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# Assessment *Policy and Procedures*

MIDDLE SCHOOL 2023



ST ANDREW'S  
CATHEDRAL SCHOOL

## **MESSAGE from the Head of Middle School and the Director of Learning, Middle School.**

The introduction of the Middle Year's Programme of the International Baccalaureate Organisation to St Andrew's Cathedral School in 2016 represents our commitment to best practice teaching and learning for students in the Middle School and beyond. In the 21st Century it is vital that students are equipped for the many demands that will confront them in years to come. One significant challenge is to embrace that of Lifelong Learning.

The MYP framework sits over the Australian Curriculum and that of the NSW Educational Standards Authority (NESA). There is a commitment to understand how they process information (concrete and abstract) and to express themselves effectively. Helpful focus on critical thinking, global challenges and cross-curricula links are integral as well and the commitment to service and contemporary world issues sit comfortably with our City school, Christian character and ethos.



Middle School students in 2023 are encouraged to engage fully in their learning and enjoy learning corporately, enjoying the broad range of experiences and subject areas that make up the early secondary years. A commitment to doing your very best will equip and prepare you for the challenges that lie ahead, both at school and beyond.

I encourage Middle School students to fully engage with their learning and be highly involved in school life, committing to best learning and ensuring a great year ahead. I would also like to particularly encourage students and parents to focus on assessment tasks as stepping stones in the learning journey.

A handwritten signature in black ink that reads "J. Partington".

John Partington  
**Head of Middle School**



*'Tell me and I forget. Teach me and I remember. Involve me and I learn'.*

*Benjamin Franklin*

This quote resonates as we continue to build on our high quality of education at St Andrew's Cathedral School following the NESA curriculum and the IB Middle Years Programme (MYP). As we embed this framework for teaching and learning, there is an emphasis on teaching through inquiry, where learning is connected, future focused, challenging and networked. We look forward to an exciting year full of possibility and achievement in learning.

A handwritten signature in black ink that reads "Kate Layhe".

Kate Layhe  
**Director of Learning (Middle School)**

# TABLE OF CONTENTS

|   |    |
|---|----|
| Message from the Head of Middle School & the Director of Learning Middle School ..... | 2  |
| Middle School Academic Staff .....  | 4  |
| Line of communication for parents .....   | 4  |
| MYP Programme .....   | 5  |
| Introduction .....  | 6  |
| The Nature and Purpose of Assessment .....  | 6  |
| Assessment Procedures .....   | 8  |
| 1. Details of Assessment Tasks .....  | 8  |
| 2. ASWDs (Adjustments for Students with a Disability) .....                           | 8  |
| 3. Submission and/or Presentation of Assessment Tasks .....                           | 8  |
| 4. Submitting work on the due date .....  | 8  |
| 5. Extensions for an assessment task .....  | 9  |
| 6. Failure to submit an assessment Task .....   | 9  |
| 7. Notification of inability to sit an in-class assessment task .....                 | 9  |
| 8. Return of work and Feedback .....  | 9  |
| 9. Academic Honesty associated with the conduct of an Assessment Task .....           | 9  |
| 10. Assessment Achievement .....  | 10 |
| 11. Appeals .....   | 11 |
| 12. Student responsibilities .....  | 11 |
| Reporting .....   | 11 |
| Academic Honours .....  | 11 |
| Homework .....  | 12 |
| Sample Notification Letter of Non-Completion .....                                    | 13 |
| Year 7 Assessment Schedule (Term 1 and Term 2) .....                                  | 14 |
| Year 7 Assessment Schedule (Term 3 and Term 4) .....                                  | 15 |
| Year 8 Assessment Schedule (Term 1 and Term 2) .....                                  | 16 |
| Year 8 Assessment Schedule (Term 3 and Term 4) .....                                  | 17 |
| Year 9 Assessment Schedule (Term 1 and Term 2) .....                                  | 18 |
| Year 9 Assessment Schedule (Term 3 and Term 4) .....                                  | 19 |

# Key Year Middle School Academic Staff



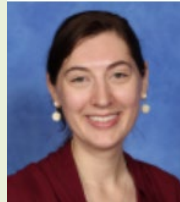
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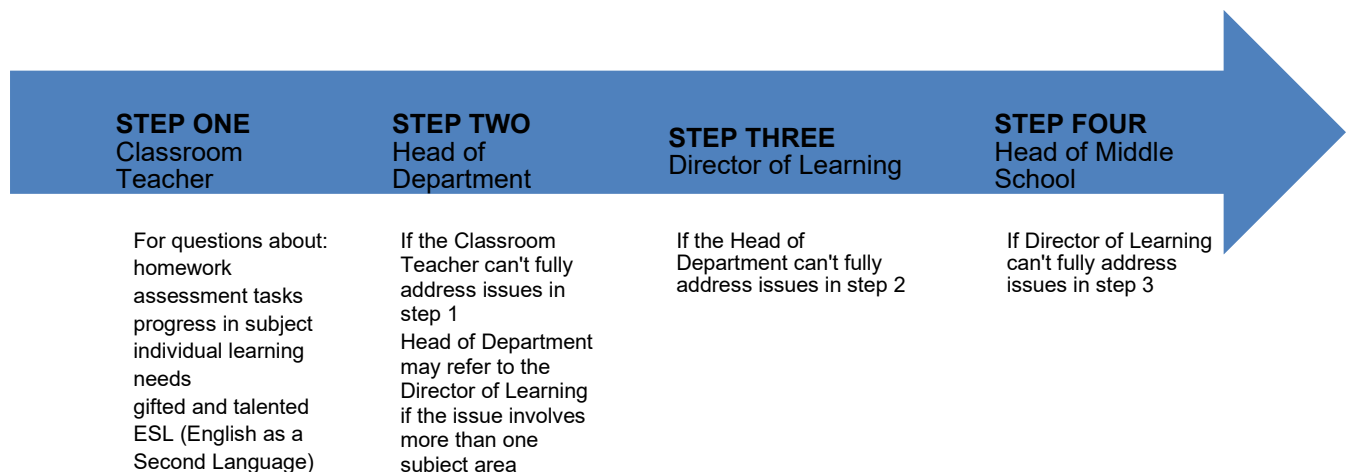
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## Line of communication for parents with academic issues

*The first person to contact is the classroom teacher.*





# Introduction

Middle School is an exciting time of change, and is the foundational stage of Secondary School, NSW Educational Standards Authority Stages 4, the start of Stage 5 and the International Baccalaureate Middle Years Programme. In Stage 4, each student undertakes compulsory courses of study in each of the Key Learning Areas as set out by the NSW Board of Studies under the teaching framework of the IB MYP. Stage 4 represents an important stage in schooling as it is the commencement of this time when much of the knowledge, skills and understandings required for future study are developed and refined. In Stage 5, students start to specialise, choosing 2 electives and looking ahead to the final years of their secondary schooling where they choose between the NESA Higher School Certificate or the International Baccalaureate Diploma Programme.

It marks the beginning of a rigorous assessment programme leading towards the challenges that lie ahead in Years 11 and 12.

There are many people at the School who can assist you in making decisions and all students should seek assistance when required. This team includes your Tutor, Head of Year, Director of Learning, Librarians, School Counsellor or specialist academic staff.

Information for parents on the IB MYP and NSW Educational Standards Authority Years 7 to 10 syllabuses (including the Australian Curriculum) can be accessed from

<http://www.ibo.org/programmes/middle-years-programme/>

and

[http://syllabus.bos.nsw.edu.au/assets/global/files/parent\\_k-6\\_guide\\_web.pdf](http://syllabus.bos.nsw.edu.au/assets/global/files/parent_k-6_guide_web.pdf)

and

<http://syllabus.bos.nsw.edu.au/>

## The Nature and Purpose of Assessment

Assessment of student achievement is integral to effective teaching and learning. MYP assessment uses prescribed subject-group objectives using assessment criteria for each subject group. It has a criterion related approach where they are judged against the criteria and not in comparison to other students. (From Principles into Practice, 2014). Year 3 MYP criteria will be used for assessments in Years 7 and 8 and Year 5 MYP Criteria for Year 9.

Assessment involves collecting information and making reliable judgements about student performance in relation to the objectives and related outcomes of the course that specify what students know, understand and can do. A variety of both formative and summative assessment tasks are provided at points during each course in order to collect evidence of student achievement.

Such evidence is useful in that it:

- provides diagnostic information,
- determines future teaching and learning directions,
- assists students with their learning, and,
- reports on the extent of student achievement of course objectives and outcomes

Assessment measures and identifies what students know and can do in relation to these Learning Objectives and Outcomes. Measuring achievement at points during a course provides a better indication of student achievement than one set of examinations at the end of a year. It increases the accuracy of the final assessment of each student's achievement by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings such as oral/aural tasks, practical tasks, thus broadening the base for assessment.

A grade for NSW Educational Standards Authority and the IB MYP is awarded each semester based on the summative assessment tasks and teacher professional judgement.

## The Assessment Program

Each Middle School Course has an Assessment Program. This is a schedule of generally 2 - 4 tasks that take place during the year. A summary of all Middle School assessment task dates can be found on the last few pages of this booklet. The relevant Head of Department and/or your teacher will inform you of the following details for each Assessment Task with at least two (2) weeks' notice. Prior to assessment weeks, the notification will be released with at least three (3) weeks' notice with a study summary.

- Day, date and time
- Method of assessment
- MYP Objectives and NSW Educational Standards Authority Outcomes to be assessed
- A description of the task's requirements (with any special arrangements required)
- MYP assessment marking criteria

The school will use a range of strategies and tools to assess student learning. You will be given the opportunity to demonstrate your maximum level of achievement relative to the Course Performance Descriptors for each subject.

Your teachers will ensure that all students in a course are assessed comparably by using common tasks and/or standardise their understanding of the criteria before deciding on achievement levels.

Other classwork, homework and independent tasks will be required to be completed in addition to formal assessment tasks. These are just as vital in the teaching and learning process and should be completed as per requirements.

Students will be provided opportunities to reflect on their assessments to improve their learning in future.



# ASSESSMENT PROCEDURES

## 1. Details of Assessment Tasks

General details regarding the scheduling and nature of tasks for each year group are provided by individual academic departments.

Term summaries for each year group are included at the back of this booklet and published on the Parent Portal, so that students can plan their individual programmes. Students should note that the middle weeks of terms are busier and therefore must organise their schedules most carefully.

Details regarding the structure of each task and the criteria and outcomes being assessed will be provided at least **two weeks** prior to the date of submission of the task both in Edumate and Schoology. They will be released **three weeks** prior for assessment weeks to allow students to create a study plan well ahead of time.

It is most important to maintain steady application to these assigned tasks over the whole period from initial notification to completion by the due date. There may be scaffolds provided and interim dates for submission of drafts as part of the schedule.

## 2. ASWDs (Adjustments for Students with a Disability)

Students with a diagnosed disability or identified difficulty may be eligible for adjustments when completing timed, written, in-class assessments, and examinations.

The Specialised Learning Department works with all department to organise and administer these in Middle School. Please contact Mrs Tammy Campbell [tcampbell@sacs.nsw.edu.au](mailto:tcampbell@sacs.nsw.edu.au) if you have questions or concerns about assessment adjustments.

## 3. Submission and/or Presentation of Assessment Tasks

All assigned work specified in the Assessment Program must be submitted or presented to the **Class Teacher** in class by the due date or as specified on the notification.

Students may use computers or iPads (e.g. Word, iMovie, PowerPoint etc.) for the presentation of Assessment Tasks but should note the following:

1. Written assignments cannot be submitted in electronic format unless specifically directed by the Class Teacher
2. A student cannot claim that they are unable to submit a task for the following reason and expect an extension:
  - a. a computer/iPad broke down
  - b. a printer won't work, or another similar excuse

If there is a problem with a computer, students must be able to show the Class Teacher, hard copy evidence of the task during its construction, i.e. students need to print out a hard copy at various stages of the task and keep this as evidence until the final task has been submitted or presented. All work should be backed up regularly.

## 4. Submitting work on the due date

Students are responsible for completing and submitting all work in the following way:

- on the due date, you should submit your assignment either to your teacher or as specified by your teacher/Head of Department
- tasks not handed in, in the appropriate manner or place specified will be regarded as non-submission
- if you arrive late to an Assessment Task, you will not be permitted additional time unless there is a valid reason for your late arrival
- For a hand-in task: If you are absent on the day, you must hand the task in on your first day returning to school to your teacher.
- For an in-class task: If you are absent on the day of an assessment, you will complete it during the



following lesson for that subject. You will not be taken out of another class to avoid disruption.

## **5. Extensions for an assessment task**

Parents may request an extension for an assessment, hand-in or in-class. This must be done in writing to the Head of Department no later than 48 hours before the due date. It is up to the discretion of the Head of Department if the extension is granted or not. Extensions will only be considered where a valid reason is supplied such as long-term illness.

## **6. Failure to submit an Assessment Task**

If a student fails to submit an Assessment Task specified in the Assessment Program and the **Class Teacher** considers that the student has a valid reason, e.g. illness, misadventure or endorsed leave, then an extension of time may be granted by the **Head of Department**, or a mark may be awarded based on a substitute or modified task, or an estimate awarded based on other evaluative data.

Where there is no valid reason for not completing an Assessment Task on time, procedures will be applied as follows:

- a) For a Hand-in Task the student must either hand in the incomplete task on the due date or the student will complete the assessment during that lesson on the day it was due.
- b) A letter will be immediately sent home to parents letting them know of the failure to complete the task and that the student either handed in an incomplete assignment or completed what they could in class.

See the sample letter on page 13.

## **7. Notification of inability to sit an in-class assessment task**

In the event of a student being absent on the day of an Assessment Task, the following must be done:

- a) Parents to contact school on the day of absence to explain the acceptable reason for it. If the task is a group performance task, a Medical Certificate is required.
- b) When a child is absent from class on the day of a test, it is expected that they complete the test on the first lesson following lesson.

Failure to comply with the above procedures may result in the award of a zero mark for the Assessment Task.

## **8. Return of work & Feedback**

Student work will either be corporately marked or marked using benchmarks to ensure consistency across a subject and year level. Students will receive their assessment tasks back within 3 weeks of submission with the result and written feedback on how they can improve for the future.

Any concerns the student has regarding the marking of the assessment must be raised with the teacher at the time of the return of the task. Any appeals regarding the result on the assessment task will be resolved by the relevant Head of Department. Unresolved appeals should be made to the Director of Learning Middle School.

When a re-mark is requested the student's recorded mark cannot decrease but can either stay the same or increase. Feedback will be provided on the re-mark when the assessment is returned.

## **9. Academic Integrity associated with the conduct of an Assessment Task**

Students will be expected to conform to the highest standards of academic integrity and ethical scholarship. In Middle School students are taught how to be academically honest and it is seen as a learning experience in preparation for later years.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Using non-approved aides during an assessment task
- Assisting another student to engage in malpractice
- Submitting an altered medical certificate

If a student is suspected of malpractice for either a hand-in or in-class task, this will be discussed by the student, teacher and Head of Department. Parents will be contacted by the Head of Department at the earliest opportunity. The Head of Department may ask the student to resubmit or re-do the section of work that has not been academically honest. A time frame for resubmission will be agreed upon for a hand-in task.

Where direct copying of another student's work has occurred, a discussion will be held with the student, teacher and Head of Department and parents contacted. The student may receive zero for the copied sections. If a student or parent is not satisfied with the outcome of the interview, they may appeal to the Director of Learning.

If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given, at the discretion of the Head of Department.

In cases of suspected malpractice, the tutor and Head of Year will be kept informed.

## **10. Assessment Achievement**

After all Assessment Tasks are completed, each Head of Department will produce a profile of learning and achievement based on these tasks while also using teacher professional judgement. They will then determine the 2 appropriate Grades to award for each subject based on NESA standards and IB MYP Criteria. The School's determination is final except in the most unusual circumstances.

Possible IB MYP Grades are as follows:

- 7** High-quality, frequently innovative work
- 6** High-quality, occasionally innovative work
- 5** Generally high-quality work
- 4** Good-quality work
- 3** Work of acceptable quality
- 2** Work of limited quality
- 1** Work of very limited quality

Possible NSW Educational Standards Authority Grades are as follows:

- A Extensive** knowledge and understanding
- B Thorough** knowledge and understanding
- C Sound** knowledge and understanding
- D Basic** knowledge and understanding

## **E Elementary** knowledge and understanding

Semester 1 and Semester 2 Grades are formulated on Assessment task results taking place during each semester and teacher professional judgement.

### **11. Appeals**

If you feel that there is a problem with the grades(s) in any subject(s) awarded to you by the School, you should submit a written appeal, together with evidence, to the Head of Department. If you are not satisfied with the outcome of this appeal, you may take it up with the Director of Learning.

### **12. Student responsibilities:**

- supporting the learning of others and behaving in an appropriate manner
- reading and understanding the School's policy on Assessment
- attempting each Assessment Task to the best of your ability
- attending all 'in-class' tasks (except in cases of illness or misadventure)
- submitting all 'hand-in' tasks on time (except in cases of illness or misadventure)
- resolving any areas of concern about marks awarded or comments made as soon as possible after the Task is handed back
- resolving any disputes with the Class Teacher or Head of Department
- demonstrating through application and achievement that you have met the requirements of the Course

## **Reporting**

St Andrew's Cathedral School has three formal methods of reporting on student achievement as well as progressive reporting. These include:

- Progressive Reporting, where results are released for each assessment along with feedback online which you will be able to see and discuss with your child.
- The Interim Report, issued towards the end of Terms 1 and 3 for students in Years 7 – 10, gives a general overview of the student's Approaches to Learning.
- School Reports, issued towards the end of Semester 1 and Semester 2, providing a comprehensive summary of student progress along with the progressive reporting feedback.
- Parent/Teacher interviews, held at various times throughout the year (see school calendar) for each year level, providing an opportunity for parents to meet with individual teachers to discuss their child's progress.
- Parents may contact Class Teachers/Heads of Year in order to discuss student progress at any time.

## **Academic Honours**

A student is awarded Academic Honours for achieving an average of an MYP Grade 6 in a reporting period. Students are notified through the Head of Middle School's office. The allocation of those awards rest with the Director of Learning and the Head of Middle School and based on the data from the Semester Reports.

# HOMEWORK

The purpose of homework is to support the development of the student's independence as a learner.

Regular homework develops sound study habits for students to consolidate skills and concepts learned at school. It is recommended that a set place be used for home study and work. About 1 hour per night is an acceptable amount of homework per night in Year 7 and 8 and 1.5 – 2 hours in Year 9 and a few hours over the weekend to work on assessments. If students are doing much more than this, please write a note to the teacher explaining why they could not complete the work. All homework set by the class teacher will be recorded on Schoology.

Parents can help students move towards independence by not allowing their child to become dependent on unreasonable levels of parental assistance and resources.

Teachers aim to set tasks that are purposeful, meaningful and relevant to the learning needs of the students.

- When homework is not completed, it will be recorded in Edumate by the class teacher. Parents will receive a weekly digest where homework incompleteness will be recorded.
- Failure to complete homework will result in students being asked to complete it at lunchtime under staff supervision. Continued non-completion will incur other sanctions including interviews with key academic staff.
- If students find themselves with little homework, they should undertake to make summaries, read over notes, prepare for assessment tasks or engage in wide reading.

Whilst it is essential to maintain a balanced approach to family life, it is also important for students to complete regular homework tasks and establish a consistent, effective pattern of study. Assignments are given regularly, and they develop in complexity throughout the senior secondary years. Research indicates that students who engage in regular patterns of study are best prepared for senior study.



# Sample Notification Letter of Non-Completion



ST ANDREW'S  
CATHEDRAL SCHOOL

Date

Dear SACS Parent,

Your son/daughter (Name) was required to submit a (SUBJECT) assessment task (state which one), which was due on the (Date). Notification was provided at least two weeks prior to this date and the School has not been made aware of any extenuating circumstances affecting his/her ability to submit the task on time.

(Name) handed in an incomplete assessment and it will be assessed on its merits OR (Name) failed to hand in the assessment so he/she completed what they could during the lesson and it will be assessed on its merits, as per the policy outlined in the Middle School Assessment Handbook, page 8, Section 4.

If you have any questions or concerns as regards this assignment, please contact me or the Head of Department to discuss this matter.

Yours faithfully,

Class Teacher

Cc Head of Middle School

Cc Director of Learning

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# Year 7 Assessment Schedule

| Term ONE                  |   |
|---------------------------|---|
| Week 1<br>WB 30 Jan<br>23 |   |
| Week 2<br>WB 06 Feb 23    | <i>Camp group 1</i>   |
| Week 3<br>WB 13 Feb 23    | <i>Camp group 2</i>   |
| Week 4<br>WB 20 Feb 23    | <i>Camp group 3</i>   |
| Week 5<br>WB 27 Feb 23    | <b>Mathematics: C &amp; D (hand in)</b>                       |
| Week 6<br>WB 06 Mar 23    |   |
| Week 7<br>WB 13 Mar 23    | NAPLAN Starts 15 March  |
| Week 8<br>WB 20 Mar 23    | NAPLAN Ends 20 March<br><b>Science: B &amp; C: (in class)</b> |
| Week 9<br>WB 27 Mar 23    | <b>Geography: A &amp; D (in class)</b>                        |
| Week 10<br>WB 3 April 23  | <b>TERM 1 Service Record Due</b>                              |

| Term TWO                 |  |
|--------------------------|--|
| Week 1<br>WB 26 April 23 |  |
| Week 2<br>WB 01 May 23   | <b>PDHPE: B, C &amp; D (hand in/in class)</b>  |
| Week 3<br>WB 08 May 23   | <b>Languages: A, B &amp; C (portfolio)</b>   |
| Week 4<br>WB 15 May 23   | <b>Assessment Week In-Class</b><br><b>English: A, B, C, D</b><br><b>Maths: A &amp; B (hand in/ in class)</b><br><b>Science A &amp; D</b><br><b>Geography B &amp; C (hand in/ in class)</b><br><b>Languages: D</b><br><b>CD: A</b><br><b>Music: A</b><br><b>Assessment Week Hand-in</b><br><b>Music: B, C &amp; D (Solo Task)</b><br><b>PDHPE: A</b><br><b>Technology: A, B, C &amp; D</b><br><b>Visual Arts: A, B, C &amp; D</b> |
| Week 5<br>WB 22 May 23   |  |
| Week 6<br>WB 29 May 23   |  |
| Week 7<br>WB 05 Jun 23   | <b>Term 2 Service Record Due</b>   |
| Week 8<br>WB 12 Jun 23   |  |
| Week 9<br>WB 19 Jun 23   |  |

## Year 7 Assessment Schedule

| Term THREE              |   |
|-------------------------|---|
| Week 1<br>WB 20 Jul 23  |   |
| Week 2<br>WB 24 Jul 23  |   |
| Week 3<br>WB 31 Jul 23  | Mathematics: C & D (hand in)  |
| Week 4<br>WB 07 Aug 23  |   |
| Week 5<br>WB 14 Aug 23  |   |
| Week 6<br>WB 21 Aug 23  | Science: Criteria B & C (in class)<br>History: B&C (hand in/in class) |
| Week 7<br>WB 28 Aug 28  | Visual Arts: Criteria B & C (hand in)                                 |
| Week 8<br>WB 04 Sep 23  |   |
| Week 9<br>WB 11 Sep 23  | <b>Term 3 Service Record Due</b><br>Music: B, C, D (hand in)          |
| Week 10<br>WB 18 Sep 23 |   |

| Term FOUR              |   |
|------------------------|---|
| Week 1<br>WB 09 Oct 23 |   |
| Week 2<br>WB 16 Oct 23 | PDHPE: B, C & D (hand in/ in class)<br>Visual Arts: A & D (hand in)   |
| Week 3<br>WB 23 Oct 23 | Languages: A, B & C (Portfolio)   |
| Week 4<br>WB 30 Oct 23 | <b>Assessment Week In class</b><br>English: A, B, C & D<br>Mathematics: A & B: (hand in/ in class)<br>Languages: D<br>Science: A & D<br>History: A & D<br>PDHPE: A<br>Christian Development: A & D<br>Music: A<br><b>Assessment Week Hand-in</b><br>PDHPE: A<br>Technology: A, B, C & D |
| Week 5<br>WB 06 Nov 23 |   |
| Week 6<br>WB 13 Nov 23 |   |
| Week 7<br>WB 20 Nov 23 | <b>Term 4 Service Record Due</b>  |
| Week 8<br>WB 27 Nov 22 |   |

## Year 8 Assessment Schedule

| Term ONE                |   |
|-------------------------|---|
| Week 1<br>WB 30 Jan 23  |   |
| Week 2<br>WB 06 Feb 23  |   |
| Week 3<br>WB 13 Feb 23  |   |
| Week 4<br>WB 20 Feb 23  |   |
| Week 5<br>WB 27 Feb 23  |   |
| Week 6<br>WB 06 Mar 23  |   |
| Week 7<br>WB 13 Mar 23  | Science: B & C (portfolio/ in class)                          |
| Week 8<br>WB 21 Mar 22  | Geography: A & D (in class)<br>Mathematics: C & D (hand in)   |
| Week 9<br>WB 27 Mar 23  | PDHPE: A, B, C & D (in class)<br>Visual Arts: B & C (hand in) |
| Week 10<br>WB 03 Apr 23 | <b>TERM 1 Service Record Due</b>                              |

| Term TWO               |   |
|------------------------|---|
| Week 1<br>WB 26 Apr 23 |   |
| Week 2<br>WB 01 May 23 | Visual Arts: A & D (hand in)  |
| Week 3<br>WB 08 May 23 | Languages: A, B, C (portfolio)<br>English: A, B, C & D  |
| Week 4<br>WB 15 May 23 | <p><b>Assessment Week In-class</b></p> <p>Mathematics: A &amp; B (hand in/ in class)</p> <p>Science: A &amp; D</p> <p>Languages: D</p> <p>Drama: A, B, C &amp; D (hand in/ in class)</p> <p>Geography: B &amp; C (hand in/ in class)</p> <p>Christian Development: A &amp; D</p> <p>Music: A</p> <p>Drama: A, B, &amp; C</p> <p><b>Assessment Week Submission Hand-in</b></p> <p>Technology: A, B, C &amp; D (portfolio)</p> <p>Music: B, C &amp; D</p> <p>Drama: D</p> |
| Week 5<br>WB 22 May 23 | Camp group 1  |
| Week 6<br>WB 29 May 23 | Camp group 2  |
| Week 7<br>WB 05 Jun 23 | Camp group 3<br><b>TERM 2 Service Record Due</b>  |
| Week 8<br>WB 12 Jun 23 |   |
| Week 9<br>WB 19 Jun 23 |   |



## Year 8 Assessment Schedule

| Term THREE              |  |
|-------------------------|--|
| Week 1<br>WB 10 Jul 23  |  |
| Week 2<br>WB 24 Jul 23  |  |
| Week 3<br>WB 31 Jul 23  |  |
| Week 4<br>WB 07 Aug 23  |  |
| Week 5<br>WB 14 Aug 23  |  |
| Week 6<br>WB 21 Aug 23  | History: B & C (hand in/ in class)                               |
| Week 7<br>WB 28 Aug 23  | Science: B & C (in class)  |
| Week 8<br>WB 04 Sep 23  | <b>Term 3 Service Record Due</b><br>Mathematics: C & D (hand in) |
| Week 9<br>WB 11 Sep 23  | Visual Arts: B & C (hand in)                                     |
| Week 10<br>WB 18 Sep 23 |  |

| Term FOUR              |  |
|------------------------|--|
| Week 1<br>WB 09 Oct 23 |  |
| Week 2<br>WB 16 Oct 23 | Visual Arts: A & D (hand in)<br>PDHPE: B, C & D (in class)   |
| Week 3<br>WB 23 Oct 23 | Languages: A, B, C (portfolio)<br>English: A, B, C, D  |
| Week 4<br>WB 30 Oct 23 | <b>Assessment Week In-class</b><br>Christian Development: A & D<br>Mathematics: A & B (hand in/ in class)<br>Science: A & D<br>Languages: D<br>PDHPE: A<br>Music: A<br>Drama: A, B, C & D (hand in/ in class)<br>History: A & D<br><b>Assessment Week Submission Hand-in</b><br>Music: B, C & D<br>Technology: A, B, C & D |
| Week 5<br>WB 07 Nov 23 |  |
| Week 6<br>WB 13 Nov 23 |  |
| Week 7<br>WB 20 Nov 23 | <b>Term 4 Service Record Due</b>   |

## Year 9 Assessment Schedule

| Term ONE                |  |
|-------------------------|--|
| Week 1<br>WB 30 Jan 23  |  |
| Week 2<br>WB 06 Feb 23  |  |
| Week 3<br>WB 13 Feb 23  |  |
| Week 4<br>WB 20 Feb 23  |  |
| Week 5<br>WB 27 Feb 23  |  |
| Week 6<br>WB 06 Mar 23  | Science: B & C (in class)  |
| Week 7<br>WB 13 Mar 23  | Mathematics: C & D (hand in)<br>NAPLAN Starts 15 March   |
| Week 8<br>WB 20 Mar 23  | NAPLAN Ends 22 March   |
| Week 9<br>WB 27 Mar 23  | PASS: A, B, C & D (hand in/ in class)<br>Drama: A, B & C (in class)<br>PDHPE: B, C & D (hand in/ in class) |
| Week 10<br>WB 03 Apr 23 | Geography: A & D<br><b>Term 4 Service Record Due</b>   |

| Term TWO               |  |
|------------------------|--|
| Week 1<br>WB 26 Apr 23 |  |
| Week 2<br>WB 01 May 23 | Visual Arts: A, B, C & D (hand in)<br>English Elective: A, B, C & D (in class)   |
| Week 3<br>WB 08 May 23 |  |
| Week 4<br>WB 15 May 23 | Languages: A, B & C (portfolio)  |
| Week 5<br>WB 22 May 23 | <p><b>Assessment Week      In class</b></p> <p>English: A, B, C &amp; D<br/>Maths: A &amp; B (Hand in/ in class)<br/>Science: A &amp; D<br/>Geography: B &amp; C<br/>Languages: D<br/>Christian Development: A &amp; D<br/>Global Studies: A, B, C &amp; D (hand in/ in class)<br/>Aboriginal Studies: A, B, C &amp; D (hand in/ in class)<br/>Commerce: A, B, C &amp; D (hand in/ in class)<br/>Elective History: A, B, C &amp; D (hand in/ in class)<br/>Philosophy: A, B, C &amp; D (hand in/ in class)<br/>Music: A, B, C &amp; D (performance &amp; test)</p> <p><b>Assessment Week      Hand In</b></p> <p>Design &amp; Tech: A, B, C &amp; D<br/>Ind Tech Timber: A, B, C &amp; D<br/>Ind Tech Engineering: A, B, C, &amp; D<br/>PDHPE: A<br/>IST: A, B, C &amp; D<br/>PDM: A, B, C &amp; D (Hand in)</p> |
| Week 6<br>WB 29 May 23 |  |
| Week 7<br>WB 05 Jun 23 | <b>Term 4 Service Record Due</b>   |
| Week 8<br>WB 12 Jun 23 | Drama: A, B, C & D (in class)  |

## Year 9 Assessment Schedule

| Term THREE             |   |
|------------------------|---|
| Week 1<br>WB 20 Jul 23 |   |
| Week 2<br>WB 24 Jul 23 |   |
| Week 3<br>WB 31 Jul 23 |   |
| Week 4<br>WB 07 Aug 23 | <b>History: B &amp; C (hand in/ in class)</b>   |
| Week 5<br>WB 14 Aug 23 | <b>Drama: C &amp; D (in class)</b><br><i>Canoe &amp; Cycle Camp</i>   |
| Week 6<br>WB 21 Aug 23 | <b>Maths: C &amp; D (hand in)</b><br><i>Snow camp 1</i><br><b>Term 4 Service Record Due</b>   |
| Week 7<br>WB 28 Aug 23 | <i>Snow camp 2</i>  |
| Week 8<br>WB 04 Sep 23 | <b>Science: B &amp; C (hand in/ in class)</b><br><b>PDHPE: B, C &amp; D (hand in/ in class)</b><br><b>PDM: B &amp; C, (hand in)</b><br><i>Snow camp 3</i> |
| Week 9<br>WB 11 Sep 22 | <b>PASS: B, C &amp; D (hand in/ in class)</b>   |

| Term FOUR              |   |
|------------------------|---|
| Week 1<br>WB 09 Oct 23 | <b>Visual Arts: B &amp; C (hand in)</b><br><b>English Elective: A, B, C &amp; D (in class)</b>  |
| Week 2<br>WB 16 Oct 23 |   |
| Week 3<br>WB 23 Oct 23 | <b>Languages: A, B &amp; C (portfolio)</b><br><b>CD: A, B &amp; D (hand in)</b>   |
| Week 4<br>WB 30 Oct 23 | <b>Assessment Week In class</b><br><b>English: A B C &amp; D</b><br><b>Maths: A &amp; B (hand in/ in class)</b><br><b>Science: A &amp; D</b><br><b>PDHPE: A</b><br><b>Languages: D</b><br><b>History: A &amp; D</b><br><b>Visual Arts: A &amp; D</b><br><b>Global Studies: A, B, C &amp; D</b><br><b>Aboriginal Studies: A, B, C &amp; D</b><br><b>Commerce: A, B, C &amp; D</b><br><b>Elective History: A, B, C &amp; D</b><br><b>PASS: A</b><br><b>PDM: A &amp; D</b><br><b>Philosophy and Belief: A, B, C &amp; D (hand in/ in class)</b><br><b>Music: A, B, C &amp; D (performance &amp; test)</b><br><br><b>Assessment Week Hand In</b><br><b>Design and Technology: A, B, C &amp; D</b><br><b>Ind Tech Engineering: A, B, C &amp; D</b><br><b>Ind Tech Timber: A, B, C &amp; D</b><br><b>IST: A, B, C &amp; D</b> |
| Week 5<br>WB 06 Nov 23 |   |
| Week 6<br>WB 13 Nov 23 | <b>Term 4 Service Record Due</b>  |



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