



BRISBANE
WATER
SECONDARY
COLLEGE

UMINA CAMPUS

YEAR 9 2025 ASSESSMENT BOOKLET

Message from the Principal

Brisbane Water Secondary College Umina Campus is committed to enhancing and encouraging students' learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Year 9 marks the beginning of Stage 5 studies and your journey towards the RoSA (Record of School Achievement). Students are required to complete mandatory hours and subject specific assessment requirements in order to achieve a RoSA at the satisfactory completion of Year 10.

At BWSC Umina Campus, ongoing assessment is used to determine the level of achievement for each student in each course. The term 'assessment' means the process of identifying, gathering and interpreting information about student learning. Completion of all assessment tasks is mandatory. These tasks form part of the assessment program of each course and may include tests, written or oral assignments, practical activities, fieldwork and projects. Tasks are required to be completed on or by the scheduled dates and times which are announced at least two weeks in advance.

Student performance is measured against course performance descriptors designed by the NESA to indicate to teachers how to grade student work. Teachers use these course performance descriptors to describe student work against a set standard. At the end of each semester, student learning achievement will be conveyed to parents through a school report.

This Assessment Policy booklet aims to provide helpful information and explanations to students and their parents / carers and not only provides details about the procedures but will also support students in their planning throughout year. I encourage all students and their parents / carers to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with the Year 9 Deputy Principal.

Kerrie Thomas

Principal

Assessment Policy and Procedures

The information in this booklet outlines the procedures followed in the implementation of NESA's policy.

Assessment Procedures

The BWSC Umina Campus Assessment Policy has been designed to ensure:

- open and accountable procedures for all students consistent with the NESA requirements.
- a fair and equitable environment in which each student can achieve individual excellence.

Assessment Programs

Assessment Programs are designed for each course. These:

- identify the student tasks which best measure each component.
- specify values to be applied to each of the tasks to maintain the relative importance of each of the components.
- schedule the various tasks throughout the course.
- prepare an assessment schedule for students showing the requirements in each course, before the commencement of the assessment program.

The assessment schedule includes the components and weightings for each course, and the week the tasks are due. Any changes to assessment dates must be given in writing and with two weeks' notice approved by the Deputy Principal except where an extension of time is notified.

Principles of Assessment

Assessment at Brisbane Water Secondary College Umina Campus aligns with the NSW Department of Education Assessment and Reporting Policy and NESA's Assessment Principles. According to NESA, assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Teachers use a broad range of assessment activities to:

- provide opportunities to gather evidence about student achievement in relation to syllabus outcomes
- enable students to demonstrate what they know and can do
- clarify student understanding of concepts and promote deeper understanding
- provide evidence that current understanding and skills are a suitable basis for future learning

This booklet highlights the major assessment activities undertaken in each subject and rules and expectations related to these tasks. This does not represent the full range of assessment activities undertaken by students. Teachers use a range of strategies and their professional judgement to inform their understanding of student progress and achievement, which NESA describes in the subject syllabuses as assessment as, of and for learning.

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for learning:

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement

- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching unit or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences

Using these principles, the approach or approaches used will be informed by:

- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students

The essential message in our school is that student progress is being assessed every day, in every lesson and that all learning activities matter. The major assessment activities outlined in this booklet are key elements of assessing this progress against the outcomes of each syllabus.

Gathering and Using Evidence of Learning

Again, according to NESA, teachers may plan for and gather evidence about student achievement in a variety of ways at key points during, and at the end of, a unit, a term or a semester. This evidence can assist teachers in making professional judgements about a student's progress and achievement of syllabus outcomes and provides feedback about how students can improve their learning.

Evidence may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- gathering a range of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- assessing students' integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation
- providing students with an opportunity to present to an identified audience (real or simulated)
- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity evaluating student achievement across time, including student portfolios
- facilitating student discussion or conferences
- reviewing student reflections about what they have learnt and how to improve.

Teachers can use this evidence to:

- evaluate student progress in relation to the syllabus outcomes and content being addressed
- decide what needs to be taught next, and at what level of detail to assist students in their learning
- determine any adjustments to teaching, learning and assessment
- form a judgement of student achievement at key points throughout the year
- inform students, parents and subsequent teachers of a student's progress, strengths and areas for improvement
- monitor the effectiveness of teaching and learning programs

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/recording-evidence>

The Common Grade Scale

Brisbane Water Secondary College Umina Campus uses NESA's Common Grade Scale to help to determine and to provide feedback about the level of a student's performance. The Common Grade Scale informs and is adapted to specific subject and task marking guidelines and rubrics, to help to determine the level of a student's performance against state-wide standards, both during and at the end of a stage and to provide feedback about that performance.

Grade Description

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.

NB: Stage 5 addresses learning outcomes across both Year 9 and Year 10. Successful completion of Stage 5 results in the Record of School Achievement (RoSA) credential. The requirements for the award of a RoSA credential are below:

Feedback

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students. Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by

the Head Teacher. For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance.

This advice should indicate:

- Student attainments in the task relative to the outcomes
- Individual feedback (written or verbal) and group feedback by the teacher who marked the task (or particular section).

Eligibility for the Record of School Achievement (RoSA)

To be eligible for a RoSA, students must have:

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

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school but are not eligible for a RoSA will receive a Transcript of Study at their departure.

Reporting to parents and carers

Each year you will receive two written reports during the year on your child's achievements at school. The information contained in this report is a summary of achievement for that semester and is one of several ways the school communicates with you about your child's progress. Parent-teacher meetings are held twice a year, and teachers can be contacted via the school email or phone number at other times in the year.

In addition to the two written reports parents and carers will also be issued Aim Grades six times per year and give students, parents and carers as snapshot of how students are managing in these key areas.

Aim Grades are not achievement levels and do not measure achievement, but students who are more organised, who seek feedback and advice and who apply themselves diligently to tasks are more likely to consistently achieve their personal best. Aim Grades reflect that through consistent application, and setting and achieving personal goals, students build a solid foundation for success in and beyond school.

AIM Grade Descriptors

5. Outstanding

- An outstanding approach to learning. Always setting exceptionally high personal learning goals.

4. High

- A substantial approach to learning. Often setting substantial and challenging personal learning goals.

3. Sound

- A sound approach to learning. Usually setting personal learning goals.

2. Basic

- A developing approach to learning. Sometimes setting personal learning goals.

1. Limited

- A limited approach to learning. Rarely setting personal learning goals.

Notification of Assessment Tasks

This assessment booklet provides you with an assessment schedule for each of your courses. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, weightings and outcomes to be assessed.

Students will be notified of the due date and details of an assessment task in writing at least two weeks before the task.

The written notification details of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the course assessment schedule
- the general nature (mode) of the assessment task
- the weight value of the task in relation to the total weighted mark for the course as specified in this policy
- where appropriate, marking criteria/rubric/information about how the task will be assessed.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. If there are any changes of date, students will receive an amended written notification.

NOTE: The written notification of the task has precedence over any information listed in the assessment schedules contained in this assessment booklet – that is, details of assessment tasks listed in the assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, term and week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students will be informed of any changes to the date – in writing, and two weeks in advance. The Principal is to be consulted if it is not possible to give 2 weeks' notice for changed tasks.

Dates for assessment tasks will be approved by the Deputy Principal and entered into the school calendar. Care will be taken that tasks are evenly spread and clashes avoided where ever possible. Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner.

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure as no application will be upheld based on lack of knowledge or understanding of the assessment policy.

Application for appeal

Absence when a task is notified

Whenever a student is absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may make written application to the relevant Head Teacher and Deputy Principal for consideration.

Extensions to due dates or special consideration

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. Students must submit an Assessment Task Appeal Application stating reasons for extension and signed by parent/carer.

Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of illness.

If an extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task may result in zero marks being awarded for that task.

PRIOR KNOWLEDGE OF ABSENCE

- Where a student has a clash between an assessment task and a Principal approved school activity or leave, the student **MUST** notify the relevant Head Teacher and Deputy Principal. Students must submit an Assessment Task Appeal Application (Appendix 1).
- Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the Head teacher and Deputy Principal, submit an Assessment Task Appeal Application and complete the work at a time specified by them.

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

Absence due to illness or misadventure

Please note the following:

- Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);
- Misadventure – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the relevant Head Teacher will consult with the Deputy Principal to verify the circumstances.

- It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then a mark of zero may be awarded. If an extension has been granted there is no mark penalty.
- Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the Deputy Principal).
- Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the relevant Head Teacher and Deputy Principal IMMEDIATELY if circumstances will prevent them from doing so.
- Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an Assessment Task Appeal Application to the relevant Head Teacher and Deputy Principal.
- A student may also submit an Assessment Task Appeal Application to the relevant Head Teacher and Deputy Principal if they believe that exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance in that task.
- Students must immediately report to the relevant Head Teacher or Deputy Principal and submit an Assessment Task Appeal Application if they feel that an issue has arisen during a task which may have had an impact on their performance. This will be investigated by the relevant Head Teacher and reported to DP.

Absence on the day an assessment task is to be submitted

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the relevant Head Teacher on the morning of the due date, or carry out the following procedures:

- notify the teacher/ Head Teacher by calling/emailing the school, who will notify the Deputy Principal on the day that the assessment task is due. The teacher/Head Teacher will follow up.

NOTE: in the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a zero mark may be recorded for that task if an Assessment Task Appeal Application:

- has not been submitted to explain their absence.
- has been submitted by the student but is not approved.

Misadventure

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks, if possible, rather than rely on estimations or predictions. However, if a student completes an assessment task but

believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the student MUST:

- On the day of the task, contact the relevant Head Teacher/Deputy Principal. The student must outline an appropriate timeframe to complete Assessment Task Appeal Application, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Principal may authorise an estimate to be given.

Note: in the case of a student being absent from school on the day of an assessment task, a zero may be recorded for that task if an Assessment Task Appeal Application:

- Has not been submitted to explain their absence on the day of their return (the first school day the student is not covered by the medical certificate). Students who appeal on the grounds of illness MUST obtain a medical certificate for the relevant time period.
- Submit the Assessment Appeal Application to the Deputy Principal, with the independent evidence, as per the timeframe agreed upon.

In the case of a student who has completed an assessment task and has submitted a written application

but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the following will apply:

1. If the assessment task appeal is not upheld, then the student will receive the mark they actually gained on the task
2. If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an estimated mark (based on comparable assessment tasks), whichever is the higher

Note: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.

Limitations on Assessment Appeal Applications

You cannot submit an Assessment Appeal Application on the basis of:

- Difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
- Loss of study time or facilities
- Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination
- The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination
- Misreading examination timetables or instructions
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).

Late submission of task

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be LATE unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Deputy Principal receives the Assessment Appeal Application that provides an acceptable explanation for the late submission of a task, the student may receive a zero mark for that task.

BWSC Umina Campus Stage 5 (Year 9) Assessment Task Appeal Application

For the above mentioned students are to refer to the BWSC UC Stage 5 (Year 9) Assessment Task Appeal Application form found on page 35 of this booklet.

Students Studying Life Skills

Students who are studying a single Life Skills subject or multiple Life Skills subjects are most likely to be completing a range of different assessment tasks to those listed in this booklet or tasks adapted from them. Tasks for Life Skills students will be adapted, as needed, for the specific needs of students, to ensure that they have access to the task. Life Skills outcomes are not assessed against the Common Grading Scale but reflect whether the student has achieved the selected outcome independently or with assistance.

According to NESA's guidelines:

Students may achieve Life Skills outcomes either independently or with support. Students can demonstrate independent achievement of outcomes either:

- without adjustments
- with adjustments. These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers. The collaborative curriculum planning process will have determined these adjustments. The type of adjustments will vary according to the needs of the student and the requirements of the activity.

Examples of adjustments include:

- the positioning of a student in a classroom
- more time to communicate
- use of assistive technology
- provision of alternative formats, eg. large print or Braille
- provision of a reader or writer.
- Some students will only be able to demonstrate achievement if they are given additional support. Support is provided when a student needs help to demonstrate the achievement of an outcome.

Examples of additional support include:

- verbal prompts
- visual prompts
- physical assistance
- provision of partial responses.

Student Responsibilities

Students are expected to complete all tasks to the best of their ability. Tasks will be completed on or before the date indicated. Students absent from an assessment task or examination are required to submit written evidence as to the reason for their absence.

Students are responsible for:

- Ensuring that they work to the best of their ability in all classes
- Ensuring that they do not disrupt the learning of others
- Determining if any assessment information has been distributed during a period of absence
- Attempting each assessment task to the best of their ability in order to demonstrate their maximum level of achievement. Technological issues including the loss of material or faulty storage facilities are not acceptable reasons for non-submission of tasks. Ensure all work is saved in various places and hard copies kept indicating progress
- Ensuring that all work submitted is their own work
- Ensuring that all tasks are submitted on time or that support is sought for alternative arrangements
- Re-submitting work or completing catch up work, if required
- Taking advantage of the support offered to complete all tasks and opportunities to submit drafts, preparation work, etc. and responding to the feedback provided
- Seeking early assistance with task requirements if any aspect of the task is causing difficulty in either understanding of requirements or in barriers to completion.

Writing and Assessment

Brisbane Water Secondary College Umina Campus recognises the fundamental importance of extended writing (writing in paragraphs) as a way of students demonstrating and communicating their knowledge of subject concepts. Writing can provide opportunities for students to reflect on their learning, to provide examples and to explain ideas in detail. While some writing is done as part of the major assessment program published in this booklet, most classroom writing and the teacher assessment of student progress that stems from it, happens on a daily basis from regular writing activities.

It is expected that as part of the Brisbane Water Secondary College Umina Campus Writing Strategy, students will undertake writing activities to demonstrate knowledge and understanding as a central part of lesson sequences in every subject area. In most cases some form of writing task should be undertaken in every lesson, every day. In these tasks, students will have opportunities to learn and use subject-specific knowledge and terms.

This writing will take a number of forms and will be appropriate for the subject area. Extended writing in Stage 6 of school (Years 11 and 12) is a feature of assessment requirements in every subject area, including a research assignment or investigation-style task in mathematics, so students in all subjects can benefit from regularly taking opportunities to enhance their extended writing. These tasks, which may be called “low stakes writing” in the sense that the tasks are not part of a test or assignment, will not always be explicitly marked and feedback about the actual writing will not always be provided (in the same way as speaking can be marked as part of a presentation, but most speaking in class is used to ask questions or to demonstrate knowledge, without marking or skill-based feedback); however, regularly completing low stakes writing can help students to practise and build their skills and demonstrate considered knowledge in a way that spoken responses can not easily assess.

Scaffolding is key tool that writers use to develop skills in structuring paragraphs. At Brisbane Water Secondary College we use the TEEEC scaffold (Topic Sentence, Expand, Example, Explain Expand, Conclude) as the foundation scaffold for developing clearly expressed paragraphs. This scaffold is versatile and can be built on or varied as students become more proficient and in relation to subject-specific writing. By regularly taking advantage of opportunities to extend their writing, to reflect and to explain in detail, students develop their writing skills and make their learning more concrete.

Some examples of low stakes (non-test) writing activities that may be undertaken:

- QuickWrites (short time-limited writing designed to quickly see what students think or know about a topic)
- Reflective Writing (usually undertaken in response to a question or stimulus to consider what has been learnt or experienced)
- Learning Journals (regularly written reflections and record keeping of progress in a particular area or in relation to a project)
- Narratives (imaginative writing, designed to provoke empathy or explore possible experiences in a different time and/or place)
- Analytical Writing (usually in response to a question or topic)
- Persuasive Writing (to adopt and argue a position on a topic)

Use of Generative AI in Assessments and Plagiarism

At our school, we are committed to maintaining academic integrity and ensuring that all students demonstrate their own understanding and skills in assessment tasks. As such, the use of generative AI tools (including but not limited to chatbots, text generators, and any artificial intelligence designed to produce written content) is strictly prohibited during school hours and for all assessment tasks.

Students must complete their assessments independently and rely on their own knowledge, research, and skills. If a student is found to have used generative AI in any form for an assessment task, the following consequences will apply:

1. The student will receive a score of zero for the task.
2. The student will be required to resubmit the task, demonstrating their own understanding and capabilities without the aid of generative AI.

We encourage students to seek assistance and support from their teachers and peers if they are struggling with their assessments. Upholding academic honesty is essential for personal growth and learning. Thank you for your cooperation.

Schedule of Assessment Tasks

This schedule does not attempt to cover all assessable activities, but provides information about significant assessment tasks in each subject.

This schedule may be amended or withdrawn, if required.

CORE SUBJECTS

English

	Task 1	Task 2	Task 3	Task 4	Task5	Totals
Timing of Task	Term 1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3	Ongoing (Terms 1-4)	
Type of Task	Literature Essay	Examination	Multimodal	Imaginative Task	Reading and Writing Journals	
Related Outcomes	EN5-RVL-01, EN5-URA-01, EN5-URB-01	EN5-RVL-01, EN5-URB-01, EN5-URA-01	EN5-RVL-01, EN5-URA-01, EN5-URC-01	EN5-URA-01, EN5-URB-01, EN5-ECA-01	EN5-RVL-01, EN5-ECA-01, EN5-ECB-01	
Task Weighting %	20	20	20	20	20	100%
Syllabus Content Area & Weighting %						100%
Activism as Art	20					20
End of the World		20				20
Walk a Mile			20			20
Star Cross'd Lovers				20		20
Reading and Writing					20	20

Science

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 & 2 (End of Topics 1, 2 & 3)	Term 2 Week 3	Term 3 & 4 (End of Topics 4, 5 & 6)	Term 3 Week 10	
Type of Task	Milestone Quizzes	Science Practical Skills	Milestone Quizzes	Research Task	
Related Outcomes	SC5 – 16CW, 11PW, 14LW	SC5 – 7WS, 8WS, 9WS	SC5 – 14LW, 10PW, 13ES	SC5 – 7WS, 9WS	
Task Weighting %	30	20	30	20	100%
Syllabus Content Area & Weighting %					100%
Knowledge and Understanding	30		30		60
Working Scientifically		20		20	40

Mathematics 5.2

	Task 1	Task 2	Task 3	Totals
Timing of Task	Term 1 Week 6 & 11 Term 2 Week 4	Term 3 Week 5	Week 5 Term 4	
Type of Task	Topic Tests	Portfolio	Semester 2 Examination	
Related Outcomes	MA5-ALG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-EQU-C-01	MA5-TRG-C-01, MA5-TRG-C-02, MAO-WM-01	MA5-IND-C-01, MA5-IND-P-01, MA5-FIN-C-01	
Task Weighting %	40	20	40	100%
Syllabus Content Area & Weighting %				100%
Area & Volume, Equations	40			40
Trigonometry, Working Mathematically		20		20
Indices, Financial Mathematics			40	40

Mathematics 5.3

	Task 1	Task 2	Task 3	Totals
Timing of Task	Term 1 Week 6 & 11 Term 2 Week 4	Term 3 Week 5	Week 5 Term 4	
Type of Task	Topic Tests	Portfolio	Semester 2 Examination	
Related Outcomes	MA5-ALG-C-01, MA5-ALG-P-01, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01, MA5-EQU-C-01	MA5-TRG-C-01, MA5-TRG-C-02, MAO-WM-01	MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-FIN-C-01, MA5-FIN-P-01	
Task Weighting %	40	20	40	100%
Syllabus Content Area & Weighting %				
Area & Volume, Equations	40			40
Trigonometry, Working Mathematically		20		20
Indices, Financial Mathematics			40	40

PDHPE

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Ongoing Semester1	Term 1 Week 10	Term 3 Weeks 10	Ongoing Semester 2	
Type of Task	Practical Dance	Examination	Research Task	Practical Task Demonstrating Skills + Collaboration	
Related Outcomes	PD5-10; PD5-11	PD5-3; PD5-7; PD5-8	PD5-1, PD5-9	PD5-4; PD5-5; PD5-10; PD5-11	
Task Weighting %	25%	25%	25%	25%	100%
Syllabus Content Area & Weighting %					
Just Dance	25				25
Connect-ED		25			25
Every Body's Different			25		25
STAY ACTIVE				25	25

HSIE (Geography Semester 1, History Semester 2)

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 6	
Type of Task	Geography Biomes Research and Broadsheet	Geography Semester Examination	History Industrial Revolution Research and Essay	History Semester Examination	
Related Outcomes	GE5.1, GE5.2, GE5.3, GE5.5, GE5.7, GE5.8	GE5.3, GE5.5, GE5.7, GE5.8	HT5.1, HT5.2, HT5.4, HT5.6, HT5.9, HT5.10	HT5.4, HT5.7, HT5.9, HT5.10	
Task Weighting %	60	40	60	40	200%
Syllabus Content Area & Weighting %					200%
Biomes	60				60
Changing Places		40			40
Industrial Revolution			60		60
Australians at War				40	40

ELECTIVES SUBJECTS
Agriculture

	Task 1	Task 2	Totals
Timing of Task	Term 2 Week 4	Term 4 Week 2	
Type of Task	Animal Production Portfolio	Plant Production Portfolio	
Related Outcomes	AG5-1, AG5-2, AG5-4, AG5-5, AG5-7, AG5-13, AG5-14	AG5-1, AG5-2, AG5-4, AG5-5, AG5-6, AG5-13, AG5-14	
Task Weighting %	50	50	100%
Syllabus Content Area & Weightings%			100%
Introduction to Agriculture	15	15	30
Animal Production 1	35		35
Plant Production 1		35	35

CAD-CAM

	Task 1	Task 2	Totals
Timing of Task	Term 1 Week 10	Term 4 Week 2	
Type of Task	Design Project 1	Design Project 2	
Related Outcomes	IND5-2, IND5-3	IND5-2, IND5-3	
Task Weighting %	50	50	100%
Syllabus Content Area & Weighting %			100%
Practical Project Design	50		50
Practical Project Design		50	50

Child Studies

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Week 7	Term 2 Week 5	Term 3 Week 7	Term 4 Week 5	
Type of Task	Individual Learning Project and Research Task	Report	Research and Design	Research and Design	
Related Outcomes	CS5-2, CS5-8	CS5-1, CS5-6, CS5-9, CS5-12	CS5-4, CS5-7	CS5-5, CS5-11	
Task Weighting %	25	25	25	25	100%
Syllabus Content Area & Weighting %					100%
Preparing for Parenthood	12.5				12.5
Conception to Birth	12.5				12.5
Family Interactions		12.5			12.5
Newborn Care		12.5			12.5
Childhood Growth and Development			25		25
Health and Safety in Childhood				25	25

Commerce

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Week 9	Term 2 Week 5	Term 3 Week 5-6	Term 4 Week 3	
Type of Task	Brochure	Examination	Creating and Running a Small Business	Research Task	
Related Outcomes	COM5-2, COM5-3 COM5-7	COM5-1COM5-2	COM5-4 COM5-6 COM5-7COM5-8 COM5-9	COM5-1COM5-3 COM5-5COM5-7 COM5-9	
Task Weighting %	20	20	40	20	100%
Syllabus Content Area & Weighting %					100%
Consumer and Financial Decisions	20				20
Promoting and Selling		20			20
Running a Business			40		40
Employment and Work Futures				20	20

Construction

	Task 1	Task 2	Totals
Timing of Task	Term 2 Week 2	Term 4 Week 2	
Type of Task	Project and Folio	Project and Folio	
Related Outcomes	IND5-1, IND5-3, IND5-6, IND5-7	IND5-1, IND5-3, IND5-6, IND5-7	
Task Weighting %	50	50	100%
Syllabus Content Area & Weightings			100%
Design Drawing / Interpretation	10	5	15
Project Planning & Folio	10	10	20
Safe Collaboration Skills	5	5	10
Practical Project Construction	25	30	55

Dance

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Weeks 5 -10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 5	
Type of Task	In Class Performance & Exam	On Stage Performance	Group Composition & Process Diary	Appreciation Task	
Related Outcomes	DA5-PER-01	DA5-PER-02	DA5-COM-01 DA5-COM-02	DA5-APP-01 DA5-APP-02	
Task Weighting %	25	25	25	25	100%
Syllabus Content Area & Weighting %					100%
Performance	25	25			50
Composition			25		25
Appreciation				25	25

Drama

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8	Term 4 Week 6	
Type of Task	Group Performance	Monologue Performance	Extended Response	Physical Theatre Group Performance	
Related Outcomes	5.1.2, 5.2.2, 5.3.1, 5.3.3	5.1.1, 5.2.2, 5.3.3	5.3.1, 5.3.2	5.1.2, 5.2.1, 5.3.3	
Task Weighting %	30	20	20	30	100%
Syllabus Content Area & Weighting %					100%
Playbuilding – Making, Performing and Appreciating	30				30
Performance – Making, Performing and Appreciating		20			20
Examination - Appreciating			20		20
Playbuilding – Making, Performing and Appreciating				30	30

Farm and Animal Care

	Task 1	Task 2	Totals
Timing of Task	Term 2 Week 4	Term 4 Week 2	
Type of Task	Practical Assessment and Portfolio	Practical Assessment and Portfolio	
Related Outcomes	FAC-1, FAC -2, FAC-3, FAC- 4, FAC -5, FAC-6, FAC -7	FAC-1, FAC -2, FAC-3, FAC-4, FAC -5, FAC-6, FAC -7	
Task Weighting %	50	50	100%
Syllabus Content Area & Weightings %			100%
Introduction to Animal Husbandry Principals	20	15	35
Farm Maintenance, Machinery and General Farm Skills	15	20	35
Care For the Health and Welfare of Livestock	15	15	30

Food Technology

	Task 1	Task 2	Totals
Timing of Task	Term 2 Week 2 & 3	Term 3 Week 8 & 9	
Type of Task	Research, Design & Practical Task	Exam & Practical Task	
Related Outcomes	FT5-1, FT5-8, FT5-11, FT5-12	FT5-2, FT5-6, FT5-10, FT5-13	
Task Weighting %	50	50	100%
Syllabus Content Area & Weighting %			100%
Project Planning and Research	20	20	40
Practical Food Dish Design	30	30	60

Food with Flair

	Task 1	Task 2	Totals
Timing of Task	Term 2 Week 2	Term 3 Week 9	
Type of Task	Research, Design & Practical Task	Research, Design & Practical Task	
Related Outcomes	FT5-1, FT5-7, FT5-9, FT5-10	FT5-2, FT5-8, FT5-11	
Task Weighting %	50	50	100%
Syllabus Content Area & Weighting %			100%
Project Planning and Research	20	15	35
Practical Food Dish Design	30	35	65

Football Pathways Academy

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Weeks 6-8	Term 2 Weeks 5-7	Term 3 Weeks 7-10	Term 4 Weeks 2-5	
Type of Task	Skill Training Phase 1 Practical Task	Laws of the Game/Refereeing Theory/Practical Task	Coaching Methods Theory/Practical Task	Skill Training Phase 2 Practical Task	
Participation Mark	Student participation in all practical and theory course components	Student participation in all practical and theory course components	Student participation in all practical and theory course components	Student participation in all practical and theory course components	
Related Outcomes	PD5-4, PD5-11	PASS5-10, PD5-6	PASS5-5, PASS5-6	PD5-4, PD5-11	
Task Weighting %	25	25	25	25	100%
Syllabus Content Area & Weighting %					100%
Skill Training - Phase 1	25				25
Laws of the Game/Refereeing		25			25
Coaching Methods			25		25
Skill Training - Phase 2				25	25

Girls Academy

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Ongoing Semester 1	Term 1 Weeks 1-10	Term 2 Weeks 4-5	Ongoing Semester 2	
Type of Task	Practical Participation AND Performance	Practical Performance AND Written Task	Refereeing Practical	Demonstration of Knowledge AND Skills	
Related Outcomes	PASS5-7, PASS5-9	PASS5-1, PASS5-4	PASS5-8	PASS5-5, PASS5-10	
Task Weighting %	25	25	25	25	100%
Syllabus Content Area & Weighting %					100%
Peak Performance	25				25
All Forms of Footy		25			25
Fitness Programming			25		25
Mind in Motion				25	25

Illustration

	Task 1	Task 2	Task 3	Totals
Timing of Task	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Type of Task	A. Technique & Application What If...? Illustration B. Illustration Process Diary	A. Habitat Study Illustration B. Illustration Process Diary	A. Children's Book Illustration B. Illustration Process Diary	
Related Outcomes	5.1 ,5.4	5.1, 5.2 , 5.3	5.1, 5.2 , 5.4	
Task Weighting %	35	30	35	100%
Syllabus Content Area & Weighting %				
What If?	35			35
Habitat Study		30		30
Children's Book Illustrations			35	35

Industrial Technology Metal

	Task 1	Task 2	Totals
Timing of Task	Term 1 Week 10	Term 3 Week 10	
Type of Task	Practical Skills Project 1 and Folio	Practical Skills Project 2 and Folio	
Related Outcomes	IND5-1, IND5-3, IND5-7, IND5-8	IND5-1, IND5-3, IND5-4	
Task Weighting %	50	50	100%
Syllabus Content Area & Weighting %			100%
Practical Skills	25	30	55
WH&S Skills	5		5
Folio Skills	20	20	40

Industrial Technology Timber

	Task 1	Task 2	Totals
Timing of Task	Term 2 Week 3	Term 4 Week 3	
Type of Task	Project and Folio	Project and Folio	
Related Outcomes	IND5-1, IND5-3, IND5-6, IND5-7	IND5-1, IND5-3, IND5-6, IND5-7	
Task Weighting %	50	50	100%
Syllabus Content Area & Weightings%			100%
Design Drawing / Interpretation	10	15	25
Project Planning & Folio	10	10	20
Safe Collaboration Skills	5	5	10
Practical Project Construction	25	20	45

i-Stem

	Task 1	Task 2	Totals
Timing of Task	Term 2 Week 1	Term 4 Week 1	
Type of Task	Engineering Practical Challenge and Report 1	Engineering Practical Challenge and Report 2	
Related Outcomes	ST5-1, ST5-4, ST5-8	ST5-7, ST5-8	
Task Weighting %	50	50	100%
Syllabus Content Area & Weighting%			100%
STEM Fundamentals	50		50
CAD CAM/AERONAUTICAL		50	50

Music

	Task 1	Task 2	Task 3	Task 4	Task 5	Totals
Timing of Task	Term 1 Week 8	Term 2 Week 4	Term 3 Week 7	Term 3 Week 9	Term 4 Week 5	
Type of Task	Listening Examination	Performance	Composition	Performance	Listening Examination	
Related Outcomes	5.7, 5.8	5.1, 5.3	5.4, 5.5, 5.6	5.2, 5.3	5.7, 5.8	
Task Weighting %	20	20	20	20	20	100%
Syllabus Content Area & Weighting %						100%
Performance		20		20		40
Composition			20			20
Listening	20				20	40

Outdoor Education

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Week 10	Term 2 Week 6	Term 3 Week 5	Term 4 Week 6	
Type of Task	Reflection Task/Practical Participation	Practical Competency/Writing Task	Practical Competency	Research Task	
Related Outcomes	OE5-1, OE5-3, OE5-11	OE5-4, OE5-5, OE5-6, OE5-9	OE5-7, OE5-8, OE5-13	OE5-2, OE5-10, OE5,12	
Task Weighting %	25	25	25	25	100%
Syllabus Content Area & Weighting %					100%
Experiencing the Outdoors	25				25
Outdoor Survival		25			25
Bicycle Touring			25		25
Environment and Conservation				25	25

Photo Digital Media

	Task 1	Task 2	Task 3	Totals
Timing of Task	A. Term 1 Week 8 B. Term 2 Week 2 C. Term 2 Week 2	Term 3 Week 2	Term 4 Week 2	
Type of Task	A. Pinhole Images B. History of Photography C. Photo of the Week	Compositional Techniques	A. Album Cover/Magazine Photo of the Week	
Related Outcomes	5.1, 5.5, 5.10	5.3, 5.4, 5.6	5.1, 5.2, 5.5	
Task Weighting %	40	25	35	100%

Photomedia

	Task 1	Task 2	Totals
Timing of Task	Term 2 Week 2	Term 3 Week 8	
Type of Task	Photography Conventions & artist statement (A) Photo of the Week (B)	Recipe Flatlay (A) Photo of the Week (B)	
Related Outcomes	5.1, 5.3, 5.4, 5.5	5.2, 5.5, 5.6	
Task Weighting %	50	50	100%

Physical Activity and Sport Studies

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Weeks 7 - 10	Term 2 Week 4	Term 3 Week 6 to Term 4 Week 5	Term Four Week 5	
Type of Task	Skill Presentation and Coaching	Semester One Examination	Practical Task/Skill Development	Semester Two Examination	
Related Outcomes	PASS5-5, PASS5-7, PASS5-8	PASS5-1, PASS5-2 PASS5-10	PASS5-5, PASS5-6 PASS5-8, PASS5-9	PASS5-2, PASS5-3 PASS5-4, PASS5-8	
Task Weighting %	25	25	25	25	100%
Syllabus Content Area & Weighting %					100%
World Sports	25				25
Body Systems and Energy for Physical Activity		25			25
Mini Olympics			25		25
Event Management/Issues in Sport				25	25

Rugby League Academy

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Weeks 9-10	Term 2 Ongoing	Term Three Week 10	Term 4 Week 6	
Type of Task	Peer Coaching Session	Practical Competency	Practical Competency/Exam	Research Task	
Related Outcomes	PASS5-7, PASS5-8	PASS5-9	PASS5-5, PASS5-7	PASS5-1, PASS5-10	
Task Weighting %	25	25	25	25	100%
Syllabus Content Area & Weighting %					100%
Fundamental Skills	25				25
Game Scenario Training		25			25
Game Day Procedures			25		25
Diet and Nutrition				25	25

TEPA

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 5	
Type of Task	Presentation	Logbook Submission and Examination	Presentation and Viva Voce	Logbook Submission and Examination	
Related Outcomes	5.2, 5.5	5.1, 5.2, 5.5	5.1, 5.3, 5.4	5.1, 5.2, 5.3, 5.4, 5.5	
Task Weighting %	20	20	30	30	100%
Syllabus Content Area & Weighting %					100%
Audio	10	10	10	5	35
Lighting			10	5	15
Staging	10	10	10	20	50

Texts in the Modern World

	Task 1	Task 2	Task 3	Task 4	Task 5	Totals
Timing of Task	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 4	Ongoing (Terms 1-4)	
Type of Task	Discursive Writing	Slam Poem	Website	Podcast	Reading to Write Portfolios	
Related Outcomes	EN5-URB-01, EN5-URC-01, EN5-ECB-01	EN5-URA-01, EN5-URB-01, EN5-ECA-01	EN5-URA-01, EN5-URB-01, EN5-URC-01	EN5-URA-01, EN5-URB-01, EN5-ECB-01	EN5-RVL-01, EN5-ECA-01	
Task Weighting %	20	20	20	20	20	100%
Syllabus Content Area & Weighting %						100%
Human Nature	20					20
Challenging Convention		20				20
Satire vs IRL			20			20
Storytelling Over Time				20		20
Writing Portfolio					20	20

Visual Art

	Task 1	Task 2	Task 3	Totals
Timing of Task	Term 2 Week 2	Term 3 Week 5	Term 4 Week 4	
Type of Task	A. Research task /10 B. VAPD Bookmark /5 C. Surrealist Collage Artwork	A. Research Task /10 B. VAPD Bookmark /5 C. Skateboard Painting	A. One Pager /15 B. Vases and Vessels Ceramic Artwork /15	
Related Outcomes	5.1, 5.4, 5.7	5.1, 5.4, 5.9	5.3, 5.8	
Task Weighting %	35	35	30	100%

Visual Design

	Task 1	Task 2	Task 3	Totals
Timing of Task	Week 10 Term 1	Week 10 Term 2	Week 10 Term 3	
Type of Task	1. Mood board /5 5.4 2. Drawing or 3D model of exterior design /20 5.1, 5.2 3. Conceptual framework analysis and artist statement /15 5.7, 5.8	1. Packaging prototype/10 5.1, 5.2 2. Stationery design set /10 5.3 3. Research and analysis /10 5.8, 5.9	1. Typography design /15 5.5,5.6 2. Frames exploration /15 5.9,5.10	
Related Outcomes	5.1, 5.2, 5.4, 5.7, 5.8	5.1, 5.2, 5.3, 5.8, 5.9	5.5, 5.6, 5.9, 5.10	
Task Weighting %	40%	30%	30%	100%

NESA VERB List

Below is a list of common verbs used in our assessments.

Account - Account for – state reasons for, report on. Give an account of –narrate a series of events or transactions.

Analyse -Identify components and the relationship between them.

Draw out and relate implications.

Apply -Use, utilise, employ in a particular situation.

Appreciate -Make a judgement about the value of.

Assess -Make a judgement of value, quality, outcomes, results or size.

Calculate -Ascertain/determine from given facts, figures or information.

Clarify -Make clear or plain.

Classify -Arrange or include in classes/categories.

Compare -Show how things are similar or different.

Construct -Make. Build. Put together items or arguments.

Contrast - Show how things are different or opposite.

Deduce - Draw conclusions.

Define -State meaning and identify essential qualities.

Demonstrate - Show by example.

Describe -Provide characteristics and features.

Discuss - Identify issues and provide points for and/or against.

Distinguish - Recognise or note/indicate as being distinct or different from. To note differences between.

Evaluate - Make a judgement based on criteria. Determine the value of.

Examine - Inquire into.

Explain - Relate cause and effect. Make the relationships between things evident. Provide why and/or how.

Extract -Choose relevant and/or appropriate details.

Extrapolate -Infer from what is known.

Identify -Recognise and name.

Interpret - Draw meaning from.

Investigate - Plan, inquire into and draw conclusions about.

Justify - Support an argument or conclusion.

Outline -Sketch in general terms; indicate the main features of.

Predict -Suggest what may happen based on available information.

Propose - Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.

Recall -Present remembered ideas, facts or experiences.

Recommend - Provide reasons in favour.

Recount -Retell a series of events

Summarise -Express, concisely, the relevant details.

Synthesise - Putting together various elements to make a whole.

[Glossary of key words | NSW Government](#)

STAGE 5 YEAR 9 ASSESSMENT TASK APPEAL APPLICATION

Name: _____ Course: _____
Assessment Task: _____ Date of task: _____
Teacher: _____ Class: _____

Reason for application (please tick):

- ☐ Other School Commitment on the day of an Assessment Task
- ☐ Extension (due to illness or exceptional circumstances)
- ☐ Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- ☐ Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task)

Reasons supporting your application (to be completed by the student):

Status of Task (please tick ✓ appropriate section/s):

- ☐ I have completed task OR I have submitted task
- ☐ Task was submitted/completed late
- ☐ I have missed the task and need to organise an alternative date
- ☐ I have not yet submitted the task and would like an extension

I have attached (please tick and complete relevant information):

- ☐ Medical Certificate from Doctor: _____ Date: _____
- ☐ Supporting letter from parent/caregiver: _____ Date: _____
- ☐ Other (please describe)

Student signature: _____ Date: _____

Parent/carer signature: _____ Date: _____

Deputy Principal / Panel's recommendation:

- ☐ Upheld
- ☐ To be reviewed
- ☐ Declined

Signature of Deputy Principal: _____ Date: _____

Signature of Head Teacher: _____ Date: _____