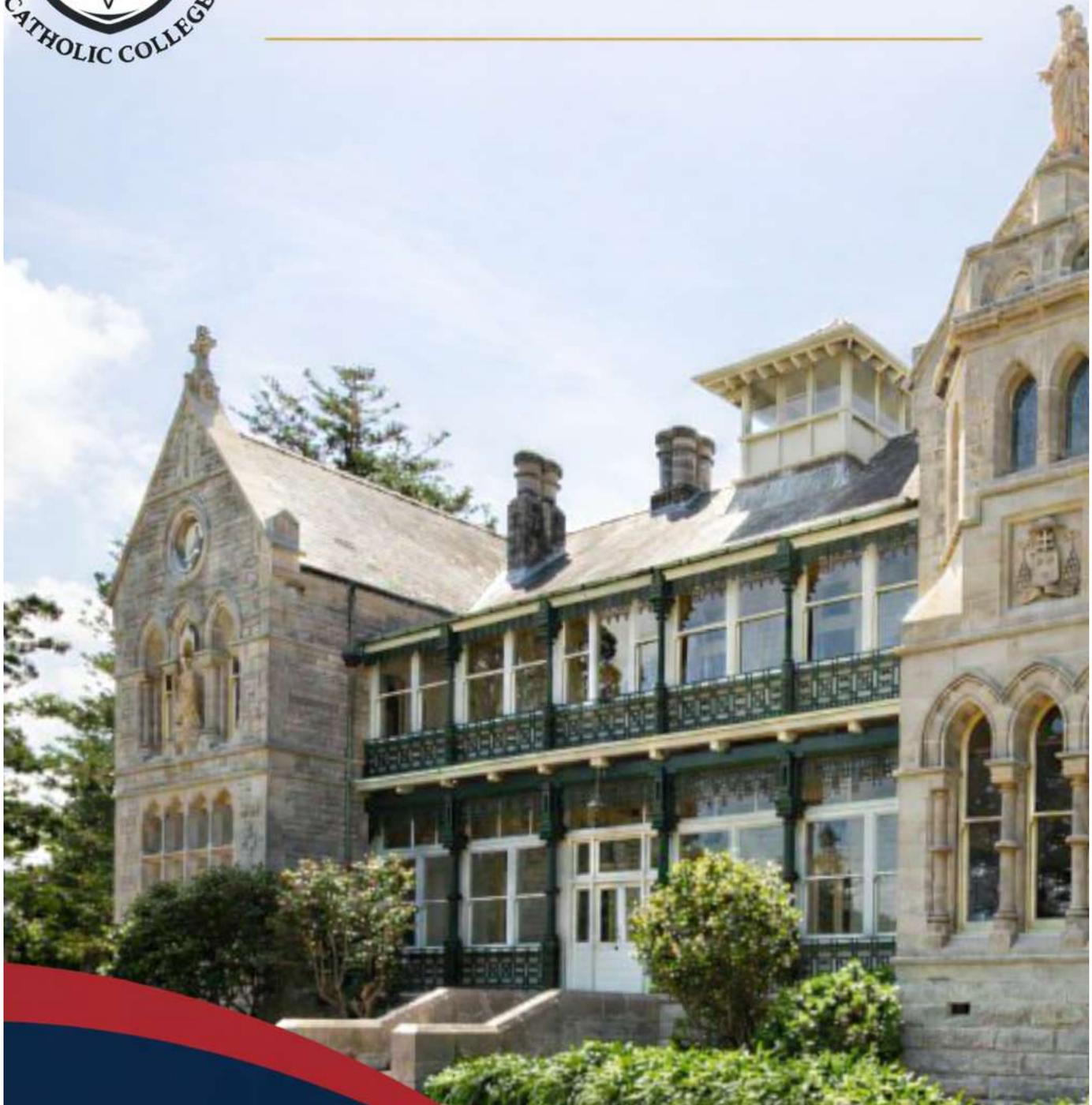




# Year 9 Course Handbook 2026

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# ST PAUL'S CATHOLIC COLLEGE

*Learn with Courage, Walk with Compassion, Live with Stewardship*

## INTRODUCTION

This handbook contains important information about school-based assessment for students in Year 9. Students are expected to be familiar with these policies and procedures.

For each course, the College prepares and administers an assessment program in accordance with the requirements of the NSW Education Standards Authority (NESA).

NESA requires that assessment is managed in an equitable, just and transparent way so that all students understand their responsibilities and are familiar with the policies and procedures of the College with regard to assessment. This handbook outlines policies and procedures that St Paul's Catholic College follows to ensure the school assessment program is administered fairly.

### **Purpose of Assessment**

Assessment serves several purposes.

Generally:

- It enables achievement to be measured at points during the course.
- It enables the assessment of the course knowledge and skills Outcomes which require a specific setting, e.g. fieldwork, practical skills, research.
- It increases the accuracy of the final assessment of the student's achievement by using multiple measures.

### **More specifically, school-based assessment in the Preliminary year:**

- evaluates the extent to which students have met the stated outcomes of the course
- provides a basis for reporting to parents/carers
- provides students with honest and reliable information about their strengths and weaknesses and gives them direction for future learning
- affirms students and provides encouragement and incentive for further learning
- assists students to acquire self-discipline and life skills such as setting goals, negotiating contracts, meeting deadlines, determining priorities, independent learning and self-sufficiency
- provides information that will help students make educational and vocational choices.

# ASSESSMENT POLICIES & PROCEDURES

The handbook contains **assessment schedules** which give general information on the nature, timing and weighting of assessment tasks in each course.

Schools are required to:

- specify various assessment tasks
- provide a schedule of tasks throughout the course
- implement procedures relating to illness, misadventure, malpractice, late submission and non-completion of assessment tasks

## Formal Assessment Notifications & Communication

**Assessment schedules, handbooks and the College calendar serve as general notification for assessment.**

Students will receive specific **notification of a formal assessment task** at least two weeks before the due date.

- Notification of tasks will be provided through **Compass as a pdf viewable by students and parents.**
- Teachers will explain the details of the notification in class.
- It is the responsibility of the student to obtain details from their teacher if absent when an assessment notification has been issued.
- Absence at the time of notification is not considered sufficient grounds for an extension of task dates or for an application of Illness/Misadventure.

Only in **exceptional circumstances will dates vary from the original calendar**, however students will be given notice in writing of any changes. Written notification may take the form of an email. Students will be made aware of changes by the Assistant Principal – Student Achievement and/or the relevant Leader of Learning.

## Submission of Formal Assessment Tasks

- **Assessment tasks should be submitted as per the instructions on the assessment notification.** Tasks are to be submitted in person to the nominated teacher at the specified time on the specified date in the specified location or submitted as per instructions in the task notification.
- When **oral/ presentations** are to be assessed over an extended period, all students in a cohort are to hand in a hard/electronic copy of their transcript or presentation on the due date. Written sections of oral tasks or presentations are to be submitted on the due date for all students. No new material will be allowed to be introduced after the assessment date. **Failure to do so will result in a zero mark**
- Tasks are not to be submitted or left with any other person other than the subject teacher. If the nominated teacher is absent, the task is to be submitted to the relevant **Leader of Learning**. In the case where an oral or performance task is to be completed, another teacher may mark the task, or the task will be postponed for another day. Two weeks' notice is not required in this case.

## Late Tasks, Illness & Misadventure

Students who do not hand in an assessment task on the due date are asked to **provide appropriate written documentation**. This is to be **submitted using the Years 7 - 12 Illness/Misadventure online form by the first day of the students return** to the College. In this case the task must still be submitted/completed.

**Written documentation includes** doctor's certificates for illness and appropriate documentation for misadventure e.g. a police report for an accident.

**In the case of an assessment task not being submitted on time or an in-class task missed where there is no Illness and Misadventure form with acceptable supporting documentation, a zero mark is awarded.** In this case the task must still be submitted/completed. This should be marked and returned to the student with feedback. The mark, however, will not contribute to the aggregated assessment mark in that course.

All students who **arrive at school after Pastoral Care** on the day a task is due (except during an examination block where they are not expected to be at school except for the examination) will be penalised and receive a zero result as this would be considered an unfair advantage, unless an Illness and Misadventure Form with appropriate documentation is provided to explain the partial absence e.g. medical certificate.

All students who **leave school early** due to illness on the day of a scheduled task must submit hand-in tasks before leaving or, if missing an in-class task, notify the Assistant Principal Student Achievement or relevant Leader of Learning. Students must follow the same procedures for unforeseen absence as above, obtaining the required documentation and submitting an Illness and Misadventure form on return to school.

Missing an assessment because of **an appointment** is not acceptable for unless due to exceptional circumstances. If known in advance, the student must negotiate an alternative arrangement with the **Assistant Principal Student Achievement** prior to the scheduled assessment date.

If students **use technology** of any kind, including multimedia, electronic equipment or computer technology to present an assessment task, **the proper functioning of the software and/or associated equipment is the responsibility of the student**. Students who fail to submit assessment tasks because they were unable to retrieve the task from a computer for any reason e.g. document lost or printer malfunctions, will result in the student receiving the same penalties as those of any late submission This also applies to all electronic, digital or multimedia tasks that cannot be opened or properly accessed by teachers for marking purposes.

Students are advised to keep all rough notes and resource work in case of equipment failure. A backup copy of drafts and hard copies/photos of work should be made during the preparation of a task, as these may be required to ensure against penalties being incurred.

**Failure to follow these steps may result in a penalty / zero mark being awarded for the task.**

The outcome of all Illness/Misadventure appeals is determined by the **Assistant Principal Student Achievement** in consultation with the relevant Leader of Learning.

## Leave of Absence

A student requesting **extended leave (5 or more days)** or leave for exceptional circumstances **must submit a completed Exemption from Attendance at School Form at least four weeks (where possible) before the leave commencement date**. This is available to parents/carers through Reception. While leave from school may be approved, leave for assessments scheduled during the leave period will only be granted in exceptional circumstances and at the discretion of the Principal.

- **A student whose leave has been approved for assessment purposes must submit hand-in tasks by the due date, either before going on leave or by electronic submission.** In-class tasks will be rescheduled in consultation with the Leader of Learning.
- **A student whose leave has not been approved must submit hand-in tasks by the due date, either prior to going on leave or by electronic submission without penalty.** For any in-class assessment task or examination missed during the unapproved leave period, the student will receive a zero mark.

A student who takes planned leave for **under 5 days**, and has an assessment due during that time, must negotiate with the Leader of Learning a suitable alternative submission or completion date.

Assessment and Examination dates are advertised at the beginning of the school year. Parents and carers are required to consider these dates when making arrangements for holidays and appointments. Students may be awarded zero marks due to these absences. **The College does not reschedule exams or assessment tasks for students involved in holidays outside the published school holiday period.**

When an assessment task clashes with **other official College activities**, it is the responsibility of the student to negotiate alternative arrangements with the Leader of Learning prior to the due date. These activities could include VET work placement, excursions, or sporting competitions. In-class tasks will generally be rescheduled for the next day or an alternative task arranged. Hand-in tasks must still be submitted by the due date / time. Failure to follow these procedures results in the student receiving the same penalties as for non-submission or non-completion of tasks.

In cases of a zero penalty due to such leave, the student must still submit / complete the task, or a similar task, on return to school.

## Malpractice

Malpractice refers to the expectation that all students within the St Paul's Catholic College community act with honesty, trust, fairness and respect when it comes to assessment. When a student acts without integrity they are committing malpractice. Malpractice is any activity that allows a student to gain an unfair advantage. It is a serious offence that distorts legitimate measures of students' achievements.

There are four types of malpractice as defined by NESAs:

- **Breach of assessment conditions** - occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage. Examples include, but are not limited to:
  - A breach of assessment conditions includes any breach of:
    - HSC exam rules and procedures, and
    - HSC minimum standard test rules and procedures.
  - malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.
  - using non-approved aids during an assessment task
- **Misrepresentation** - when a student misleads or deceives others by presenting untrue information through fabrication, alteration or omission of information. Examples include, but are not limited to:
  - making up journal entries for a project
  - submitting falsified or altered documents
  - referencing incorrect or non-existent sources
  - providing false explanations to explain work not handed in by the due date

- **Collusion** - when a student inappropriately collaborates with another student, group of students, person, organisation or **entity** to produce work that was meant for individual assessment. Examples include, but are not limited to:
  - o sharing answers to an assessment with other students
  - o submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert
  - o contract cheating by outsourcing work to a third party
  - o unauthorised use of **artificial intelligence (AI)** technologies
  - o assisting another student to engage in malpractice
- **Plagiarism** - when a student pretends to have written, created or developed work that has originated from another source. Examples include, but are not limited to:
  - o copying someone else's work, in part or in whole, and presenting it as their own
  - o using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source
  - o building on the ideas or words of another person without appropriate acknowledgement
  - o using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

To mitigate instances of malpractice students are required to:

- o complete their work honestly and submit original work and ideas at all times
- o participate in malpractice Workshops at the start of the year
- o read the College Malpractice Policy in the Student Assessment Handbook
- o provide a declaration of originality and ideas for hand-in assessments
- o provide acknowledgment and referencing of resources for hand-in assessments
- o provide evidence of progress made towards hand-in assessments

If **misrepresentation, plagiarism or collusion are suspected**, the following procedures are followed:

- **suspensions of malpractice** should be brought to the attention of the Leader of Learning.
- **a student will be asked to prove that the work is their own by showing drafts, oral review, planning documents or revisions of their work**
- any work that has been identified as being the student's own is to be matched against the task specific criteria and a mark/grade can be awarded
- In the instance **where malpractice is proven**, it should be brought to the attention of the Assistant Principal. **Students will need to resubmit their work for feedback.** Failure to follow these procedures results in the student **receiving the same penalties as for non-submission or non-completion of tasks.**
- Documentation of the incident will be recorded on Compass
- Students will **complete an after-school plagiarism workshop, and an N-warning letter will be issued.** These workshops will be scheduled as required. In some circumstances the College may decide to administer a substitute task.

## 'N' Warning & 'N' Determination

A student will be considered to have not satisfactorily completed a course if there is sufficient evidence that the student has:

- **failed to make a genuine attempt at assessment tasks.** If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

- **failed to participate** in a course including:
  - incomplete or unsatisfactory attempt in class tasks and/or homework,
  - unsatisfactory participation in learning
  - ongoing concerns related to classroom effort and/or academic progress
- **makes a “non-attempt” or a “non-serious attempt”** of an assessment task. In such a case a zero mark shall be awarded for the task and an ‘N’ warning letter will be issued. The task must be redone in order to demonstrate achievement of syllabus outcomes;
- **failed to meet the attendance requirements**

In the case of Extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

If at any time it appears that a student is at risk of receiving an ‘N’ determination (non-completion of course requirements) in any course, the Assistant Principal will:

1. advise the student and parent/carer in writing of the tasks or actions to be undertaken (‘N’ Warning’) in time for the problem to be corrected and alert the student to the possible consequences of an ‘N’ determination;
2. request from the student/parent/carer a written acknowledgement of the warning;
3. issue at least one follow-up warning letter if the first letter is not effective; and

If two written warnings have not been addressed appropriately, the student may be awarded an ‘**N**’ **determination** for ‘Non-completion of Course’. The Principal will then issue a non-completion determination and advise NESAs .

## Appeals concerning Assessment Marks

It is expected that all formal assessment tasks will be marked and returned to students within **2-3 school weeks**. Each task will be accompanied by appropriate feedback regarding individual performance. Students can seek additional feedback regarding assessment results.

If a student has concerns related to assessment marks, the student must approach their subject teacher immediately, following the return of results. The student should identify to the teacher that they wish to appeal and the assessment task must be given to the teacher at this time. A written appeal must then be lodged with the Assistant Principal as soon as possible.

The Appeals Committee (Assistant Principals & appropriate Leader of Learning) will make the final determination of the marks awarded. Only in exceptional cases will additional marks be awarded and students **MUST** be aware that marks can be deducted in this process. The Appeals Committee's decision will be forwarded to the Principal. The Principal's decision is final.

## Student Responsibilities

**Each student has the responsibility to:**

- Understand course requirements and procedures
- Be familiar with and fulfil the requirements of the College Assessment Policy & Procedures as set out in this handbook.
- Attend school, be aware of due dates for assessment tasks and complete tasks on time.
- Provide written evidence (e.g. medical certificate) of reason for absence from, or late submission of, formal assessment tasks.
- Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
- Seek help and advice from the teaching staff.
- Be present to do all in-school assessment tasks or submit hand-in tasks. This means being present **all day** on the day a task is due to be completed or submitted.
- Be on time for all assessment tasks.
- Apply themselves to the best of their ability to all coursework whether an assessment task, class work or homework

## Principal's Discretion

All of the above procedures and policies may be altered in some way at the discretion of the Principal.

**Please Note: In the following links to assessment schedules, dates are given as terms and weeks.**

**Students will be notified of specific dates via the Assessment Task notification issued 2 weeks prior to the task due date.**

**It is possible that some tasks will move weeks due to timetable/ calendar restraints. Assessment details will be confirmed at least two weeks prior to the due date.**

# YEAR 9 COURSE ASSESSMENT SCHEDULES 2026

## Mandatory Courses

### RELIGIOUS EDUCATION ASSESSMENT SCHEDULE

Religion - Year 9	Task 1 - Formal Task	Task 2 - Formal Task
Type of Task	Test (Called to Heal and Serve)	Exam (The Search for Meaning & Living a Loving Life)
Date Issued	Term 2, Week 3	Term 4, Week 3
Date Due	Term 2, Week 5	Term 4, Week 5
Outcomes assessed	RECKD9, RECSD9	RECKE9, RECSE9, RECKC9, RECSC9
Level of Achievement		
Religious knowledge	✓	✓
Research & religious enquiry skills		
Communication of religious concepts & beliefs	✓	✓

## ENGLISH ASSESSMENT SCHEDULE

English - Year 9	Task 1 - Advertising	Task 2 - Genre Study	Task 3 - Film Study
Type of Task	Test	Submission	In-Class
Date Issued	Week 6, Term 1	Week 7, Term 2	Week 3, Term 4
Date Due	Week 8, Term 1	Week 9, Term 2	Week 5, Term 4
Outcomes assessed	EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	EN5-URA-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01, EN5-RVL-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01
Level of Achievement			
Ideas and Values		✓	✓
Analysing and responding	✓		✓
Language Forms, Features and Structures	✓	✓	✓
Constructing and Expressing Meaning	✓	✓	✓
Reflecting and Refining		✓	

## MATHEMATICS ASSESSMENT SCHEDULE

Mathematics - Year 9	Task 1 - Formal Task	Task 2 - Formal Task	Task 3 - Formal Task
Type of Task	In class Task	Test	Examination
Date Issued	Term 2 Week 4	Term 3 Week 6	Term 4 Week 3
Date Due	Term 2 Week 6	Week 3 Week 8	Term 4 Week 5
Outcomes assessed	MAO-WM-01, MA5-FIN-C-01, MA5-ALG-C-01, MA5-EQU-C-01,	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-ALG-C-01	MAO-WM-01, MA5-GEO-C-01, MA5-PRO-C-01, MA5-ALG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-LIN-C-01, MA5-LIN-C-02
Level of Achievement			
Working Mathematically	✓	✓	✓
Right Angled Triangles			
Financial Mathematics	✓		
Algebraic Techniques	✓	✓	
Equations	✓		
Linear Relationships		✓	
Properties of Geometrical figures			✓
Probability			✓
Quadratic expressions and algebraic fractions			✓

## HSIE – GEOGRAPHY ASSESSMENT SCHEDULE

HSIE - Geography	Semester 2 - Formal Task
Type of Task	Test – Biomes and sustainable agriculture
Date Issued	Term 3, Week 5
Date Due	Term 3, Week 9
Outcomes assessed	GE5-3, GE5-5, GE5-7, GE5-8
Level of Achievement	
Knowledge and understanding of Geographical terms, issues and concepts	✓
Application of geographical tools and skills	✓
Communicates geographical information in well-structured forms	✓

## HSIE - HISTORY ASSESSMENT SCHEDULE

HSIE - History	Semester 1 - Formal Task
Type of Task	Submission – Australia at War
Date Issued	Week 1, Term 2
Date Due	Week 4, Term 2
Outcomes assessed	HT5-4, HT5-6, HT5-7, HT5-9, HT5-10
Level of Achievement	
Knowledge and understanding of historical events, issues, terms and concepts	✓
Application of research and historical inquiry skills	✓
Communicated historical information in well-structured forms	✓

## PDHPE ASSESSMENT SCHEDULE

PDHPE - Year 9	Task 1 - Movement, skill & performance critique	Task 2 - Investigation & promotion of physical activity in Australia	Task 3 - Movement composition & appraisal
Type of Task	Submission	Submission	Submission
Date Issued	Week 7, Term 1	Week 4, Term 3	Week 2, Term 4
Date Due	Week 10, Term 1	Week 10, Term 3	Week 6, Term 4
Outcomes assessed	PD5-1, PD5-4, PD5-5, PD5-11	PD5-2, PD5-3, PD5-7, PD5-8, PD5-10	PD5-4, PD5-5, PD5-11
Level of Achievement			
Demonstrates proficiency and adaptability in movement and performance.	✓		✓
Demonstrates self-management and decision-making skills to enhance health, safety and wellbeing.	✓	✓	
Demonstrates behaviours and understanding indicative of respectful, inclusive and supportive relationships.		✓	

## SCIENCE ASSESSMENT SCHEDULE

Year 9 - Science	Task 1, Formal Task	Task 2, Formal Task	Task 3, Formal Task
Type of Task	Test	Test	In class
Date Issued	Week 5, Term 1	Week 5, Term 2	Week 3, Term 3
Date Due	Week 7, Term 1	Week 7, Term 2	Week 5, Term 3
Outcomes assessed	SC5-EGY-01, SC5-WS-01, SC5-WS-04, SC5-WS-07	SC5-DIS-01 SC5-WS-06, SC5-WS-08	SC5-MAT-01, SC5-WS-03, SC5-WS-07, SC5-WS-08
Level of Achievement			
Knowledge and understanding	✓	✓	✓
Observing	✓		
Planning investigations			✓
Conducting investigations	✓		
Analysing data and information		✓	
Problem solving	✓		✓
Communicating		✓	✓

# YEAR 10 COURSE ASSESSMENT SCHEDULES 2026

## Elective Courses

### COMMERCE ASSESSMENT SCHEDULE

HSIE Year 9 Commerce	Formal Task	Formal Task	Formal Task
Type of Task	In class task - Investing	In class task - Promoting & selling	Test - Law in Action
Date Issued	Term 2, Week 4	Term 3, Week 6	Term 4, Week 1
Date Due	Term 2, Week 6	Term 3, Week 9	Term 4, Week 4
Outcomes assessed		COM5-1, COM5-2, COM5-6, COM5-8	COM5-1, COM5-2, COM5-3, COM5-5, COM5-8
Level of Achievement			
Knowledge & understanding of the terms, issues & concepts	✓	✓	✓
Application of research, decision-making & problem-solving skills	✓	✓	
Communicated information in well-structured forms	✓	✓	✓

### LANGUAGES - JAPANESE ASSESSMENT SCHEDULE

Languages - Japanese	Task 1 - Restaurant Role play	Task 2 - Application for student exchange	Task 3
Type of Task	Submission	Submission/ In class task	Test
Date Issued	Week 7, Term 1	Week 8 Term 2	Week 1 Term 4
Date Due	Week 6, Term 2	Week 3 Term 3	Week 4 Term 4
Outcomes assessed	ML5-INT, ML5-UND, ML5- CRT	ML5-INT, ML5-UND, ML5- CRT	ML5-UND, ML5- CRT
Level of Achievement			
Speaking in Japanese	✓	✓	
Listening & responding	✓	✓	✓
Reading & responding			✓
Writing in Japanese	✓	✓	✓

## MUSIC ASSESSMENT SCHEDULE

Creative Arts - Music	Task 1 - Formal Task	Task 2 - Formal Task	Task 3 - Formal Task
Type of Task	Submission	In class	Test
Date Issued	Week 6, Term 1	Week 2, Term 2	Week 8, Term 3
Date Due	Week 2, Term 2	Week 8, Term 2	Week 6, Term 4
Outcomes assessed	MU5-COM-01, MULS-COM-02	MU5-PER-01, MU5-PER-02	MU5-LIS-01, MU5-LIS-02
Level of Achievement			
Knowledge, understanding and skills in performance		✓	
Knowledge, understanding and skills in composition	✓		
Knowledge, understanding and skills in listening			✓

## PASS ASSESSMENT SCHEDULE

PASS Year 9	Task 1 - Body Movement Analysis	Task 3 - Case Study	Task 3 - Inquiry task
Type of Task	Submission	Submission	Submission
Date Issued	Week 5, Term 1	Week 6, Term 3	Week 2, Term 4
Date Due	Week 8, Term 1	Week 9, Term 3	Week 5, Term 4
Outcomes assessed	PASS5-1, PASS5-2, PASS5-5, PASS5-9, PASS5-10	PASS5-1, PASS5-2, PASS5-6, PASS5-10	PASS5-3, PASS5-4
Level of Achievement			
Demonstrates proficiency and improvement in movement and performance.	✓		
Demonstrates knowledge and understanding of physical activity, sport and society.	✓	✓	✓
Demonstrates effective teamwork, communication and leadership to enhance participation and performance.	✓		
Demonstrates understanding of factors that contribute to health, enjoyment and lifelong participation.	✓	✓	

## INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT SCHEDULE

TAS - Industrial Technology Timber	Task 1- Research	Task 2 - Design	Task 3 - Design
Type of Task	Submission	Submission	Submission
Date Issued	Week 3, Term 1	Week 7, Term 2	Week 1, Term 3
Date Due	Week 6, Term 1	Week 4, Term 2	Week 5, Term 4
Outcomes assessed	IND5-5, IND5-8, IND5-9	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5	IND5-1, IND5-2, IND5-3, IND5-7, IND5-8
Level of Achievement			
Knowledge and application of WH&S and risk management.	✓	✓	✓
Knowledge and skills in the design and production of timber projects.		✓	✓
Knowledge and understanding of the relationship between the properties of timber materials and applications.	✓	✓	✓

## FOOD TECHNOLOGY ASSESSMENT SCHEDULE

TAS - Food Technology	Task 1 - Food in Australia	Task 2 - Food product development	Task 3 - Food Selection & Health
Type of Task	Submission	Submission	Submission
Date Issued	Week 3, Term 1	Week 6, Term 2	Week 7, Term 3
Date Due	Week 8, Term 1	Week 3, Term 3	Week 9, Term 3
Outcomes assessed	FT5-6, FT5-8, FT5-9, FT5-13	FT5-1, FT5-2, FT5-5, FTS-10, FT5-11	FTS-7, FT5-12
Level of Achievement			
Knowledge, understanding and skills in food hygiene, safety and food quality.	✓	✓	✓
Knowledge and understanding of food properties, processes and preparation	✓	✓	
Knowledge and understanding of nutrition, food consumption and consequences on health	✓	✓	✓
Skills in researching, evaluating and communicating issues related to food	✓	✓	✓

# DESIGN AND TECHNOLOGY ASSESSMENT SCHEDULE

TAS - Design & Technology	Task 1 - Research Task	Task 2 - Design project	Task 3 - Design project
Type of Task	Submission	Submission	Submission
Date Issued	Week 9, Term 1	Week 6, Term 2	Week 9, Term 3
Date Due	Week 2, Term 2	Week 2, Term 3	Week 3, Term 4
Outcomes assessed	DT5-1, DT5-5, DT5-7, DT5-9	DT5-1, DT5-3, DT5-4, DT5-6, DT5-9	DT5-1, DT5-4, DT5-6, DT5-7, DT5-8
Level of Achievement			
Knowledge and understanding of design concepts and processes	✓		✓
Skills in communicating design ideas and solutions		✓	✓
Knowledge, understanding and skills in managing resources and producing quality solutions	✓	✓	✓
Knowledge of the work of designers and the issues and trends influencing their work	✓	✓	



*Ms Gabie Stojanovski*  
*Principal*



*Ms Jamie Lee Wood*  
*Assistant Principal*



*Ms Samantha Marshall*  
*Assistant Principal*



*Learn with COURAGE*  
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