



Deniliquin High School

Year 10
Assessment Program
2025

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Assessment Calendar Year 10 2025

Week	2025 – Term 1 11 Weeks	2025 – Term 2 10 Weeks	2025 – Term 3 10 Weeks	2025 – Term 4 10 Weeks
1		Commerce Child Studies	Visual Arts PASS	Visual Arts PASS
2	<i>Heat Week</i>	IT – Timber IT – Metal	IT – Timber	IT – Metal
3		Science	Child Studies Commerce	Child Studies Food Technology
4		Food Technology	Food Technology	Examinations (English, Mathematics, Science, Geography, Agriculture, Commerce, Music) IT -Timber
5		Work Experience	Science	
6		Music	Geography	
7	Geography	Geography	Music IT – Metal	
8	Science	Agriculture		Year 10 Excursion
9	English Music	Mathematics PD/H/PE	Mathematics	
10	Mathematics PD/H/PE	Child Studies English	English	
11	PASS Visual Arts			

The main purpose of the school's internal assessment program is to allow a wide range of subject skills and knowledge to be assessed. It also allows assessment to take place at stages throughout the course, rather than just by a single examination at its end, and so students get credit for their achievements throughout each course.

In summary the key points are –

- *All students need to read this booklet very, very carefully and be familiar with all assessment requirements.*
- *All students need to strive to achieve the best possible assessment results.*
- *In this regard students must recognise that all work – including all class work, all homework, as well as assessment work is important.*

Should students have any concerns about any aspect of the assessment or exam process, please speak to your Teacher, Year Adviser, the Senior School Co-ordinator or Principal.

Glen Warren, Principal

Record of School Achievement (RoSA)

The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. The RoSA records completed 100-hour Year 9 electives and all completed Year 10 courses.

HSC Minimum Standards Tests

You are required to complete compulsory tests in Reading, Writing, and Numeracy, which can be taken in Year 10. The results are accessible through Students Online and can be shared with potential employers. To meet the standard, students must achieve a Level 3 or 4. Students have the opportunity to retake the tests until they reach the required standard.

Life Skills

Each student accessing a Life Skills course in Year 10 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. **There is no requirement for formal assessment of Life Skills outcomes.**

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) to report achievement for students undertaking Life Skills courses.

Students who complete Life Skills courses in Mathematics and/or English are not required to sit the HSC Minimum Standards in those subjects.

Common Grade Scale

Teachers will use the common grade scale (below) to determine your final grades for all 100-hour and 200-hour courses you have completed. They describe your achievement measured against the syllabus outcomes for that course. These are also what you will be reported against each semester.

The descriptors emphasise what you can, rather than cannot, do. Each course of study has its own specific Course Performance Descriptors, a copy of which can be obtained from Head Teachers or classroom teachers. Below are listed the generic Course Performance Descriptors as issued by NSW Educational Standards Authority (NESA).

Grade	General Performance Descriptors
A	<i>Outstanding Achievement</i> The student has extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	<i>High Achievement</i> The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	<i>Sound Achievement</i> The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	<i>Basic Achievement</i> The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
E	<i>Limited Achievement</i> The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Attendance

If your attendance falls below 85% for a course, the Head Teacher may determine that you are not meeting the course completion criteria due to insufficient effort and diligence. In such cases, a phone call may be made to your home, and a letter will be sent to inform your parents that you may not satisfactorily complete the course requirements.

The Principal will decide if you meet the course requirements by considering the following factors:

- The nature and duration of your absence
- Your standing in the course at the time of the absence
- Your prior attendance record, as well as your application and achievement
- Your ability and commitment to compensate for missed classroom experiences

Leave may be granted for short absences from the educational program, provided the reason for your absence is substantial and does not unduly affect your progress towards course outcomes. If the Principal approves leave, it should not jeopardise your eligibility for the Record of School Achievement (RoSA). In cases of extended leave, the Principal may request your teacher to provide an estimated mark for assessment purposes.

MAINTAINING HONESTY AND INTEGRITY

The honesty of students in completing assessment tasks and examinations, and of teachers and others in guiding students, underpins the integrity of the RoSA. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESAs subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- Using material directly from books, journals or the internet without acknowledging the source
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- Paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals

Please be aware that if a student submits work generated by artificial intelligence (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark of zero being awarded for the task in question. To appeal this decision, the onus is on the student to prove that they have composed/created the assessment task. The student will be required to present this evidence to a panel of staff consisting of the Classroom Teacher and the faculty Head Teacher.

What is plagiarism? Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated.

Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A. Yes

Q. Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A. Yes. You are using someone else's thoughts and words without acknowledgement.

Q. Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?

A. Yes.

Q. Is it plagiarism if someone else proofreads my written work and changes my final draft?

A. It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Q. Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A. No, this is not plagiarism. You have acknowledged where your ideas came from.

Q. Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A. This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

Cheating in school assessment tasks is dealt with at school level. Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged. One or more of the following will apply if you are suspected at attempting to cheat in an assessment:

- Reduced marks for part or all of the assessment
- ZERO marks for part or all of the assessment
- The Head Teacher will review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher **within two school days** of the decision being taken (see Assessment Task Appeal form).
- Malpractice in school-based assessment is a serious offence. If malpractice is proven, a **zero mark** may be awarded.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do the work for you. Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing school.

Non-award of the Record of School Achievement

In the following cases NESA will not award the Record of School Achievement. Depending on the circumstances of the case, NESA may also not award one or both parts of the Record of School Achievement if the student:

- Did not meet all mandatory curriculum requirements
- Left school before the final date for Year 10
- Did not comply with other NESA requirements.

SCHOOL ASSESSMENT PROCESSES

- Assessment Notifications

All assessments will use the Deniliquin High School assessment notification sheet that will be given to you at least two weeks before the task is due. See an example of the notification – Appendix A. You will also be asked to sign an assessment register to record (Appendix B) when you receive a task and when you submit the task.

- Extensions

You can request an extension of due date of an assessment task but only if it is at least 3 days prior to the due date. You must complete an extension form (Appendix C). Note, it should NOT be assumed that such an application would automatically gain an extension of time.

Extensions will only be granted for extenuating circumstances.

If an extension is granted, the Head Teacher will make a copy of the form, and hand the original back to you. The Head Teacher will pass the form onto your classroom teacher, informing them of the extension.

Step One: Obtain the form

- (i) Student must obtain an Application for an Extension Consideration of Absence on Due Date of Assessment form



Step Two: Submit the application

- (i) Students must complete all paperwork and submit this to the subject **Head Teacher**
- (ii) This application must be made **at least three days prior** to the official due date.
- (iii) Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- (i) The application will be considered by the **relevant Faculty Head Teacher**.
- (ii) The decision will be communicated in writing to the Class Teacher, student and parents/caregivers.

If an extension is not approved, the student must submit the task on the due date. If there is a late submission of the task will result in a **zero mark** being awarded.

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

- Absence on the day an assessment task is due
 - **Absence due to illness/misadventure on the day of an in-school assessment task**
 - The student or parent/caregiver **MUST** contact the school on 03 5881 1211 **by 8:50 am** on the day the task is scheduled
 - Students must complete the illness/misadventure form and obtain a medical certificate and any other relevant documentation
 - Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.
 - **Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted**
 - The student or parent/caregiver **MUST** contact the school on 03 5881 1211 **by 8:50 am** on the day the task is scheduled
 - Students should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted via the subject's online platform
 - Students must complete the illness/misadventure form and obtain a medical certificate and any other relevant documentation
 - Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.
- Non-submission of an assessment task

If a task has not been submitted and there is no valid reason, your teacher will award a 0 mark and:

 - contact your parent/caregiver
 - send a RoSA N-warning data letter home with a revised due date.

You will be required to meet the revised due date and submit the whole task, making a serious attempt. Although your zero mark will still stand, it is important that your teacher has evidence of how you can meet the outcome of that task for your semester report and you also need to still demonstrate you have applied yourself with diligence and sustained effort to meet course outcomes.

If you receive two or more N-warning letters for any subject (Year 9 elective and/or Year 10 subject), the Principal will arrange a meeting to discuss ramifications to your RoSA.
- Right to appeal

All students have the right to appeal a decision made regarding an: application for illness/misadventure; malpractice, or an assessment task result. A student must submit an 'Application to Appeal' form (Appendix E) to the relevant Head Teacher.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

 - The student's original Illness/Misadventure application.
 - Documentation submitted with the original application.
 - Any additional statement and/or documentation submitted with the student's appeal form.
 - All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

Step One: Collect a form

- (i) Students must obtain an **Application to Appeal Form**



Step Two: Submit the application form

- (i) Students must submit their appeal to the relevant **Head Teacher within two school days** of the initial illness/misadventure or malpractice decision being communicated to the student.
- (ii) Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- (i) The appeal application and additional documentation will be considered by a **review panel including at least one member of the Senior Executive and the Senior School Coordinator**.
- (ii) The decision will be communicated in writing to the relevant Faculty Head Teacher, Class Teacher, student and parents/caregivers.

- Return of tasks

Your teacher must return your assessment task to you within two weeks after you have submitted it. They will provide you with a mark and meaningful feedback which will include how they have marked you (a marking rubric) and written comments.

EXAMINATION PROCEDURES AND RULES

Exams play an important role in assessment. They aim to assess what you have learned with regards to the content in particular subjects. They also allow for strengths and weaknesses to be determined.

The school employs external staff to undertake this task in order to prepare and familiarize both yourself and supervisors with the processes involved. The final HSC exams are supervised externally by employees of NESA under the guidance of a Presiding Officer.

Responsibilities of Students

- To follow the examination timetable, which clearly specifies the date and time of all examinations. During the examination period, there will be no normal lessons. Students are **not** required to be at school when they do not have an examination scheduled.
- To respect and support the examination rules (see below).
- To wear the correct uniform to exams.
- To notify the school by phone on 03 5881 1211 by 8:50 am on the day of the exam should they be unable to attend an exam due to misadventure.
- To remain silent and respect the working conditions of others once they enter the examination room.
- To bring your own equipment eg. calculators, pens, 2B pencils, rulers etc. into the examination room in a clear plastic sleeve. Borrowing of equipment from other candidates during the examination is **NOT** permitted.
- To follow all instructions given by the supervisors.
- To behave politely and courteously towards the supervisors and other students.
- To ensure your student number is written clearly on all pages of the exam booklet, including multiple choice answer sheets, writing booklets and extra lined paper.

Permitted Items	Prohibited Items
<ul style="list-style-type: none">✓ Black pens✓ Pencils, erasers and a sharpener✓ A ruler✓ Highlighter pens✓ A clear bottle of water✓ A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam✓ Other equipment as specified in the exam notification, like a calculator✓ Stationary to be placed in either a clear (transparent) pencil case or a clear plastic sleeve (including the geometry set)	<ul style="list-style-type: none">☐ Mobile phones☐ Programmable watches, like smart watches☐ Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries☐ Paper or any printed or written material☐ Dictionaries (except in language exams, if allowed)☐ Correction fluid or correction tape.

Examination Conditions

Exam conditions shall apply from when the first student enters the examination room until the last student leaves the examination room.

ON ENTERING THE EXAMINATION ROOM AND DURING THE EXAMINATION

1. Candidates **MUST** wear school uniform to all examinations.
2. Candidates must enter the examination room silently ten (10) minutes prior to the scheduled start of the examination to receive final instructions.
3. Complete silence **MUST** be adhered to whilst candidates are in the examination room.
4. Bags, containing notes, are to be left in an orderly fashion outside of the examination room.
5. You must sit at the desk that shows your student number. You will be issued with your NESAs number for use during formal examinations in the senior school. You must write your "Student Number" on all examination paper pages, **NOT** your name.
6. Candidates **MUST** sit facing the front and are **NOT** to turn around or look at any other candidate's paper.
7. Candidates are **NOT** to communicate with any other candidates in any way.
8. Any student who disrupts the examination may be at risk of receiving a '0' (zero) mark for their work.
9. Year 11 candidates are **NOT** permitted to leave the examination until the stated completion time of the examination they are sitting.
10. Food and drink are **NOT** permitted in the exam hall.
11. Candidates **MUST** obey all reasonable instructions given by supervisors.
12. Candidates must **NOT** pick up their writing implements until reading time has ceased and writing time has started.
13. All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
14. School Rules apply during **ALL** exams.
15. Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
16. Write clearly with black pen (only use pencil if instructed to)
17. Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet and write a note on the front of both booklets stating that you wrote an answer in the wrong place. Make sure you label and hand in all parts of your answers.
18. Make a serious attempt at the exam by answering a range of question types. **Answering only multiple-choice questions is not considered a serious attempt.**
19. Stop writing immediately when the supervisor tells you to.
20. Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.

ON LEAVING THE EXAMINATION ROOM AND AFTER THE EXAMINATION

1. **NO** exam papers or the writing paper provided are to be removed from the examination room.
2. If your exam finishes while another exam is still in progress, classes will quietly depart the room when dismissed by the supervising teachers.

Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school by phone on 03 5881 1211 **up until 30 minutes prior** to the commencement of the scheduled examination.
- **Prior to their return to school**, you must contact your Year Adviser to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, you must report to your Year Adviser at a time determined previously by your Year Adviser.
- You must obtain an Illness/Misadventure Application Form and any other relevant documentation, such as a Medical Certificate.
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of your return to school (i.e. no later than your third day back at school).
- The consequences of not following these procedures may result in the application for Illness/Misadventure being rejected and a **zero mark** being awarded.

Behaviour/Action	Consequence
If a student interrupts the examination.	Supervisor will place a Green "Warning" card on your desk.
If a student interrupts the examination after being given a green 'Warning' card	Supervisor will place a Yellow "Warning" card on your desk and you will be moved to the back of the examination room where you will be allowed to continue the examination
If a student continues to interrupt the examination after being given a yellow "Warning" card.	You will be given a Red card and sent from the examination room to either the Deputy Principal or Principal. The examination paper for that subject will be cancelled.
If a student makes a non-serious attempt.	If you do not make a serious attempt at an examination, you may not receive a result. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious.

Schedule of Assessment Tasks

AGRICULTURE

Year 10 Course Outcomes

- AG5-1** explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets.
- AG5-2** explains the interactions within and between agricultural enterprises and systems.
- AG5-3** explains the interactions within and between the agricultural sector and Australia's economy, culture and society.
- AG5-4** investigates and implements responsible production systems for plant and animal enterprises.
- AG5-5** investigates and applies responsible marketing principles and processes.
- AG5-6** explains and evaluates the impact of management decisions on plant production enterprises.
- AG5-7** explains and evaluates the impact of management decisions on animal production enterprises.
- AG5-8** evaluates the impact of past and current agricultural practices on agricultural sustainability.
- AG5-9** evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics.
- AG5-10** implements and justifies the application of animal welfare guidelines to agricultural practices.
- AG5-11** designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts.
- AG5-12** collects and analyses agricultural data and communicates results using a range of technologies.
- AG5-13** applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery.
- AG5-14** demonstrates plant and/or animal management practices safely and in collaboration with others.

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Practical Skills	In-Class Task	Practical Skills	Yearly Examination	
Date	Semester 1 Ongoing	Term 2 Week 8	Semester 2 Ongoing	Term 4 Week 4	
Outcomes	AG5-13 AG5-14	AG5-7 AG5-10 AG5-12	AG5-13 AG5-14	AG5-1 AG5-8 AG5-2 AG5-9 AG5-3 AG5-10 AG5-4 AG5-11 AG5-5 AG5-12 AG5-6 AG5-13 AG5-7 AG5-14	
Total Weighting (%)	25%	25%	25%	25%	100%

CHILD STUDIES

Year 10 Course Outcomes

- 1.1 Identifies the characteristics of a child at each stage of growth and development.
- 1.2 Describes the factors that affect the health and wellbeing of the child.
- 1.3 Analyses the evolution of childhood experiences and parenting roles over time.
- 2.1 Plans and implements engaging activities when educating and caring for young children within a safe environment.
- 2.2 Evaluates strategies that promote the growth and development of children.
- 4.2 Analyses and compares information from a variety of sources to develop an understanding of child growth and development.
- 4.3 Applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Intergenerational Program Plan	Game or Book	Developmental Delay Report	
Date	Term 2 Week 1	Term 2 Week 10	Term 3 Week 3	
Outcomes	1.1 1.2 2.1	1.1 1.2 1.3 2.1 2.2	1.1 1.2 4.2 4.3	
Total Weighting (%)	40%	40%	20%	100%

COMMERCE

Year 10 Course Outcomes

- COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts.
- COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts.
- COM5-3** examines the role of law in society.
- COM5-4** analyses key factors affecting decisions.
- COM5-5** evaluates options for solving problems and issues.
- COM5-6** develops and implements plans designed to achieve goals.
- COM5-7** researches and assesses information using a variety of sources.
- COM5-8** explains information using a variety of forms.
- COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Report	Multimodal Task	Yearly Examination	
Date	Term 2 Week 1	Term 3 Week 3	Term 4 Week 4	
Outcome	COM5-3 COM5-4 COM5-9	COM5-5 COM5-6 COM5-7 COM5-8	COM5-1 COM5-2	
Total Weighting (%)	30%	35%	35%	100%

GEOGRAPHY

Year 10 Course Outcomes

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	In class test	Multimodal	Research task	Yearly Examination	
Date	Term 1 Week 7	Term 2 Week 7	Term 3 Week 6	Term 4 Week 4	
Outcome	GE5-2 GE5-3 GE5-8	GE5-1 GE5-2 GE5-3 GE5-7	GE5-2 GE5-3 GE5-4 GE5-E	GE5-5 GE5-6 GE5-7 GE5-8	
Total Weighting (%)	25%	25%	25%	25%	100%

ENGLISH

Year 10 Course Outcomes

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts.

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them.

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Listening Task	Essay	Multimodal	Yearly Examination	
Date	Term 1 Week 9	Term 2 Week 10	Term 3 Week 10	Term 4 Week 4	
Outcome	EN5-RVL-01 EN5-URA-01 EN5-URB-01	EN5-ECA-01 EN5-ECB-01 EN5-URB-01	EN5-RVL-01 EN5-ECA-01 EN5-ECB-01	EN5-URA-01 EN5-URB-01 EN5-URC-01	
Total Weighting (%)	25%	25%	25%	25%	100%

FOOD TECHNOLOGY

Year 10 Course Outcomes

- FT5-1** Demonstrates hygienic handling of food to ensure a safe and appealing product.
- FT5-2** Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food.
- FT5-5** Applies appropriate methods of food processing, preparation and storage.
- FT5-6** Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.
- FT5-7** Justifies food choices by analysing the factors that influence eating habits.
- FT5-10** Selects and employs appropriate techniques and equipment for a variety of food specific purposes.
- FT5-11** Plans, prepares, presents and evaluates food solutions for specific purposes.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Muffin Design Task	Restaurant Design Task	Dietary Needs Report with Practical	
Date	Term 2 Week 4	Term 3 Week 4	Term 4 Week 3	
Outcome	FT5-2 FT5-5 FT5-6 FT5-7	FT5-2 FT5-5 FT5-6 FT5-7	FT5-1 FT5-6 FT5-7 FT5-10 FT5-11	
Total Weighting (%)	25%	40%	35%	100%

INDUSTRIAL TECHNOLOGY – METAL

Year 10 Course Outcomes

- IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2** applies design principles in the modification, development and production of projects.
- IND5-3** identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
- IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications.
- IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- IND5-6** identifies and participates in collaborative work practices in the learning environment.
- IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
- IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Careers Investigation	Project with Folio	Project with Folio	
Date	Term 2 Week 2	Term 3 Week 7	Term 4 Week 2	
Outcomes	IND5-1 IND5-9 IND5-10	IND5-1 IND5-3 IND5-4 IND5-6 IND5-8	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-8	
Total Weighting (%)	15%	35%	50%	100%

INDUSTRIAL TECHNOLOGY – TIMBER

Year 10 Course Outcomes

- IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2** applies design principles in the modification, development and production of projects.
- IND5-3** identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
- IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications.
- IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- IND5-6** identifies and participates in collaborative work practices in the learning environment.
- IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
- IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Industry Study	Project with Folio	Project with Folio	
Date	Term 2 Week 2	Term 3 Week 2	Term 4 Week 4	
Outcome	IND5-9 IND5-10	IND5-1 IND5-3 IND5-4 IND5-6 IND5-8	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-8	
Total Weighting (%)	15%	35%	50%	100%

MATHEMATICS

Year 10 Core Course Outcomes

- MA5-ALG-C-01** simplifies algebraic fractions with numerical denominators and expands algebraic expressions.
- MA5-LIN-C-01** determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
- MA5-LIN-C-02** graphs and interprets linear relationships using the gradient/slope-intercept form.
- MA5-NLI-C-01** identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts.
- MA5-NLI-C-02** identifies and compares features of parabolas and exponential curves in various contexts.
- MA5-PRO-C-01** solves problems involving probabilities in multistage chance experiments and simulations.
- MA5-EQU-C-01** solves linear equations of up to 3 steps, limited to one algebraic fraction.
- MA5-FIN-C-01** solves financial problems involving simple interest, earning money and spending money.
- MA5-FIN-C-02** solves financial problems involving compound interest and depreciation.
- MA5-TRG-C-01** applies trigonometric ratios to solve right-angled triangle problems.
- MA5-TRG-C-02** applies trigonometry to solve problems, including bearings and angles of elevation and depression.
- MA5-GEO-C-01** identifies and applies the properties of similar figures and scale drawings to solve problems.
- MA5-ARE-C-01** solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.
- MA5-VOL-C-01** solves problems involving the volume of composite solids consisting of right prisms.
- MA5-DAT-C-01** compares and analyses datasets using summary statistics and graphical representations.
- MA5-DAT-C-02** displays and interprets datasets involving bivariate data.
- 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.

Year 10 Pathway Course Outcomes

- MA5-ALG-P-01** simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions.
- MA5-ALG-P-02** selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions.
- MA5-LIN-P-01** describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems.
- MA5-NLI-P-01** interprets and compares non-linear relationships and their transformations, both algebraically and graphically.
- MA5-POL-P-01** defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems.
- MA5-RAT-P-01** identifies and solves problems involving direct and inverse variation and their graphical representations.
- MA5-RAT-P-02** analyses and constructs graphs relating to rates of change.
- MA5-PRO-P-01** solves problems involving Venn diagrams, 2-way tables and conditional probability.
- MA5-EQU-P-01** solves monic quadratic equations, linear inequalities and cubic equations of the form.

- MA5-EQU-P-02** solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations.
- MA5-TRG-P-01** applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings.
- MA5-TRG-P-02** establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations.
- MA5-GEO-P-01** establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes.
- MA5-ARE-P-01** applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems.
- MA5-VOL-P-01** applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids.
- MA5-DAT-P-01** plans, conducts and reviews a statistical inquiry into a question of interest.

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Summary portfolio + in class quiz:	Investigation + in class quiz:	In class test	Yearly Examination	
Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4	
Outcome	MA5-ALG-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-ALG-P-01 MA5-ALG-P-02 MA5-LIN-P-01 MAO-WM-01	MA5-NLI-C-01 MA5-NLI-C-02 MA5-NLI-P-01 MA5-POL-P-01 MAO-WM-01	MA5-PRO-C-01 MA5-EQU-C-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-TRG-C-01 MA5-TRG-C-02 MA5-RAT-P-01 MA5-RAT-P-02 MA5-PRO-P-01 MA5-EQU-P-01 MA5-EQU-P-02 MA5-TRG-P-01 MA5-TRG-P-02 MAO-WM-01	MA5-GEO-C-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-DAT-C-01 MA5-DAT-C-02 MA5-GEO-P-01 MA5-ARE-P-01 MA5-VOL-P-01 MA5-DAT-P-01 MAO-WM-01	
Total Weighting (%)	10% + 15% = 25%	10% + 15% = 25%	25%	25%	100%

MUSIC

Year 10 Course Outcomes

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study.
- 5.6 uses different forms of technology in the composition process.
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.
- 5.10 demonstrates an understanding of the influence and impact of technology on music.
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Listening	Composition	Performance	Yearly Examination	
Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 7	Term 4 Week 4	
Outcome	5.7 5.8 5.9 5.10	5.4 5.5 5.6	5.1 5.2 5.3	5.7 5.8 5.9	
Total Weighting (%)	25%	25%	25%	25%	100%

PD/H/PE

Year 10 Course Outcomes

- PD5-2** researches and appraises the effectiveness of health information and support services available in the community.
- PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- PD5-5** appraises and justifies choices of actions when solving complex movement challenges.
- PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.
- PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.
- PD5-9** assesses and applies self-management skills to effectively manage complex situations.
- PD5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	In class task	In class task	Practical skills	
Date	Term 1 Week 10	Term 2 Week 9	Ongoing	
Outcome	5.5 5.11	5.2 5.3 5.6 5.8	5.8 5.9	
Total Weighting (%)	25%	25%	50%	100%

PHYSICAL ACTIVITY & SPORT STUDIES

Year 10 Course Outcomes

- PASS5-1** discusses factors that limit and enhance the capacity to move and perform.
- PASS5-5** demonstrates actions and strategies that contribute to enjoyable participation and skilful performance.
- PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport.
- PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance.
- PASS5-8** displays management and planning skills to achieve personal and group goals.
- PASS5-9** performs movement skills with increasing proficiency.
- PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Practical / Theoretical Tasks	In class task	Take home task	
Date	Term 1 Week 11	Term 3 Week 1	Term 4 Week 1	
Outcome	PASS5-1 PASS5-5 PASS5-7 PASS5-8 PASS5-9	PASS5-5 PASS5-6 PASS5-8 PASS5-10	PASS5-5 PASS5-7 PASS5-8 PASS5-10	
Total Weighting (%)	40%	30%	30%	100%

SCIENCE

Year 10 Course Outcomes

- SC5-4WS** develops questions or hypotheses to be investigated scientifically.
- SC5-5WS** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
- SC5-6WS** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
- SC5-7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
- SC5-8WS** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
- SC5-9WS** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
- SC5-10PW** applies models, theories and laws to explain situations involving energy, force and motion.
- SC5-11PW** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- SC5-12ES** describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
- SC5-13ES** explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
- SC5-14LW** analyses interactions between components and processes within biological systems.
- SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
- SC5-16CW** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
- SC5-17CW** discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	In-class Practical Test	In-class Working Scientifically Test	Student Research Project	Yearly Examination	
Date	Term 1 Week 8	Term 2 Week 3	Term 3 Week 5	Term 4 Week 4	
Outcome	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-7WS SC5-8WS SC5-9WS SC5-10PW SC5-17CW	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-4WS SC5-7WS SC5-8WS SC5-9WS SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	
Total Weighting (%)	20%	25%	25%	30%	100%

VISUAL ARTS

Year 10 Course Outcomes

Artmaking:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
- 5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience.
- 5.3 makes artworks informed by an understanding of how the frames affect meaning.
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts.
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks.
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks.

Art Critical and Historical Studies:

- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art.
- 5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art.
- 5.9 demonstrates how the frames provide different interpretations of art.
- 5.10 demonstrates how art criticism and art history construct meanings.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	1. Memento Mori & Vanitas Artwork with VAPD 2. Infographic Poster	1. Portrait and Self-Portrait with VAPD 2. Extended Response	1. Mini Major Work with VAPD 2. Artist Statement	
Date	Term 1 Week 11	Term 3 Week 1	Term 4 Week 1	
Outcomes	5.2 5.3 5.5 5.6 5.8 5.10	5.3 5.4 5.5 5.6 5.7 5.9	5.1 5.3 5.4 5.5 5.6 5.7	
Total Weighting (%)	30%	35%	35%	100%

APPENDICES



Assessment Task Notification

Year Level	
Subject Name	
Module Name	
Task Name	
Teacher	
Task Number	
Notification Date	Term _____ Week _____ Date _____
Weighting (%)	
Due Dates	Draft Due Date: Term _____ Week _____ Date _____ Due Date: Term _____ Week _____ by 8.50am
Preferred submission method(s):	
Class time allocated	

Referencing/Plagiarism: Tasks that are not entirely a student's own work will result in a **0 mark** awarded and contact made with the parent/caregiver; the task will also need to be resubmitted.

Non-submission:

If you are absent on the due date, a 0 mark will be issued unless there is medical certificate produced explaining illness, accident or misadventure as the reason for the non-submission. The school must be contacted.

If you do not submit on the due date, without prior acceptance of an extension, a 0 mark will be issued. Parent contact will also be made and an N warning letter will be sent home. You will still be required to submit the task for reporting purposes.

If you do not do a serious attempt of a task, re-submission may be required. Parent contact will also be made and an N warning letter will be sent home. However, the original mark will be maintained.

Outcomes:

Task Description and Instructions:

Assessment Criteria:

Head Teacher Checked and Signed: _____

Common Grade Scale

A - The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B - The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C - The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D - The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E - The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

If you receive an E, this may be classed as a non-serious attempt and re-submission may be required. However the original mark will be maintained.

What is the difference between referencing and bibliographies?

Referencing: Referencing is needed when you use a direct quote or information from a source.

For example;

“The ability of the heart, lungs and circulatory system to supply oxygen and nutrients efficiently to working muscles and remove waste products” (PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020, page 25) OR

According to *Australia’s Health 2018* cancer causes the greatest burden of disease in Australia.

Bibliographies: Bibliographies include all sources used to inform and develop your response. This includes all sources you have referenced.

For example;

Australian Institute of Health and Welfare, *Australia’s Health 2018*. [ONLINE] Available at <https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf.aspx?inline=true> [Accessed 10 May 2020] OR

PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020

BIBLIOGRAPHY	
Film production	<i>Australia</i> (2008), motion picture, producers B Luhrmann, G MacBrown and C Knapman, director B Luhrmann, Twentieth Century Fox, Australia.
Government publication from a specific department	Australian Institute of Health and Welfare (2006), <i>Disability and disability services in Australia</i> , Australian Government Publishing Service, Canberra.
Website	Centre for Policy Development (2007), http://cpd.org.au/ , 17 October 2009. Date accessed
Book with multiple authors	Cornelius, H, Faire, S & Cornelius, E (2006). <i>Everyone Can Win—Responding to Conflict Constructively</i> (2nd edition), Simon & Schuster, Sydney.
Podcast	Fidler, R (2008) Conversations: Leith Harding, ABC local radio, backyard@uour.abc.net.au, 2 December.
Newspaper article	Ham, M, 'Part-time gives you more time', <i>My Career, Sydney Morning Herald</i> , 13 December, p. 3.
Book (with general editor)	Healey, J (ed) (2001), <i>Family values, Issues in Society</i> , Spinney Press, Australia. Publisher
Video production	<i>Inside Story: Conflict Resolution</i> (2007), Video Education Australia, Victoria.
Conference paper	Katz, I (2007), 'Resilience and diversity in children and families', <i>Australian Welfare 2007 Conference</i> , Canberra, pp. 26–42. Page numbers
Journal article	Qu, I (2008), 'Work and family balance: Issues in research and policy', <i>Family Matters</i> , Australian Institute of Family Studies, Melbourne, 80, pp. 12–21. Volume number
Educational resource kit/package	Slee, P, Flanagan, A & Mitchell, B (1995), <i>Stressed Out and Growing Up</i> , Children and Adolescent Psychological and Educational Resources, Flinders University, South Australia.
Personal interview	Taylor, L, personal interview, 12 August 2009. Date interviewed
Television program	<i>Today Tonight</i> recording, Channel Seven, 20 November 2009. Date of recording
Personal email	Weihen, L weihen@optusnet.com.au personal email, (29 October 2009). Date posted
Book with single author	Ziegler, H. (2004), <i>Changing lives, changing communities</i> , (Revised edition) Wesley Mission, Melbourne. Place of publication

APPENDIX B

DENILQUIN HIGH SCHOOL



Assessment Task Registration

Course	
Task Number	
Task Weight %	
Task checked by Head Teacher (date and sign)	
Date of Notification	
Date Due	

Student Name	Task Received <i>Student Signature</i>	Date Received	Task Submitted <i>Student Signature</i>	Date Submitted	Task returned <i>Student Signature</i>	Date Returned



Application for an Extension Assessment Task Affected by Illness or Misadventure

NameDate

Year Level.....

SubjectTeacher

Task Concerned

I hereby apply for an extension based on consideration of the following factor(s) which affected my performance in this Assessment Task (*Documentary evidence from Doctor or Parent should be provided*). In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

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Student's Signature

Parent / Caregiver Signature

Decision of Head Teacher

Teacher's Signature

Date



Application for an Extension Consideration of Absence on Due Date of Assessment

NameDate

Year Level.....

SubjectTeacher

Task Concerned

I hereby apply for consideration of my absence for the Assessment task outlined above. Documentary evidence is / is not attached.

The facts as outlined below, which affected my ability to complete this Assessment Task by the due date are an accurate record of my situation.

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Student's Signature

Parent / Caregiver Signature

Decision of Head Teacher

Teacher's Signature

Date



Application for Appeal

NameDate

Year Level.....

SubjectTeacher

Task Concerned

Please give details in the space below your concern / complaint about the above

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Student's Signature

Date

Head Teacher / Teacher's Name

Head Teacher / Teacher's Signature

Date



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