

### Year 7 Assessment Calendar – Term 1, 2026

WEEK	KEY COLLEGE EVENTS	ASSESSMENT KEY DATES
<b>1</b> 26 – 30 Jan		
<b>2</b> 2 – 6 Feb	2/2 Swimming Carnival 3/2 School Photos 6/2 Catch up photos	
<b>3</b> 9 –13 Feb		
<b>4</b> 16 – 20 Feb		<b>Japanese:</b> Monitoring Task (7B)
<b>5</b> 23 –27 Feb	25/2 Learning Guarantee Conferences	<b>Music:</b> Responding (Fri) <b>Maths:</b> Exam
<b>6</b> 2 – 6 Mar		<b>Drama:</b> Performance <b>Dance:</b> Responding (7B)
<b>7</b> 9 –13 Mar	9/3 International Women’s Day 11/3 NAPLAN Testing Period Begins	<b>Dance:</b> Performance Due (Tues) (7B)
<b>8</b> 16 – 20 Mar	20/3 Whole College House Cup Event	<b>English:</b> Task 1 Due (Fri) <b>Humanities (Civics):</b> Task 1 Due (Fri) <b>Food Spec:</b> Unit 1 Due (Tue) <b>Drama:</b> Exam (7C) <b>Science:</b> Draft due
<b>9</b> 23 – 27 Mar		<b>Design Tech:</b> Unit 1 (Tue) <b>Dig Tech:</b> Unit 1 (Tue) <b>Japanese:</b> Presentation (7A) <b>HPE:</b> Multimodal presentation due <b>Music:</b> Composing (Fri) <b>Science:</b> Final due <b>Maths:</b> Exam <b>Visual Art:</b> Making and Responding Due
<b>10</b> 30 Mar – 2 Apr	30/3 Cross Country 2/4 MTSS Celebration 3/4 Public Holiday	

### Year 7 Assessment Overview – Term 1, 2026

Learning Area	Unit Name	Unit Overview	Assessment Task
<b>English</b>	<i>Short Stories</i>	In this unit, students will read Students will read, comprehend and discussed a range of short stories. Choose one story from our selection, select a pivotal point in the plot and then redirect the course of the narrative by creating an alternative ending by adopting text structures and language features.	<b>Hand out:</b> Week 5 <b>Draft due:</b> Week 7 <b>Final Due:</b> Week 8
<b>Mathematics</b>	Numbers & fractions	Students will represent natural numbers in expanded form and as products of prime factors, using exponent notation. Solve problems involving addition and subtraction of integer and solve problems involving squares of numbers and square roots of perfect square numbers. They will use all 4 operations in calculations involving positive fractions and decimals, choosing efficient calculation strategies, choose between equivalent representations of rational numbers and percentages to assist in calculations and use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios, in financial and other applied contexts, justifying choices of representation	Exams in Wk 5 and Wk9
<b>Humanities &amp; Social Sciences</b>	<i>Civics – Welcome to Australia</i>	Students will study the origins and characteristics of Australia’s democracy. They will investigate the nature of Australia’s society and it’s cultural and religious diversity, to identify values that support cohesion. Students will produce a promotional video that outlines the benefits of migrating to Australia, to become active citizens of this vibrant and diverse nation.	<b>Hand out:</b> Week 5 <b>Draft due:</b> Week 6 <b>Final Due:</b> Week 8
<b>Science</b>	Physics	Students will <b>present</b> a practical demonstration of the impact of forces in motion using a prototype of a balloon	Wk 3 Hand out Wk 6 Test rocket Wk 8 DRAFT

		rocket. Students will <b>communicate</b> their understanding of balanced and unbalanced forces through the creation of a forces diagram and response to a given scenario, explaining how scientific principles on objects in motion are applied and can influence societal outcomes.	Wk 9 – Due
<b>Health and Physical Education</b>	Kicking Kinetics	Kicking is a movement skill that can be used in many different physical activities. By following a process of movement evaluation and implementation of movement concepts and strategies, the effectiveness of movements can be continually improved. Students will create a multimodal presentation evaluating the effectiveness of their kicks and implementing strategies to improve.	<b>Hand out:</b> Week 2 <b>Draft due:</b> Week 7 <b>Final Due:</b> Week 9
<b>Technologies</b>	Design & Tech	In Design Technologies students will develop skills in designing and communicating a sustainable lamp for a client. Students will then enter the junior workshops to produce a model lamp, whilst documenting and managing their production processes. Work to be complete in class time and students are also allowed to work on the project at home.	<b>Task:</b> Lamp Design folio and project <b>Hand out:</b> Week 2 <b>Check Point:</b> Week 6 <b>Final Due:</b> Week 9
	Digital Tech	In Digital Technologies students engage in a hands-on introduction to robotics using LEGO Spike Prime robotics to tackle and solve a range of problems. Students also complete an examination exploring cyber threats, binary and networks to support and build foundational knowledge. Work to be complete in class time and students are also allowed to work on the project at home.	<b>Task:</b> Development Folio <b>Hand out:</b> Week 2 <b>Check Point:</b> Week 6 <b>Final Due:</b> Week 9
	Food Specialisation	In Food Specialisation students create and produce a recipe for a client with a food intolerance or allergy and explains how food intolerances impact recipe designs. Students will enter the kitchen and develop life skills to produce a variety of sweet and savoury recipes. Some recipes include alternative ingredients and students are to use their 5 senses to	<b>Task:</b> Recipe DesignCard and Folio <b>Hand out:</b> Week 5 <b>Check Point:</b> Week 7 <b>Final Due:</b> Week 8

		conduct sensory analyses of the food items.	
<b>Creative &amp; Cultural Pursuits</b> <b>Music</b>	Making a Muso	Making a Muso” is a program designed to enable every student, at any ability level, to connect with the power of Music. Instruments such as guitar, keyboard and percussion, along with digital compositional tools, will be utilized to explore the creation of a narrative in music.	Hand Out: Week 4 Responding Due: Week 5 Hand Out: Week 6 Composing Due: Week 9
<b>Visual Art</b>	<i>TOTEMS</i>	Students will explore image-making materials and processes to create animal-based artworks. Working from the techniques of Alebriji and using symmetrical geometric design, Students will extend their skills and exposure to inks and papercraft.	<b>Hand out:</b> Week 2 <b>Making Due:</b> Week 8 <b>Responding Due:</b> Week 9
<b>Dance</b>	<i>Why We Dance</i>	Why We Dance explores the three functions of Dance (social, ritual and artistic) while honing students’ performance skills. Assessment involves a group performance in front of their peers and an analysis various dance works.	<b>Hand Out:</b> Week 6 <b>Responding:</b> Week 6 <b>Hand Out:</b> Week 4 <b>Performance:</b> Week 7
<b>Drama</b>	<i>Fun with Fiction</i>	Storytelling forms a significant part of the oral history of all cultures. Through a range of engaging practical activities students will develop their collaboration and drama skills to explore stories from a variety of cultural origins, creating and shaping drama into a final scripted performance.	Hand Out: Week 5 Performance: Week 6 Hand Out: Week 7 Exam: Week 8
<b>Japanese</b>	<i>Me, Myself &amp; I</i>	Students will explore similarities and differences in teenage culture in Australia and Japan whilst learning how to introduce themselves in Japanese. Students will create a multimodal presentation introducing themselves in Japanese.	Multimodal Task: Draft Due: Week 9 Final Due: Week 10