	Task 2	Ongoing
Due Date	Term 1, Week 8	Term 2, Week 4	
Nature of Task	Numeracy Test	Trigonometry investigation (Integrated with Science)	Maths Pathway in-class tests
Weight (%)	30	30	40
Outcomes	various	MA5.1-10MG, .2-	various

Semester 2

	Task 3	Task 4	Ongoing
Due Date	Term 3, Week 6	Term 4, Examination	
Nature of Task	Financial Investigation Integrated with Science	Examination	Maths Pathway in-class tests
Weight (%)	30	50	20
Outcomes	MA5.1-4NA	various	various



Year 9 2022 PDHPE Assessment Schedule

Subject	PDHPE
Teachers	Ms A Unicomb/Ms M Collison, Ms S Millen, Ms B Watts
Leader of Learning	Ms Sarah Millen

Overview
<p>Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently, and creatively.</p> <p>In Year 9, students will be focusing on different ways that they can take ownership and look after their own health and wellbeing. They will put on the role of a health detective to develop the skills to determine credible and reliable health sources, information and services. The students will explore a variety of different issues that impact young people's overall health. They will also cover ways they can look after their own and others health and wellbeing. The students will investigate the impact of change and transition and how they can respond appropriately in such situations. They will also explore ways that they can be more active and ways that they be active participants of lifelong physical activity.</p> <p>In the practical component of PDHPE, students will be required to perform a variety of different movement sequences, across a variety of physical activity contexts. They will be required to reflect on their skills, abilities, and participations. They will be given the opportunity to demonstrate leadership, fair play and cooperation.</p>

Areas of Study	
<p>PDH (Theory)</p> <ul style="list-style-type: none"> • Health Detectives • State of Mind • Changes & Challenges • MOVE 	<p>PE (Practical)</p> <ul style="list-style-type: none"> • Team Challenges • Health Programs Evaluation • Athletics • Fundamental Movement Skills • Skills & Performance

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 7
Nature of Task	Awareness of Health Issues	Feedback in Athletics
Weight(%)	50	50
Outcomes	PD5-2	PD5-4, PD5-5

Semester 2		
	Task 3	Task 4
Due Date	Term 3, Week 10	Examination Block
Nature of Task	Skill Transfer & Reflection	Yearly Examination
Weight(%)	50	50
Outcomes	PD5-4, PD5-5, PD5-11	All



Year 9 2022 Science Assessment Schedule

Subject	Science
Teachers	Ms L Buckley, Ms R Dawber, Ms R Haines, Mr N Kelly, Mr C Ryan
Leader of Learning	Ms Liane Buckley

Overview
<p>Students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. Students will apply models, theories, and laws to explain phenomena and situations involving energy. They will describe changing ideas about the structure of the Earth, and the diversity of life on the Earth. They describe situations where advances in scientific understanding may depend on developments in technology, and those technological advances are frequently linked to scientific discoveries. Students explain how scientific understanding has contributed to knowledge about global patterns of geological activity and interactions between global systems. They analyse interactions between components and processes within biological systems and their responses to external changes. Students explain the organisation of the periodic table and natural radioactivity in terms of atoms.</p>

Areas of Study
<ul style="list-style-type: none"> • Physical World • Earth and Space • Living World • Chemical World

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 9	Term 2, Week 5
Nature of Task	Electricity & Energy Efficiency Energy Efficient House	Geological Activity Topic Test
Weight (%)	50	50
Outcomes	SC5-11PW SC5-4WS; SC5-5WS; SC5-6WS; SC5-7WS; SC5-8WS; SC5-9WS	SC5-12ES; SC5-9WS

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 3	Term 4, Week 6
Nature of Task	Global Systems Secondary Source Analysis; Science Fair Booth Project	Atomic Structure & Periodic Table / Disease and Coordination Semester 2 Exam
Weight (%)	50	50
Outcomes	SC5-14LW; SC5-13ES SC5-4WS; SC5-5WS; SC5-6WS; SC5- 7WS; SC5-8WS; SC5-9WS	SC5-5-16CW SC5-14LW; SC5-15LW



Year 9 2022 Commerce Assessment Schedule

Subject	Commerce (Elective)
Teacher(s)	Mr B Dalton
Leader of Learning	Mr Andrew Cornwall

Overview
<p>Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.</p> <p>In Year 9 students engage with two broad content areas. Firstly, they investigate the nature of business and consumers and investigate the laws and mechanisms that protect consumers. In Semester 2 students engage with the relationships between work, individuals and society and the changing nature of work.</p>

Areas of study
<ul style="list-style-type: none"> • Business unit comprising an integrated study of: <ul style="list-style-type: none"> ○ Core 1: Consumer and Financial Decisions integrated ○ Option 3: Promoting and Selling • Work unit comprising an integrated study of: <ul style="list-style-type: none"> ○ Core 3: Employment and Work Futures ○ Option 7: Towards Independence • Travel unit based on Option 6: Travel

Details	Semester 1		Semester 2	
	Task 1	Task 2	Task 3	Task 4
Task #	Task 1	Task 2	Task 3	Task 4
Task name	Consumer Awareness	Selling St Bede's	Employment	End of Year Examination
Due Date	Tues 5 April 2022 Term 1 Week 10	Weds 1 June 2022 Term 2 Week 6	Tues 13 Sept 2022 Term 3 Week 9	Examination Block
Nature of Task	Portfolio of student work	Group Assessment	Portfolio of Student Work	Examination
Weight (%)	50	50	50	50

Year 9 2022 Drama Assessment Schedule

Subject	Drama (Elective)
Teachers	Ms E Martin
Leader of Learning	Ms Michelle Burgess

Overview

Students engage in the integrated practices of making, performing and appreciating drama. They manipulate the elements of drama and demonstrate performance and acting skills that allow them to imagine, create and integrate demanding aspects of characters and roles. Students develop skills in making drama through improvisation and playbuilding, and through interpreting, creating and enacting scripts and texts. They enter into the collaborative process of devising drama, using a range of dramatic devices and performance techniques to create and perform original and engaging work.

Students appreciate the function of drama and theatre in reflecting social and cultural aspects of human experience. They analyse and communicate the contemporary and historical contexts of drama. Students evaluate and interpret drama using appropriate drama terminology, with an awareness of the unique relationship which exists between performer and audience. They make meaning of their world and reflect and challenge audiences through devised and scripted works. Students develop collaborative skills at each stage of their work and appreciate the notion of the ensemble in drama

Areas of Study

- Elements of Drama
- Shakespeare in Performance
- Improvisation
- Playbuilding
- Comedy
- Reflective writing

Semester 1

	Improve to Improve!	Baby Get Shakey!
Due Date	Week 9 Term 1	Week 7 Term 2
Nature of Task	Logbook and Solo Performance Task*	Shakespearian duologue
Weight(%)	50	50
Outcomes	5.1.1, 5.1.3, 5.3.1, 5.3.3	5.1.3, 5.2.1, 5.2.3, 5.3.2

Semester 2

	Playing Around	The Arte' of Comedy
Due Date	Week 9 Term 3	Examination Block Term 4
Nature of Task	Group playbuilding task	Comedic group piece
Weight(%)	60	40
Outcomes	5.1.2, 5.1.4, 5.2.2, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.2.1, 5.3.2, 5.3.3

* Tasks that are an accumulation of work over the duration of a unit and are due in this given week.



Year 9 2022 Food Technology Assessment Schedule

Subject	Food Technology (Elective)
Teachers	Ms K Hanrahan & Ms O Barzen
Leader of Learning	Ms Tamara Borkowski

Overview
The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Areas of Study
<ul style="list-style-type: none"> • Food Selection and Health • Food Product Development • Food in Australia • Food For Special Occasions

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 11	Term 2, Week 6
Nature of Task	Food Selection and Health Theory & Practical	Food in Australia Theory & Practical
Weight(%)	50	50
Outcomes	FT5-7, FT5-8, FT5-3, FT5-11, FT5-12	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 10	Term 4, week 6
Nature of Task	Food Product Development Theory & Practical	Food For Special Occasions Theory & Practical
Weight(%)	50	50
Outcomes	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	FT5-2, FT5-5, FT5-6, FT5-11, FT5-13



Year 9 2022 Industrial Technology – Timber Assessment Schedule

Subject	Industrial Technology – Timber (Elective)
Teachers	Mr D Hile
Leader of Learning	Ms Tamara Borkowski

Overview
<p>This course covers the Stage 5 Industrial Technology - Timber syllabus. The syllabus consists of two core modules that are studied in Year 9 and then in Year 10. The course extends the students skills and knowledge in working with timber, joint construction, project assembly, wood machining, design, the timber industry, and related technologies, which includes the use of new and emerging technologies (laser cutter).</p> <p>The Timber focus areas provide opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.</p> <p>Practical projects should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:</p> <ul style="list-style-type: none"> • Wood Show Challenge, tool caddy • Foot Stool • Lathe turning, small bowls or turned items • Joint Project, The Cross <p>Students will also continue to develop skills in, joint construction, a design modification, CAD, inlay, fitting of cabinet hardware and a portfolio.</p>

Areas of Study
Core Module: Timber 1

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 5
Nature of Task	Product and Portfolio (Wood Show Challenge)	Practical Test
Weight (%)	40 – 40	20
Outcomes	IND5-1, IND5-3, IND5-5, IND5-6 & IND5-8	IND5-1, IND5-3, IND5-6 & IND5-7

Semester 2		
	Task 1	Task 2
Due Date	Term 4, Week 4	Term 4, Week 5
Nature of Task	Product and Portfolio (Foot Stool)	Yearly Examination
Weight (%)	60 - 20	20



Year 9 2022 iSTEM Assessment Schedule

Subject	iSTEM (Elective)
Teachers	Mr N Kelly
Leader of Learning	Ms Liane Buckley

Overview
<p>The STEM Fundamentals module develops an understanding of the basic principles associated with iSTEM. Students will undertake a range of experimental, group work and inquiry-based learning activities throughout modules. These activities will develop a deep knowledge and understanding of integrated STEM. Students develop skills in Computer Aided Design (CAD) and Computer Aided Manufacture (CAM). In the Aerodynamics unit, students will be introduced to the engineering concepts related to aerodynamics and will utilise inquiry and/or project-based learning strategies to develop solutions to aerodynamic problems.</p>

Areas of Study	
<ul style="list-style-type: none"> STEM Fundamentals I STEM Project Based Learning 	<ul style="list-style-type: none"> Aerodynamics Project Based Learning (extension)

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 9	Term 2, Week 6
Nature of Task	STEM Fundamentals Project	STEM Project Based Learning Bridge Building
Weight(%)	50	50
Outcomes	ST5.1; ST5.2; ST5.3; ST5.4, ST5.5; ST5.6; ST5.7; ST5.8, ST5.9. ST5.10	ST5.1; ST5.2; ST5.3; ST5.4, ST5.5; ST5.6; ST5.7; ST5.8, ST5.9. ST5.10

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 9	Term 4, Week 6
Nature of Task	Aerodynamic Engineering Skylap Plane Portfolio	Project Based Learning (extension) Dragster
Weight(%)	50	50
Outcomes	ST5.1; ST5.2; ST5.3; ST5.4, ST5.5; ST5.6; ST5.7; ST5.8, ST5.9. ST5.10	ST5.1; ST5.2; ST5.3; ST5.4, ST5.5; ST5.6; ST5.7; ST5.8, ST5.9. ST5.10



Year 9 2022 Music – Assessment Schedule

Subject	Music (Elective)
Teachers	Mr R Thornton, Ms M Burgess
Leader of Learning	Ms Michelle Burgess

Overview
Throughout the course students will develop and deepen their understanding and appreciation for Music - both as an artform and as an academic subject. They will experience music making through performance, composition and analysis of various musical genres.

Areas of Study
Term 1 – Popular Music (The Beatles): “Tomorrow Never Knows”
Term 2 – Baroque and Classical Music: “If it Ain’t Baroque – Don’t Fix It”
Term 3 – Music of a Culture: “The Luck of the Irish”
Term 4 – Rock Music / Music and Technology: “Explore the Space”

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 6
Nature of Task	Performance I solo or ensemble.	Composition I Baroque / Classical music.
Weight(%)	50	50
Outcomes	5.1,5.2, 5.3, 5.11, 5.12	5.4,5.4,5.6,5.7,5.10,5.11, 5.12

Semester 2		
	Task 3	Task 4
Due Date	Term 3, Week 9	Term 4, Examination Block
Nature of Task	Performance II	Aural/Musicology paper
Weight(%)	50	50
Outcomes	5.8, 5.9, 5.10, 5.11, 5.12	5.1,5.2, 5.3, 5.11, 5.12



Year 9 2022 PASS Assessment Schedule

Subject	Physical Activities and Sports Studies – PASS (Elective)
Teachers	Mr N Marsh & Ms B Watts
Leader of Learning	Ms Sarah Millen

Overview
<p>Stage 5 Physical Activity and Sports Studies (PASS) develops a student's understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. They will build on the experiences and understanding developed through the mandatory PDHPE course. Students will develop a foundation for participation and performance in a range of physical activity and sport movement contexts. They analyse the role of body systems, physical fitness and apply their knowledge and understanding when participating and performing in various movement contexts. Students will explore the historical, social and cultural factors that have shaped contemporary views of physical activity and sport in Australia. They will also identify factors and reflect on significant changes, events and new directions that have shaped Australia's sporting identity and increased rates of participation for groups within society.</p> <p>In the practical component of the subject, students will establish a repertoire of strategies and techniques to develop movement skills and enhance their capacity to participate and perform. They will analyse how effective and appropriate these strategies are in preparing themselves and others for physical activity and sport opportunities. They will be required to analyse and appraise performances and design programs to achieve performance goals. This will allow students to develop skills and confidence in selected activities, demonstrating sound technique and tactics that maximise their effectiveness.</p>

Areas of Study	
<ul style="list-style-type: none"> • Body Systems and Energy for Physical Activity • Technology, Participation and Performance 	<ul style="list-style-type: none"> • Physical Fitness • Australia's Sport Identity

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 9	Term 2, Week 5
Nature of Task	Body Systems Task	Research Project
Weight(%)	50	50
Outcomes	PASS5-1, PASS5-10	PASS5-6, PASS5-7, PASS5-10

Semester 2		
	Task 3	Task 4
Due Date	Term 3, Week 9	Examination Block
Nature of Task	Program Design	Yearly Examination
Weight(%)	50	50
Outcomes	PASS5-6, PASS5-8, PASS5-9	PASS5-1, PASS5-2, PASS5-6

Year 9 2022 Visual Art Assessment Schedule

Subject	Visual Art (Elective)
Teachers	Ms N Ross & Ms L Young
Leader of Learning	Ms Michelle Burgess

Overview
In Year 9, students will build an understanding of the role of art in all forms of media, both in the contemporary and historical world. Students will represent their ideas and interests in artworks and develop different material techniques and procedures in 2D, 3D and 4D forms. Students will become informed, understand and write about their contemporary world in relation to critical and historical art studies.

Areas of Study
Conceptual Framework (world/artist/audience/artwork) Frames (structural/postmodern/subjective/cultural) Artistic Practice 2D art – Painting and Drawing 3D art – Sculpture 4D art – Digital Media
<i>Students will study Modernism, graffiti art, Cubism, contemporary art, and many other art movements. Students will learn practical skills in painting, printmaking, sculpture, hand sewing, stencil art, and many other artmaking techniques.</i>

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 10	Term 2, Week 5
Nature of Task	Practical Major Work: Graffiti skateboard deck	Critical & Historical Study: Artist Research Case Study and Essay
Weight(%)	60	40
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6,	5.7, 5.8, 5.9, 5.10

Semester 2		
	Task 3	Task 4
Due Date	Term 3, Week 9	Term 4, Examination Block
Nature of Task	Practical Major Work: Soft Sculpture	Critical & Historical Study: In class Examination
Weight(%)	60	40
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6,	5.7, 5.8, 5.9, 5.10



Year 7-9 Illness, Misadventure & Request for Extension

A new form is required for each subject task. Only one form is required for cross-curricular tasks where one assessment is provided – see note below*

Please tick the relevant box

Illness

Misadventure

Request for extension

Section 1: To be completed by student. Form must be handed in on return to school

Name: _____ Year _____ Homeroom _____

Subject(s)*: _____ Teacher(s)*: _____

Task Name: _____ Task No: _____

Nature of Task: _____ Due Date: _____

Reason for Absence/Request _____

Student's Signature

Parent's Signature

Date: _____

Date: _____

Section 2: To be completed by the class teacher

Resolution Decision: Accepted / Rejected

Action Taken: _____

Teacher's Signature

Leader of Learning's Signature*

Date: _____

Date: _____

Comment/Reason: _____

Copy to be kept on student file and filed in the student chronicle on Compass

*For cross-curricular tasks ensure you write down all subjects and all teachers.

A Leader of Learning responsible for the task must sign this form before you hand this to Student Services.



ST BEDE'S
CATHOLIC COLLEGE

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CHISHOLM

APPLICATION FOR LEAVE UP TO TEN DAYS

This form is required to be completed in cases where leave of absence for a period of three or more school days is requested. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

Part A

To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made

Student Details			
Family name:		Given name(s):	
Address:			Postcode:
Date of Birth:	Age:	Year:	Homeroom:

Application for Leave			
If consecutive dates: Dates exemption applied for:	From:	To:	Total number of school days:
If non-consecutive dates: Individual dates applied for:			

Reason for leave

Parent/Caregiver Details

Family name:	Given name(s):	
Address:		Postcode:
Contact telephone:	Relationship to student:	

Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature _____ Date _____

Privacy Statement

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

Part B***To be completed by student requesting exemption from attendance at school***

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

Subject	Teacher	Teacher signature	Assessment due during period of leave?

Leader of wellbeing:	Signature:
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In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

Student Declaration		
	Signature	Date
I have attached an Illness/Misadventure form for any assessments during my period of absence.		
I do not have any assessments due during my period of absence?		

Once you have completed and signed the relevant section above please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

Assistant Principal's Recommendation			
Recommended	<input type="checkbox"/>	Conditionally Recommended	Not Recommended <input type="checkbox"/>
		<input type="checkbox"/>	
Comment:			
Signature:		Date:	

Principal's Recommendation	
Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>
Comment:	
Signature:	Date:



Appendix 3

ST BEDE'S CATHOLIC COLLEGE

CHISHOLM

APPLICATION FOR EXTENDED LEAVE – TEN DAYS or MORE

To be completed by parent/caregiver for leave of 10 or more days **for the purpose of travel** within Australia and/or overseas. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

Part A

To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made

Student Details

Family name:		Given name(s):	
Address:			Postcode:
Date of Birth:	Age:	Year:	Homeroom:

Application for Leave

Dates leave applied for:	From:	To:	Total number of school days:
Reason for travel:			

Relevant travel documentation, such as an eTicket (in case of flight bound travel) or itinerary (in the case of non-flight bound travel within Australia only), must be attached to this application.

Are there any prior or current applications	Yes <input type="checkbox"/>	No <input type="checkbox"/>	(If yes, provide details below)
Dates of prior/current leave/exemption(s) applied for	From:	To:	No of school days:
Is a copy of prior/current Certificate of Exemption attached?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Parent/Caregiver Details (applicant)

Family name:	Given name(s):	
Address:		Postcode:
Contact telephone:	Relationship to student:	

Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature of applicant/s _____ Date _____

Privacy Statement

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

Part B - To be completed by student requesting exemption from attendance at school

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

Subject	Teacher	Teacher signature	Assessment due during period of leave?
Leader of Wellbeing:		Signature:	

In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

Student Declaration		
	Signature	Date
I have attached an Illness/Misadventure form for any assessments during my period of absence.		
I do not have any assessments due during my period of absence?		

Once you have completed and signed please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

Assistant Principal's Recommendation		
Recommended <input type="checkbox"/>	Conditionally Recommended <input type="checkbox"/>	Not Recommended <input type="checkbox"/>
Comment:		
Signature:		Date:

Principal's Recommendation	
Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>
Comment:	
Signature:	Date:

NESAs mandatory curriculum requirements for the award of a RoSA

English	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	The Board Developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage.
Languages than English Other	100 hours to be completed in one Board Developed syllabus or Board Endorsed language course over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8.
Creative Arts	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that 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 Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7–10.
Religious Studies	The Board Endorsed syllabus to be studied substantially throughout each of Years 9–10. 200 hours to be completed by the end of Year 10.