



Assessment Handbook

Year 9 2025

College Vision

To educate young women in the Josephite tradition that empowers them to act justly and to lead lives as disciples of Jesus.

Mission Statement

The St Joseph's Catholic College community empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world.

Our Young Women:

- develop relationships founded on discipleship and the Gospel
- strive for personal excellence and purpose
- develop their unique gifts and talents
- value learning and reflection that provide a foundation for individual growth and wellbeing
- act with courage, strength and gentleness in the service of others and in the stewardship of our earth
- value education as the foundation for achieving change in the world
- lead with compassion, serve with respect, pray with hope and act justly

Our Values

> Compassion > Hope > Justice > Respect

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Staff Directory



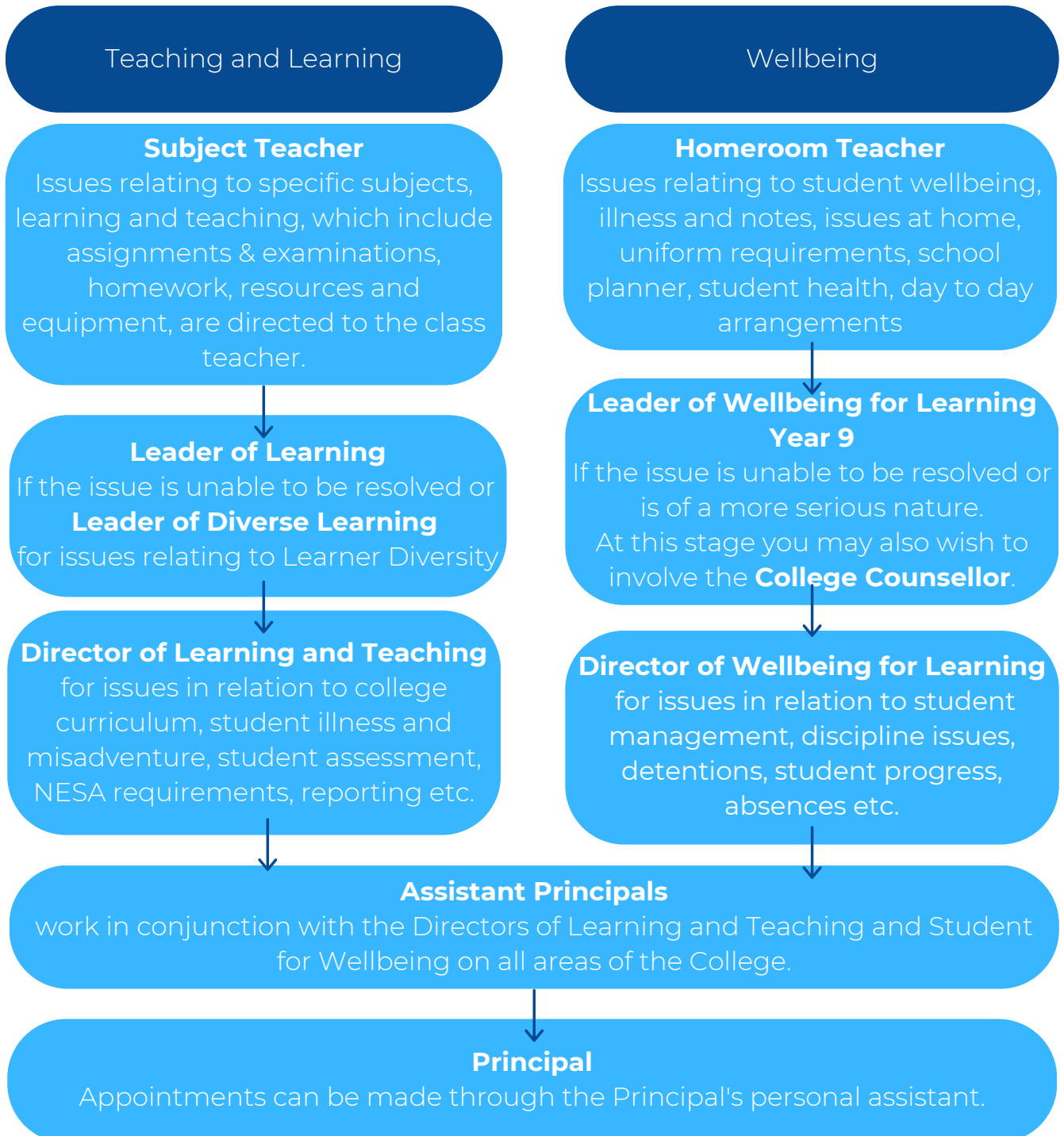
2025 COLLEGE LEADERSHIP TEAM	
Principal	Mrs Carolina Murdoch
Assistant Principal - Student Achievement	Mr David Gardiner
Assistant Principal - Evangelisation & Catechesis	Mr Scott Beattie
Director of Wellbeing for Learning	Ms Amanda Balfour
Director of Learning and Teaching	Mrs Alexandra McArdle
Director of School Operations	Mr Kirk Mercer
Business Manager	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Mrs Julie Finneran
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Phillipa Mercer
Leader of Wellbeing for Learning - Year 9	Mrs Emma Carah
LEADERS OF LEARNING	
Religious Education	Ms Catherine Sammut
English	Ms Maria Woodhouse
HSIE (Human Society & Its Environment)	Mrs Kristie Kelaher
Mathematics	Ms Laura Andrikidis
PDHPE	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies)	Mr Kane Charles
Creative and Performing Arts	Mrs Sue Lockwood
Language	Mrs Samantha Andersen
Diverse Learning	Mrs Rebecca Elliott
Vocational Education & Training (VET) and TAFE	Mrs Rachael Grassi
SPECIAL RESOURCE TEACHERS	
School Counsellor	Ms Nicole Musialik
Librarian	Mrs Louise Foyel
Careers Advisor	Mrs Rachael Grassi
Representative Sports Coordinator	Ms Darby Clark
Disability Provisions - teacher in charge	Mrs Rebecca Elliott
Teacher in charge of Languages	Mrs Samantha Andersen

Lines of Communication



This information is provided to you to facilitate communication between home and the college. Most issues at St Joseph's Catholic College can be resolved very quickly if directed to the correct staff member. To assist you and your daughter, the flow chart below details the lines for effective communication within the college.

**Please note that the college office/reception hours are:
8.00am – 4.00pm Monday to Friday**



Assessment Policy and Procedure



The St Joseph's Catholic College assessment policy has been devised in the light of its Mission Statement, to be just to students on an individual basis, to the students in each course as a group, and to the teachers who have responsibility for its implementation.

The college aims to provide students with

- relevant and meaningful assessment tasks and activities of learning
- rich tasks
- assessment for learning (learning experiences throughout a unit or course of work)
- clear and fair assessment procedures
- opportunities for success.

Therefore we believe that assessment tasks must

- clearly and effectively assess appropriate outcomes
- allow students to demonstrate their level of achievement
- encourage deeper learning
- use an appropriate level of language, difficulty, and time length
- be creative and interesting
- include clear instructions outlining what is expected.

1. Notification of Assessment Tasks

Notification of assessment tasks will be communicated by a handout to students in writing at least two weeks prior to the due date. For each task, the specification sheet will set out:

- the course
- the date and time (e.g. Monday, February 9, period 5)
- the weighting – mark value in relation to the total number of marks for the course (e.g. 15%)
- the mode of submission of the task (e.g. hand into the class teacher)
- what will be assessed and by what means (e.g. test on Chapter 4 Algebra)
- the outcomes assessed
- marking schemes
- the task to be completed – a clear outline of the work to be completed
- any additional details (e.g. students will require calculators)

Copies of the assessment task notification will be uploaded to Compass.

NOTE: It is each student's responsibility to carefully check the details of the assessment task specification sheet. Additionally, if a student is absent when the assessment task notification is issued it is her responsibility to obtain the task information from the class teacher on return to school or otherwise. There will not be a staggered due date because of student absence.

2.0 Presenting assessment tasks

2.1 Hand-in tasks

Assessment tasks are to be submitted **clearly labeled with the student's name.**

Assessment tasks must be submitted on the date and at the time indicated on the task notification, and only to the person or platform (Google Classroom or Teams Classroom) designated on the notification. If, in exceptional circumstances, it is not possible to submit the task to the person nominated, the student should see the Leader of Learning for the course.

No tasks are to be handed in at student services/reception.

The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks that have allegedly been lost or stolen.

A student who is unable to submit a task because of difficulty with printing must submit the task via email to the nominated teacher by the specified time with the task file being in a format that can be accessed by the teacher.

Computer/technology problems (i.e. loss of data) should be safeguarded by students by backing up and keeping drafts. Computer/printer problems alone are not sufficient grounds for a misadventure appeal.

2.2 In-class tasks-tests, examinations, speeches, and presentations

It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the notification specification sheet. Students should not expect to be allowed to borrow equipment.

Unless other instructions are given, normal examination conditions will apply to all tasks, including mobile phones and smart watches being prohibited from the examination room. Note that written instructions are given to each student prior to the formal examination periods detailing specific procedures and behaviour expectations.

In-class assessment tasks may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy and must understand that their interests are best protected by not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.

It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies (See section 5). A student who arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task. If this is proven, penalties (as outlined in Section 7) may be applied.

3.0 Student performance

Assessment tasks will not necessarily be returned to students. However, students will be given timely and meaningful feedback on their performance. This information may be written and/or oral and given in relation to the marking guidelines and course outcomes to assist students in their learning in that course.

Assessment task marks are recorded and stored centrally using the college's student management system, Compass. Student academic performance in each course is reported to parents twice during the year at the end of each semester. Task weightings for each report are indicated in this handbook.

4.0 Holidays During Term Time

Every care should be taken to avoid taking a holiday during term time especially when assessment tasks are due. If taking leave for more than 10 days parents must notify the college and complete the A1 form for extended leave.

Whilst on extended approved leave from St Joseph's Catholic College, it is expected that the student **completes all assessments and course work** set by the class teacher and this is verified on return from leave. This provides evidence that the student has continued to apply due diligence and sustained effort across her learning whilst on leave from the College.

Before departure, the student needs to complete the A7 form which will be emailed to parents. The student needs to have each of their teachers advise on the expected work to be completed.

The student needs to have this work completed on return from leave and submit any assessments within a week of returning to school. The student must present her completed classwork to each teacher whereby they will sign off on the completed work. The Leader of Year and Director of Learning and Teaching will also sign off, before being signed off by the College Principal.

It is the responsibility of the student to speak with each of her teachers before taking leave.

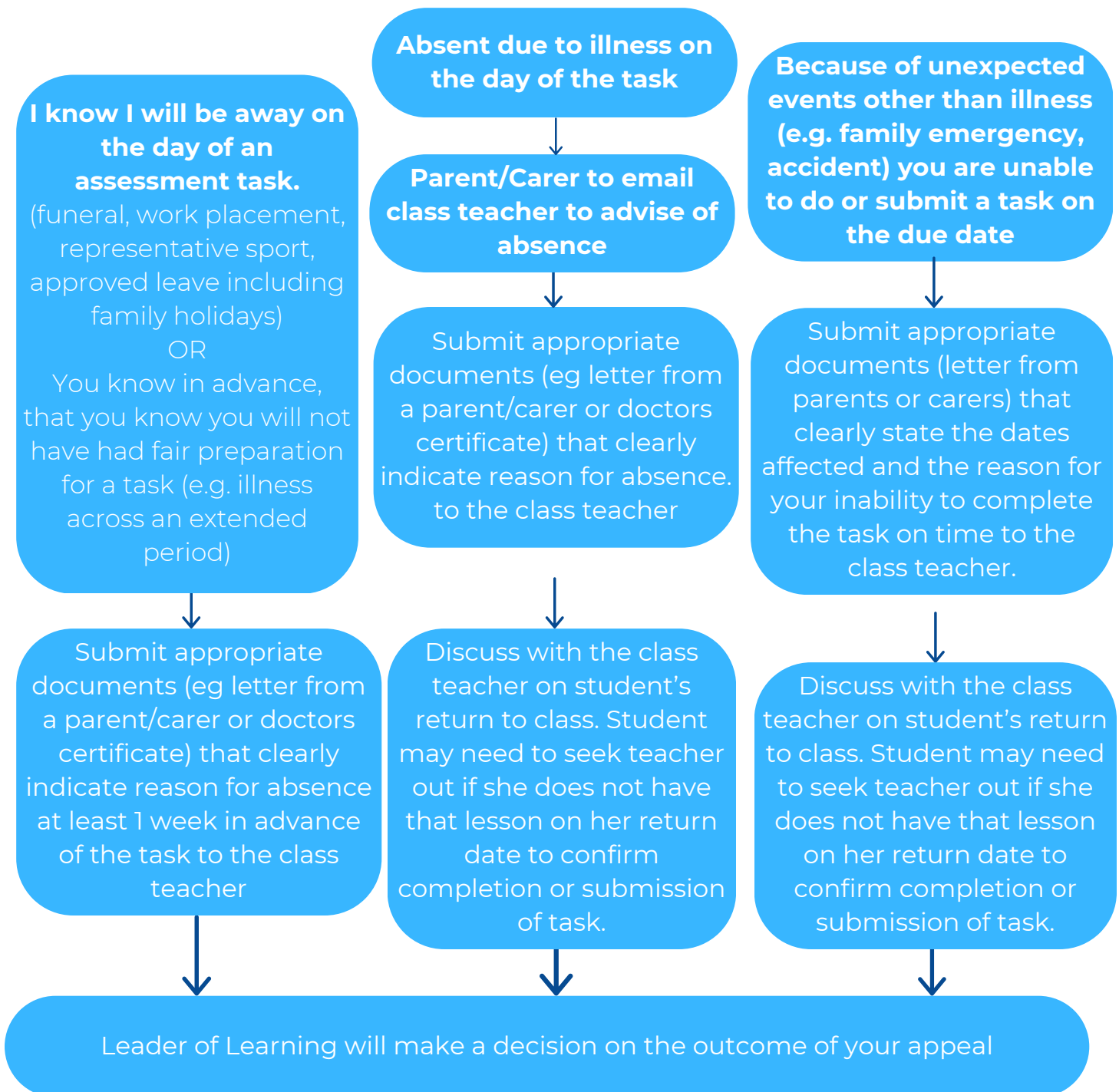
Failure to submit tasks on return will result in a zero mark being awarded for any missed assessment tasks.

Assessment Policy and Procedure



5. Illness and Misadventure Procedure

Penalties apply when a student does not submit/attend a task on the due date at the specified time, except in cases where the student lodges an illness/misadventure appeal and it is approved. Use the flow chart below outlining the Illness/Misadventure process.



If the appeal is unsuccessful (or not submitted) you will receive the appropriate penalties for the task (see section 7).

6. Penalties

Penalties may include the award of a zero mark and can be awarded in two instances: non-presentation of a task without approved reason or an attempt to gain unfair advantage over other students.

A student must be prepared to sit for the assessment task, or an alternate task, on the day of their return to school.

6.1 Non-presentation

If the student is absent, the student must follow the procedure as outlined in section 5. If a task is not attended/submitted by the due date, and the student is not exempted by following the appropriate procedure outlined in Section 5 to verify illness and/or misadventure students will incur a penalty of 10% of the total marks available for the task per day.

A task five or more days late will result in a zero mark, however, in order to fulfil the outcomes of the course, the task must still be submitted.

6.2 Unfair Advantage/Cheating/Plagiarism/Non-serious Attempt

All work submitted for assessment must be the student's own: it must be a serious attempt at parts of the task and cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task specifications).

Any work suspected of not being original will be subjected to further investigation. If proven to be not original work, the Assessment Panel may determine that a zero mark is awarded or a penalty applied. All students involved, whether borrowers or lenders of work, can be subject to the award of a zero mark or penalty. This includes the use of AI (Artificial Intelligence) in the composition or improvement of assessment task submissions.

Any attempt to gain an unfair advantage over other students in terms of extra time, additional knowledge of the nature of a task, non-compliance with stated conditions and examination procedures, or such, will result in the award of a zero mark. Any student found with a mobile phone, or similar device such as a smartwatch, in an examination room, will be given a mark of zero.

6.3 Warning to students

If a student is awarded a zero mark for a task the Leader of Learning will notify the parents via a letter that will outline the work that needs to be completed for the student to meet the assessment requirements for the course. A copy of this letter will remain in the student's file.

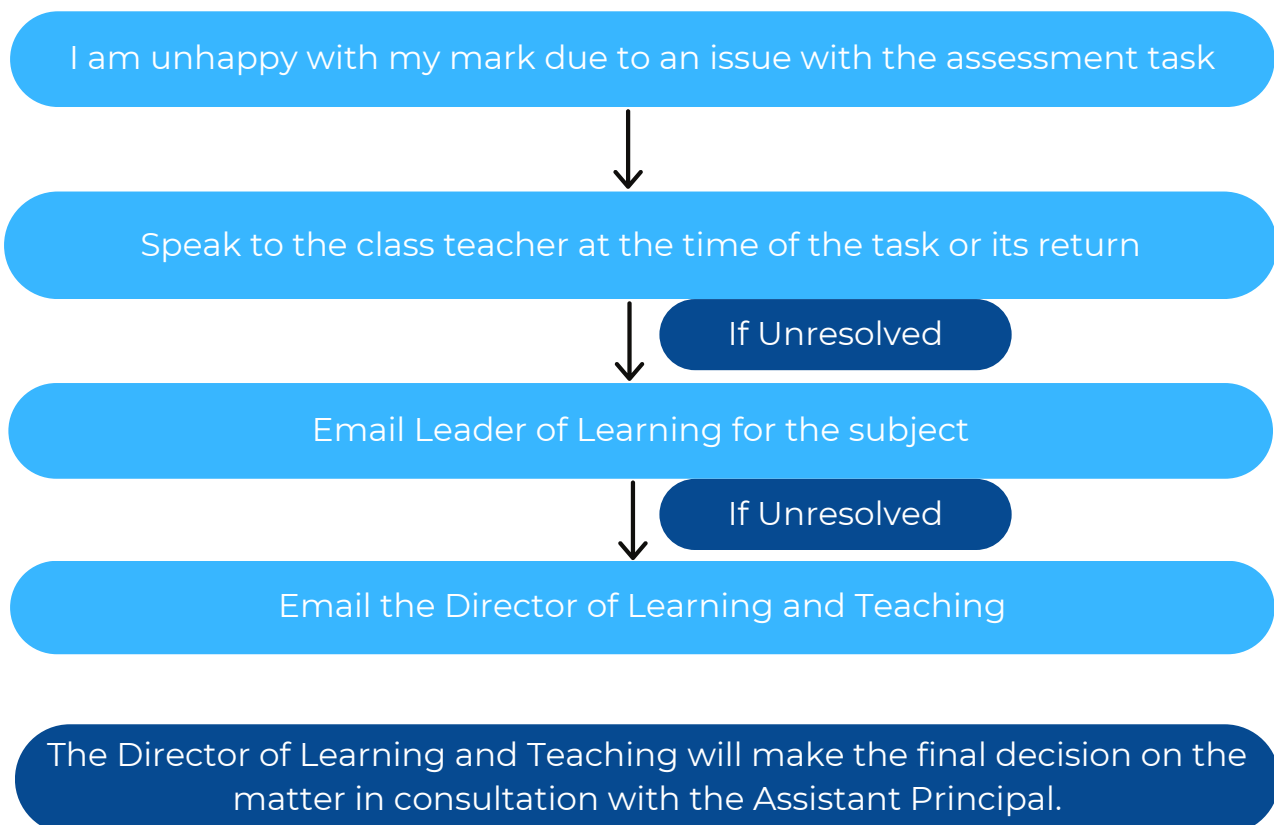
7. Appeals

Once the assessment tasks are returned, students may appeal on the grounds of process only.

This might include:

- Incorrect calculation or additions in parts of an assessment
- A physical disturbance during the task in the classroom such as a fire drill
- Incorrect timing of a task
- Incorrect notification of the content of a task

Students may not appeal an assessment mark on the basis that they feel they deserved more marks or that the marker/s of the task failed to discern their intellectual intent. Appeals questioning teacher's professional judgment will not be considered.



8. Student transfers

For students who transfer to St Joseph's during the year assessment marks are prepared based on those tasks that have been completed since the time of arrival at the college. For these students, each task is worth more than the stated amount taking into account the value of the component/s missed.

9. Learner Diversity

Students seeking special provisions (e.g. extra time, reader, writer, enlarged print, separate supervision) need to liaise with the teacher in charge of Learner Diversity generally before the commencement of the first assessment task of the year.

If special provisions are granted the student is entitled to these for each assessment task of the student's program of study. It is the responsibility of the student to arrange with either their teacher, the Leader of Learning, or the teacher-in-charge of disability provisions, well in advance of an assessment task, for these disability provisions.

YEAR 9 ASSESSMENT SCHEDULES 2025

Child Studies

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 Week 10	Child development task	100%	30%
2	Term 3 Week 9	Importance of play based learning task		35%
3	Term 4 Week 4	End of course Exam		35%
				Total 100%

Commerce

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole Year
1	Term 1 Week 7	Topic Test	50%	25%
2	Term 2 Week 6	Promoting and Selling: In class task	50%	20%
			Total 100%	
3	Term 3 Week 2	Running a Business: Cumulative task		30%
4	Term 4 Week 4	Topic Test		25%
				Total 100%

Drama

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole Year
1	Term 1 Week 9	<i>Physical Theatre Performance</i> (30%) Logbook (20%)	50%	25%
2	Term 2 Week 6	<i>Melodrama Performance</i> (30%) Essay (20%)	50%	25%
			Total 100%	
3	Term 3 Weeks 6	<i>Non-Realistic Performance</i> (15%) Logbook (10%)		25%
4	Term 4 Week 3	<i>Monologue Performance</i> (15%)		
	Week 5	Written examination (10%)		
				Total 100%

English

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 Week 10	Annotation of text	100%	30%
2	Term 2 Week 10	Narrative composition		35%
3	Term 4 Week 4 (exam block)	Exam: short and extended critical response		35%
				Total 100%

Food Technology

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 Week 9/10	Food in Australia advertisement	50%	30%
2	Term 2 Week 9/10	Food Equity investigation	50%	30%
			Total 100%	
3	Term 3 Week 9/10	Food Product Development		40%
4	Term 4 Week 7/8	Food Selection and Health Hello Eats report and ready to eat meal		AFL 0%
				Total 100%

French

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 Week 9	Magazine Article (in class)	50%	25%
2	Term 2 Week 8	Survey (in class)	50%	25%
			Total 100%	
3	Term 3 Week 9	Air BnB (in class)		20%
4	Term 4 Exam Block	Examination of yearly content		30%
				Total 100%

Geography (Included in Yr 10 RoSA)

Code	Outcome
	A student:
GE5-1	explains the diverse features and characteristics of a range of places and environments
GE5-2	explains processes and influences that form and transform places and environments
GE5-3	analyses the effect of interactions and connections between people, places and environments
GE5-4	accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	assesses management strategies for places and environments for their sustainability
GE5-6	analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	communicates geographical information to a range of audiences using a variety of strategies

Task Number	Week of term due	Description of task	Outcomes to be assessed	Report weighting	
				Semester 1	RoSA
1	Term 1 Week 8	Research task (hand -in)	GE5.3, GE5.5, GE5.7, GE5.8	70%	35%
2	Term 2 Week 6	Skills Test	GE5.2, GE5.7	30%	15%
				Total 100%	
3	Term 3 Week 9	In-class Task	GE5.3, GE5.5 GE5.7		35%
4	Term 4 Week 4	Skills Test	GE5.2, GE5.7		15%
					Total 100%

History Elective

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 Week 9	Writing Task	50%	20%
2	Term 2 Week 8	Oral Media Presentation	50%	25%
			Total 100%	
3	Term 3 Week 8	Research Task		25%
4	Exam Block	Yearly Exam		30%
				Total 100%

Industrial Technology: Timber

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 2 Week 6	Stool: Practical and Portfolio	100%	35%
2	Term 4 Week 2	Cabinet: Practical and Portfolio		35%
3	Term 4 Week 4	Examination		30%
				Total 100%

International Studies

Task Number	Week of term due	Description of task	Report weighting		
			Semester 1	Whole year	
1	Term 2 Week 5	Research Task (Hand In)	100%	35%	
2	Term 3 Week 9	Presentation		35%	
3	Term 4 Week 5	Report (Hand In)		30%	
				Total	100%

Japanese

Task Number	Week of term due	Description of task	Report weighting		
			Semester 1	Whole year	
1	Term 1 Week 7	Unit Quiz/ Katakana Quiz (In class)	40%	20%	
2	Term 2 Week 7	Housing in Japan (Hand in)	60%	25%	
			Total 100%		
3	Term 3 Week 8	Weatherman Presentation (In class)		25%	
4	Term 4 Week 4	Yearly exam		30%	
				Total	100%

Marine and Aquaculture Technology (Marine Studies)

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 2 Week 2	Practical & Theory: Safety in the Marine environment	100%	30%
2	Term 3 Week 6	Research & Presentation		30%
3	Term 4 Week 4	Yearly examination		40%
				Total 100%

Mathematics Advanced(Core + Path)

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 Week 8	In class test	50%	20%
2	Term 2 Week 6	In class test	50%	20%
			Total 100%	
3	Term 3 Week 5	In class test		20%
4	Term 4 Week 4	Yearly examination		40%
				Total 100%

Mathematics Standard (Core)

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 Week 8	In class test	50%	20%
2	Term 2 Week 6	In class test	50%	20%
			Total 100%	
3	Term 3 Week 5	In class test		20%
4	Term 4 Week 4	Yearly examination		40%
				Total 100%

Music

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 Week 9	Performance	35%	15%
2	Term 2 Week 4	Composition (15%)	65%	30%
	Week 5	Listening (15%)	Total 100%	
3	Term 3 Week 9	Composition		20%
4	Term 4 Week 3 Week 4	Performance (20%) Listening (15%)		35%
				Total 100%

PDHPE

Assessment of Learning	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
Task 1	Term 1 & 2 Ongoing	Practical: Movement Skill & Performance	50%	25%
Task 2	Term 2 Week 2	Research Task: Living Healthy Feeling Great	50%	25%
			Total 100%	
Task 3	Terms 3 & 4 Ongoing	Practical: Movement Skill & Performance		25%
Task 4	Term 3 Week 9	Topic Test: Risky Business		25%
				Total 100%

Photography & Digital Media

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole Year
1	Term 2 Week 3	<i>Tricks of the Trade</i> Historical and critical interpretations	40%	25%
2	Term 2 Week 5	<i>Tricks of the Trade</i> Portfolio of photographs	60%	25%
			Total 100%	
3	Term 4 Week 2	<i>People and Places</i> Portfolio of photographs (20%) PDM journal (10%)		30%
4	Term 4 Week 4	<i>People and Places</i> Historical and critical interpretations		20%
				Total 100%

Physical Activity and Sport Science

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 & 2 Ongoing	Practical: Movement Skill & Performance	50%	25%
2	Term 2 Week 4	Semester 1 Topic Test	50%	25%
			Total 100%	
3	Term 3 & 4 Ongoing	Practical: Movement Skill & Performance		25%
4	Term 3 Week 9	Semester 2 Topic Test		25%
				Total 100%

Religious Education

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 Week 8	Multimodal task – Three Worlds of the Text Podcast	50%	30%
2	Term 2 Week 4	Called to healing – Media response	50%	30%
			Total 100%	
3	Term 3 Q1 Week 2	Diocesan Common Assessment task - Assessment for learning		0%
	Q2 Week 7			
4	Term 4 Week 4	Yearly Exam – living a loving life/search for meaning.		40%
				Total 100%

Science

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 Week 7	Research and presentation task	50%	20%
2	Term 2 Week 5	Topic Test	50%	20%
			Total 100%	
3	Term 3 Week 7	First Hand Investigation		20%
4	Term 4 Week 4	Yearly examination		40%
				Total 100%

STEM

Task Number	Date of task	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 1 Week 10	CAD drawing Fusion 360: Portfolio	50%	20%
2	Term 2 Week 10	Sustainable mini home: Practical	50%	30%
			Total 100%	
3	Term 3 Week 10	Project based learning: Portfolio and Practical		40%
4	Term 4 Week 4	Project based learning extension: Portfolio		10%
				Total 100%

Visual Arts

Task Number	Week of term due	Description of task	Report weighting	
			Semester 1	Whole year
1	Term 2 Week 3	<i>Face to Face</i> <i>Art writing</i> Critical and Historical studies	40%	20%
2	Term 2 Week 6	<i>Face to Face</i> Body of work 50% VAD 10%	60%	25%
			Total 100%	BOW 20% VAD 5%
3	Term 4 Week 4	<i>Interesting Interiors</i> <i>Art Writing</i> Critical and Historical studies		20%
4	Term 4 Week 5	<i>Interesting Interiors</i> Artmaking A: VAd (10%) B: Body of work (25%)		35% BOW 30% VAD 5%
				Total 100%

Year 9 assessment task distribution 2025

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
1	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac Commerce Science	PDHPE Prac PSS Prac Geography Mathematics Advanced & Standard	PDHPE Prac PSS Prac History Elective Drama Music Food Tech	PDHPE Prac PSS Prac English Child Studies STEM
2	PDHPE PracPSS Prac	PDHPE Prac PSS Prac PDHPE Task Marine	PDHPE Prac PSS Prac PDM Visual Arts	PDHPE Prac PSS Prac PSS Task Music	PDHPE Prac PSS Prac Music PDM International Studies Science	PDHPE Prac PSS Prac Drama Visual Arts Geography Commerce Timber Mathematics Advanced & Standard	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac History Elective	PDHPE Prac PSS Prac Food Technology	PDHPE Prac PSS Prac English STEM
3	PDHPE PracPSS Prac	PDHPE Prac PSS Prac Commerce	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac Mathematics Advanced & Standard	PDHPE Prac PSS Prac Drama Marine	PDHPE Prac PSS Prac Science	PDHPE Prac PSS Prac History Elective	PDHPE Prac PSS Prac PDHPE Task PSS Task Music Geography International Studies Child Studies Food Tech	PDHPE Prac PSS Prac STEM
4	PDHPE PracPSS Prac	PDHPE Prac PSS Prac PDM Timber	PDHPE Prac PSS Prac Drama Music	Exam Block	PDHPE Prac PSS Prac Visual Arts International Studies	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac Food Tech			