

Year  
8



*Creative and  
Performing Arts*

# Nepean Creative and Performing Arts High School Assessment Handbook

**Year 8 2025**

**ASPIRE THE HEIGHTS**

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## Introduction

On behalf of everyone at Nepean Creative and Performing Arts High School I welcome all Year 8 students and their families to the 2025 academic year. Year 8 students will consolidate and extend their learning in Stage 4 this year, and progress will be measured against achievement standards determined by the NSW Education Standards Authority (NESA).

It is an expectation at Nepean Creative and Performing Arts High School that all students take responsibility for their learning by actively participating in all learning and assessment activities, and that all students will strive to continually improve the quality of the work they produce.

Assessment is the process of identifying, gathering and interpreting information about students' learning progress. At Nepean Creative and Performing Arts High School we value assessment as a learning opportunity for students, and use both formal and informal assessment activities to provide information and feedback on student achievement and progress, and most importantly to set the direction for future learning. This also includes all classwork and activities that students complete on a daily basis, which is used to support ongoing formative assessment of and feedback on student learning.

The Year 8 Assessment Program measures student progress against NESA standards, and will:

- inform students of assessment requirements in each course;
- set tasks that will measure student performance in each specified component of the course and focus on outcomes;
- specify the assessment weighting for each task;
- keep records of each student's performance on each task and;
- provide students with information on their progress.

This booklet contains the Assessment Procedures and Course Assessment Schedules for Year 8 2025 at Nepean Creative and Performing Arts High School. Students need to ensure they have read and understood the requirements of the Assessment Program so that they are aware of their responsibilities and those of the school. This handbook is a useful guide to assist students to effectively plan ahead and take responsibility for managing their own learning.

I encourage all students to aspire the heights, to take care in all aspects of your school work, to make the most of every opportunity at Nepean CAPA High School, and let success be your reward as you embark on Year 8 in 2025.

**Tania Irons**

**Principal**

# Our School Vision

At Nepean Creative and Performing Arts High School we aspire, in all things, to demonstrate care for ourselves, others and our community so that all feel heard, seen, valued and accepted. We aspire to grow in understanding, individual expertise and creativity, striving with courage and cooperation, to flourish now and into the future. We recognise and celebrate optimism, engagement, achievement and the pursuit of personal excellence.

In all things we aspire the heights through care, opportunity and success.



## Nepean Creative and Performing Arts High School

### School Values



#### Care

- Respect individual difference
- Use manners and appropriate language
- Respect people, property and places
- Say no to bullying, harassment and violence
- Be inclusive

**ALL People**

#### Opportunity

- Accept the challenge and 'have a go'
- Make the most of every learning opportunity
- Learn from your mistakes
- Strive for success
- Dare to dream

**ALL Places**

#### Success

- Create goals and work towards achieving them
- Be prepared
- Focus on completing quality work
- Be open to feedback
- Take pride in your work

**ALL Times**

# General requirements of students for all courses

## The School's Responsibilities

NESA requires that Nepean CAPA High School develops an assessment program for each subject course.

Schools are required to:

- Set tasks which will be used to measure student performance in each component of a course.
- Specify the mark value for each task.
- Inform students of the Assessment requirements for each course.
- Keep records of each student's performance in each task.
- Provide students with information on their progress.

The assessment guidelines provided in this handbook are prepared from NESA's subject guidelines.

It is provided to give students an indication of the number and timing of assessment tasks in each subject.

Students will receive more specific information from their subject teachers concerning what will be assessed, how it will be assessed and when it will be assessed.

Students may obtain advice regarding their assessments from their subject teacher, the subject Head Teacher and/or from their Year Adviser.

Nepean CAPA High School reserves the right to make any changes considered necessary after this handbook has been issued. Students will be advised of any relevant changes.

## Reporting to Students and Parent/Carer(s)

Students will receive feedback on individual assessment tasks, as well as formal reports twice per year. Feedback on individual assessment tasks will include the mark obtained and constructive comments to guide student improvement.

Each report will provide an indication of the:

- Student's cumulative grade, which is based on the assessment tasks completed during the reporting period.

# Assessment

## 1. Assessment tasks

- 1.1 Each student is expected to complete and make a genuine attempt at all assessment tasks.
- 1.2 Assessment tasks must be handed in personally to the class teacher or subject Head Teacher in their staffroom. Unless otherwise specified, all assessment tasks must be submitted as hard (paper) copies. Some teachers may request students to submit them electronically via Microsoft Teams.
- 1.3 Assessment tasks will not be scheduled for submission in the two weeks prior any formal school examinations without the permission of the Principal.
- 1.4 **Disability Provisions-** During all school years, students with diagnosed disabilities are able to apply for Disability Provisions. Parents need to contact the Head Teacher Teaching and Learning to commence this application process. Students applying for Disability Provisions, will need to provide formal documentation in the form of a disability confirmation or a detailed doctor's certificate to submit support their application. The applicant will also need to undertake an interview and possibly complete a test with a member of the Learning and Support Team who will compile the application for the student.
- 1.5 **Feedback on Tasks-** Teachers should return marked assessment tasks within 2 weeks of due date and prior to the due date of any subsequent assessment task. Teachers will provide effective oral and written feedback to students, either individually or in groups, to allow monitoring and improvement of learning. Senior students will receive a mark for each component of the assessment task, a total for the task, their rank in the cohort for that task and their overall cumulative rank within the cohort.



- 1.6 **Invalidating Assessment Tasks-** An assessment task may need to be declared invalid if it can be clearly demonstrated that: either one or more students were given an unfair advantage; the task was interrupted due to disruptions like an emergency evacuation or; the task produced results that are significantly different to those expected to be produced by the cohort. Students or their parents who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue with their class teacher and the faculty Head Teacher within two weeks. The faculty Head Teacher will investigate the claim and in consultation with the Head Teacher Administration and Senior Executive will make a final determination on the validity of the task. In the event an assessment task is deemed invalid, all students affected will be issued a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.
- 1.7 **Misplaced tasks or corruption of files-** Sometimes, but very rarely, issues arise where a student's assessment task or digital copy of the task is lost or corrupted. Students will be asked to submit another copy of their task in the appropriate format. On the rare occasion that a teacher loses an assessment if another copy cannot be provided by the student and there is a clear record demonstrating the task was submitted by due date, the student will receive an estimate for the task based on their performance on their other assessment tasks. Students are reminded to keep back-up copies of their assessments until after the results for the task have been returned.



## 2. Completion of Assessment tasks

- 2.1 Work submitted late will receive a 20% reduction in marks each day for 5 days unless accompanied by a doctor's certificate and Illness/Misadventure Application.
- 2.2 **Absence from an In-class Assessment Task-** If a student is absent from an in-class assessment task, the student must complete an Illness/Misadventure Application Form obtained from Head Teachers or the Front Office, and a doctor's certificate, as proof of illness must be submitted. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the Head Teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the Year 8 Deputy Principal and the relevant Head Teacher.
- 2.3 **Prior Knowledge of Assessment Task-** If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted. This includes students who are involved in sporting events, excursions or work placement and elite representation.
- 2.4 **Assistance with Assessment Tasks-** If you need assistance completing your assessment tasks, don't hesitate to ask for help! Talk to your teacher, the Head Teacher of the subject, the Learning and Support Teachers, the Head Teacher Teaching and Learning or the teachers in Homework Centre. If a student has a learning difficulty or special needs that we need to be aware of they are to talk to the Learning and Support Teachers or the Head Teacher Learning & Wellbeing. We may be able to offer extra assistance in other ways through Disability or Special Provisions.
- 2.5 **Illness During an Assessment Task-** If a student is ill during an assessment task they must inform the supervising teacher immediately. The time of the student illness will be recorded and the student may be offered a period equal to the time missed due to the illness. If a student becomes ill during an assessment task the Head Teacher will decide whether an estimate or a substitute task will be given. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the Illness/Misadventure Application Form.
- 2.6 **Illness for Examination-** In the event of illness for an examination, students are expected to see the teacher or Head Teacher of the subject to arrange an alternative time to sit the examination. A doctor's certificate must be submitted with an Illness/Misadventure Application Form. Students found truanting classes to work on an assessment task will receive an automatic zero for the task. Students absent for part of the day an assessment task is due must submit an Illness/Misadventure Application Form justifying their partial absence with a doctor's certificate in the event of an illness or suitable evidence in the event of a misadventure.

### 3. Non-Completion of Assessment tasks

- 3.1 **Zero Marks-** Students and parents will be notified if a student receives a zero mark for an Assessment Task. and alternative opportunities may need to be considered for the student to be able to demonstrate and therefore meet, course outcomes. Parents and students should also be aware of potential consequences of non-completion of course outcomes.
- 3.2 **Non-Serious Attempts-** Students who do not make a serious attempt at an Assessment Task may receive a zero mark for the task concerned. Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will need to justify to the teacher/ Head Teacher why they should receive a result for the task concerned.
- 3.3 **Appeal Requests-** A student who wishes to submit an appeal request can do so when you have sought and been denied approval for an application for either an illness/Misadventure, an Extension Request and/or zero mark for a non-serious attempt. Your appeal request must be made **with 48 hours** of receiving a rejection from the relevant faculty Head Teacher. Appeal requests should only be made in circumstances where you truly believe the Head Teacher has not considered all the facts in your case. You are to complete an Appeal request form and submit it to the Deputy Principal, with a copy of the Illness-Misadventure Request or Extension for Elite Performance Request. It is at the Deputy Principal's discretion whether to uphold your appeal to deny it after careful consideration of all the circumstances surrounding your appeal request.

## 4. Student Malpractice

- 4.1 **Misbehaviour-** Student malpractice includes misbehaviour during the conducting of assessment tasks and breaching school examination rules. Students who have completely plagiarised their assessment will receive a zero. Students must show ethical scholarship by learning how to summarise and write in their own words. Students who misbehave during assessment tasks, including exams, will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the task. Students who are ejected from an assessment task will have their paper removed and the time they left the assessment recorded on the top of their paper, including details of the disruption. The class teacher will negotiate a suitable penalty with the course Head Teacher.
- 4.2 **Penalty for Malpractice-** Malpractice in assessment tasks and examinations will be referred to the relevant KLA Head Teacher. This may result in the student's assessment task being cancelled and receiving no marks. Claims of malpractice including plagiarism and cheating must be proven before mark reduction can occur. Students may only receive marks on their own work and the teacher will only mark the sections that have not been plagiarised and will mark according to the marking criteria.
- 4.3 **Appeals for Malpractice-** Students may appeal the decision not to award marks on the grounds of malpractice to the relevant KLA Head Teacher. If the student remains dissatisfied, a formal process may be initiated. The student lodges a formal appeal in writing to the Head Teacher Administration clearly stating their grounds for appeal within two days from the date the assessment task was returned to the student. Appeal submissions will be recorded by the school. The Head Teacher Administration will convene an appeals panel. The panel may request the attendance of the student and teacher(s) to assist in its deliberations. If the student's appeal is rejected, the student's parent/caregiver will be informed of the assessment review panel's decision in writing. The decision of an assessment review panel is final.

# Important Information to Read

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## **How much notice will be given of each task?**

You will be notified in writing typically **14 calendar days** prior to the due date of Assessment Tasks. The due date and information for all Assessment Tasks will be given to you on our Assessment Task Notification Sheet which will be issued when you are notified of the task. Any variation to the published Assessment schedule must be made typically 14 days prior to the due date of the original task. Students are to sign a register acknowledging receipt of the Assessment Task Notification, as well as submission of the actual task, which is kept by the class teacher.

## **What do I do if I am absent when an assessment is issued?**

It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an Assessment Task is issued. You are not entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

## **What happens if I am ill or unable to complete a task for some reason?**

In cases of severe illness or other exceptional circumstances, an extension to the due date of an assessment task may be possible by completing either an Extension Request or an Illness-Misadventure application ONE week before the due date of an Assessment Task. The completed application must be signed by your class teacher and given to the Head Teacher of the faculty who will submit it to the Deputy Principal for approval. A medical certificate will be required in cases of illness. Students cannot assume their request will be granted, so they are encouraged to commence work on their assessment tasks upon receipt of them. If an extension is not granted, you must submit the task by the due date.

## **What if I know in advance that I will be absent?**

If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted. This includes students who are involved in sporting events, excursions and elite representation.

## **What if I have been absent from school?**

Occasionally there are special circumstances where a student cannot hand an assessment task in by the set time due to unexpected illness or for an exceptional circumstance. Parents must notify the course Head Teacher in the morning of the student's absence. If illness is offered as a reason for late submission, a Doctor's Certificate must be provided to cover the dates of the absence including the day the assessment task was due.

# Tips for Being a Successful Student

## Be Organised

- ✓ The first step towards success at school is to be organised. This means that you know where you keep your books and equipment, know when school work is due, and being able to find things when you need them.
- ✓ If you have your own room, make sure that all your books and equipment are in one place.
- ✓ Check your timetable each evening before going to bed. Then use this information to pack your school bag. If you have a system like this, you will never forget your books or equipment.
- ✓ Your school diary is a very useful resource that can help you get organised. Your diary has a calendar and a weekly planner where you can write when homework, assignments or other school work is due. Develop a habit of regularly writing in your diary and looking up the things you write.
- ✓ Your weekly planner not only tells you when school work is due, but it can also help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due.
- ✓ Your weekly planner should be updated every week to reflect the amount of time you need to spend on different tasks.
- ✓ You should have separate exercise books for all subjects. You should use headings and subheadings for things you write and you should always date your work so it's easier to sequence.

## Prioritise Your Time and Work

- ✓ To prioritise means to make a decision on what is important and what needs to be done first. To help you prioritise you should have clear and manageable learning goals and know what you have to do to achieve those goals.
- ✓ Being organised, knowing when work is due and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important.
- ✓ Make a short list of the most urgent or most important things you have to do. This list should not be too long - five or so items at a time - and you should always complete the item at the top of the list first.
- ✓ Your **“To Do List”** will help you always feel in control and it will give you a sense of achievement. Your list should have all your urgent tasks on it to help you to remember that they have to be done. The most urgent tasks should be at the top of your list.
- ✓ Important things are not always urgent, but they have to be done - and you must find the time to do them. There is a range of important things, and these things are not just school work. However, by prioritising you will be able to find a balance between everything that is important to you.

- ✓ It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about your learning goals a year from now, but also think about all the small steps that will allow you to get there. Plan on doing the small steps first, and then gradually build up. Knowing where you want to go makes getting there a lot easier. If you are not sure about your goals, talk to someone who can help you work out where you want to be and how to get there.
- ✓ School work is very important, but so are the other things you do after school. The trick is to find a balance between the different things you do after school. Use your weekly planner to help you in this process. Work out all the things you have to do that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help you stay on task.

## Get Things Done

- ✓ Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.
- ✓ Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner. This makes big jobs easier to do and it reduces stress.
- ✓ When breaking things down, make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step. Your study schedule should help you work out how much time you have to complete each step.
- ✓ Going over your class notes and linking them to key skills and concepts should be something you do at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.
- ✓ Making study notes is the process of linking content learned in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for tests and examinations as these always ask you to link knowledge to key skills.
- ✓ You should ask for feedback from your teacher on your progress to see that you are doing the right thing and that you are on the right track. If you give yourself enough time to complete your work, you should be able to show your teacher a fairly complete draft at least several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.

## NESA Directive Verbs

Subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



# Year 8 Assessment Calendar 2025

<b>TERM 1 2025</b>	
<b>WKS 1-3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	HISTORY TASK 1
<b>8</b>	MATHEMATICS TASK 1, VISUAL ARTS TASK 1
<b>9</b>	DRAMA TASK 1, ITALIAN TASK 1,
<b>10</b>	ENGLISH TASK 1, DANCE TASK 1, OUTDOOR AND RECREATION TASK 1, SPORTS ACTION TASK 1, PERFORMANCE SKILLS (CIRCUS ARTS) TASK 1
<b>TERM 2 2025</b>	
<b>1</b>	
<b>2</b>	PHOTOGRAPHY TASK 1
<b>3</b>	
<b>4</b>	SCIENCE TASK 1, HISTORY TASK 2, MATHEMATICS TASK 2, GEOGRAPHY TASK 2
<b>5</b>	PHOTOGRAPHY TASK 2
<b>6</b>	VISUAL ARTS TASK 2
<b>7</b>	OUTDOOR AND RECREATION TASK 2
<b>8</b>	DRAMA TASK 2,
<b>9</b>	
<b>10</b>	ENGLISH TASK 2, DANCE TASK 2, SPORTS ACTION TASK 2, PERFORMANCE SKILLS (CIRCUS ARTS) TASK 2, COSTUME AND MAKEUP TASK 2

<b>TERM 3 2025</b>	
1	
2	
3	
4	MATHEMATICS TASK 3
5	SPORTS ACTION TASK 3
6	GEOGRAPHY TASK 1, PHOTOGRAPHY TASK 3, VISUAL ARTS TASK 3
7	
8	
9	ENGLISH TASK 3, DRAMA TASK 3, OUTDOOR AND RECREATION TASK 3, SCIENCE TASK 2
10	DANCE TASK 3, PERFORMANCE SKILLS (CIRCUS ARTS) TASK 3

<b>TERM 4 2025</b>	
1	
2	MAKING WOODEN TOYS TASK 2
3	<b>VALID SCIENCE 8</b> , COSTUME AND MAKEUP TASK 3
4	ENGLISH TASK 4, MATHEMATICS TASK 4
5	GEOGRAPHY TASK 2, ITALIAN TASK 2, PHOTOGRAPHY TASK 4, VISUAL ARTS TASK 4
6	OUTDOOR AND RECREATION TASK 4, DANCE TASK 4
7	
8	
9	
10	<b>ENGLISH PBL SHOWCASE</b>

## YEAR 8 CIRCUS (ADVANCED)

### Course Outcomes:

**1.1** Demonstrates an understanding of safe circus practice and appropriate circus technique in the performance of combinations, sequences and acts.

**1.2** Demonstrates the aspects of the elements of movement in circus performance.

**1.3** Demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and acts.

**2.1** Identifies and explores aspects of the elements of movement in response to a range of stimuli.

**2.2** Composes circus movement, using the elements of movement, that communicate ideas.

**3.1** Describes circus performances through the elements of movement.

**3.2** Identifies that circus works of art express ideas.

**4.1** Respect the right efforts and feelings of others, while valuing themselves as an important member in performance groups.

**4.2** Respect, value and care for circus equipment, developing both a philosophical base from which to practice circus and a safety standard for the use, maintenance and storage of equipment.

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement Ongoing Formative Assessment of:	Due Date
<b>1</b>	<b>Maintaining a Safe Circus Body</b> <ul style="list-style-type: none"> <li>• Anatomy applied to circus</li> <li>• Injury prevention</li> <li>• Increasing strength, flexibility, power and balance.</li> </ul>	1.1 1.2 1.3 3.1 4.2	A. Circus skills B. Injury prevention research task C. Circus Book	<b>Term 1 Week 10 2025</b>
<b>2</b>	<b>Group Act Creation</b> <ul style="list-style-type: none"> <li>• Stimulus, intent development &amp; improvisation</li> <li>• Elements of movement applied to act creation</li> <li>• Act creation evaluation</li> </ul>	2.1 2.2 3.1 3.2 4.1 4.2	A. Circus skills. B. Group Act Creation C. Circus Book	<b>Term 2 Week 10 2025</b>
<b>3</b>	<b>Circus History &amp; Companies</b> <ul style="list-style-type: none"> <li>• History and development of circus companies from Australia and overseas.</li> <li>• Traditional versus contemporary circus.</li> </ul>	3.1 3.2 4.1	A. Circus skills. B. Application of the elements of movement to analyse a circus acts C. Circus book	<b>Term 3 Week 10 2025</b>
<b>4</b>	<b>Circus Performance</b> <ul style="list-style-type: none"> <li>• Developing and describing performance skills for ground based and aerial group performance acts.</li> </ul>	1.1 1.2 1.3	A. Performance of class Circus Act B. Circus Book	<b>Term 4 2025</b>

## COSTUME AND MAKEUP

### Course Outcomes:

TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
1	Completion of Bookwork	TE4-1DP TE4-2DP	Completed bookwork through a variety of checkpoints throughout the terms.	Term 2 & 4 Week 4 2025
2	Folio	TE4-3DP TE4-10TS	Costume and design	Term 2 Week 10 2025
3	Research Task	TE4-1DP TE4-2DP TE4-9MA	Assignment on various makeup techniques	Term 4 Week 3 2025
4	Practical Project	TE4-3DP	Progressive assessment of student progress	Ongoing

# CREATIVE COOKING

## Course Outcomes:

TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Task Description	Outcomes	Evidence of Student Progress and Achievement		
Learning the Basics	TE4-1DP TE4-2DP	These are ongoing formative assessment checkpoints that are assessed throughout the term for each individual project.	<b>Checkpoints:</b> 1 – 4 Cooking practicals related to Basic skills 5. Submission of Basics workbook	Ongoing T1 Due T1 Week 10
Finger Food	TE4-2DP TE4-3DP TE4-6FO		<b>Checkpoints:</b> 1- 4 Finger food cooking practicals 5. Midterm check in Finger food workbook	Ongoing T2 Due T2 Week 5
All about baking	TE4-1DP TE4-9MA		<b>Checkpoints:</b> 1- 4 Baking practicals 5. Submission of Baking workbook	Ongoing T3 Due T3 Week 10
Christmas Hamper	TE4-2DP TE4-3DP TE4-10TS		<b>Checkpoints:</b> 1-2 Holiday Feast	Due T2 Week 5

## YEAR 8 DANCE (ADVANCED)

### Course Outcomes:

**DA4-PER-01** performs dance works, demonstrating safe dance practice, dance technique and performance quality.

**DA4-COM-01** creates movements using the elements of dance to communicate an idea and intent.

**DA4-APP-01** describes dance works from a range of contexts using the elements of dance.

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement Ongoing Formative Assessment of:	Due Date
1	<p><b>Performing Dance</b></p> <ul style="list-style-type: none"> <li>• Context of dance Performance quality tools.</li> <li>• Interpretation using the elements of dance.</li> <li>• Finding personal movement style through choreographic tasks and improvisation.</li> <li>• Class dance as an artform work.</li> </ul>	DA4-PER-01	<ul style="list-style-type: none"> <li>A. Performance of class dance sequences.</li> <li>B. Dance Book</li> </ul>	<p><b>Term 1</b> <b>Week 10</b> <b>2025</b></p>
2	<p><b>Motifs of Nature</b></p> <ul style="list-style-type: none"> <li>• Stimulus: Nature</li> <li>• Intent development</li> <li>• Improvisation</li> <li>• Elements of dance applied to composition</li> <li>• Composition evaluation</li> </ul>	DA4-COM-01	<ul style="list-style-type: none"> <li>D. Trio Composition</li> <li>E. Interview about composition choices.</li> <li>F. Dance Book</li> </ul>	<p><b>Term 2</b> <b>Week 10</b> <b>2025</b></p>
3	<p><b>Origins of Dance</b></p> <ul style="list-style-type: none"> <li>• How dance has developed over time.</li> <li>• Aboriginal and/or Torres Strait Islander dance, with a focus on analysing how it communicates meaning.</li> <li>• Dance technique and personal style development tasks.</li> </ul>	DA4-APP-01	<ul style="list-style-type: none"> <li>D. Movement analysis based on elements of dance.</li> <li>E. Dance Book</li> </ul>	<p><b>Term 3</b> <b>Week 10</b> <b>2025</b></p>
4	<p><b>Jazz Dance</b></p> <ul style="list-style-type: none"> <li>• Origins and development of the jazz style.</li> <li>• Learn different styles of jazz dance through class exercises and the development of a class Jazz Dance.</li> </ul>	DA4-PER-01	<ul style="list-style-type: none"> <li>C. Performance of class Jazz Dance.</li> <li>D. Dance Book</li> </ul>	<p><b>Term 4</b> <b>2025</b></p>

## DRAMA (ADVANCED)

### Course Outcomes:

- 4.1.1 identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
- 4.1.2 improvises and play builds through group-devised processes
- 4.1.3 devises and enacts drama using scripted and unscripted material
- 4.1.4 explores a range of ways to structure dramatic work in collaboration with others.
- 4.2.1 uses performance skills to communicate dramatic meaning
- 4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience
- 4.2.3 explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
- 4.3.1 identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
- 4.3.2 recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
- 4.3.3 describes the contribution of individuals and groups in drama using relevant drama terminology.

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement Ongoing Formative Assessment of:	Due Date
<b>1</b>	Play-building It's All Greek to Me	4.2.3, 4.3.1, 4.1.4, 4.2.1	a. Performance (A-E)	<b>Term 1 Week 9 2025</b>
<b>2</b>	Styles of theatre Melodrama	4.1.1, 4.1.2, 4.2.3, 4.2.3, 4.3.1, 4.3.2, 4.3.3	a. Performance (A-E) b. Reflection Portfolio (A-E)	<b>Term 2 Week 8 2025</b>
<b>3</b>	Interpreting Scripts	4.1.1, 4.1.3, 4.1.4, 4.2.2, 4.3.2, 4.3.3	a. Performance (A-E) Outcomes -ALB, ALD	<b>Term 3 Week 9 2025</b>



# DRAMA

## Course Outcomes:

- 4.1.1 identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
- 4.1.2 improvises and play builds through group-devised processes
- 4.1.3 devises and enacts drama using scripted and unscripted material
- 4.1.4 explores a range of ways to structure dramatic work in collaboration with others.
- 4.2.1 uses performance skills to communicate dramatic meaning
- 4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience
- 4.2.3 explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
- 4.3.1 identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
- 4.3.2 recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
- 4.3.3 describes the contribution of individuals and groups in drama using relevant drama terminology.

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
1	Play-building It's All Greek to Me	4.2.3, 4.3.1, 4.1.4, 4.2.1	a. Performance (A-E)	Term 1 Week 9 2025
2	Styles of theatre Melodrama	4.1.1, 4.1.2, 4.2.3, 4.2.3, 4.3.1, 4.3.2, 4.3.3	a. Performance (A-E) b. Reflection Portfolio (A-E)	Term 2 Week 8 2025
3	Interpreting Scripts	4.1.1, 4.1.3, 4.1.4, 4.2.2, 4.3.2, 4.3.3	a. Performance (A-E) Outcomes -ALB, ALD	Term 3 Week 9 2025

# ENGLISH

## Course Outcomes:

### Reading, Viewing and Listening to Texts

**EN4-RVL** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

### Understanding and responding to texts

**EN4-URA** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

**EN4-URB** examines and explains how texts represent ideas, experiences and values

**EN4-URC** identifies and explains ways of valuing texts and the connections between them

### Expressing ideas and composing texts

**EN4-ECA** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas

**EN4-ECB** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Task	Unit Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
1	<b>'Between the Pages' Novel Study</b> Portfolio of Coursework	EN4-RVL EN4-ECA EN4-ECB	Throughout the unit, students will complete a range of tasks demonstrating their comprehension of the novel and their competency in imaginative writing.	<b>Term 1 Week 10 2025</b>
2	<b>'In the Spotlight' Drama Study</b> Representing and responding	EN4-RVL EN4-URA EN4-ECA	In this drama study, students will complete set tasks that demonstrate their understanding of drama conventions, and the plot, characters and themes of the play studied.	<b>Term 2 Week 10 2025</b>
3	<b>'Into the Shadows'</b> <b>Tim Burton Auteur Study</b> Critical response	EN4-URB EN4-URC	Students will engage with several of Burton's films and a close study of key scenes. Students will complete the drafting process in class to produce a refined critical essay which demonstrates their understanding of the Burtonesque features in the chosen key scenes.	<b>Term 3 Week 9 2025</b>
4	<b>'A Sunburnt Country' Australian Poetry</b> Analysis and appreciation of poetry  <b>'Sold!' Persuasion and Advertising</b> Project-Based Learning (Not formally assessed)	EN4-ECA EN4-ECB	Students will complete a close study of a small collection of Australian Poetry, they will demonstrate their competence in analysing the poet's use of language features and appreciation for the craft of form to create meaning.  Students will participate in a project-based learning task which demonstrates their understanding of the conventions of advertising and their capacity to use persuasive and rhetorical devices.	<b>Term 4 Weeks 4 2025</b>  <b>Term 4 Week 10 2025</b>

# ENGLISH (ENRICHMENT)

Differentiated Text Choices

## Course Outcomes:

### Reading, Viewing and Listening to Texts

**EN4-RVL** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

### Understanding and responding to texts

**EN4-URA** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

**EN4-URB** examines and explains how texts represent ideas, experiences and values

**EN4-URC** identifies and explains ways of valuing texts and the connections between them

### Expressing ideas and composing texts

**EN4-ECA** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas

**EN4-ECB** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Task	Unit Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
1	<b>'Between the Pages' Novel Study</b> Portfolio of Coursework	EN4-RVL EN4-ECA EN4-ECB	Throughout the unit, students will complete a range of tasks demonstrating their comprehension of the novel and their competency in imaginative writing.	<b>Term 1 Week 10 2025</b>
2	<b>'In the Spotlight' Drama Study</b> Representing and responding	EN4-RVL EN4-URA EN4-ECA	In this drama study, students will complete set tasks that demonstrate their understanding of drama conventions, and the plot, characters and themes of the play studied.	<b>Term 2 Week 10 2025</b>
3	<b>'Into the Shadows' Tim Burton Auteur Study</b> Critical response	EN4-URB EN4-URC	Students will engage with several of Burton's films and a close study of key scenes. Students will complete the drafting process in class to produce a refined critical essay which demonstrates their understanding of the Burtonesque features in the chosen key scenes.	<b>Term 3 Week 9 2025</b>
4	<b>'A Sunburnt Country' Australian Poetry</b> Analysis and appreciation of poetry  <b>'Sold!' Persuasion and Advertising</b> Project-Based Learning (Not formally assessed)	EN4-ECA EN4-ECB	Students will complete a close study of a small collection of Australian Poetry, they will demonstrate their competence in analysing the poet's use of language features and appreciation for the craft of form to create meaning.  Students will participate in a project-based learning task which demonstrates their understanding of the conventions of advertising and their capacity to use persuasive and rhetorical devices.	<b>Term 4 Weeks 4 2025</b>  <b>Term 4 Weeks 4 2025</b>

# GEOGRAPHY

## Course Outcomes:

- GE4-1 locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2 describes processes and influences that form and transform places and environments
- GE4-3 explains how interactions and connections between people, places and environments result in change
- GE4-4 examines perspectives of people and organisations on a range of geographical issues
- GE4-5 discusses management of places and environments for their sustainability
- GE4-6 explains differences in human wellbeing
- GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4-8 communicates geographical information using a variety of strategies

**Geography is a semesterised course and will run in Terms 3 and 4 of 2025.**

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
1	Water Sustainability Task	GE4-3 GE4-5 GE4-8	Students will complete a series of written tasks, responding to Geographic Tools and Stimuli	<b>Term 3 Week 6 2025</b>
2	Interconnections Assessment	GE4-1 GE4-2 GE4-7	Students will complete a research-based task on interconnections	<b>Term 4 Week 5 2025</b>

## GEOGRAPHY (ENRICHMENT)

### Course Outcomes:

- GE4-1 locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2 describes processes and influences that form and transform places and environments
- GE4-3 explains how interactions and connections between people, places and environments result in change
- GE4-4 examines perspectives of people and organisations on a range of geographical issues
- GE4-5 discusses management of places and environments for their sustainability
- GE4-6 explains differences in human wellbeing
- GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4-8 communicates geographical information using a variety of strategies

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
<b>1</b>	Project Based Learning Task	GE4-3 GE4-5 GE4-7 GE4-8	Students will complete a project-based learning task on Water in the World.	<b>Term 3 Week 10 2025</b>
<b>2</b>	Interconnections Task	GE4-1 GE4-4 GE4-5 GE4-7	Students will complete a project-based learning task on Water in the World.	<b>Ongoing throughout Term 4 2025</b>

# HISTORY

## Course Outcomes:

- HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
- HT4-2 describes major periods of historical time and sequences events, people and societies from the past
- HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4 describes and explains the causes and effects of events and developments of past societies overtime
- HT4-5 identifies the meaning, purpose and context of historical sources
- HT4-6 uses evidence from sources to support historical narratives and explanations
- HT4-7 identifies and describes different contexts, perspectives and interpretations of the past.
- HT4-8 locates, selects and organises information from sources to develop an historical inquiry
- HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past.
- HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

**History is a semesterised course and will run in Terms 1 and 2 of 2025.**

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
1	Viking Mythology Task	HT4-5 HT4-6 HT4-9	Students will complete research throughout the unit on Viking Mythology and present their information creatively.	<b>Term 1 Week 7 2025</b>
2	Polynesia Extended Response	HT4-2 HT4-4 HT4-7 HT4-10	Students will research aspects of Polynesian expansion and culture and respond to a question, constructing an extended response.	<b>Term 2 Week 4 2025</b>

## HISTORY (ENRICHMENT)

### Course Outcomes:

- HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
- HT4-2 describes major periods of historical time and sequences events, people and societies from the past
- HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4 describes and explains the causes and effects of events and developments of past societies overtime
- HT4-5 identifies the meaning, purpose and context of historical sources
- HT4-6 uses evidence from sources to support historical narratives and explanations
- HT4-7 identifies and describes different contexts, perspectives and interpretations of the past.
- HT4-8 locates, selects and organises information from sources to develop an historical inquiry
- HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past.
- HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
<b>1</b>	Horrible Histories Project	HT4-5 HT4-7 HT4.8 HT4.9 HT4-10	Create a Horrible History book chapter or episode segment on Medieval Europe.	<b>Term 1 Week 10 2025</b>
<b>2</b>	End of Course Task	HT4-2 HT4-6 HT4.8 HT4.9	End of course task on Polynesian Expansion.	<b>Term 2 Week 6 2025</b>



## ITALIAN

### Course Outcomes:

- ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
- ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
<b>1</b>	Final checkpoint for Collaborative Dialogue Level 2	ML4-CRT-01	Writing & Speaking	<b>Term 1 Week 9 2025</b>
<b>2</b>	Research and Multi-modal Presentation	ML4-CRT-01	Culture	<b>Term 4 Week 5 2025</b>
<b>3</b>	Teacher Observation and Online Quizzes	ML4-INT-01 ML4-UND-01 ML4-CRT-01	Listening, Reading and Writing	<b>Ongoing</b>

## ITALIAN (ENRICHMENT)

### Course Outcomes:

ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language

ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding

ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
1	Collaborative Dialogue Level 2	ML4-CRT-01	Writing & Speaking	Term 1 Week 9 2025
2	Research and Multi-modal Presentation	ML4-CRT-01	Culture	Term 4 Week 5 2025
3	Teacher Observation and Online Quizzes	ML4-INT-01 ML4-UND-01 ML4-CRT-01	Listening, Reading and Writing	Ongoing

## MAKING WOODEN TOYS

### Course Outcomes:

IND4-1 identifies and applies fundamental WHS principles when working with tools, materials and machines

IND4-2 applies a design process in the modification of projects

IND4-3 identifies and uses a range of hand and machine tools to produce quality practical projects

IND4-4 selects and uses a range of relevant materials for specific purposes

IND4-5 selects and uses communication techniques when designing, making and evaluating projects and ideas

IND4-6 participates in collaborative work practices in the learning environment

IND4-7 applies skills, processes and materials to a variety of contexts and projects

IND4-8 evaluates products in terms of functional use and aesthetics

IND4-9 identifies a range of technologies and their intended uses

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
<b>1</b>	Folio	IND4-2 IND4-4 IND4-5 IND4-8	Toy design and development.	<b>Term 2 &amp; 4 Week 5 2025</b>
<b>2</b>	Research Task	IND4-9	Assignment on various technology used in making toys.	<b>Term 4 Week 2 2025</b>
<b>3</b>	Practical Project	IND4-1 IND4-3 IND4-4 IND4-6 IND4-7	Progressive assessment of student progress.	<b>Ongoing</b>

# MATHEMATICS

## Course Outcomes:

- MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
- MA4-INT-C-01 compares, orders and calculates with integers to solve problems
- MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve problems
- MA4-RAT-C-01 solves problems involving ratios and rates, and analyses distance–time graphs
- MA4-ALG-C-01 generalises number properties to operate with algebraic expressions including expansion and factorisation
- MA4-IND-C-01 operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
- MA4-EQU-C-01 solves linear equations of up to 2 steps and quadratic equations of the form  $ax^2 = c$
- MA4-LIN-C-01 creates and displays number patterns and finds graphical solutions to problems involving linear relationships
- MA4-LEN-C-01 applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
- MA4-PYT-C-01 applies Pythagoras’ theorem to solve problems in various contexts
- MA4-ARE-C-01 applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
- MA4-VOL-C-01 applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
- MA4-ANG-C-01 applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
- MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problems
- MA4-DAT-C-01 classifies and displays data using a variety of graphical representations
- MA4-DAT-C-02 analyses simple datasets using measures of centre, range and shape of the data
- MA4-PRO-C-01 solves problems involving the probabilities of simple chance experiments

Task	Task Description	Outcomes	Due Date
1	Assignment	See scope and sequence for outcomes	Term 1 Week 8 2025
2	In-Class test	See scope and sequence for outcomes	Term 2 Week 4 2025
3	In-Class test	See scope and sequence for outcomes	Term 3 Week 4 2025
4	In-Class test	See scope and sequence for outcomes	Term 4 Week 4 2025

## MUSIC (ADVANCED)

### Student Outcomes:

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

\*The task will be assessed progressively throughout the term. The final submission is due on the date listed for the task.

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement Ongoing Formative Assessment of:	Due Date
<b>1</b>	Performance	4.1, 4.2, 4.3, 4.11, 4.12	Student performances will be recorded and written feedback provided. Students will receive peer feedback on performances.	<b>Ongoing</b>
<b>2</b>	Aural/Musicology	4.4, 4.7, 4.9, 4.12	Students will complete research and listening work across the year.	<b>Ongoing</b>
<b>3</b>	Composition	4.4, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12	Students will write and submit compositions relating to the topic of study.	<b>Ongoing</b>

## MUSIC (MAINSTREAM)

### Student Outcomes:

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

\*The task will be assessed progressively throughout the term. The final submission is due on the date listed for the task.

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement Ongoing Formative Assessment of:	Due Date
<b>1</b>	Performance	4.1, 4.2, 4.3, 4.11, 4.12	Student performances will be recorded and written feedback provided. Students will receive peer feedback on performances.	<b>Ongoing</b>
<b>2</b>	Aural/Musicology	4.4, 4.7, 4.9, 4.12	Students will complete research and listening work across the year.	<b>Ongoing</b>
<b>3</b>	Composition	4.4, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12	Students will write and submit compositions relating to the topic of study.	<b>Ongoing</b>

## OUTDOOR RECREATION AND WILDERNESS STUDIES

### Course Outcomes:

(Adapted from the Stage 5 PASS Syllabus)

- 4.1 Works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 Displays management and planning skills to achieve personal and group goals
- S2.1 Actively participates in Outdoor Recreation experiences
- S2.2 Identifies risks and implements strategies to maximise safety in Outdoor Recreation activities
- S2.3 Evaluates skill levels to allow for successful participation in Outdoor Recreation activities
- S2.4 Works collaboratively in small groups and demonstrates appropriate leadership skills

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
<b>1</b>	Day Hike Portfolio/ Practical Competencies	4.1 4.2 S2.2	Day Hike Portfolio/ Practical Competencies	<b>Term 1 Week 10 2025</b>
<b>2</b>	Indoor Climbing Portfolio/ Practical Competencies	S2.1 S2.3	Indoor Climbing Portfolio/ Practical Competencies	<b>Term 2 Week 7 2025</b>
<b>3</b>	O/N Environmental Awareness Camp	4.1 4.2 S2.4	O/N Environmental Awareness Camp	<b>Term 3 Week 9-10 2025</b>
<b>4</b>	Aquatic Safety/ Surf Environments	S2.2 S2.3	Surf Awareness Workbook	<b>Term 4 Week 6 2025</b>

## PERFORMANCE SKILLS (ADVANCED CIRCUS ARTS)

### Course Outcomes:

- 1.1 demonstrates an understanding of safe circus practice and appropriate circus technique in the performance of combinations, sequences and acts.
- 1.2 demonstrates the aspects of the elements of movement in circus performance.
- 1.3 demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and acts.
- 2.1 identifies and explores aspects of the elements of movement in response to a range of stimuli.
- 2.2 composes circus movement, using the elements of movement that communicate ideas.
- 3.1 describes circus performances through the elements of movement.
- 3.2 identifies that circus works of art express ideas.
- 4.1 respects the right efforts and feelings of others, while valuing themselves as an important member in performance groups.
- 4.2 respects, values and cares for circus equipment, developing both a philosophical base from which to practice circus and a safety standard for the use, maintenance and storage of equipment.

### Performance Skills (Circus Arts) is a school developed NESA endorsed subject

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement Ongoing Formative Assessment of:	Due Date
1	Maintaining a safe circus body	1.1 1.2 1.3 3.1 4.2	a. Skill acquisition of basic aerials, manipulation, equilibristics, and acrobatics. b. Injury prevention research task c. Circus book	Term 1 Week 10 2025
2	Introduction to Group Act Creation	2.1 2.2 3.1 3.2 4.1 4.2	a. Group devised circus act. b. Performance of group circus act c. Circus book	Term 2 Week 10 2025
3	Circus History and Companies	3.1 3.2 4.1	a. Skill acquisition of basic aerials, manipulation, equilibristics, and acrobatics. b. History and development of a circus company. c. Application of the elements of movement to analyse a circus act by the company. d. Circus book	Term 3 Week 10 2025



## PERSONAL DEVELOPMENT HEALTH PHYSICAL EDUCATION - PDHPE

### Course Outcomes:

- PD4-1 examines and evaluates strategies to manage current and future challenges
- PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships
- PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
- PD4-5 transfers and adapts solutions to complex movement challenges
- PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
- PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity
- PD4-9 demonstrates self-management skills to effectively manage complex situations
- PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
- PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
<b>1</b>	Theory Formative Assessment Check-in Points	PD4-6 PD4-8 PD4-10	Plans for and evaluates healthy food choices.	<b>Term 1 Week 6</b> <b>Term 2 Week 2</b> <b>2025</b>
<b>2</b>	Practical Formative Assessment Check-in Points	PD4-4 PD4-11	Demonstrates how movement skills and concepts can be adapted when transferred to enhance game play.	<b>Term 1 Week 7</b> <b>Term 2 Week 3</b> <b>2025</b>
<b>3</b>	Theory Formative Assessment Check-in Points	PD4-7 PD4-9	Research task based on analysis of reliable sources of information.	<b>Term 3 Week 6</b> <b>Term 4 Week 2</b> <b>2025</b>
<b>4</b>	Practical Formative Assessment Check-in Points	PD4-5 PD4-10	Demonstrate successful strategic play during movement activities.	<b>Term 3 Week 7</b> <b>Term 4 Week 3</b> <b>2025</b>

## PHOTOGRAPHIC AND DIGITAL MEDIA

### Course Outcomes:

- 4.1 uses a range of strategies to explore different photographic and digital conventions and procedures to photographic and digital works.
- 4.2 explores the function of and relationships between artist – artwork – world – audience.
- 4.3 makes photographic and digital works that involve some understanding of the frames.
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter for photographic and digital works.
- 4.5 investigates ways to develop different meanings in their photographic and digital works.
- 4.6 selects appropriate procedures and techniques to make photographic and digital works.
- 4.7 explores aspects of practice in critically and historically interpret photographic and digital works.
- 4.8 explores the function of and relationships between the artist – artwork – world – audience in critically and historically interpret photographic and digital works.
- 4.9 uses the frames to make different interpretations of photographic and digital works
- 4.10 constructs different critical and historical accounts of photographic and digital works.

**The Photographic and Digital Media Journal (PDMJ) is an ongoing record of the students' participation and involvement with the program. The journal should include:**

- experiments with a range of materials and techniques.
- a record of photographic and digital works in progress.
- research towards personal work and artists of interest.
- collections of photos, magazine clippings/articles.
- written evaluations and critiques of the students' own work and that of other photographic and digital media artists.
- any and all worksheets or information distributed in class.

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
<b>1</b>	Critical and Historical Interpretations (CHI)	4.7, 4.8, 4.9, 4.10	Critical Analysis of a Digital Work.	<b>Term 2 Week 2 2025</b>
<b>2</b>	Making (M)	4.1, 4.2, 4.3 4.4, 4.5, 4.6	Semester One Portfolio of Works.	<b>Term 2 Week 5 2025</b>
<b>3</b>	Critical and Historical Interpretations (CHI)	4.7, 4.8, 4.9, 4.10	Critical Analysis of a Digital Artist and their Practice.	<b>Term 3 Week 6 2025</b>
<b>4</b>	Making (M)	4.1, 4.2, 4.3 4.4, 4.5, 4.6	Semester Two Portfolio of Works	<b>Term 4 Week 5 2025</b>

## SCIENCE

### Course Outcomes:

SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people’s understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
<b>1</b>	Working Scientifically Skills Task	SC4-13ES, SC4-7WS, SC4-8WS, SC4-9WS	Analysis of secondary information to explore our understanding and application of Earth’s Resources.	<b>Term 2 Week 4</b>
<b>2</b>	Practical Assessment Task	SC4-17CW, SC4-4WS, SC4-5WS, SC4-6WS	Completion of practical task to demonstrate knowledge, understanding and skills.	<b>Term 3 Week 9</b>

External Assessment- This test is mandatory for NSW government schools and is marked externally

<b>3</b>	Valid 8	All Stage 4 outcomes	The Validation of Assessment for Learning and Individual Development (VALID) Science program provides online end-of-stage assessments for the science key learning area.	<b>Term 4 Week 3/4</b>
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## SPORTS ACTION

### Course Outcomes:

- S2.4 Works collaboratively in small groups and demonstrates appropriate leadership skills
- SA1 Demonstrates movement skills related to a variety of physical activities and sports
- SA2 Learns how to improve performance through learning strategies and tactics
- SA3 Learns the rules relating to different sports and how to referee games using this knowledge

**Sports Action is a school designed elective subject**

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
<b>1</b>	Summer Sports	SA1 SA2 SA3	Practical and theoretical component	<b>Term 1 Week 10 2025</b>
<b>2</b>	Developing Leadership capacity	S2.4 SA2 SA3	Practical and theoretical component	<b>Term 2 Week 10 2025</b>
<b>3</b>	Winter Sports	SA1 SA2 SA3	Practical and theoretical component	<b>Term 3 Week 5 2025</b>
<b>4</b>	Progressive Assessment	SA1 SA3	Classwork, Homework, Organisation and participation/ skills development	<b>Ongoing</b>

## TECHNOLOGY MANDATORY

### Course Outcomes:

TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

**\*Technology Mandatory is delivered over 10 weeks and each term students will complete a project in one speciality area. All four speciality areas will be completed by the end of 2025.**

Task Description	Outcomes	Evidence of Student Progress and Achievement	
Textiles	TE4-2DP TE4-3DP TE4-5AG TE4-6FO	These are ongoing <b>formative assessment</b> checkpoints that are assessed throughout the term for each individual project.	<b>Checkpoints:</b> <ol style="list-style-type: none"> <li>1. Safety skills</li> <li>2. Research &amp; skills development</li> <li>3. Practical textiles - samples</li> <li>4. Cushion construction</li> <li>5. Unit evaluation</li> </ol>
Coding 2	TE4-1DP TE4-2DP TE4-4DP TE4-7DI		<b>Checkpoints:</b> <ol style="list-style-type: none"> <li>1. Safety skills &amp; Code combat</li> <li>2. Prototype planning</li> <li>3. Final Idea construction</li> <li>4. Testing &amp; Evaluating</li> <li>5. Round robin completion &amp; evaluation</li> </ol>
Mixed Materials Timber or Textiles	TE4-1DP TE4-2DP TE4-3DP TE4-5AG		<b>MM Textiles Checkpoints:</b> <ol style="list-style-type: none"> <li>1. Safety skills</li> <li>2. Research &amp; skills development</li> <li>3. Practical skills – samples &amp; phone case</li> <li>4. Practical skills - unit evaluation</li> <li>5. Portfolio completion</li> </ol>
Metal	TE4-1DP TE4-2DP TE4-3DP TE4-8EN		<b>MM Timber Checkpoints:</b> <ol style="list-style-type: none"> <li>1. Safety skills &amp; development</li> <li>2. Project research &amp; planning</li> <li>3. Project design</li> <li>4. Practical skills – lamp development &amp; creation</li> <li>5. Unit evaluation</li> </ol>
			<b>Checkpoints:</b> <ol style="list-style-type: none"> <li>1. Safety skills &amp; development</li> <li>2. Project research &amp; planning</li> <li>3. Project design</li> <li>4. Practical skills – trowel development &amp; creation</li> <li>5. Unit evaluation</li> </ol>

## VISUAL ARTS (MAINSTREAM)

### Course Outcomes:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks.
- 4.2 explores the function of and relationships between artist – artwork – world – audience.
- 4.3 makes artworks that involve some understanding of the frames.
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual Arts.
- 4.5 investigates ways to develop meaning in their artworks.
- 4.6 selects different materials and techniques to make artworks.
- 4.7 explores aspects of practice in critical and historical interpretations of art.
- 4.8 explores the function of and relationships between the artist – artwork – world – audience.
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings.

**The Visual Arts Diary (VAD) is an ongoing record of the students' participation and involvement with the program.**

### The diary should include:

- experiments in a range of materials.
- a record of works in progress.
- research towards personal work and artists of interest.
- evaluations and records of gallery visits/excursions/art events.
- collections of photos, magazine clippings/articles.
- written evaluations and critiques of the students' own work and that of other artists.
- any and all worksheets or information distributed in class.

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
1	Critical and Historical Study	4.7, 4.8, 4.9, 4.10	Critical Analysis of an Artist and their Practice.	Term 1 Week 8 2025
2	Collection of Works	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Visual Arts Diary Collection of Works.	Term 2 Week 6 2025
3	Critical and Historical Study	4.7, 4.8, 4.9, 4.10	Critical Analysis of an Unseen Work.	Term 3 Week 6 2025
4	Collection of Works	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Visual Arts Diary Collection of Work.	Term 4 Week 5 2025

## VISUAL ARTS (ADVANCED)

### Course Outcomes:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks.
- 4.2 explores the function of and relationships between artist – artwork – world – audience.
- 4.3 makes artworks that involve some understanding of the frames.
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual Arts.
- 4.5 investigates ways to develop meaning in their artworks.
- 4.6 selects different materials and techniques to make artworks.
- 4.7 explores aspects of practice in critical and historical interpretations of art.
- 4.8 explores the function of and relationships between the artist – artwork – world – audience.
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings.

**The Visual Arts Diary (VAD) is an ongoing record of the students’ participation and involvement with the program.**

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- a record of works in progress.
- research towards personal work and artists of interest.
- evaluations and records of gallery visits/excursions/art events.
- collections of photos, magazine clippings/articles.
- written evaluations and critiques of the students’ own work and that of other artists.
- any and all worksheets or information distributed in class.

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement	Due Date
<b>1</b>	Critical and Historical Case Study	4.7, 4.8, 4.9, 4.10	Critical Analysis of an Artist and their Practice.	<b>Term 1 Week 8 2025</b>
<b>2</b>	Collection of Works	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Visual Arts Diary Collection of Works	<b>Term 2 Week 6 2025</b>
<b>3</b>	Critical and Historical Case Study	4.7, 4.8, 4.9, 4.10	Critical Analysis of an Unseen work.	<b>Term 3 Week 6 2025</b>
<b>4</b>	Collection of Works	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Visual Arts Diary Collection of Work	<b>Term 4 Week 5 2025</b>

# Application for Special Consideration for Illness-Misadventure



## Nepean Creative & Performing Arts High School Illness-Misadventure Application Form

If illness or misadventure prevents a student from completing an Assessment Task on or before the due date the school must be advised immediately the situation is known (before the due date if possible) and submitted to the Head Teacher on the day of returning to school.

### Section A (To be completed by the student before completion by teachers)

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

Class Teacher: \_\_\_\_\_ Head Teacher: \_\_\_\_\_

Assessment Task Name: \_\_\_\_\_

Task No: \_\_\_\_\_ Date Issued: \_\_\_\_\_ Due Date: \_\_\_\_\_ Weighting: \_\_\_\_\_

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify): _____		

Date school advised of misadventure: \_\_\_\_\_ Person advised: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please attach supporting documentation (e.g. Medical certificates, supporting statements, etc.)  
In case of an application on medical grounds a medical certificate **MUST** accompany the application.

### Section B (To be completed by the class teacher BEFORE the application is submitted to Head Teacher)

I recommend the misadventure be upheld   
I recommend the misadventure not be upheld

Reason/s for this recommendation (attach extended statement or documentation as necessary):  
.....  
.....  
.....

Class teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Section C (OFFICIAL USE ONLY: Decision of Head Teacher/Deputy Principal)

Illness-Misadventure decision: Accepted / Rejected Extension of time granted until: \_\_\_\_\_

Student required to complete alternate task.  Yes  No

Zero mark to be awarded for late submission with task to be completed.:  Yes  No

Task is a non-serious effort  Yes  No

Faculty Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copy to: Parent, Student, Class Teacher, Head Teacher Secondary Studies, and Student file



# Application for Assessment Task Extension



## Nepean Creative & Performing Arts High School Assessment Task Extension Application Form

### Section A (To be completed by the student)

Student Name: ..... Year: .....  
Course: ..... Faculty: .....  
Class Teacher: ..... Head Teacher: .....  
Assessment Task Name: .....  
Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify): .....		

### Section B (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):  
.....  
.....  
.....

Student signature: ..... Date: .....  
Parent/caregiver signature: ..... Date: .....

### Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task: .....

Student issued rescheduled notification:  Yes  No  
Head Teacher Secondary Studies notified:  Yes  No  
Class Teacher notified:  Yes  No

Comment:  
.....  
.....  
.....

Faculty Head Teacher signature: ..... Date: .....

Copy to: Parent, Student, Class Teacher, Head Teacher Secondary Studies, and Student File



*Creative and  
Performing Arts*

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