



TAREE St Clare's High School

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2020 TAS
FACULTY
HANDBOOK

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RATIONALE.

St Clare's is a 7 to 12 co educational high school of 740 students situated at Taree in the Mid North Coast the Manning Valley of NSW. St Clare's was established in 1971 as a systemic, coeducational, regional high school catering for students from Taree, Forster/Tuncurry, Wingham, Bulahdelah, Krambach/Nabiac and Gloucester parishes. It continues a tradition of quality secondary education in the Manning/Great Lakes Region which commenced in 1926, at Taree, by the Sisters of St Joseph.

Technology and an understanding of the design processes enable people to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in work places and in the broader community. The rapid rate of technological change in an increasingly knowledge based society highlights the need for flexible technological capacity, innovative thinking and effective communication skills. The St Clare's TAS department attempts to integrate technology education with both procedural and conceptual knowledge based on a holistic view of design. Students identify needs that have personal relevance, apply design theory and use design processes that encourage flexibility, resourcefulness and imagination in the development, communication and production of quality solutions. Technology and an understanding of design processes enable people to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in work places and in the broader community. The rapid rate of technological change in an increasingly knowledge-based society highlights the need for flexible technological capability, innovative thinking and effective communication skills.

Students learn about technologies and use a range of materials, tools and techniques relevant to the personal, commercial and global areas of human activity. Technologies assume increased importance when they are applied to solve real problems and to create ideas and solutions in response to needs and opportunities for customers, clients or themselves. They can be used to add functional, aesthetic and environmental value to products.

Thinking skills are developed experientially through the Technology (Mandatory) course as students design and make. The use of reflective, flexible and creative thinking skills are encouraged to build understanding of underlying principles that can be transferred to different project settings and applications. Study in technology develops skills in enterprise and initiative. Through practical experience it leads students to develop, select and apply technological skills involved in designing and producing. This includes processes of analysing, planning, producing, evaluating and maintaining the material and information needs of our society. Technology (Mandatory) builds on Science and Technology K–6 and is the foundation course in Secondary education that provides broad experience in a range of contexts that can be further explored in Technology elective courses 7–10 and Stage 6.

Students will be given opportunities to learn how to function safely in a working environment and in a society driven by rapid technological change, communication and in a global society with increasingly competitive knowledge-driven economies.

The capacity to solve problems and generate ideas through the use of new conceptual approaches, models, drawings and information and communication technologies, and the ability to develop, produce and implement quality solutions are keys to technological competence. These know-why and know-how capabilities often distinguish leading companies, innovators and regions from their competitors.

2020 Faculty Goal.

<p>To develop teacher capacity to improve student knowledge by working collegially analysing data to inform teaching and learning. With a focus on the Design process (ANNEX 1), teachers will enable student learning focused on the design process through use of digital technologies.</p>	<p>1.2.2 Structure teaching programs using research and collegial advice about how students learn.</p> <p>3.6.2 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p> <p>3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning.</p>
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Faculty Aim

The aim of TAS is to develop in students the values and attitudes, skills, and knowledge and understanding that: Students can further develop a fascination with, and enjoyment of, innovating and creating through making decisions and in their production of working solutions. They will experience a core of design processes and technological experiences. In the broader community, the application of this process can involve the consideration of factors relating to organisations, people, environments, sustainability, appropriateness, materials, machines and equipment, systems, communication infrastructures, social and ethical solutions. In 2016 we embraced the faculty goal of implementing ISTEM. We aim to trial literacy initiatives as part of our faculty goals, in line with the school push to GAT and Literacy.

TAS FACULTY SMART GOAL. 2020.

To develop teacher capacity to improve student knowledge by working collegially analysing data to inform teaching and learning. With a focus on the Design process (ANNEX 1), teachers will enable student learning focused on the design process through use of digital technologies.

TAS FACULTY SMART GOAL. 2019.

Students from Stage 4 Mandatory Technology will improve their skills in interpreting a range of verbs associated with task engagement to interpret meaning using a variety of strategies aligned with differentiation. The TAS faculty will measure this by embedding interpretation of verb skills in daily teaching and assessment notifications. Teacher observations will target these innovations for feedback and ongoing development. TAS faculty will commit to embed processes as the delivery of the new Mandatory Technology syllabus is rolled out. Review of process will take place at the start of Semester 2.

TAS FACULTY SMART GOAL 2018.

Students in Stage 4 Mandatory Technology will improve their skills in reading using a variety of strategies to interpret meaning. The TAS faculty will measure this by embedding recount and feedback processes in daily teaching and assessment notifications. Teacher observations will target these measuring techniques for feedback and ongoing development. TAS faculty will commit to embedding this intention into each theory lesson period over each cycle. The TAS faculty aims to embed processes Pre mid- year assessment block. Review of process will take place at the start of Semester 2.

CATHOLIC PERSPECTIVE

Pastoral Care philosophy is central to all core business at St Clare's and aims to lead students to work within a restorative justice framework. It is characterised by a responsive and supportive pastoral care network involving pastoral care teachers, classroom teachers, year coordinators, a pastoral field officer, school counsellor, school chaplain, the school executive, students, parents and wider community support groups and agencies.

Our Mission: The Education of young people within the context of Christ's mission and the traditions of St Clare and the Sisters of St Joseph.

Our Vision: Catholic community that values and nurtures learning for all life.

Our Belief: Community, Relationships and Teaching and Learning for all life.

Our Motto: All for Christ.

ICT COMPETENCIES

Information and communication technologies are made available to students through a network of computers accessed through rooms the specialized graphics/technology room 31. Due to the laptop rollout all students have wireless access in class. Students

are shown examples of computer aided machining and industrial processes. Online “anguard” WHS testing is accessed for all practical classes. All students access CAD graphics opportunities in mandatory technology through the graphics unit. Smart board technology and interactive computer technology is available in multiple rooms. The establishment of the school portal, one note and internet research and online communication is now a fully integrated aspect of theory and design. Student laptops are available in the istem maker room 26 to facilitate programming with Lego robotics.**Email / Internet.** Information and Communication Technology (ICT) at St. Clare’s includes both internet access and email usage. All computers at school are linked to the network controlled centrally by the CSO compass and ms teams. The use of this technology by both students and staff is considered a privilege and users are urged to ensure that their professional and personal behaviour in relation to ICT use is consistent with the contents of the school policy: “Acceptable Use for Email, Internet & Network Usage at St. Clare’s High School”

Work Health and Safety.

Industrial Technology, Wood, Metal. Mandatory Technology.

St Clare’s TAS faculty responds to the role of WorkCover and the WH&S Act in the workplace. We work to be able to identify a range of potential hazards and methods of controlling them. Work place Health and Safety WH&S in the workplace is a serious consideration for employers as well as employees. It covers a range of situations, for example:

- Use of plant equipment.
- Hazardous substances.
- Working conditions (lighting, fume extraction, heat and dust)
- Bullying and stress.

The WH&S Act 2013 and the WH&S Regulation 2013, detail mandatory laws and procedures to be implemented in every workplace to protect the health and safety of workers, students and visitors.

Work Cover NSW is the Government body that administers the WH&S Act and enforces regulations. Inspectors can visit workplaces at random to check for breaches of the Act. Work cover also investigates workplace accidents and has the power to impose fines and to prosecute employers and workers for breaches that lead to accidents. According to the Act, it is the responsibility of both an employer and the employee to ensure a safe and healthy workplace for all workers.

The TAS Material Safety Data Sheets are compiled kept in the central Work Health and Safety Cabinet in the main staff room, under chemical safety manifests, as well as a copy in each practical room. Machine maintenance logs are kept for all plant and updated regularly in line with risk assessments for

each machine. All SOPs are displayed on each machine with risk level statements. All chemical substances are kept in a fire proof steel cabinet. All fire safety equipment is placed and procedures are inducted with students. Evacuation procedures, lock downs, are all simulated on a school wide basis. Evacuation details are inducted to students and general assembly evacuation points are noted. Each student must wear eye protection, apron and leather upper shoes. Hearing protection is provided and available to students. All hair must be tied back and loose clothing secured before work commences. An initial risk assessment should take place before every class and responded to accordingly. All new rooms are equipped with dust extraction. All signage is highly visible and as the new facility is still to be handed over a signage audit will take place to identify signage needs and responsibilities. All students follow a four stage safety induction into the practical rooms and machine processes. All staff are appropriately trained, and first aid training and first aid stations are stocked checked and up to date.

1. Students do the **Onguard** online tests.
2. Each specialised class does a written safety booklet and discuss processes with teacher.
3. Teachers demonstrate and induct machinery as an ongoing process. Teachers and students risk assess, identify and respond to eliminate or reduce risk to acceptable levels.
4. Each student demonstrates competency to the teacher before use. Machinery maintenance logs are in place along with all SOPs displayed on all machinery.

TAS teaching staff are encouraged to undergo audiometric testing at recommended intervals. Staff indicate to the school when this testing has been completed and keep their own records of results. All machinery in the **new facility** will undergo a decibel test and a record will be noted in the faculty handbook. Workcover guidelines will be addressed to assess if acceptable noise levels are within range. Teachers and students can access the WHS registers to register an incident or complaint. This can be done online or through the WHS officer David Hutchison. We employ a machinery maintenance assistant for 10hrs a week to check, clean and maintain the facilities.

Integration of Technology

Technology may be defined as any material, practice or device, which is derived from contemporary, advances in knowledge and has application to the teaching and learning of TAS. The BOS syllabus mandates integration of digital Technologies into teaching programs. As such Teaching and Learning activities have been programmed and will be implemented using the schools computer network. These will also include the use of software packages, research techniques using the Internet, Virtual Classrooms, Powerpoint presentations, OneNote, data bases and graphing. Students in Years 10, 11 and 12 have all been issued with laptops for school use. A number of access points have been developed for student computer usage:

INCLUSION OF CROSS CURRICULUM CONTENT (Stage 4 & 5)

The TAS department works very closely with all faculties but specifically with the special needs dept. The establishment of a literacy based *intensive literacy intervention program* is supported and enhanced through our department. The delivery of course to various life skills students is a significant variation given the OHS implications. The Lexia learning, computer use and theory based learning is re-enforced through regular class writing tasks, explicit teaching of writing skills and standards referenced research and writing assignment notifications and assessment marking feedback sheets. The aim is to deliver Literacy intervention more efficiently, with consistency and rigor. All assessment notifications are now modeled in a manner reflecting curriculum differentiation models and inclusive practices. Vocab lists and completion modeling is standard practice now. Numeracy is central to many aspects of design application and technology based subjects. The calculation of formula and measurements of lengths is documented and recorded with explicit Australian standards and building, engineering codes in mind. NAPLAN testing practice uses subject specific themes that aim to support literacy and numeracy development and consolidation and format standards. We have worked in conjunction with the Art Dept. in aligning our units of work to complement each other.

Responding to Student Diversity

“The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse learning needs of the students, accommodating both the different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with the communities, There should be a continuum of support and services to match the continuum of special needs encountered in every school.”

(World Conference Special Needs 1994 The Salamanca Statement.)

Special Needs

Students with either learning or physical difficulties are identified and special provisions are adopted to accommodate individual requirements. During assessment tasks identified students (in accordance with BOS guidelines) are given extra time, and/or the assistance of a reader and/or writer. The TLF in consultation with Studies Co-ordinators when required identify students who are to study Life Skills in Stage 5 and 6. These students follow a modified program and are assisted by a teacher’s aide in the classroom situation. Assessment for these students is in accordance with the BOS requirements.

In year 7 and 8 students identified by the TLF are given extra care and assistance to help in overcoming possible difficulties. Information and data is collected from the feeder schools prior to the students starting in year 7. Students who are not initially identified by feeder schools, who experience difficulty during their study may be recommended to undergo testing to identify learning difficulties. Where learning difficulties are identified these students can apply for special provisions.

The TLF and teacher's aides are available to assist the teaching staff in organising the students with special needs.

Gifted and Talented

School communities have a responsibility to identify their gifted and talented students. School communities have a responsibility to provide a range of opportunities for their gifted and talented students. The principal has the final responsibility for deciding when any form of accelerated progression is appropriate for individual gifted and talented students in Years K-12 to meet the student's educational, social and emotional needs. Teachers have a responsibility to identify the gifted and talented students in their classes. Teachers have a responsibility to select a variety of teaching strategies for inclusion in programs for the range of gifted and talented students in their classes.

Indigenous

The incorporation of Aboriginal Perspective in teaching programs is essential to promote self-esteem which is vital to successful learning and to prevent possible alienation of aboriginal students. As the reconciliation process continues, we can support this through educating all students about the culture and heritage of Aboriginal Australia. The CSO's Aboriginal Education Statement encourages us to be aware of issues affecting Aboriginal people. The TAS Faculty aims to foster an Aboriginal Perspective in as many units of work as possible. In line with the School policy, we need to foster and support Recognition, Provision, Awareness raising, Understanding and Consultation. Teachers need to inform themselves about the nature of the Aboriginal Learner and appropriate teaching practices. The TAS teachers need to be sensitive to non-verbal communication used in aboriginal communities such as:

- dropping head, shuffling and smiling as signs of embarrassment when in trouble
- lowering of eyes or looking away when being spoken to, as a sign of respect
- touching as a means of initiating conversation.

TAS explicitly fosters the education of indigenous issues through the implementation of, the Aboriginal Memorial Garden. The Aboriginal Memorial Garden aims to be a visible symbol for Reconciliation incorporating efforts from both the St. Clare's School Community and the traditional owners being the Biripi/Worimi Tribes. The TAS faculty built and maintains this place in the school. We work closely with our Aboriginal Liaison Teachers.

Homework

Supplementary to the school policy on homework, the following guidelines are provided for TAS classes. Homework may be defined as specific tasks set, the completion of unfinished classwork, assignment work and examination/study preparation. Given a five period day, and the school HW policy of: "1 hour for Year 7 increasing to 2 hours for Year 10" and "about 3 hours for seniors", TAS homework should be approx.

* 10 – 15 minutes for Years 7 & 8 per lesson

* 20 - 25 minutes for Years 9 & 10 per lesson

* 35 – 40 minutes for Years 11 & 12 per lesson.

HOW THE FACULTY OPERATES

2020 the TAS faculty has 11 staff. Mr. P.Chalmers in coordinating role, Mr. O’Neill, Mr Hart, Mr. Hutchinson, Mrs. Avery, Mr. Carney, Mr Gibney, Mr Gonfond. Mr. Cadd, Ms Kempe and Mrs McFarlaine. Mr. Cadd is employed on a casual basis as a general assistant in the TAS area. We have recently taken possession of a new trade training area specifically for VET construction that came online in February 2012. Our technology Wood and Metal block has been and refurbished 2013 with the acquisition of a \$750 000 capital grant.

BOS INDICATIVE HOURS OBSERVED.

The faculty delivers 200hrs of Mandatory Technology.

200hrs of Technology wood

200hrs Technology graphics

100hrs Technology metal

100hrs Technology wood with the intention of moving into VET construction yr. 10

As well as 200 hrs. Wood Technology

200hrs ISTEM

200hrs Textiles

200hrs Graphics Technology.

240hrs Industrial Technology, Timber/Metal

240hrs Engineering studies

240hrs Textiles and Design

240hrs of stage 5-6 Industrial Technology, Textiles, Engineering Studies and VET Construction pathways.

240hrs Software Design and Development.

TAS FACULTY PD PLAN 2020

TAS FACULTY SMART GOAL. 2018/19

Students in Stage 4 Mandatory Technology will improve their skills in reading using a variety of strategies to interpret meaning. The TAS faculty will measure this by embedding recount and feedback processes in daily teaching and assessment notifications. Teacher observations will target these measuring techniques for feedback and ongoing development. TAS faculty will commit to embedding this intention into each theory lesson period over each cycle. The TAS faculty aims to embed processes Pre mid- year assessment block. Review of process will take place at

DATE	STAFF MEMBER/S	COURSE	SUBSIDISED BY
17/2	Mark O'Neill David Hutchison	TAS Stage 6 IT RAP Analysis	CSO
24/3, ongoing	TAS Faculty	TAS Faculty Smart Goals planning and programming	School
27/3 ongoing	TAS Faculty	TAS planning and programming	School
28/3	Mark and David	Teachers workshop – HSC simulation marking	CSO
4/4,ongoing	TAS Team	Mentoring, individual plans.	School
5/4	Phil Chalmers	SKLAN	CSO
12/5	Mark O'Neill	Robotics, Coding, Lego	CSO
6/6 – 8/6	Mark, Phil Gibney	Stage 6 IT TAS COSI	CSO
		TAS Conference	Faculty
		SKLAN	CSO
	Phil Carney, Theresa Avery, Bronwyn Wesley	DIGITAL EDUCATION	

the start of Semester 2.

Professional Learning also occurs during:

1. Classroom teaching
2. Staffroom collaboration- mentoring, feedback, sharing ideas
3. Faculty Meetings (30-40 minutes) and Staff Meetings (PLT's)
4. Professional Reading- Reflections, NESAs Bulletins
5. Collaboration with teachers from other faculties

Integration of Numeracy and Literacy

Literacy

Through teaching TAS, students should be able to learn to:-

- Locate and interpret information from a variety of sources
- Sequence information
- Understand and construct texts to achieve different purposes

- Recognize grammatical uses of language (including verb tense, conjunctions etc.)
- Write set tasks using appropriate structure, text organization and language features as well as correct spelling and punctuation
- Distinguish between relevant and irrelevant information.

All of the above are covered by teachers throughout their lessons by close passages, videos, worksheets, summaries, text types, experiments, research.

Numeracy

Numeracy plays an important part in TAS. Students gather, record, process and present data. Concepts such as reading scales, measurements interpreting data and the appropriate use of measurement (instruments and units) are included in the TAS Curriculum. During the processing of all data, basic numerical skills are often used. These skills include addition, subtraction, multiplication and division.

Interpretation and construction of graphs and tables are important skills. Students are helped to develop such skills throughout the courses.

ASSESSMENT

Structure

The assessment structure for Years 7 – 9 is as follows:

Research tasks	- 40%
Practical projects and folio	- 60%

Assessment used to generate ROSA grades is to be formatted into an assessment schedule for each subject. These schedules are to be submitted for publication into booklet form and distributed to all Year 10 students.

Preliminary and HSC Courses must generate and submit assessment schedules for booklet publication. Assessment should be based on syllabus requirements.

Copies of all assessment tasks used should be placed in the central filing cabinet behind the coordinator's desk.

See Appendices: 4.1 i - Assessment Cover Sheet
 4.1 ii - Exam Cover Sheet

Designing Assessment Tasks

Teachers can begin to use a standards-referenced approach to assessment by incorporating some key features into the design of their tasks. The following steps illustrate this. This can be designed within a differentiated curriculum model.

STEP 1: From the Assessment Program note:

- * the outcomes and components to be assessed
- * the task type chosen that will enable the outcomes to be assessed effectively.

STEP 2: Prepare the task, including any stimulus material that will be needed.

* the task should allow each student to demonstrate his or her level of achievement.

STEP 3 Check the Task for:

- * validity – will the task measure what you want it to?
- * reliability – will the task give consistent results?

Check that

- instructions are clear
- the language level is appropriate
- the task is the right length
- the level of difficulty is appropriate
- the task is free from bias.

STEP 4: Differentiate the task components.

STEP 5: Develop a Marking Scheme that reflects the differentiation.

* The wording of the outcomes and the performance scale can help in developing marking criteria and deciding what marks will be allocated to different levels of performance.

* Check that students will be appropriately rewarded for the levels of knowledge, skills and understanding they demonstrate.

* Share your expectations with students so they understand what needs to be done to gain good marks.

STEP 6: Trial the Marking Scheme

* When students have completed the task, mark the work of a sample of students. If necessary, adjust the scheme to cater for responses not covered by the marking scheme, but which demonstrate achievement of outcomes.

STEP 7: Mark the Responses of the Whole Group

* When more than one class does the task, consider double or panel marking to improve consistency.

STEP 8: Provide Feedback based on Strengths and Weaknesses

* The wording of outcomes and the band descriptors can be used where appropriate.

* The feedback should be designed to assist students to improve their performance.

STEP 9: Record Individual Marks for the Task

* Brief notes on the strengths and weaknesses of each students' performance may be helpful.

STEP 10 provide an instrument for student evaluation.

Mark Collection and Grade Calculation

When assessment tasks are marked, feedback should be prepared and presented to students upon return of tasks. Feedback can be in the form of a marking rubric, written comment or general correction. After marks have been confirmed with students, a list of those marks is to be given to the Coordinator for entry into the SM Marks Program. Teachers are also encouraged to evaluate the actual task at this point. This evaluation can be carried out by the teacher and / or the students using the faculty evaluation sheet.

See Appendix 4.3 i – Assessment Task Teacher / Student Evaluation

Once entered, a hard copy of the marks will be returned to the teacher for checking, and another copy will be placed into the marks register. This register will be updated with each additional set of marks entered, and bound at the end of the year to form a permanent record.

Year 7 – 9 marks will be combined according to the agreed percentages, and returned to teachers prior to report periods for reporting purposes.

Year 10 – 12 marks will be combined according to assessment schedules published. Raw marks will be used. Mapping or scaling may be used if, in the professional opinion of the subject teacher, it is necessary to do so.

Grades for the ROSA will be determined by a meeting of the relevant subject teachers with the Coordinator. Results will be compared to the Performance Bands, and cut-offs established. Higher School Certificate rankings will be determined by the final mark generated from combining the weighted tasks as set out in assessment schedules.

Variations to Assessment

Any variation to assessment (e.g. non submission, late submission, request for extension) is to be processed through the official school assessment policy procedures. See School Assessment Policies for Stage 4, Stage 5 and Stage 6.

Reporting

Academic reports are distributed half yearly and yearly. A date for completion is set for each report period. There is variation in time of issue for some Year groups based on early completion of courses e.g. Years 10, 11 and 12. Dates are published on the school calendar.

The Course Performance Bands appear on the inside cover of the student report. The bands are provided to:

- Create consistency in describing the standard of achievement across faculties.
- To describe to parents their child's standard of achievement.

N.B. It is important to understand that these bands correspond to the Overall Achievement Grade, Assessment Marks and the Areas of Assessment/Outcomes contained on each subject's report. Thus some linear mapping of assessment marks and grades may be required to generate a Report Mark and Areas of Assessment/Outcomes Performance Description that correlates with the bands. Please consult with the Studies Coordinator in the mapping of these marks.

Further, please note that the Band Mark ranges vary from the junior to the senior school.

Course Performance Bands – Stage 6 (Years 11 & 12)

Standard of Achievement	Percentage Mark	A typical student in this band demonstrates the following knowledge and skills:
OUTSTANDING ACHIEVEMENT	90 – 100%	<ul style="list-style-type: none"> o Demonstrates extensive knowledge and sophisticated understanding of course content and major concepts. o Demonstrates a consistently outstanding level of competence in required skills and processes. o Consistently shows a sophisticated capability to apply knowledge and skills in new situations.
EXCELLENT ACHIEVEMENT	80 – 89%	<ul style="list-style-type: none"> o Demonstrates thorough knowledge and understanding of course content and major concepts. o Demonstrates a high level of competence in required skills and processes. o Thoroughly applies knowledge and skills in new situations.
SUBSTANTIAL ACHIEVEMENT	70 – 79%	<ul style="list-style-type: none"> o Demonstrates substantial knowledge and understanding of course content and major concepts. o Demonstrates substantial level of competence in required skills and processes. o Substantially applies knowledge and skills in new situations.
SIGNIFICANT ACHIEVEMENT	60 – 69%	<ul style="list-style-type: none"> o Shows significant knowledge and understanding of course content and major concepts. o Has attained a sound competence in some of the required skills and processes. o Shows sound evidence of being able to apply knowledge and skills in familiar situations.
SATISFACTORY ACHIEVEMENT	50 – 59%	<ul style="list-style-type: none"> o Shows some evidence of knowledge and understanding of course content and major concepts. o Has attained a general competence in some of the required skills and processes. o Shows some evidence of being able to

		apply knowledge and skills in familiar situations.
ELEMENTARY ACHIEVEMENT	Less than 50%	<ul style="list-style-type: none"> o Shows progression towards the outcomes for the stage. o With teacher support, can demonstrate an elementary knowledge and understanding of course content. o Shows proficiency in some of the processes and skills expected for the stage.
N		o Not Assessed

Course Performance Bands - Stages 4 & 5 (Years 7 – 10)

Grade	Percentage Mark	A typical student in this band demonstrates the following knowledge and skills:
A	85 – 100%	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	70 – 84%	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	55 – 69%	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	40 – 54%	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	Less than 40%	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
N		Not Assessed

Course Warnings

Any student deemed not to be completing a course of study for the School Certificate, Preliminary Certificate or the Higher School Certificate must have communication home regarding lack of progress by ‘Official Warning’.

See Appendices 4.6 i – Official Warning – ROSA Course
 4.6 ii – Official Warning – Preliminary Course
 4.6 iii – Official Warning – HSC Course

TAS FACULTY 5 YEAR ACTION PLAN. 2012-2019

2012. Assessment and reporting. / Planning for TTC construction

- Formalise assessment schedules and assessment notification.
- Using standards referencing models for assessment notification, marking and reporting.
- Centralise mark records (*smmarks data base*) reflecting assessment schedules and mapped to syllabus outcomes. Standardised collation of reportable marks. .
- Updating report formats reflected programmed outcomes.
- Rationalising assessment balance and delivery.
- Drive to enthuse junior classes to be excited by design. (*CO2 challenge.*)

2013. Programming units of work. / Construction of TTC, delivery and fit out.

- Huge amount of available time focused on the planning, delivery, fit out of the TTC.
- Initial thrust on programming units of work. Formalized and embedded in overall flow of the year and its transitions. Aim is to program units of work that are to meet future CSO SEVDEV standards of expectation in programming documentation.
- Continue the drive to make course delivery exciting and progressive for mandatory technology students through creative programming and registration reviews.
- Continue the development of senior industrial technology wood.
- Build on previous HSC success in Engineering, Construction, Industrial Technology.
- Assess the place of metals and engineering in our department and or explore multi media studies as an elective.

2014. Finding the balance with staff, VET. Trade training center and developing curriculum innovation in programming and assessment.

- The reconnection to SEVDEV preparations. Review of assessment strategies. Push to formalize unit registration and programing documentation in line with diocesan and BOS regulations.
- The integration of computer technology into the virtual classroom.
- Review and assess the operation of the TTC facilities. Teacher training updates completed.
- Planning and responding to our recently confirmed funding approval to re-energize the existing TAS block. A significant amount of planning and meetings about to commence re: fit out of D block. Time management of this will be critical to morale.

- The integration of more Aboriginal students as a focus on trade training and accreditation. Burran implications for the TTC.
- The delivery of quality outcomes and contemporary project evolution and challenges for junior students.
- Maintaining the high standards of professional and personal staff interactions and maximising classroom delivery and results in HSC subjects.

2015. Maintaining a positive momentum and faculty direction in the establishment of new facilities and faculty dynamics. New buildings, new staff, SEVDEV.

- 2015 as a faculty we continued with **major building renovations** taking place.
- With the movement in staff dynamics the goal is to find harmony in team effort within our short term chaotic physical reality. The previous push in programming and assessment planning has helped significantly refocus energy within the faculty. Fostering healthy interpersonal relationships among all staff is a priority.
- The Goal for us is to bringing Inventor pro drawing suite online for Graphics Technology.
- VET Construction has placed significant pressure on the faculty given the documentation audit this term due to the transition of CSO RTO.

2016 Maintaining a positive momentum and faculty direction in the establishment of new facilities and faculty dynamics. Address programming and registration. Linking assessment to outcomes.

- Address programming and registration.
- Linking assessment to outcomes.
- Teacher mentoring and accreditation
- Acquisition of new machinery to upgrade old practical rooms.
- Respond to the re-establishment of Industrial technology furniture.
- Resurfacing benches in both rooms and reclaiming vices.
- Making fully operational the wood technology and metal technology rooms.

2017 Implementing Istem as a cross faculty initiative. Address programming and registration. Teacher accreditation and linking to Teaching standards. Implementing Literacy initiatives.

- The implementation of ISTEM and establishing working systems within and between faculties.
- Establishment of literacy initiatives.
- Teacher accreditation and exploration of mapping Australian teaching standards
- Implementation of Australian curriculum 2019.

2018
TAS FACULTY SMART GOAL.

- **Students in Stage 4 Mandatory Technology will improve their skills in reading using a variety of strategies to interpret meaning. The TAS faculty will measure**

this by embedding recount and feedback processes in daily teaching and assessment notifications. Teacher observations will target these measuring techniques for feedback and ongoing development. TAS faculty will commit to embedding this intention into each theory lesson period over each cycle. The TAS faculty aims to embed processes Pre mid- year assessment block. Review of process will take place at the start of Semester 2.

- **Implementation of 2019 Australian Curriculum mandatory Technology.**

Excursions and Fieldtrips

Excursions form a part of many TAS courses, and are in fact mandatory to some.

All TAS excursions should be linked directly to the curriculum.

A thorough school policy for excursions is included in the full St Clare's Staff Handbook and covers areas such as procedure, bus ordering, supervision, costing and risk assessment. All excursions must be approved by the Administration team, which consists of the Assistant Principal, Administration Coordinator & Curriculum Coordinator. Major excursions should be planned/programmed during the preceding school year and appear on the school calendar. Overnight or longer excursions are to be planned at the beginning of the year. All excursions should be finalised by the beginning of the term involved.

A teacher proposing to conduct an excursion is first to discuss and seek the support of their Studies Coordinator.

See Appendices:

- 2.4 i - Excursion Proposal
- 2.4 ii – Excursion Detail Form
- 2.4 iii - Excursion Checklist
- 2.4 iv - Generic Risk Management

Communication

Meetings

Faculty meetings are held on Wednesday afternoons in a rotation cycle with other meeting groups. Specific dates are provided on the school calendar, and on the daily bulletin notice. Prior to each meeting, an agenda pro-forma is distributed for faculty staff contributions. Minutes are distributed after the meeting, with copies of both the agenda and minutes being filed at the Coordinator's desk.

– Meeting Agenda Pro-forma

New meetings times being trialled.

Incidental Communication

Memos, professional journals, mail and flyers are regularly distributed via posting boxes in the staff study, email, the whiteboard or direct to teachers desks.

Copyright

Teachers need to make themselves aware of the legal requirements surrounding copyright laws. The C.S.O. will not take responsibility for copyright infringements.

The individual teacher is accountable for any breaches of the Act.

For more details, refer to the school policy on "Copyright".

Censorship

Given today's technology and the access to a broad spectrum of information in all forms, teachers have a special duty of care to guide students in the selection of appropriate information. Scrutiny of appropriateness may include information sources such as print media, electronic media, human resources, film, music and broadcast. For more detail on censorship, refer to the school "Censorship Policy".

Record Keeping & Privacy

Records kept of both an academic and pastoral nature are to be considered for purely professional purposes only. The contents of such records therefore are to be held in a fashion whereby the privacy of the individual is preserved.

Professional Development

Teachers are encouraged to attend in-service courses to assist their professional development. The CSO provides school based funding which is then distributed among faculties. All teachers should have the opportunity to access a share of this funding in order to support their professional development. Teachers who are members of the NSW Institute of Teachers have mandatory inservice hours to complete in order to maintain their accreditation. Applications for inservicing should be referred to the Curriculum Coordinator via the Studies Coordinator.

Professional Development plan.

Each teacher has completed a personal professional learning plan and has identified personal goals. In 2018, St Clare's is in a process of developing school goals and aligning these to the developing Diocesan goals. As a faculty, we are attempting to align PD primarily with Literacy, iSTEM and specific subject specialities in TAS. PD can take the form of paid external experiences, whole school provided experiences or time facilitated in school professional development. A lot of informal mentoring takes place between faculty members sharing resources and teaching methodology and techniques.

- Enables practitioners to teach
- Improved student outcomes
- Higher student retention and engagement
- Stronger curriculum
- Increased loyalty
- Includes both in-service and professional growth opportunities
- Customized for each faculty member
- Appropriate for their teaching assignment or role

- Relates to their development needs

Free resources teachers can explore.

- <http://www.ascd.org/professionaldevelopment/webinars/ascd-webinar-archive.aspx>
- <https://www.coursera.org/courses?cats=teacherpd>
- <http://facultydevelopment.merlot.org/>
- <http://www.openculture.com/>
- <http://www.skilledup.com/>
- <https://redhoop.com/>

2017 TAS faculty has participated in;

Literacy PP &D, Compass PD, EDVal PD, TAS SKLAN. Food Tech- Senior PD

iSTEM conferences, Newcastle TAFE Me Program iSTEM.

School wide SIP is focused on Literacy and Gifted education

We have aligned our primary goal towards literacy. Through the implementation of iSTEM we aim to access gifted and accelerated Science, Maths and Engineering.

SAFE AND SUPPORTIVE ENVIRONMENT

The introduction of CLARE.

Safety

The occupational health, welfare and safety of all persons at St Clare's is of paramount importance. Should there be any area of concern in your workplace, it is essential that it be reported to a member of the WHS Committee. Further details in regard to WHS are available in the school "WHS Policy".

Student Welfare

The "Pastoral Care Policy" outlines the philosophy and structures for student welfare at St. Clare's. Issues of a pastoral nature should be referred to the appropriate Year Coordinator, while issues of an academic nature should be referred to the Studies Coordinator.

Student Behaviour Management

Appropriate student behaviour is encouraged through the use of the Merit Card System. Teachers are encouraged to issue merit cards to students whenever possible in order to congratulate students on their efforts / work and thus consolidate and reinforce their positive contributions.

Inappropriate student behaviour is managed through a school wide policy called Restorative Action Procedures (R.A.P.)

Teachers are encouraged to manage day to day minor indiscretions via the usual responses such as non-verbal responses, one-way verbal, two-way verbal, time out, or

communication home. At a Faculty level, classroom teachers have access to a standard letter for communication with parents, and a lesson by lesson monitoring card aimed at keeping a running record of student performance.

Should concerns regarding student behaviour continue, then a referral may be made to the Coordinator to place the student on the school wide system of management zones. These zones graduate from low to medium to high.

See Appendices: 6.3 i – Faculty Progress report
 6.3 ii – Faculty Monitor Card
 6.3 iii – Low Zone Referral
 6.3 iv – Medium Zone Referral
 6.3 v – High Zone Referral

Awards and Prizes

In the Years 7 and 8 mandatory courses as well as elective classes, awards will be given for first, second and third place in each class. At School Certificate level in Year 10, awards will be given for first, second and third place in each class for semester one. In semester two, awards will be given for each discipline across the year group: i.e. first, second, third and up to 10% ‘merit’ for each class. In all Senior and Junior elective classes, awards will be given at the end of each semester for first, second and third place in each class. Names of award winners will be taken from finalised marks lists as generated by SM Marks, and entered into the awards collation booklets by the Studies Coordinator.

CURRICULUM

Time Allocation to Subjects

- * 10 day cycle.
- * Stage 4 Mandatory Technology (mandatory) – 5 lessons per cycle. *200hrs*
- * Stage 5 elective courses – 6 lessons per cycle. *100hrs or 200hrs*
- * Stage 6 elective courses – 8 lessons per cycle. *240hrs*

* Bell times:

Mon/Wed/Fri		Tuesday		Thursday	
Pastoral Care	9.00 – 9.15 (15mins)	Pastoral Care	9.00 - 9.15 (15mins)	Pastoral Care	9.00 – 9.10 (10 mins)
Period 1	9.15 – 10.15 (60 mins)	Period 1	9.15 – 10.10 (55 mins)	Period 1	9.10 – 9.55 (45 mins)
Period 2	10.15 – 11.15 (60 mins)	Period 2	10.10 – 11.05 (55 mins)	Period 2	9.55 – 10.40 (45 mins)
Recess	11.15 – 11.40 (25 mins)	Recess	11.05 – 11.25 (20 mins)	Recess	10.40 – 11.00 (20 mins)
Period 3	11.40 – 12.40 (60 mins)	Period 3	11.25 – 12.20 (55 mins)	Period 3	11.00 – 11.45 (45 mins)
Period 4	12.40 – 1.40 (60 mins)	Period 4	12.20 - 1.15 (55 mins)	Period 4	11.45 – 12.30 (45 mins)
Lunch	1.40 – 2.25 (45 mins)	Assembly	1.15 – 1.50 (35 mins)	Period 5	12.30 - 1.15 (45 mins)
Period 5	2.25 – 3.25 (60 mins)	Lunch	1.50 – 2.30 (40 mins)	Lunch	1.15 – 1.55 (35 Mins)
		Period 5	2.30 - 3.25 (55 mins)	Period 6 (Sport)	1.55 - 3.25 (90 mins)

Scope and Sequence

A Scope and Sequence Chart is mandatory but is a useful tool for planning the delivery of coursework by over-viewing timing and order of topics. The scope and sequence should indicate the commencement and completion of each unit of work, as well as key assessment dates. A copy of Scope and Sequence Charts are to be submitted to the Coordinator for filing with the program and register.

