As part of the development of the new school plan a great deal of work has been done by the Executive to begin the path to generating the new school plan. Thus far consultation with the P&C, the staff as a whole and the executive team has occurred. Next week there will be a consultation event being held with all students during class.

The first step in setting the parameters of the plan is identifying the Strategic Direction the school will need to follow. The new DEC planning model specified that there should be three strategic directions for each school. For all teachers, parents and students to agree on the same three is an almost impossible challenge. Central to this conundrum is identifying the “why” we do what we do.

At the school’s executive conference on Saturday morning we attempted to coalesce all of the desires, vision, wants and needs expressed so far into a summary statement of our strategic directions. So far we have...

**Strategic Direction 1:** The ongoing pursuit of academic excellence within a quality learning environment

**Strategic Direction 2:** To maximise opportunity for holistic education

**Strategic Direction 3:** To foster global citizenship, inclusivity and well-being

While these may change as we obtain further input, I believe we are fairly close.

**Congratulations to Sam Sebastian** who has been short listed for his entry into the “Money Stuff” People’s Choice Award. Sam created an entry with a message which will help other young people become independent and better informed consumers.

Entrants focused on a consumer issue that interests them and developed a message around that topic.

To view the finalists or vote for Sam please click on the following Link. Good luck Sam.

**Congratulations to Hamish Andrews** who has been accepted into the Northern Sydney Combined Schools Choir.

**Request for Contacts Related to Trade Work:** Normanhurst Boys High School is frequently in need of quality trades people to undertake a broad range of maintenance, renovation and construction work. If you as a parent, past student or community member are in a position to support the school by providing free or discount access to any of the trades please let us know. For existing parents, a paper copy of this request for this information will be in your son’s bag before the end of this coming week. Please complete and return the form if you can help. We appreciate that these trades often represent the livelihood of our families and we are more than happy to be given access to any amount of assistance that you may be available to provide.

Some of the areas we are seeking assistance in include: Air conditioning sales and/or service; Bathroom and Kitchen design/construction; Cabinetmaking; Carpentry; Concreting; Construction; Electrical (power and/or data); Fencing; High pressure cleaning; Landscaping (work and...
Assessment and Reporting Survey for Parents

Rationale: Each year, numerous decisions are made over the nature and time of assessment. For the most part, these decisions are made in response to a perceived need or in response to either internal or external pressure for change. Very few decisions are made in isolation from other aspects of education, including practice, process, and of course historical precedent. As evidenced in the newsletter a couple of weeks ago, we are currently working through assessment practice across the school in an effort to improve consistency and clarity of understanding on what needs to be done and by when. While doing this, the interconnected nature of assessment and reporting is becoming increasingly obvious. While constructing a survey for parents on assessment and reporting, it has also become apparent that for parents to be able to express their beliefs and wants, there also needs to be an awareness of the implications of particular decisions.

To enable a more considered response from parents, I have composed the following document to be read by parents before answering the questions in the survey. While I am attempting to produce a balanced set of information in an effort not to lead those answering questions, I am limited by the time taken to explain. A balance will need to be maintained between attempting to be thorough and having parents baulk at the long slabs of text and providing too little information from which to make a considered response. I will do my best.

The Purpose of Reporting: If we accept that the primary audience of the student report for Years 7 through to 10 is the parent then it is vital that we as a school understand what we report on and how. A key element of this is for us to understand just how important parents believe different pieces of information are. Traditionally reports communicate three broad groups of information:

1. A snapshot of where the student is performing academically within the context of expected course outcomes and in relation to peers
2. Information related to improving performance
3. Information on the behaviour and attitude of students

Like almost all schools, our current report format focuses on a more “summative” approach (a description of the end result rather than how to move forward), with far more time and space dedicated to outlining where the student is performing currently and perhaps a sentence on how to improve. Question 1 of the survey asks parents to rate how important each of these elements are. This will potentially influence the balance of information provided on each of the elements in reports.

The General Timing of Reports: Schools traditionally release two full reports per year. Some schools also produce a very brief report for some years early into the course (sometimes referred to as Interim Reports) commenting more on the behavioural and “settling in” progress of students. This has been trialled previously at Normanhurst.

While we will continue to release a report for each semester, I would like to obtain information from parents on when they would like reports to be issued. Obviously, reports can only be written on what teachers have observed. Implicit in this is that the earlier the reports are issued – the less can be included. The earlier reports are issued in each semester, the less information can be gathered before the reports are produced. It takes about 3 weeks to write, edit, print, collate, proof, sign and issue reports. With 6 years of reports to be written, there is a need to spread the timing of the reporting process and the assessment that feeds into the reports.

The negative side to this is that parents do not have hard data in their hand from which to begin discussions with teachers.

If parents do want reports before parent teacher contact evenings then either these contact times will need to be later in the year (say very late Term 2 or early Term 3) or, if parents want earlier reports which are based on less information but with greater time for students to remediate if problems are identified.

The Timing of Reports in Relation to Parent Teacher Evenings: Related to the above issue is the timing of our contact evenings. This year we had our parent teacher evenings in weeks 3 – 5 of term 2 and in week 6 of term 1 for Year 12. This means that reports cannot be issued to parents before these contact times as they have not been written. This has been done for numerous reasons including:

1. Parent Teacher Evenings are seen as a time to make interventions before reports are written and thus students can improve their reported performance before reports are written
2. It provided additional time for accurate assessment and reporting of progress
3. The contact night and reports are two opportunities to communicate rather than one mirroring the other

The underlying question really relates to whether parents want a more accurate picture of student progress based on a large amount of data issued later in the semester (or even at the beginning of the following semester) or, if parents want earlier reports which are based on less information but with greater time for students to remediate if problems are identified.

The negative side to this is that parents do not have hard data in their hand from which to begin discussions with teachers.

If parents do want reports before parent teacher contact evenings then either these contact times will need to be later in the year (say very late Term 2 or early Term 3) or reports will need to be written on information related to performance during term 1 and a couple of weeks in Term 2.

Teacher Comments: Our current policy is that class teachers need to write information on three aspects of student performance: what the student does well (in terms of processes, skills and outcomes) what the student needs to improve upon, and what the student can do to improve. The information provided should not be information that is already on the report in some other form ie. a mark, grade, rank, outcome or a behavioural outcome shown already as a tick in a box. Writing comments is obviously a very time-consuming aspect of reporting and I would like to know how valuable parents believe this reporting component is and how to improve upon its usefulness to parents and students.

Specific Information on Reports: Examination Data and Assessment/Examination Weeks: Class tests and examinations form a part of the assessment practice for almost all courses although the relative importance of this component varies significantly between courses. Over time Normanhurst has reduced the number of formal assessment weeks (formal whole cohort examinations such as half-yearly and yearly examinations). As a result, none of our junior reports contain detailed information specifically on examinations. While there is a myriad of
Arguments for having Assessment Weeks include:

1. To increase flexibility for teachers in assessment timing so that examinations/assessment tasks can be conducted at the end of learning units rather than wait for a formal examination block.

2. Reducing the concentration of tasks in short periods of time, with the underlying assumption that this will reduce student anxiety levels associated with periods of intense assessment.

3. A general belief, within a significant proportion of the staff, that parents frequently place too much emphasis on a mark related to an examination and this results in a very narrow perception of progress. Interpreting the significance of an exam mark is problematic without the context of detailed information on what was being tested, what standard is being applied, the ability level of the students undertaking the examination and how hard the student worked to achieve this result. This level of detail is not possible in the space afforded on a report.

Advantages of the 4-point scale include:

1. It prevents teachers from remaining neutral or “sitting on the fence” when making a judgement.

2. It stops teachers from having to make what is interpreted by many as a positive assessment (the bottom two categories) or a negative assessment (the bottom two categories). While this is not the intent of the scale I believe it to be a very common perception.

Advantages of the 5-point scale include:

1. Most parents are familiar with this scale from primary reports. The vast majority of schools across NSW use a 5-point scale to report achievement levels rather than a 4-point scale.

2. It stops teachers from having to make what is based reporting has been a mandatory reporting methodology in NSW for many years. In the early years of becoming selective, Normanhurst made a decision to use the four point scale rather than a 5-point scale as it was believed that the bottom of the scale would not be used.

I would like to know which scale parents would find most useful.

Assessment and Examination Ranks, Distribution, Means and Standard Deviations: There is potentially a suite of information that can be collated and presented on reports- much of which has been included on reports at Normanhurst Boys at different times. Each additional element adds some form of context to marks or grades.

Currently our Years 7 to 10 reports show Assessment mark and Assessment rank (Assessments: all things a teacher does in order to measure the performance of students, including examinations or tests, assignment work, presentations and practical work). Additional information on Examination mark, rank and mark distribution is included on the senior reports in the following format (Examinations: written tasks where students work independently under particular time constraints to demonstrate understanding frequently through answering a series of questions).

While examination data is very valuable for students in the senior school working towards an external credential like the RoSA and HSC, the value of formal examination data is contentious within the teaching body with regard to the junior school. I would like to know what parents believe about what should be included on reports. For parents who have not seen a senior report I have included an illustration (shown below) of what is commonly referred to as “the fuel gauge” which shows examination mark, average and range on senior reports this year.

Describing Achievement of Outcomes

The illustration below shows what our current reports look like as we comment on the achievement of outcomes.

Overall Achievement is commented on using a 4-point scale and a tick is used to indicate the student’s performance level related to each outcome. Outcomes based reporting has been a mandatory reporting methodology in NSW for many years. In the early years of becoming selective, Normanhurst made a decision to use the four point scale rather than a 5-point scale as it was believed that the bottom of the scale would not be used.

The survey: Early this coming week an email will be sent to all parents with a link to a survey. Different links will be provided for different groups. Data obtained from the P&C meeting last week indicated that Year 7, Years 8-10 and Years 11-12 have slightly different needs and opinions. The creation of these parallel surveys will enable some observations be made related to these different groups. Please spend a few minutes completing the survey.
P&C NEWS

Mr Sade Kalasabail, P&C President

Our Grounds Day (… working bee) for this term will be held this **Sunday 24 August** (9.00 a.m. – 12.00 noon).

At Grounds days, we do a mix of weeding, planting new plants and generally tidying and improving the school grounds.

The Grounds Day starts at 9.00 a.m. and finishes around 12.00. It is helpful if you can be there by 9.00, because there will be a briefing before we start, and it is good to talk to everyone at once if possible. When you arrive, you will need to sign the attendance sheet, so that you are registered as a volunteer for the day. We will stop for morning tea at around 10.30 a.m. (If you need to go earlier, we will appreciate whatever time you can put in).

The **MEETING PLACE for Grounds Day will be at the Fraser Road Car Park (inside Fraser Road Gate)**.

Our Next P&C meeting is on Tuesday 9 September 2014 at 7.30 p.m. (finish by 9.30 p.m.) in the School Library.

Our P&C Meetings are held on the second Tuesday of each month during school terms. All are welcome.

Further information about P&C is available on the School website [http://www.normanhurb-h.schools.nsw.edu.au](http://www.normanhurb-h.schools.nsw.edu.au), under the “P&C” tab along with details of the previous meetings.

PREMIER’S DEBATING CHALLENGE YEARS 7 & 8 - ROUND 3

Mr Andrew Martinez, English Teacher/Debating Coach

On Tuesday 19 August, Year 7 and 8 went head-to-head in round 3 of the Premier’s Debating Challenge. The debate topic ‘that we should abolish the states’ provided a sufficient challenge for the students whilst offering an opportunity to demonstrate their knowledge of Australian society.

Ultimately, the debate went to the Year 8 team who demonstrated an impressive level of general knowledge in support of their arguments. Year 8 are undefeated this year and so will move on to the InterZone finals.

A special thanks to Ms Ormiston who adjudicated the debate with the assistance of Year 11 student Mitchell Stirzaker.

BUSINESS CHALLENGE 2014

Oliver Moor, Year 11

On 14 August, the Year 11 Business Studies class competed against Hornsby Girls in the annual Business Challenge Night. The competition was fierce and needless to say Normanhurst gave it their all, however we were unfortunately beaten by Hornsby Girls by a measly two and a half points.

From recalling interest rates to singing jingles, there was a wide variety of challenges which everyone enjoyed. The night started off by being split into small sub-teams all of which represented our respective schools. Soon after we had put ourselves in teams, we were in the heat of battle as we attempted to fight for the lead by matching faces of CEOs to their respective companies, singing jingles and of course trying to remember all the theory we had learnt in class.

The “Final Challenge” was one of deceptive difficulty. After being put into new mixed groups with Hornsby Girls we needed to work together in order to come up with a marketing campaign of epic proportion. The task was to persuade an Australian market as to why they should buy and eat camel meat. The challenge was adjudicated by the teachers and they were certainly impressed by the Normanhurst spirit used in the presentations. The teams tried everything, from putting a bowl on a team member’s head and trying to pass as David Attenborough to listing the environmental and social benefits of camel meat, in order to gain as many points as we could.

No matter the outcome everyone who participated had the time of their life. Particular thanks go to Mrs Rahman for organising the spectacular night (and delicious pizza at the end) and Mr Cusick for coming along to help and support the event. Hopefully Normanhurst can take out the trophy next year – good luck Year 10.
The annual Year 7 Jenolan Caves Camp was once again a success this year, adding to Normanhurst’s prestigious history at the Caves. As we began our journey on the frosty Monday morning of 4 August, myself and the 14 other Year 11 leaders were given the task of looking after the cohort of young boys for five days. The familiar nostalgia that we all associated with Jenolan Caves was reinstated, as we accepted this responsibility and strived to uphold Normanhurst Boys’ respected status.

Everyone on the trip endeavoured to present the finest image possible of our school, but the camp itself was about the Year 7 boys and their journey from boys to young men. As leaders, we constantly drew on our previous experiences at Jenolan in our attempts to make the camp a positive and memorable one for the younger students, just as it was for us four years ago. Our efforts were met with admirable attitudes of enthusiasm from the Year Seven students and their exceptional behaviour throughout the duration of the five days truly did Normo justice as a school.

Through the support and feedback we received from the teachers, our own leadership skills were honed to a great degree and the camp in general was an incredible experience for all involved. All the teachers involved in the process of organising this camp cannot be thanked enough, because if it were not for their extreme efforts the camp would not achieve its repeated outcome of setting up the Year Seven students of Normanhurst Boys for a lifetime of learning and leading.

**JENOLAN CAVES EXCURSION – PREFECT PERSPECTIVE**

**Omar Ayubi, Year 11**

**CAREERS NEWS**

*Ms Kay Woodhams, Careers Adviser*

**Important Information – Calendar of Events**

Check this calendar for upcoming University Open Days, Parent/Student university nights plus more

**Go to**: [http://www.nbhscareers.com](http://www.nbhscareers.com)

We also have additional information including a comprehensive calendar on the [MhsCareers website](http://www.mhscareers.net)

User name: nbhs - Password: careers

**SCHOOL INFORMATION:**

**Year 12**

Career Information due in August/ September

MyCareerMatch Careers Plan

Three Point School Exit Plan

Application/-s - School Information pages

Preferences Information pages (Interview Yes/No)

EAS & SRS - school information

**2015 UAC Applications Now Open**

Tue 30 September: Last day for students to apply and pay to avoid progressive increases to processing charges.

Thu 18 December: ATARs released on UAC’s website.

Wed 7 January: Last day to change preferences in time for Main Round offers.

Wed 21 January: Main round offers released.


**Year 11**

**A DAY@UNSW**

Year 11 will be attending a careers experience day at the UNSW on Thursday, 11 December.

Year 11 must register and enrol in workshops this week. Closing date Friday 22 August.

The instruction procedure has been emailed.

**Upcoming Lunchtime Seminars**

*Macquarie University – Monday 25 August*

**Psychology** – what is it, the different university courses available and pathways into psychology.

**Physiotherapy** at Macquarie

Years 10, 11 & 12 in room 14

**The Business (Advanced Leadership) and Business Analytics luncheon with the senior lecturer at Macquarie University – Thursday 28 August**

Year 12 in the library

**UNIVERSITIES**

**HSC September Workshops at UTS, Macquarie University and UOW.** During the upcoming September/October holidays, a series of HSC Workshops will again be run across Sydney and Wollongong. Workshops are held across 16 of the most popular HSC subjects. Students have the chance to spend a day with experienced HSC teachers/markers to review all course content, practice a range of questions and received detailed feedback and assistance. For further details and to register, go to [www.hscintheholidays.com.au](http://www.hscintheholidays.com.au) or call 1300 677 336.

**Bachelor of Life Sciences at UNSW** – new degree for 2015: This new degree brings together the biological, environmental and medical science fields into a far-reaching and fascinating field of study. UNSW Science graduates leave equipped to enter a wide range of interesting and rewarding careers. For further information, please contact us via science@unsw.edu.au or 02 9385 7788 or visit [www.science.unsw.edu.au](http://www.science.unsw.edu.au)

**The University of Sydney Open Day**

Saturday 30 August, 9am-4pm gives students a chance to get a taste of University life and find out more about studying at Sydney. Prospective Students can talk to our faculty representatives, career experts and admissions advisers, or attend one of over 140 mini lectures about the courses we have on offer. All throughout Open Day the university will run regular tours of the campus, faculty buildings, museums and residential colleges. [www.sydney.edu.au/open_day/](http://www.sydney.edu.au/open_day/)

**UNSW Open Day**

Saturday, 6th September, 9am – 4pm. See UNSW up-close and personal. Chat face-to-face with academics and current students and find the right information to help you choose your ideal degree. Learn more about life as a student at UNSW and experience the UNSW campus. [http://openday.unsw.edu.au](http://openday.unsw.edu.au)

**UTS Open Day (City campus)**

Saturday 30 August 2014, 9am - 4pm - Students and parents are invited to get to know the UTS City campus. Attend a range of info sessions from across all course areas, join a tour or check out some live demonstrations. Take the time to chat with UTS academics and students, experience some of the UTS’s new buildings and learning spaces and ultimately get a feel for life on campus. View program and register online at www.openday.uts.edu.au

**UTS Open Day (Kuring-gai campus)**

Saturday 6 September, 11am - 1pm - Interested in a career in education, sport & exercise or nursing? Then visit the UTS Kuring-gai campus for info sessions, facility tours, and to talk with current academics and students. 2015 will be the last intake for the UTS Kuring-gai campus, with students relocating to join the City campus in 2016. Visit [www.kg.uts.edu.au](http://www.kg.uts.edu.au) to register online.
Australian Catholic University will soon be hosting their annual Sydney campus Open Days. ACU North Sydney Open Day will be held on Saturday 6 September 8.30am-2.30pm. ACU Strathfield will be held on Saturday 13 September 8.30am-4pm. It’s a wonderful opportunity to meet academics and current students, discuss entry options, and talk to experts about career goals. Check out the facilities with a guided campus tour. [www.uts.edu.au/about/faculty-science/events/uts-open-day](http://www.uts.edu.au/about/faculty-science/events/uts-open-day)


**The Hotel School Sydney Open Day** – Saturday 13 September 2014 from 9am to 1pm. Find out about the Bachelor of Business in Hotel Management and all it offers. Tour the premises and meet the staff, lecturers and current students. All will be on hand to answer any questions you have regarding enrolments and career paths in the hospitality and tourism industries. 60 Phillip Street, Sydney. For more information visit, [http://hotelschool.scu.edu.au/index.php/109](http://hotelschool.scu.edu.au/index.php/109)

**Other News**

**Music Council of Australia** - The Music Council of Australia www.mca.org.au provides resources to assist musical careers, music teachers, education providers and professionals. Resources include: Music Careers Site www.musiccareer.com.au - information about music careers and a portal to further resources; Music Forum Journal www.musicforum.org.au online Journal - The October 2014 issue will provide a national listing of vocational and tertiary music courses; a national Music Industry and Careers Advisory Group, to provide expert careers advice to the MCA. Enquiries are welcome to admin@mca.org.au

**My Health Career** has come up with 10 things to ask a health professional at a careers event: https://www.myhealthcareer.com.au/career-university/what-to-ask-a-health-professional. For students interested in a career in medicine, there is also an article about the different areas of specialisation: https://www.myhealthcareer.com.au/medicine/medical-specialties.

**TropJr Young Filmmakers Workshop at Metro Screen, Paddington.** Create a short film for TropJr, one of the largest short film festivals for youth in the world and potentially kick start a creative career in filmmaking! Each student (between 11 and 15 years old) will have the chance to write, act, shoot, light, direct, edit, add a sound track and produce a TropJr short film project. Early Bird Discount book by 5 Sep and save $50. Course dates Wed 24 Sep-Fri 26 Sep 10am-5pm. [http://metroscreen.nsw.edu.au/course/YOUTROJNR](http://metroscreen.nsw.edu.au/course/YOUTROJNR)

**Year13 is a new website** featuring Australia’s relevant and up to date information on post-school opportunities and options, specifically tailored for the youth market. With advice, exclusive content, study options and job opportunities, Year13 is free to access and aims to empower youth with information to unlock opportunities. The website is a complementary resource. It provides students with information on jobs, study options, gap year and travel information, apprenticeships, money advice, and more. For more information visit [www.year13.com.au](http://www.year13.com.au)

All of the information is emailed in good faith and it is the responsibility of the reader to confirm all details with the appropriate institution. Make sure you research any relevant websites.

Don’t hesitate to contact me if you have any questions.

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**UTS Science Open Day** 30 August, 9am-4pm. Learn all about what studying science at UTS is like with lab tours and activities showing students the facilities they could be working in as well as info sessions throughout the day on a range of topics covering degree specifics and differences, entry pathways, scholarships, and new degrees. Join in the fun with OMG Science! Test your skills in the maths challenge to win some great prizes, take part in the hands-on and interactive science demonstrations and watch current students present a live Liquid Nitrogen show! [http://www.uts.edu.au/about/faculty-science/events/uts-open-day](http://www.uts.edu.au/about/faculty-science/events/uts-open-day)

**The University of Notre Dame, Sydney Open Day:** Saturday 30 August 2014. Experience life on campus at Notre Dame on Open Day, with course information, campus tours and free entertainment. Staff and current students will be on campus to answer any questions you may have about studying at Notre Dame. 9:00am - 3:00pm, Broadway and Darlinghurst Campuses, Sydney NSW. RSVP [http://www.notredame.edu.au/openday](http://www.notredame.edu.au/openday)

**Scholarships & Cadetships**

**Great Teaching, Inspired Learning Cadetship** for students looking for a rewarding career as a teacher in a NSW public school. Successful applicants will be paid to work as an operational paraprofessional, and will be guaranteed a permanent teaching position on completion of their studies. For more information or to apply, visit www.teach.NSW.edu.au. Applications close 3 October 2014.

**BlueScope Cadetships**

Closing date - Sunday 31 August

Bluescope is a global steel solutions business with manufacturing sites across Australia, Asia, New Zealand and the USA.

The cadet program provides students with the opportunity to complete a degree while gaining on-the-job training with other motivated young people. In 2015 BlueScope are offering cadetships in materials engineering, electrical engineering, chemistry, mechanical engineering, chemical engineering, mechatronics engineering, information technology, procurement and shared services (commerce) and computer engineering.


**Private Colleges**

**School Holiday Workshops, Raffles College of Design & Commerce.** Applications are now open for the September school holiday workshops taking place from Monday 22nd September to Thursday 25th September. Workshops in Photography, Fashion Design, Fashion Marketing, Graphic Design and Interior Design. $120 for 4 days, all materials are provided. Open to student’s aged between 15-20. Apply to jaimiwalker@raffles.edu.au or go to [http://www.raffles.edu.au/workshops](http://www.raffles.edu.au/workshops) to download the application form.
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<td>7</td>
<td>25 Aug WEEK A&lt;br&gt;2015 A-Team Parent Information Morning&lt;br&gt;Year 11 Music2 Assessment&lt;br&gt;Year 11 Society and Culture Assessment&lt;br&gt;Yr8 Geography Assessment Task&lt;br&gt;Years 10,11&amp;12 - Macquarie Uni - Human Sciences, Movement, Physiotherapy, Linguistics, Speech &amp; Hearing &amp; Psychology Presentation</td>
<td>26 Aug WEEK A&lt;br&gt;Year 11 Music2 Assessment&lt;br&gt;Year 10 Commerce Test&lt;br&gt;Year 8 Maths Assessment Task&lt;br&gt;Year 7 Maths Assessment Task&lt;br&gt;Year 12 English Extension 1 Assessment Task</td>
<td>27 Aug WEEK A&lt;br&gt;Year 10 Commerce Test&lt;br&gt;Year 7 History Assessment Task</td>
<td>28 Aug WEEK A&lt;br&gt;UNSW Junior Robocup Competition&lt;br&gt;Year 11 Geography Assessment Task&lt;br&gt;Year 7 Sydney State Rail School Program - Think, Decide, Survive&lt;br&gt;School Assembly - Quad</td>
<td>29 Aug WEEK A&lt;br&gt;UNSW Junior Robocup Competition&lt;br&gt;Year 12 Legal Studies Assessment Task&lt;br&gt;Year 11 Economics Assessment Task</td>
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<td>1 Sep WEEK B&lt;br&gt;Year 11 Non-Excursion/Non-Assessment Week&lt;br&gt;Year 9 Japanese Assessment Task&lt;br&gt;Year 8 French Assessment Task&lt;br&gt;Year 7 Japanese Assessment Task</td>
<td>2 WEEK B&lt;br&gt;Year 11 Non-Excursion/Non-Assessment Week&lt;br&gt;Year 12 Ancient History Seminar&lt;br&gt;Year 12 Music 2 and Music Extension HSC Practical Examination&lt;br&gt;Year 8 French Assessment Task&lt;br&gt;Year 7 Support Interviews</td>
<td>3 WEEK B&lt;br&gt;Year 11 Non-Excursion/Non-Assessment Week&lt;br&gt;Year 12 Music 1 HSC Practical Examination&lt;br&gt;Year 8 French Assessment Task&lt;br&gt;Year 7 Japanese Assessment Task</td>
<td>4 WEEK B&lt;br&gt;Year 11 Non-Excursion/Non-Assessment Week&lt;br&gt;Year 8 French Assessment Task&lt;br&gt;Year 7 Geography Assessment Task</td>
<td>5 WEEK B&lt;br&gt;Year 11 Non-Excursion/Non-Assessment Week&lt;br&gt;Year 8 French Assessment Task</td>
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<td>8 Sep WEEK A&lt;br&gt;Year 11 Final Exams&lt;br&gt;Year 10 Japanese Assessment Task&lt;br&gt;Year 9 Japanese Assessment Task&lt;br&gt;Year 8 French Assessment Task&lt;br&gt;Year 7 Music Assessment</td>
<td>9 WEEK A&lt;br&gt;Year 11 Final Exams&lt;br&gt;Year 10 Japanese Assessment Task&lt;br&gt;Year 9 Music Assessment&lt;br&gt;Year 9 Japanese Assessment Task&lt;br&gt;Year 8 French Assessment Task&lt;br&gt;Year 7 Music Assessment</td>
<td>10 WEEK A&lt;br&gt;Year 11 Final Exams&lt;br&gt;Year 8 French Assessment Task&lt;br&gt;Year 8 Japanese Assessment Task&lt;br&gt;Year 7 History Assessment Task</td>
<td>11 WEEK A&lt;br&gt;Year 11 Final Exams&lt;br&gt;Year 9 Geography Field Study&lt;br&gt;School Assembly - Quad&lt;br&gt;Year 8 Japanese Assessment Task&lt;br&gt;Year 8 French Assessment Task&lt;br&gt;Year 7 History Assessment Task</td>
<td>12 WEEK A&lt;br&gt;Year 11 Final Exams&lt;br&gt;Yr10 Elective History Research Task&lt;br&gt;Year 8 French Assessment Task&lt;br&gt;Year 8 Japanese Assessment Task&lt;br&gt;Year 7 History Assessment Task</td>
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<td>15 Sep WEEK B&lt;br&gt;Year 11 Final Exams&lt;br&gt;Year 10 Visual Art Assessment Task&lt;br&gt;Year 8 Music Assessment</td>
<td>16 WEEK B&lt;br&gt;Year 11 Final Exams&lt;br&gt;Year 12 Graduation Dinner</td>
<td>17 WEEK B&lt;br&gt;Year 11 Final Exams</td>
<td>18 WEEK B&lt;br&gt;Year 11 Final Exams</td>
<td>19 WEEK B&lt;br&gt;Year 11 Final Exams&lt;br&gt;Open Morning&lt;br&gt;Year 10 Elective History Topic Test</td>
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