



Coffs Harbour Christian
Community School

Year 7, 2025

Homework & Assessment Guidelines

This book contains information that outlines the homework and assessment expectations we have for your child in Stage 4.

Letter from the Head of Middle School



Dear Parents and Caregivers,

Welcome to 2025 at Coffs Harbour Christian Community School. It is a privilege to teach in this school and to have the opportunity to work together with you in the education of your child. I trust that this will be a year of substantial growth for them. We will endeavour to provide an environment where your child can achieve significant development, not only academically but spiritually, socially and emotionally as well. This development is a responsibility we do not take lightly. We would appreciate you partnering with us in prayer for your child, our staff and our school's leadership.

The purpose of this booklet is to outline the homework and assessment expectations we have for your child in Stage 4.

We understand that education is not a 'one size fits all' structure and to be successful it must show differentiation and individualisation. There are also many commitments for students which take place outside of school. It can be difficult juggling church and youth commitments, sport, music, family, etc. If the required workload outlined in this book appears a stretch that is beyond your child's capacity, please notify us and we will aim to work with you, as the parent, to format a more suitable structure. Our goal is to encourage educational success for your child, within the NSW Education Standard Authority's guidelines and our school's requirements.

Year 7 is an important time to build a strong foundation in your child's educational journey. We aim to help students establish healthy patterns of study as they continue to transition into Senior School. It is our hope that this book can also be a useful tool for you as a parent, to help your child develop a study plan and to keep them focused and accountable throughout the school year.

We appreciate you selecting CHCCS as your choice in schooling. We look forward to working with you in the years ahead.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Wade Parker', with a long horizontal flourish extending to the right.

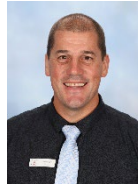
Wade Parker
Head of Middle School

Teaching Staff 2025

SCHOOL LEADERSHIP



Rodney Lynn
CEO



Andrew Lynn
Principal



Deb Searle
Deputy Principal
& Head of HSIE

HEAD TEACHERS



Consuela Despi
Mathematics



Daryl Gale
English



Mitchell Green
Science



Wade Parker
Middle School



Jonathan
Petersen
Indonesian



Brad Thornton
TAS



Matt Kent
PDHPE



David Sochon
HSIE

MIDDLE SCHOOL TEACHERS



Eric Blair



Lynden Briggs



Heather Darby



Michael Debilzan



Kelly Denison



Dustin Dever



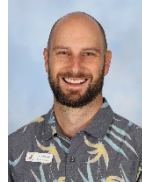
Karen Everett



Alyssa Gregson



Therese Hargraves



Scott Holliday



Emma-Jane Hope



Hannah Jones



Jodi Karaka



Chris Keipert



Juda Leet



Kate Marsden



Joanne McHugh



James Meredith



Cindy Offord



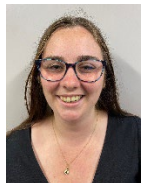
Bryan Poon



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Disclaimer:

The information contained in this booklet is subject to change and/or changes at the discretion of the Head of Middle School. Whilst teachers will make every effort to keep to the assessment schedule, unforeseen circumstances and disruption may mean that a task cannot be held in the week indicated. In this case, the teacher will inform the class of another suitable time.

Recommended Revision and Application Program

Introduction to Homework and revision in Year 7

It is important that students learn to take responsibility for their own learning. The development of sound homework habits and effective revision methods will greatly assist students in achieving their academic goals. The skills learned by following the methods outlined below will also serve as a foundation for the rigors of future study.

Study advice

The following is a list of advice for students on how to study effectively (revision and application).

- Have a quiet place of study at home that is free from distractions (turn off devices not required for study).
- Avoid playing music during study. Research has shown that music will reduce concentration and memory retention.
- Write a weekly study planner that is realistic for you to follow (record planned commitments such as youth group or sport training and allow some relaxation time).
- Share your weekly study planner with your parent/s and ask them to keep you accountable.
- Set a study routine in place (a regular time helps to make it become habitual).
- Study in short bursts (study for 20-30 minutes and take a break for five (5) minutes).
- Give yourself a reward for reaching your goals (some exercise, screen time, etc.)
- Read over your class exercise book/textbook and summarise key points of information.
- Use flashcards / flip cards to help with memory retention.
- With some subjects you can revise using 'Education Perfect'.
- Have a parent or sibling test you on your study notes / flashcards / flip cards.
- Plan your bedtime to ensure you receive 8-10 hours sleep. To help enable this to happen, switch off your device/s at least 1 hour prior to bedtime and keep your device out of your bedroom. This will help prevent the temptation to check the device if you cannot sleep.

Reasonable Times to Complete Year 7 Homework and revise for tests.

Weekly homework will be required from the Homeroom teacher and some specialist teachers e.g. Science and Mathematics. Other subjects will also require homework/revision from time to time. A reasonable time to complete homework and revision for the average student is approximately 50 minutes 4-5 nights per week. This will allow the weekend to be free for study, down time and other commitments. Inevitably, there will be times when assessments are due or exams are approaching, and this, along with the weeknight requirements will need to be adjusted. The Assessment Guide in the back of this book is designed to help students plan ahead for these times and to encourage students to start assessments as soon as they are received. We do encourage all students to play an active role in the ownership of their education.

Homework and assessment tasks are generally made available to students via two main educational platforms, Microsoft Teams and Education Perfect. Access to these platforms can be found via the school website. Simply hover over the heading "For Parents" and click on "At Home Resources". Students use the same log-in and password details at school as they do at home.

Year 7 Homework Guidelines

Homeroom (English/HSIE/Christian Living/PDHPE)

Required Weekly Homework

- Completion of classwork.
- Completion of assessments.
- Education Perfect.
- Reading of Prescribed Texts.
- Further set work and revision as directed by teacher.
- Modified English (Elevate/MULTILIT) Reading, Spelling words, Writing, Grammar.

Specialist subjects:

Mathematics: Required Weekly Homework

- Completion of classwork.
- Completion of chapter reviews and diagnostic tests from textbook.
- Education Perfect tasks.
- Further set work and revision as directed by teacher.

Science: Required Weekly Homework

- Completion of classwork.
- Completion of assessments.
- Education Perfect.
- Further set work and revision as directed by teacher.

Technology classes: Required Weekly Homework

- Completion of classwork.
- Completion of assessments.
- Revise topic terminology and definitions.
- Portfolio development.
- Further set work and revision as directed by teacher.

Music: Required Weekly Homework

- Completion of classwork.
- Study for topic tests.
- Rehearsal of instrumental and/or vocal practice.
- Further set work and revision as directed by teacher.

Visual Arts: Required Weekly Homework

- Completion of classwork.
- Title Pages.
- Revise for theory tests.
- Practical project development.
- Further set work and revision as directed by teacher.

Guide to Stage 4 Assessment Policy

INTRODUCTION

The following information is designed to help students and their parents by providing information on the 'minimum requirements and assessment' policy. Our school is required by NESA to supervise our students' satisfactory completion of their courses and to devise assessment programs, procedures and routines for Board Developed and Board Endorsed courses operating within the School.

MINIMUM REQUIREMENTS

The "Assessment Certification and Examination Manual" (published by NESA) states that:

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:

- Followed the course developed or endorsed by the Board; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

At Coffs Harbour Christian Community School, this means that in each subject, a student is required to:

- Submit all set assignments, maintain a satisfactory level in the completion of regular homework and keep up-to-date with coursework notes;
- Complete, where applicable, all practical, oral, project and fieldwork requirements;
- Demonstrate satisfactory effort and genuine progress, as indicated by results in assignments, tests and formal examinations;
- Display responsible conduct which is acceptable to the classroom teacher and the school Principal;
- Make a genuine effort at all assessment tasks;
- Maintain a satisfactory level of attendance (*please refer to attendance requirements*).

ASSESSMENT

Assessment is the process of gathering information and making judgements about student achievement. It is useful for:

- Assisting student learning
- Evaluating and improving teaching programs; and
- Informing teachers of what students know and can do.

Assessment at Coffs Harbour Christian Community School will follow the guidelines laid down by NESA.

THE PURPOSE OF ASSESSMENT IN STAGE 4 COURSES

The purpose of assessment in Stage 4 courses is to provide a summative measure of a student's achievement of specific outcomes, measured at points throughout the course. School assessment is based on:

- A wider range of the syllabus outcomes than may be measured by an examination alone
- Multiple measures and observations made throughout the course rather than at a single examination.

ASSESSMENT PROCEDURE

1. Precise dates will be provided by class teachers prior to each assessment task being due. If, for any reason, the class teacher decides to change the due date, notice of such a change is to be provided one (1) - two (2) weeks in advance by the class teacher to the students.
2. For students making a late change to a course or who transfer from another school, assessment will be discussed with the student at the time of change or transfer. As a general principle the assessment will be based on those tasks undertaken after the change. Questions of equity arising will be considered by the Head of Department/Head of Middle School.
3. We assess students on the basis of tasks or assignments e.g., test, oral report/speech, etc.
4. Assessment tasks directly relate to components of the syllabus.
5. A subject may schedule four, five or even more assessment tasks to assess students over the 40-week course. Half Yearly and Yearly Examinations may be used as assessment tasks.
6. Assessment tasks are weighted according to their importance e.g. Half Yearly Examination may be worth 25% of assessment marks.
7. Students will be informed of assessment tasks in advance and all marks recorded.
8. Typically, assessment tasks will be submitted on Microsoft Teams and due at 9.00pm on Monday-Thursday evenings.

An assessment task not handed in on the due date (*with no extenuating circumstances*) will result in the loss of 10% per school day **for the first five days and a result of zero thereafter**. However, **the task must still be submitted by the student to satisfy course requirements**. If a student fails to complete, submit and/or make a serious attempt at an assessment task, he/she will be referred to the Head of Department / Head of Middle School who will send the first *Official Warning Letter* to the student and parent/guardian outlining the possible consequences of the non-satisfactory completion of a course (*"N" Determination*). Also stated on the form will be the action required by the student to redeem themselves (*in regards to the course requirements*).

An assessment task must be completed and handed in immediately upon the student's return to school after the due date. It is the student's responsibility to find their classroom teacher, or in their absence, the Head of Department, on the day they return to school.

All cases of malpractice will be referred to the Head teacher for investigation and the student may be awarded no marks for the set task.

ATTENDANCE REQUIREMENTS

There are to be no unexplained absences. NESA recognises that a consequence of student absences is that course completion criteria may not be met. **The school's position is that a minimum attendance rate of 85% is essential in order to fulfil course requirements**. Attendance rate below 85% may result in course failure and the student having to recomplete the course, meeting attendance criteria.

Under no circumstances are students to be absent from school or lessons in order to complete assessment tasks. For this reason, an acceptable parental letter will be required from any student who is absent immediately prior to an assessment task. A student who misses a class to complete an assessment task may lose 10% or more of their total mark, at the discretion of the teacher in consultation with their Head of Department / Head of Middle School.

CHCCS Examination Rules and Procedures

- Full School Uniform is to be worn during examinations.

Equipment

- Each student must have their own equipment. Students are not permitted to borrow equipment during examinations.
- Mobile phones and electronic devices, e.g. smart watches and electronic dictionaries, are not permitted in an examination room under any circumstances. Supervisors will not be responsible for the safekeeping of any unauthorised material including mobile phones. Students must hand them in to Reception on arrival to school.
- If students wish to take a bottle of water into the examination room, the bottle must be made of clear plastic.
- All students are required to bring the following equipment into the examination room:
 - a. Black pens
 - b. Pencils, erasers, sharpener (use pencils where specifically directed)
 - c. A ruler marked in mm and cm
 - d. Highlighter pen
 - e. Scientific calculator for Mathematics and Science
- These items listed above are to be carried in a clear plastic bag (no pencil cases)

Examination Room Rules and Procedures

- Any equipment brought into the examination room will be subject to inspection before the examination commences.
- Students arriving late will not be admitted 30 minutes after the start of the examination.
- Students can enter an examination room only when invited to enter by the examination supervisor.
- Students will be directed where to sit by the examination supervisor.
- Reading time is for reading. This means that no writing, highlighting or marking of the paper in any way may be undertaken during this time.
- Students are encouraged to go to the toilet before the start of their examination. Students who require a toilet break will only be granted this after 30 mins of exam time has elapsed, when absolutely necessary.
- Students must stop writing immediately when told to do so by the examination supervisor.
- Upon completion of the examination, the supervisor will instruct students on how to arrange completed answers booklets. Students will then wait for the supervisor to collect all papers before exiting the examination room.

Students must NOT:

- Speak to any person other than a supervisor when in the examination room.
- Behave in a way likely to disturb the work of any other student or upset the conduct of the examination.
- Take into the examination room, or refer to during the examination, any books or notes, paper, or any equipment other than the equipment listed above.
- Eat in the examination room, except as approved by the supervisor, e.g. for medical reasons.
- Begin writing until instructed to do so by the supervisor.
- Remove the question paper, answer papers or any other writing paper from the examination room.

Appeals & Absentee Procedures:

- If a student is absent on the day of an examination, it is the parent/guardian's responsibility to inform the school as soon as possible.
- It is important that students attend the examinations where possible. The school will not uphold an appeal if the reason for an absence is not considered to be sufficiently serious. Written advice from a parent or relevant authority, indicating the reason for the absence is required to be submitted by the student.
- If illness or other reasons prevent a student from attending an examination, or affects a student's performance in the examination, it is their responsibility to submit an application for consideration of a sickness or misadventure claim to the school. This form will be given to them upon their return to school after the absence.
- Upon returning to school, students will be required to complete the examination or a substitute examination as soon as possible. If a student is unable to complete a substitute examination, they will be awarded a grade according to evidence provided by previously completed work and assessments.

Plagiarism

Plagiarism is taking another person's work or ideas and presenting them as your own. Plagiarism is a form of theft. Plagiarism is illegal and can result in very expensive legal claims. At a university level, students who are caught plagiarising can be expelled.

Remember:

- Do not copy parts (sentences, paragraphs etc.) out of books, newspapers, encyclopedias, internet sites, or another student's work. If you do use someone else's work as part of your writing, then that work must be acknowledged as not being your own (see below for how to reference).
- Do not use another person's idea without correct acknowledgement (see below).
- Do not submit work that has been written by someone else, such as a tutor, parent or friend, or which has in previous years been submitted by an older sibling.
- Do not allow another student to copy your work. If you are feeling pressured to do this, please see the relevant Teacher or Head of Department.

How to avoid Plagiarism

- Always use quotation marks around direct quotes taken from someone else's work. This quote then needs to be referenced (see below).
- If you include someone's ideas or work in an assignment or research task/essay, always include a bibliography that details all the sources you used.
- Always acknowledge sources in your bibliography that you may have used for background information, even if you did not take any direct quotes.
- Even in oral tasks you must acknowledge the use of other people's work and/or ideas.
- It is acceptable to have someone edit your work for you who may suggest ways of improving your writing. You are able to consult parents, friends, teachers etc. to advise you, but they must not do the work for you.
- Avoid the use of Artificial Intelligence (AI).

Penalties

If your teacher reasonably suspects that your work is plagiarised, they will consult with the Head of Department and then decide which of the following will apply to your situation, depending on the extent of the plagiarism:

- Verbal warning.
- A reduction in marks for your work.
- A mark of zero awarded for the work.
- Insistence of a resubmission of the assignment (that may or may not then be eligible for any marks being awarded).
- Written notification to parent/guardian and an interview requested.
- Suspension of participation in school activities.
- Referral of students to the Head of Department, Principal and/or panel for additional discipline.

Examples of Plagiarism

You are guilty of plagiarism if you:

- Copy the work of another student (with or without permission) and submit it as your own.
- Submit someone else's work as your own.
- Submit an assignment that you produced in conjunction with other people when it is supposed to be your own work (i.e. another student, tutor, and parent).
- Fail to provide a Bibliography that identifies research sources and acknowledgement of other peoples' work.
- Allow another student to copy your work and submit it as their own.
- Fail to acknowledge paraphrased material from another source.
- Fail to indicate with quotation marks that you copied another person's exact written words or symbols or drawings.
- Fail to name a person whose exact words were used in an oral report.
- Piece together work from different sources into new work i.e. "cut and paste" from an encyclopedia, internet etc.
- Use plots, characters, theories, concepts, designs from other sources e.g., novels, TV shows, films etc. and present them as your own work without attributing them.
- Buy or obtain a paper from an internet research service or "cyber-cheating site" and submit as your own work.
- Use AI (Artificial Intelligence) technology to create work and submit it as your own.

Referencing

Why Reference?

Referencing is necessary to avoid plagiarism, to verify quotations, and to enable readers to follow-up and read more fully, the cited author's arguments. The conventions/customs of argumentative essays, require that you provide information and evidence to support your considered opinion or point of view. Doing this shows that it is your considered opinion and not just a reaffirmation of your formerly held prejudices and biases. Documenting your sources is important so that you give credit due to the person who came up with the original work, idea, thought or research. Plagiarism is presenting someone else's work, ideas, thoughts or research as your own.

When to Reference

You must reference if you:

- Directly quote the exact words of another writer/author.
- Paraphrase another writer's ideas, theories and/or research, that is, refer to someone else's ideas, theories and/or research using your own words.
- State specific, factual and/or anecdotal (retelling a story) information such as statistics, graphs, verbal interviews, diaries.
- Present another writer's interpretation, point of view, opinion or understanding about a piece of literature, legislation, history, discourse, or academic/scientific inquiry.

Harvard (Author – Date) System of Referencing:

Our school uses the Harvard System of Referencing to cite information sources.

Two types of citations are included:

1. **Reference Lists** are located at the end of the work and display full citations for sources used in the assignment.

Here is an example of a full citation for a book found in a Harvard Reference list:

Fitzgerald, F. (2004). *The Great Gatsby*. New York: Scribner

2. **In-text citations** are used when directly quoting or paraphrasing a source. They are located in the body of the work and contain a fragment of the full citation.

Depending on the source type, some Harvard Reference in-text citations may look something like this:

“After that I lived like a young rajah in all the capitals of Europe...” (Fitzgerald, 2004).

The following list is not exhaustive. If you want to know how to correctly reference other forms of information such as magazines, blogs, dictionaries, emails or government publications etc. please go to the following website for help: <http://www.citethisforme.com/harvard-referencing>

WEBSITES

When citing a website with an author, use the following structure:

Last name, Don't forget the comma	First initial. Don't forget the full stop	(Year published). Year inside parenthesis and full stop	Page title. <i>Use italics and a full stop</i>	[online] Just as it appears here in brackets	Website name. Don't forget the full stop	Available at: Just as it appears here	URL Write the full address line	[Accessed Day Month. Year]. Use brackets and the full stops
---	---	---	--	--	--	---	---	---

Example:

Messer, L. (2015) *'Fancy Nancy' Optioned by Disney Junior*. [online] ABC News. Available at: <http://abcnews.go.com/Entertainment/fancy-nancy-optioned-disney-junior-2017/story?id=29942496#.VRWbWJwmb0.twitter> [Accessed 31 Mar. 2019]

When no author is listed, use the following structure:

Website name, Don't forget the comma	(Year published). Year inside parenthesis and full stop	Page title. <i>Use italics and a full stop</i>	[online] Just as it appears here in brackets	Available at: Just as it appears here	URL Write the full address line	[Accessed Day Month. Year]. Use brackets and the full stops
--	---	--	--	---	---	---

Example:

Mms.com, (2015). M&M'S Official Website. [online] Available at: <http://www.mms.com/> [Accessed 20 Apr.2015]

BOOKS

Books with one author

The structure for a Harvard Reference List citation for books with one author includes the following:

- Last name, First initial. (Year published). *Title*. Edition. (Only include the edition if it is not the first edition) City published: Publisher, Page(s).
- Fill in the table as you use sources in your research (note the punctuation!)

Last name, Don't forget the comma	First initial. Don't forget the full stop	(Year published) Year inside parenthesis	Title. <i>Italicise and full stop</i>	Edition. If not the first edition and full stop	City published: Don't forget the colon	Publisher, Don't forget the comma	Page(s). Don't forget the full stop
---	---	--	---	---	--	---	---

Example: One author AND first edition:

- Patterson, J. (2005). *Maximum ride*. New York: Little, Brown.

Example: One author AND NOT the first edition:

- Dahl, R. (2004) *Charlie and the Chocolate Factory*. 6th ed. New York: Knopf.

When creating a citation that has more than one author, place the names in the order in which they appear on the source. Use the word "and" to separate the names.

Last name, First initial. And last name, First initial. (Year published). *Title*. City: Publisher, Page(s).

Examples:

- Desikan, S. and Ramesh, G. (2006). *Software testing*. Bangalore, India: Dorling Kindersley, p.156.
- Vermaat, M., Sebok, S., Freund, S., Campbell, J. and Frydenberg, M. (2014). *Discovering computers*. Boston: Cengage Learning, pp.446-448.
- Daniels, K., Patterson, G. and Dunstan, Y. (2014). *The ultimate student teaching guide*. 2nd ed. Los Angeles: SAGE Publications, pp. 145-151.

*remember, when citing a book, only include the edition if it is NOT the first edition!

Harvard Reference List Citations for DVD, Video and Film

When citing a DVD, Video or Film, use the following format:

*The place of origin refers to the place where the DVD, film or video was made. Eg: Hollywood.

**The film maker can be the director, studio, or main producer.

Film title. <i>Use italics and don't forget the full stop</i>	(Year published). Year inside parenthesis and full stop	[Format] Place inside brackets: DVD or film etc.	Place of origin: Just as it appears here in brackets	Website name. Don't forget the colon	Film maker. Don't forget the full stop
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Example:

- *Girls Just Want To Have Fun*. (1985). [film] Chicago: Alan Metter.

Harvard Reference List Citations for Broadcasts

To cite a radio or TV broadcast, use the following structure:

Series Title, Don't forget the comma	(Year published). Year inside parenthesis and full stop	[Type of programme] Don't forget the brackets	Channel number: Don't forget the colon	Broadcaster. Don't forget the full stop
--	---	---	--	---

Examples:

- *Modern Family*, (2010). [TV programme] 6: ABC.
- *The Preston and Steve Morning Show* (2012). [Radio Programme] 93.3: WMMR

Interview

Last name of interviewer, Don't forget the comma	First initial. Don't forget the full stop	and Just as it says	Last name of interviewee, Don't forget the comma	First initial. Don't forget the full stop	(Year of interview). Year inside parenthesis and full stop	Title or description of interview. Don't forget the full stop
--	---	-------------------------------	--	---	--	---

Example: Booker, C. and Lopez, J. (2014). *Getting to know J.Lo*.

Year 7 2025

TERM 1 ASSESSMENT CALENDAR

Week	English	Mathematics	Science	HSIE (Geography)	PDHPE	Digital Tech Food Tech Timber Textiles	Music Visual Arts
1 03 - 07 Feb							
2 10 - 14 Feb							
3 17 - 21 Feb							
4 24 - 28 Feb		Topic Test: Computation with positive integers					
5 03 - 07 March							
6 10 - 14 March	Persuasive Speech (written component)						
7 17 - 21 March Yr. 7 NAPLAN Testing <u>Wed – writing.</u> <u>Thurs reading</u> <u>Friday- language</u> <u>conventions</u>	NAPLAN						
8 24 - 28 March Yr. 7 NAPLAN <u>Mon- numeracy</u>	Delivery of speeches in class	Topic Test: Number Properties and Patterns					Ukulele testing
9 31 - 04 Mar/Apr			Topic Test: States of Matter		PE Skills – Indoor Cricket, Water Rescue and Water Safety		Ukulele testing Visual Arts Still Life
10 07 - 11 April School Camps Wed-Fri		Topic Test: Angle Relationships and Geometrical Figures		Landscapes & Landforms Assignment due plus in class task.	Managing Risk and Safety Assessment Task	Tech Project/Portfolios due	Music Test Visual Arts Still Life

TERM 2 YEAR 7 ASSESSMENT Calendar

Week	English	Mathematics	Science	HSIE (Geography)	PDHPE	Digital Tech Food Tech Timber Textiles	Music Visual Arts
1 28 - 02 April/May							
2 05 - 09 May			Topic Test: Structure and Properties of Matter				Sound Scape Assessment
3 12 - 16 May		Topic Test: Algebraic Techniques					Visual Arts Self- Portrait Assessment
4 19 - 23 May	Year 7 Half Yearly Examinations						
5 26 - 30 May							
6 02 - 06 June							
7 09 - 13 June		Topic Test: Computation with positive and negative Integers					
8 16 - 20 June						Tech Project/Portfolios	
9 23 - 27 June					PE Skills Athletics	Digital Tech Timber Textiles	

TERM 3 YEAR 7 ASSESSMENT Calendar

Week	English	Mathematics	Science	HSIE (History)	PDHPE	Digital Tech Food Tech Timber Textiles	Music Visual Arts
1 21 - 25 July							
2 28 - 01 July/Aug							
3 04 - 08 Aug		Topic Test: Fractions and Percentages					
4 11 - 15 Aug			Topic Test: Classification+ Cells				
5 18 - 22 Aug							
6 25 - 29 Aug		Topic Test: Equations					
7 01 - 05 Sep							
8 08 - 12 Sep				Ancient China Task		Tech Project/ Portfolios	Music: Ostinato Assessments/ Ukulele, guitar, piano assessment
9 15 - 19 Sep	Appropriation of a Fairy Tale	Topic Test: Decimals					Visual Arts Landscape practical assessment
10 22 - 26 Sep			Topic Test: Forces and Fields		PE Skills fitness circuits assessment		Visual Arts Landscape practical assessment

TERM 4 YEAR 7 ASSESSMENT CALENDAR

Week	English	Mathematics	Science	HSIE (History)	PDHPE	Digital Tech Food Tech Timber Textiles	Music Visual Arts
1 13 - 17 Oct							
2 20 - 24 Oct					Changes In Me - Information Task		*Music Ukulele, guitar, piano assessment *Art Jungle Print Assessment.
3 27 - 31 Oct		Topic Test: Measurement					
4 03 - 07 Nov	Examination Buffer						
5 10 - 14 Nov	Yearly Exams						
6 17 - 21 Nov					PE Skills Softball Water Polo		
7 24 - 28 Nov							
8 01 - 05 Dec			Topic Test: Earth Science			Tech Project/ Portfolios	*Ukulele, guitar, piano assessment
9 08 - 12 Dec							