



Stage 4 (Years 7 & 8) Handbook 2026

McAuley Catholic College Tumut



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A MESSAGE FROM THE PRINCIPAL

The beginning of Secondary School is one of life's exciting rites of passage. It is the time when learners begin to enjoy more freedom, move around classrooms, and begin to choose subjects that interest them. Whichever Primary School you have come from, I know you will find McAuley to be a place where you are not only well supported, but also challenged. Our teachers will push you to learn at your best, to achieve strong results and to become the best person you can be.

Year 7 marks the beginning of the Stage 4 Course of Study. The **Stage 4** course of study at McAuley is designed to provide a **solid academic foundation** and offer a **broad range of learning experiences** that will equip students with the knowledge, skills, and resilience to successfully pursue Stage 6, Years 11 and 12, or the workforce.

In implementing the *NSW Quality Teaching Framework and the Australian Professional Teaching (AITSL) Standards*, teachers focus their teaching practices on:

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

Our Stage 4 students are encouraged to 'Bring Your Own Device' and to use all the tools at their disposal to access the curriculum in rich and varied ways.

The school provides strong academic and pastoral structures, along with clear guidelines, to ensure that all students can work to their best ability. Secondary school students do well if they are self-motivated, well organised, and cooperative. Those who excel are those who grab every opportunity to participate and experience the difference that high school brings. Be that person who is fully engaged, well organised, optimistic, and involved. In doing those things, the coming years will be rewarding and highly enjoyable.

Eamonn Moore
Principal

THE EXITING McAULEY STUDENT

A student leaving McAuley Catholic College Tumut, at the end of Stage 6 should possess the knowledge, skills, understandings, values, and attitudes necessary to form lifelong relationships with God, others, and the world around them.

We work towards children leaving McAuley with the following abilities:

Being able to integrate their faith with life experience by:

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

Achieving their personal best by:

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

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

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

Being confident, optimistic and proud of their individuality by:

- Being honest, trustworthy, fair, and just.
- Respecting the different social, emotional, and economic backgrounds of others.
- Being able to contribute to the broader community through various levels of involvement.
- Being open to new ideas, other cultures and acknowledging that education is a lifelong process.

BROAD SUBJECT OUTCOMES

Outcomes are specific statements of the intended results of student learning. At McAuley Catholic College, the staff are committed to nurturing the growth of the students towards achieving both the broad learning outcomes as identified by the NSW Education Standards Authority (NESA) in the K-12 Curriculum Framework and the subject outcomes as directed by NESA. These can be found at [Secondary \(7–10\) syllabuses | Secondary | NSW Curriculum | NSW Education Standards Authority](#)

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

These broad learning outcomes indicate that students will:

- Understand, develop, and communicate ideas and information.
- Access, analyse, evaluate, and use information from a variety of sources.

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

SOME TERMS USED IN THE NEW SOUTH WALES CURRICULUM

Australian Curriculum

All NSW Schools are required to operate under the guidance of the NSW Education Standards Authority (NESA) documents. These syllabus documents contain the Australian Curriculum Content Statements for the relevant Key Learning Area.

K-10 Curriculum Framework

The framework is a document prepared by NESA to provide a set of broad learning outcomes. These outcomes summarise the knowledge, understanding, skills, values and attitudes essential for all students to have to succeed in and beyond their schooling. The learning principles established in the framework support sustained, sequential, high-quality learning, and these principles have guided the recent revision of all the syllabuses.

The Framework can be accessed on the NESA website at: [NSW Education Standards Authority](https://www.nesa.nsw.gov.au/)

Key Learning Areas (KLAs)

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

Stage

This is a period of learning, typically of two years' duration. Stage 4 relates to Years 7 & 8. Stage 5 refers to Years 9 & 10, and Stage 6 relates to Years 11 & 12.

Syllabus

The syllabus is a document that outlines the expectations for students in a particular subject, specifying what they are expected to learn and how to apply their knowledge.

STRUCTURE OF THE CURRICULUM

The NSW Education Standards Authority (NESA) divides the Secondary School Curriculum into 8 Key Learning Areas (KLA's). These Key Learning Areas are:

- English
- Mathematics
- Science
- Human Society and Its Environment (HSIE)
- Languages
- Technologies
- Creative Arts
- Personal Development, Health and Physical Education

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

At McAuley Catholic College Tumut, Year 7 and Year 8 courses are determined by the relevant NSW Education Standards Authority for the following subjects within these Key Learning Areas:

Year 7

- Religious Education
- English
- Mathematics
- Science
- Personal Development, Health & Physical Education (PDHPE)
- History
- Geography
- Mandatory Technology
- Visual Arts
- Music
- LOTE (Spanish)

Year 8

- Religious Education
- English
- Mathematics
- Science
- Personal Development, Health & Physical Education (PDHPE)
- History
- Geography
- Mandatory Technology
- Visual Arts
- Music

In 2026, Year 7 students will take part in the NAPLAN tests. The National Assessment Program – Literacy and Numeracy (NAPLAN) 2026 will be held in Term 1, March 2026.

THE TRANSITION FROM PRIMARY TO SECONDARY

The Primary School Curriculum (K-6) is divided into 6 Key Learning Areas (KLA): English; Mathematics; Science and Technology; Creative and Practical Arts; Human Society and Its Environment (HSIE); Physical Development, Health and Physical Education (PDHPE) plus our school's Religious Education KLA. All the Years 7-10 syllabuses facilitate transition between primary and secondary schooling by building on the knowledge and skills that students develop in Years K-6. The courses of study also form the foundation for progressing beyond Year 10 to the Higher School Certificate (HSC), TAFE, further study and work.

At McAuley Catholic College Tumut, we aid the transition from Year 6 to Year 7 by:

- Running a Parent and Student Information meeting mid-way through Year 6.
- Providing school visits to outlying schools.
- Running an Orientation Program during term 4, with two days for the 2026 Year 7.
- Liaising with Year 6 teachers of students in their present schools.
- Explaining the change of structure in the school day for a secondary school student – change of teachers for specialist subjects, allocated class periods, etc.
- Explaining how to read a secondary timetable and the 'language' of secondary School.
- Encouraging email, phone or written contact with the parents to clarify concerns and issues that may arise once students have started in secondary School.
- The supportive role of the Pastoral Care Teacher.

BRING YOUR OWN DEVICE (BYOD)

Technology in school is not about the hardware and accessing the internet. It is developing digital literacies and resources to enable learning. At McAuley Catholic College Tumut, our computers serve as tools that connect us to the world, helping to build critical thinking skills and enabling our students to succeed in a global marketplace.

'BYOD' or "Bring Your Own Device" requires students to bring a device of their own choice to be used in support of their learning at school. The personal computer provides access to a range of applications that

will assist them to process information, build a key understanding of content and concepts, along with the ability to design, create, share and solve problems.

Students at McAuley Catholic College, Tumut will use the ICT to support:

- Communication
- Collaboration
- Authentic learning tasks
- Curriculum

Google Suite is the learning management system that McAuley Catholic College Tumut, is using. This system enables students to access their learning materials both in the classroom and online from home. Parents/carers may request to be added to their child's Google Classroom and be active participants in their child's learning.

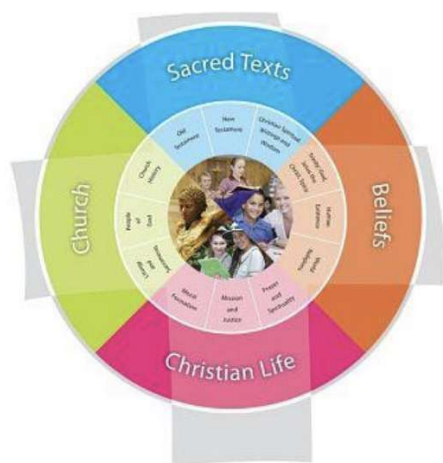
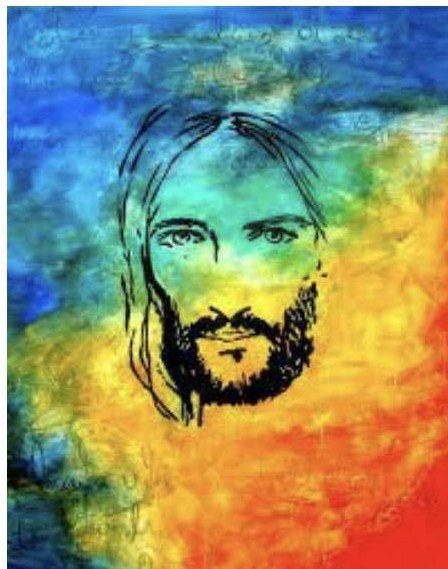
Students are responsible for managing their own devices (updates, charging, virus protection, programs, etc), and it is expected that they will be responsible digital citizens.

RELIGIOUS EDUCATION

COURSE OUTLINE:

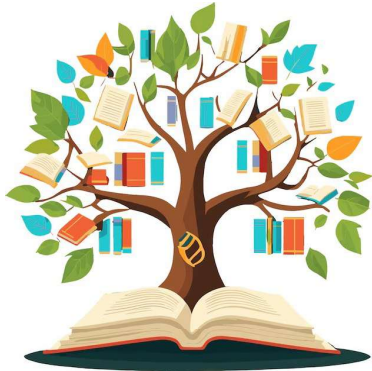
McAuley Catholic College Tumut, is a Catholic community which belongs within the Archdiocese of Canberra and Goulburn. The study of Religious Education is an essential element in the Catholic Church's mission to develop the 'whole' person – that is, a child's spiritual, mental, physical, social and intellectual being.

Religious Education Curriculum closely aligns two essential dimensions of a Catholic School, mainly, the classroom teaching and learning of Religion (the curriculum taught in the classroom), and teaching people to be religious in a particular way (the religious life of the school and how it is lived and experienced each day through classroom prayer, liturgies and Masses, involved in Social Justice activities such as Caritas, Catholic Mission and St Vincent de Paul)



At McAuley, the Religion Curriculum outlines core content that is to be taught and that students should learn, serving as the starting point for planning teaching, learning, and assessing Religious Education. Within each year, there are a series of units designed to provide students with a Scripture-based contemporary view of the Christian faith within the Catholic tradition. Religious Education allows and encourages students to question, investigate, inquire into, seek answers, debate, empathise with others and ultimately understand the role religion and religious beliefs play in influencing world events and modern thinking.

ENGLISH

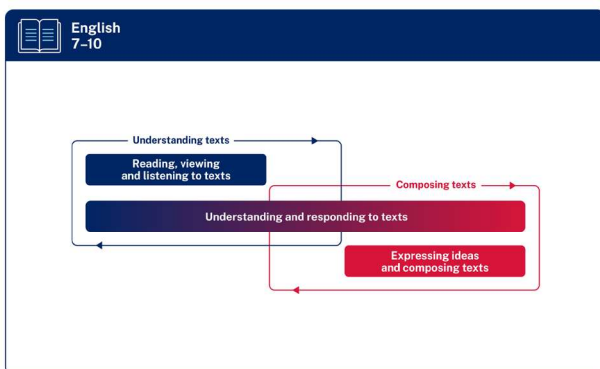


COURSE OUTLINE

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

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

The syllabus also includes drama. In all units, text types are explored with students composing and responding to various stimuli.



TOPICS MAY INCLUDE

- Plays
- Poetry
- Movie Study
- Autobiographies
- Author Study
- Magazine Covers
- Picture Books

ASSESSMENT

The primary role of assessment is to establish where students are in their learning so that teaching can be differentiated and further learning progress can be monitored over time. It provides information that assists teachers to target their teaching at the point of student need.

Assessment will involve:

- establishing where students are in their learning
- ongoing monitoring
- formative and summative tasks
- providing feedback about student progress.

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

MATHEMATICS



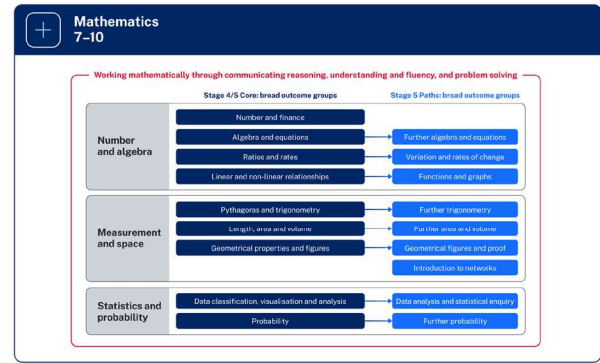
COURSE OUTLINE

The **Stage 4 course** aims to develop students' confidence and enjoyment in doing mathematical activities, gaining knowledge, skills and understanding in certain specified areas and awareness of the place of mathematics in solving problems encountered in everyday life.

All students require scientific calculators for their Mathematics Classes.

The preferred calculator is a Casio fx-82AU Plus.

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



TOPICS MAY INCLUDE

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

ASSESSMENT

At McAuley, student assessment will be under the recommended framework using a combination of formal tests and examinations as well as observation of students' learning, progress and achievement.

Teachers ensure students are given every opportunity to achieve the highest level for their ability.

SCIENCE



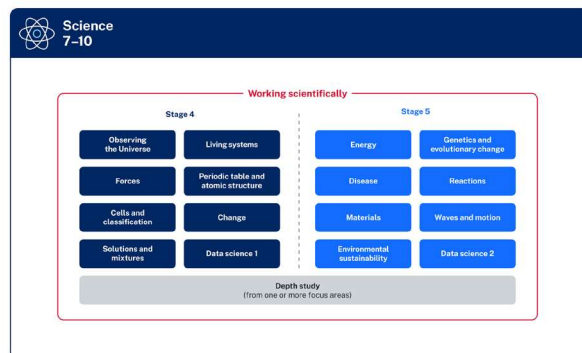
COURSE OUTLINE

Stage 4 Science introduces students to the wonders of Science. This course builds foundational knowledge across key areas including Biology, Chemistry, Physics, Earth and Space sciences, and working scientifically.

Students will:

- develop curiosity about, and interest in, science and the natural world
- increase knowledge and understanding of the nature and practice of science, and the Working scientifically processes
- generate and analyse data, evaluate results, and make ethical, evidence-based decisions, as informed, reflective and scientifically literate citizens.

Stage 4 lays the groundwork for future scientific study and encourages students to become informed, responsible citizens in a rapidly changing world.



TOPICS MAY INCLUDE

- Observing the universe
- Forces
- Cells and Classification
- Solutions and mixtures
- Data Science 1
- Working scientifically (every unit)

ASSESSMENT

The assessment of student achievement in Science uses a variety of tasks, both formal and informal.

Formal assessment instruments include class tests, examinations, practical exams, practical reports, assignments and class work.

Informal assessment included teacher observation during class work and practical work.

HISTORY

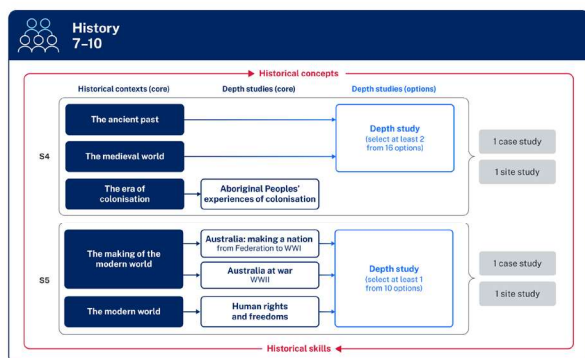


COURSE OUTLINE

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

Students will:

- develop an interest in and enjoyment of exploring the past
- develop historical knowledge through a critical understanding of themselves and others in the continuum of human experience
- think historically by developing the critical skills of historical inquiry
- participate in society as active, informed and responsible citizens.



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

ICT skills will be developed throughout this course.

Together with the content areas above, students will develop skills in interpretation, analysis, empathy, research and communication.

ASSESSMENT

A variety of assessment techniques will be used.

These may include tests, exams, research assignments, reports and oral presentations.

TOPICS MAY INCLUDE

GEOGRAPHY

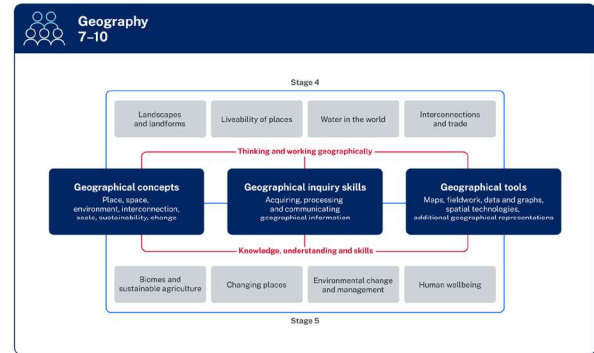


COURSE OUTLINE

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

Students will:

- develop a sense of curiosity about the world and develop a lifelong interest in geography
- think geographically by acquiring knowledge and understanding of the interrelationships between people, places and environments across a range of scales from local to global
- work geographically by applying geographical inquiry skills and tools in a range of environments, including during fieldwork
- participate as active, informed and responsible citizens.



TOPICS MAY INCLUDE

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

ASSESSMENT

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

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

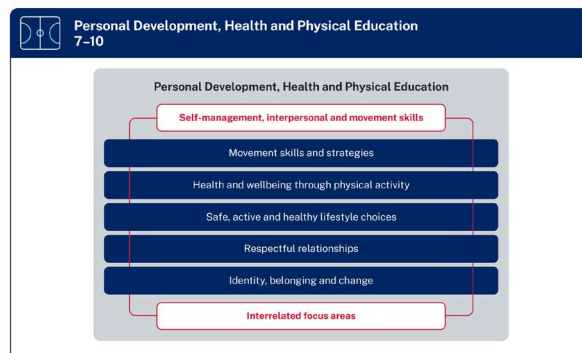


COURSE OUTLINE

The Stage 4 course aims to develop in each student the knowledge, skills and attitude needed to understand, value and lead healthy and fulfilling lives.

Students address the problems associated with the lifestyles adopted by individuals, particularly in respect to drug use, accidents, diet, physical activity and sexual activity, as well as other high-risk behaviours.

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



TOPICS MAY INCLUDE

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

ASSESSMENT

PDHPE is a compulsory subject. It has three components:

- Personal Development,
- Health, and
- Physical Education

Each component carries equal weighting.

A variety of assessment techniques and strategies are used to assess student achievement. Students must actively participate in the Physical Education, or practical, aspect of PDHPE.

TECHNOLOGY MANDATORY



COURSE OUTLINE

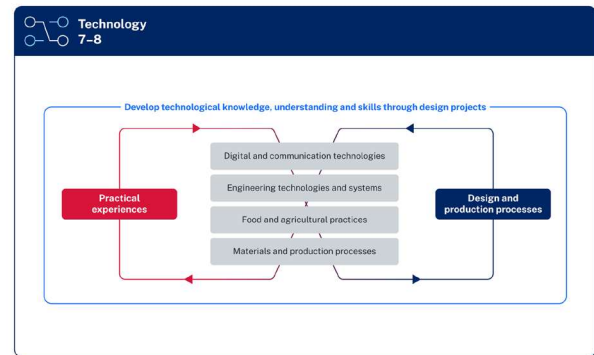
The Stage 4 course provides students with opportunities to develop their technological literacy through the design and production of creative solutions.

The exploration of sustainable design and production practices enables them to understand the challenges, limitations and consequences of developing designed solutions.

Students will:

- develop knowledge and skills to enhance creativity and innovation in technologies
- become safe and responsible users of technologies and materials
- develop skills using technologies to design, produce and evaluate creative solutions
- understand the interrelationships between sustainability, technology, materials and the environment.

Over two years students may complete up to eight design briefs in different areas such as Digital Technologies, Agriculture, Food Technologies, Engineered Systems and Materials Technologies.



PROJECTS MAY INCLUDE

- Wood
- Food
- Photo & Digital Media
- Computer Programming & Coding
- Agriculture
- Textiles
- Computerised Thinking
- 3D CAD design and modelling

Students will learn how to plan projects step by step and how to solve particular problems.

Computer technology will form an important part of these context areas.

ASSESSMENT

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

VISUAL ARTS



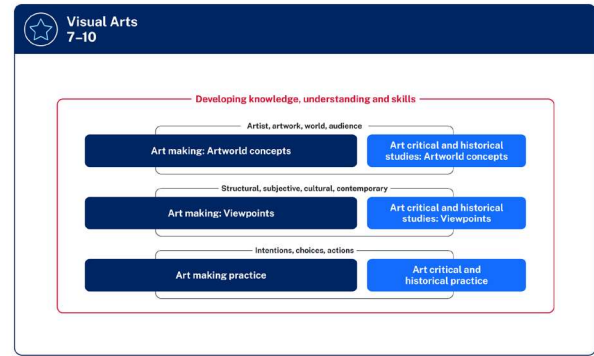
COURSE OUTLINE

The Stage 4 course allows students to make and study images and objects which have a range of meanings and purposes. They learn how artists, including painters, sculptors, architects, designers, photographers and ceramists make artworks.

Students also learn to investigate and respond to a wide range of artists and artworks in art making, and in critical and historical studies.

Students will:

- develop visual arts knowledge, understanding and skills to become thoughtful and informed visual arts practitioners
- develop and enjoy the practical and conceptual autonomy to represent ideas in making visual arts
- critically and historically interpret art to understand how different values and perspectives affect meaning and significance in the visual arts.



TOPICS MAY INCLUDE

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

ASSESSMENT

Most assessment is based on practical exercises in art making. Semester examinations may also be included to address the theory components of the course.

MUSIC

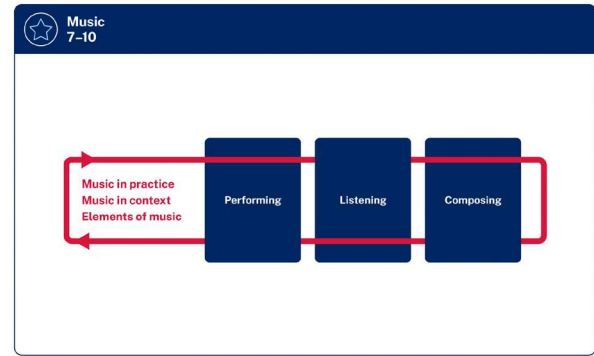


COURSE OUTLINE

In the Stage 4 course knowledge, understanding and skills are developed through the 3 interrelated focus areas: Performing, Listening and Composing. The course allows students to study the concept of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of the range of styles, periods and genres.

Students will:

- develop musical knowledge, skills and literacies for active engagement, to become thoughtful and creative musicians
- experience the creative process as an individual, and in collaboration with others, through performing, listening and composing
- develop a lifelong sense of wonder and curiosity about and engagement with music.



TOPICS MAY INCLUDE

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

ASSESSMENT

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

LANGUAGES OTHER THAN ENGLISH (LOTE)

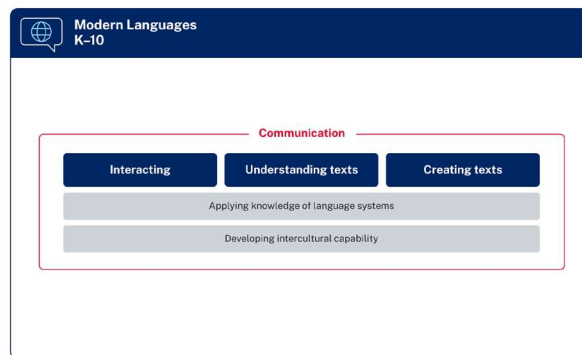


COURSE OUTLINE

The Stage 4 course provides students with the opportunity to gain effective skills in commencing in another language, to explore the relationship between LOTE and English, and to develop an understanding of the geography, history and culture of the LOTE region. One hundred consecutive hours of LOTE is to be studied in Year 7.

Students will:

- learn to interact, understand and create texts in the target language
- reflect on and understand their own and others' languages, cultures and identity
- develop an interest in and enjoyment of language learning.



TOPICS MAY INCLUDE

- Making Contact
- Personal Description
- Eat and Drink
- Travel and Transport
- Religion and Special Occasions
- House and Home

ASSESSMENT

A variety of assessment techniques will be used. These may include language, comprehension activities, linguistic assessment, exams, research assignments, reports and oral presentations

SECONDARY McAULEY OPPORTUNITIES

Retreats

Leading Parish Masses

Leadership Courses

Community Services

Fortnightly Radio Broadcasting sessions

Tree Planting

Resilience Project

Celebrations

Camps

Fire Cadets

K-12 Dramatic Performances

Sporting Representative Opportunities

Public Speaking

Tournament of the Minds

Links with local TAFE

Work Experience

Excursions

Chess

Movie Making

ASSESSMENT

RESPONSIBILITIES REGARDING ASSESSMENT

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

Students

To be assessed, it is the student's responsibility:

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

Teachers

Teachers' responsibilities are:

- To clearly identify methods of assessment in their program.
- To describe the expectations of each task to be completed for assessment including performance descriptors/rubric.
- To designate the due date.

- To follow up any non-completed assessment tasks with students and notify the parent.
- To keep evidence of assessment.
- To monitor the progress of each child in their care.
- To provide assessment feedback to students.
- To notify parents immediately should individual students not have satisfied the requirements of a particular unit of work or subject. Documentation can then be used to help parents understand the nature of the problem.

Parents

Parents' responsibilities are:

- To be informed about their child's progress, educational needs, and development
- To attend and engage in the parent teacher interview process offered by the school as a means of reporting on their progress. Students are encouraged to attend.
- To monitor their child's study habits and learning and to initiate communication with the school should concerns arise.
- Parents should guide and support their child's efforts and in no circumstances complete tasks for their child.

ASSESSMENT STRATEGIES

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

Prediction	Samples of students' work	Explanation and demonstration to others
Verbal responses	Practical tasks such as measurement activities	Investigations and/or projects
Retelling	Short quizzes	Pen-and-paper tests
Cloze	Observations of students' participation in a group activity	Teacher/student discussion or interviews
Checklists	Students' journals and comments on the process of their solutions	Graphing
Teacher-made tests	Matching questions with answers	Developing concept maps
Standardised tests	Labelling a diagram or models	Completing timelines
Response logs	Data collection	Problem-solving
Writing logs	Research projects	Critical dialogue
Running records	Performances	Letter-writing
Story maps	Multimedia presentations	Skills checklists
Discussion	Role-plays	Activity Journals
PATM/R Tests	Peer assessment	Activity plans
Questions posed by students	Self-assessment	Student's oral and written reports
Comprehension and interpretation exercises	Observation of students during learning to students use language	Student's plans for and records of their solutions of problems
Anecdotal records	Portfolio tasks	Basic skills

Modified Assessment Tasks

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

ASSESSMENT PROCESS FOR YEAR 7-10

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

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

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information.

Submission of Assessment Tasks

- Students may be asked to submit their assignment via an online portal such as Google Classroom or Microsoft Teams.
- The due date will be one of the timetabled lessons for that learning area.
- Written assessment tasks are to be submitted directly to the teacher issuing the task. In the case of teacher absence, students will submit the task to clerical staff in the Office.

Late or Non-Submission

Any task submitted after the designated date and time will be deemed to be late. If an assessment task is not submitted or handed in late without a valid reason the student will be awarded a zero mark for the task and parents/carers will be notified. The assessment task must still be submitted so that the student can demonstrate they have completed the required course outcomes. Students must make a genuine attempt at ALL assessment tasks.

- Parents will be notified the assessment item was due with a 'Non completion of Assessment task' will be emailed through the Compass Portal.

What happens when technology fails?

Failure to complete an assessment task on time due to technological problems e.g., computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

Illness/Misadventure application

A student who suffers unexpected illness, accident or misadventure (unforeseen emergency or disaster) immediately prior to or during the course of a school-based assessment task or examination will need to follow the school's procedures for Illness/Misadventure.

A student is required to submit an Assessment Appeal for Illness or Misadventure if they are absent, sick or unable to complete/submit an assessment task on the due date during the period set by the teacher.

The form is available from the front office and must be submitted within 48 hours of the due date of the assessment task. A parent note, medical certificate, or other supporting documentation must be attached if the student has been unable to complete the task.

Malpractice and Plagiarism

All work presented in assessment tasks must be the student's own work.

Malpractice, including plagiarism could lead to a student receiving zero marks for an assessment task.

Unsatisfactory Progress

Students are required to complete all class work, homework and assignment work for each course to the best of their abilities. When this is not taking place, action will be taken by the class teacher and notification of serious problems given to the Secondary Curriculum Coordinator. Teachers should communicate minor concerns to parents. Serious or consistent concerns will be recorded more formally and communicated to parents through the Compass Portal. Students and parents should refer to their child's Assessment Outline that will be distributed early Term 1, 2026.

ABOUT THE COMMON GRADE SCALE

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

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

- 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.

REPORTING

At McAuley Catholic College Tumut we report to parents both *formally* and *informally*.

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

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

SECONDARY HOMEWORK

Students on the Secondary Campus are not assigned homework on a daily basis. It is subject specific and can vary on the topic being covered. For example, Mathematics teachers may assign weekly tasks.

However, it is expected that students:

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