



# MITCHELL HS

YEAR 7 2025

## ASSESSMENT HANDBOOK





Dear Students and Parent/Carer(s),

As we commence the academic year, I am pleased to present you with the Year 7 Assessment Handbook, an essential resource that will guide you through the assessment process and support your educational journey. This handbook is designed to help you navigate the expectations and opportunities that lie ahead.

Education is a choice that holds immense significance in shaping your future. By choosing to attend school, you are taking a pivotal step towards unlocking your potential and embracing countless opportunities for growth, learning, and personal development. It is imperative that you approach this choice with a sense of responsibility and purpose, cherishing the privilege of education and making the most of it.

As members of our school community, you are expected to wholeheartedly embrace this opportunity and strive to meet the high standards set by both our school and the New South Wales Education Standards Authority (NESA). Meeting these expectations is not merely a requirement; it is a vital component of your academic success. I urge each of you to commit fully to your studies, engage actively with your learning, and exert genuine effort in all that you do.

The journey of education is not without its challenges, but it is through diligent effort and perseverance that you will cultivate the skills and knowledge necessary to thrive. Your engagement and participation in class discussions, as well as in assessments, are crucial not only for your academic achievement but also for your personal growth and development.

I encourage you to read this handbook carefully and use it as a reference throughout the year. Remember, your teachers and the entire school staff are here to support you every step of the way. Let us embark on this academic year with determination and a shared commitment to excellence. Together, we can foster an environment where every student can flourish and achieve their fullest potential.

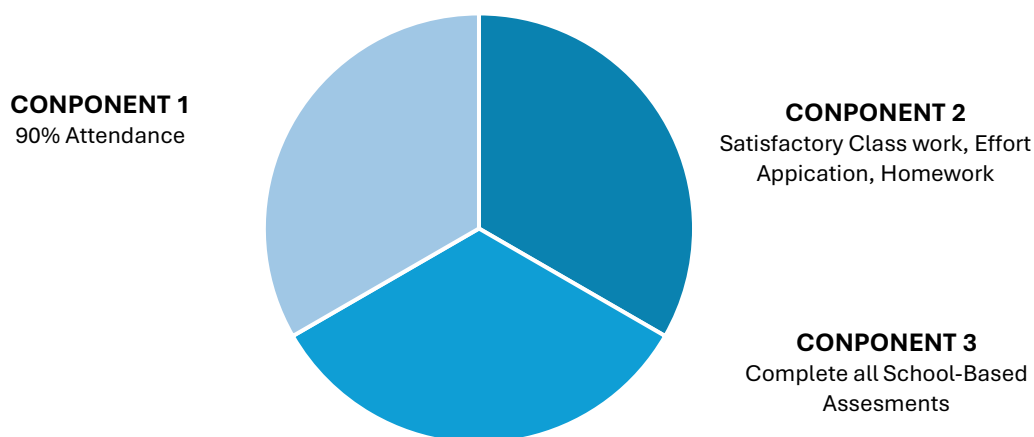
Let's make this year a fantastic one filled with learning, growth, and achievement!

Kind regards

*Elena Marinis*

Principal  
Mitchell High School

## ACADEMIC REQUIREMENTS FOR ALL STUDENTS AT MITCHELL HIGH SCHOOL



### Component 1: Attendance

1. Students are expected to attend a minimum of 90% of all classes. Strong attendance is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
2. Students must explain every absence from school and must apply for leave or exemption (with evidence) for absences from school of more than 5 days.
3. Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The Year Adviser can assist students and parents.

### Component 2: Diligence and sustained effort

Students must study each course in Years 7-12 for the required hours and at a satisfactory level. A student will be considered unsatisfactory in a course if they fail to work with diligence and sustained effort to complete the set tasks and experiences required by the school to achieve course outcomes.

Indicators of possible failure to demonstrate 'diligence and sustained effort' or possible failure to fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school or specific classes, particularly if these are unexplained
- a recurring pattern of lateness or absences
- poor achievement in class tests, assignments or other assessment tasks caused by lack of application
- poor classroom behaviour that disrupts your own, and others' learning
- failure to submit assessment items
- failure to complete class work and homework
- proven cases of malpractice or cheating.

### Component 3: Formal Assessment

1. Students are expected to complete and submit ALL assessment tasks by the due dates.
2. Some assessment tasks will involve attendance at excursions, field studies etc. Attendance is compulsory.
3. All work submitted for assessment must be the student's own work. Students are required to acknowledge all sources and references for all information cited.
4. It is the student's responsibility to be aware of assessment task dates for all courses and to organise their homework schedule accordingly.

## COMMONLY ASKED QUESTIONS

### What is an assessment task and why is it so important?

Assessment is the opportunity to show what you know and what you can do.

Your assessment tasks will help to diagnose your strengths and weaknesses so that teachers can focus their teaching on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve.

There are assessment tasks in each subject. This will happen in each year of high school, and you will be able to access the information in this booklet on the school website: [www.mitchell-h.schools.nsw.edu.au](http://www.mitchell-h.schools.nsw.edu.au)

The tasks that you will complete could be:

- formal examinations
- tests
- assignments
- essays
- creative works
- field studies
- excursion reports
- in-class assessment task

All assessment tasks contribute towards your achievement and grades and must be completed. The results of this work will be shown in your Half Yearly and Yearly Reports. Your year group Google Classroom will have a sheet showing you the assessment schedule for each subject. It will tell you when each assessment task will be held, what you will be assessed on, and what the task is worth. You may obtain advice regarding your assessments from your teacher or the Head Teacher of the subject. You are also required to complete class work and homework with diligence and sustained effort.

The school reserves the right to make any changes considered necessary after this handbook has been issued. The changes will be advised in writing two weeks prior to the due date of the assessment task affected.

### Year 7 Assessment Handbook can be downloaded using the following links:

MHS Website: <https://mitchell-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting/assessment-handbooks.html>

Millennium Portal: <https://millennium.education/portal/>



### To complete the assessment task, you will need to:

- Carefully read the assessment task issued on the school's proforma and available on your student portal
- Plan and mark the due dates for the tasks in your homework diary and the calendar at the end of this book
- Break the task into small manageable parts and complete it gradually
- Organise any notes, materials and resources that you are using
- Complete any research and keep a list of resources used (bibliography)
- Speak to your teacher if you need help and to check how you are going
- Check that any technology or equipment needed to complete the task is working before the due date
- Correct drafts and complete your presentation
- Complete the feedback/evaluation sheet on your performance on the task
- Keep your drafts in case something happens
- Put your task or any equipment you will need to complete the task in your bag the night before it is due
- Keep a record of your submission of the task
- Keep a record of your results

### Late Regulations

If you do not complete the task on the due date, you will need to do the following: Give your class teacher or the Head Teacher of the subject a note from your parents / carers explaining why your assessment task has not been done. If you have a medical certificate this will explain the reason and no penalty will apply. Bring in your drafts as evidence of attempting the task.

Please note:

- Unexplained absences are unacceptable because it is a deliberate attempt to advantage yourself.
- Technology failure is not an excuse for late submission of tasks.
- The task must still be handed in and a penalty of 25% of the marks gained each calendar day will be applied. The task will be marked, and you will still benefit from the teachers' feedback.

### What if you know in advance that you will be absent?

If you know that you will be absent with sufficient reason e.g. a funeral, an approved school activity or urgent medical attention, you will need to explain the circumstances in a note, before the absence, to your class teacher and a new due date will be given.

### What if you have been absent from school?

When you have missed a lesson, it is your responsibility to check with your class teacher or peers to see if any relevant information about an assessment task has been provided and arrange to catch up the work.

### What happens when you hand in an assessment task?

Your class teacher will keep records of the assessment task completed and handed in. An assessment task receipt sheet will be used that you will be required to sign.

If your assessment task is to be submitted on Google Classroom, you must submit it **before 9am** on the day that the task is due, by clicking the "Turn In" button.

## Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

### **Malpractice includes, but is not limited to:**

- Copying someone else's work in part or in whole, and presenting it as your own;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Using material directly from books, journals, CDs or the internet or any other source without reference to the source;
- Building on the ideas of another person without referring to the source;
- Buying, stealing or borrowing another's work and presenting it as your own;
- Damaging another student's work;
- Paying for having someone else complete the task for you;
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed to substantially;
- Breaking published school examination rules;
- Using non approved aides during an assessment task;
- Providing false explanations for work not handed in by the due date;
- Assisting another student to engage in malpractice;
- The use of AI generated content, including but not limited to, AI generated task, AI generated and paraphrased task, AI assisted submissions, including those that have been rewritten, paraphrased or translated.
- Unauthorised use of any generative A.I.

### What if you copy other people's work?

A penalty of **zero** will be imposed for copying, plagiarising or having someone else do the work for you.

### What if you do not make a serious attempt or cheat?

A zero penalty will be imposed if you do not make a serious attempt in an assessment task, produce irrelevant or offensive material, or cheat.

Parents will be informed of any instances of malpractice.

## The school's responsibility

School Responsibilities	Student Responsibilities
<ul style="list-style-type: none"> <li>Assessment task notifications will be provided in writing to each student and will include the following information: <ul style="list-style-type: none"> <li>the components of the task and their respective weightings</li> <li>the weight value of the task in relation to the total weighted mark for the course</li> <li>the outcomes being assessed</li> <li>precise details of when the task is due or will take place</li> <li>detailed information about the task and its requirements, including means of submission.</li> </ul> </li> <li>Assessment task notifications and associated relevant documents (such as marking rubrics or scaffolds) will be provided no later than 14 calendar days prior to the due date or when the task will take place. Class teachers retain a signed copy or register of Google Classroom acknowledgement of the task. The Examination Week Timetable will act as notification for those courses using the exam as an assessment task.</li> <li>Wherever possible, time may be set aside for students to complete tasks in class.</li> <li>Assessment tasks will be marked and returned to students within 2 weeks after submission unless there are extenuating circumstances.</li> <li>Provide meaningful written and / or verbal feedback, which is constructive, focusing on what the student did well, where the student needs to improve and what is needed for this improvement to occur.</li> <li>The school will be bound by its stated policies and procedures regarding illness, misadventure, malpractice, late submission and non-completion of assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to acknowledge receipt of assessment notification information either by signing a hard copy or by opening the electronic copy posted in the relevant Google Classroom.</li> <li>Students absent when assessment task notification and associated documents are distributed should follow-up with their class teacher to ensure clear understanding of the task.</li> <li>Students are required to submit tasks, as per the instructions outlined on the assessment task notification sheet, no later than 9.00am.</li> <li>When submitting a task for marking students are required to sign the assessment task notification indicating <i>'This is my own work. I have not copied the work of others, nor misrepresented the work of others as my own, or colluded with others on this task. I have acknowledged all sources of information.'</i></li> <li>Students should use teacher feedback on assessment tasks to guide further improvement.</li> <li>If required students are to initiate and follow the school procedures around illness, misadventure and special consideration in relation to submitting a task.</li> <li>To seek assistance when needed. This may be in relation to: <ul style="list-style-type: none"> <li>resources needed to complete the task (speak to the class teacher)</li> <li>understanding what is being taught (speak to the class teacher)</li> <li>completing an assessment task (seek assistance from the Learning Support Faculty)</li> </ul> </li> </ul>

## INTERNAL ASSESMENT SCHEDULES

Year 7 English			
Year 7 Internal Assessment Schedule			
Task Number	Task 1	Task 2	Task 3
Nature of Tasks	Analysing Drama	Seeing Through Texts	Yearly Examination
Timing	Term 2 Week 2	Term 3 Week 2	Term 4 Weeks 5 & 6
Outcomes Assessed	EN4-URA-01, EN4-RVL-01 EN4-ECB-01	EN4-RVL-01, EN4-URC-01 EN4-ECB-01	EN4-URB-01, EN4-ECA-01 EN4-ECB-01
Components	Drama Portfolio	Written Composition on Prose Fiction	Poetry & Comprehension
Assessment Weighting	30%	40%	30%
Stage 4 English Outcomes			
A student:			
EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction		
EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures		
EN4-URB-01	examines and explains how texts represent ideas, experiences and values		
EN4-URC-01	identifies and explains ways of valuing texts and the connections between them		
EN4-ECA-01	creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas		
EN4-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts		



## Stage 4 Geography

### Year 7 Internal Assessment Schedule

Task Number	Task 1	Task 2
Nature of Tasks	Research Assignment	Examination
Timing	Term 1 or Term 3 Week 9	Term 2 or Term 4 Weeks 5 & 6
Outcomes Assessed	GE4-1, GE4-7, GE4-8	GE4-2, GE4-3, GE-4, GE4-5, GE4-7
Assessment Weighting	50%	50%

## Stage 4 Geography Outcomes

### A student:

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

<b>Stage 4 History</b> Year 7 Internal Assessment Schedule		
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Nature of Tasks</b>	Investigating the Ancient Past	Yearly Examination
<b>Timing</b>	Term 1 and 3 Week 7	Term 2 and 4 Week 6
<b>Outcomes Assessed</b>	HT4-1, HT4-5, HT4-7, HT4-8, HT4-10	HT4.2, HT4-3, HT4-4, HT4-6, HT4-9
<b>Assessment Weighting</b>	<b>40%</b>	<b>60%</b>

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

## Stage 4 Mathematics

### Year 7 Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Assignment	Class Test	Class Test	Yearly Examination
Timing	Term 1 Week 6	Term 2 Week 6	Term 3 Week 6	Term 4 Weeks 5 & 6
Outcomes Assessed	MAO-WM-01 MA4-FRC-C-01 MA4-PRO-C-01	MAO-WM-01 MA4-DAT-C01 MA4-DAT-C02 MA4-PRO-C-01 MA4-INT-C-01 MA4-FRC-C-01 MA4-ALG-C-01 MA4-LIN-C-01	MAO-WM-01 MA4-INT-C-01 MA4-FRC-C-01 MA4-LIN-C-01 MA4-ALG-C-01 MA4-IND-C-01	MAO-WM-01 MA4-ANG-C-01 MA4-GEO-C-01 MA4-FRC-C-01 MA4-ALG-C-01 MA4-LEN-C-01 MA4-ARE-C-01 MA4-RAT-C-01
Assessment Weighting	20%	30%	25%	25%

### Stage 4 Mathematics Outcomes

#### A student:

<b>MAO-WM-01</b>	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
<b>MA4-INT-C-01</b>	compares, orders and calculates with integers to solve problems
<b>MA4-FRC-C-01</b>	represents and operates with fractions, decimals and percentages to solve problems
<b>MA4-RAT-C-01</b>	solves problems involving ratios and rates, and analyses distance–time graphs
<b>MA4-ALG-C-01</b>	generalises number properties to operate with algebraic expressions including expansion and factorisation
<b>MA4-IND-C-01</b>	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
<b>MA4-LIN-C-01</b>	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
<b>MA4-LEN-C-01</b>	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
<b>MA4-ARE-C-01</b>	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
<b>MA4-ANG-C-01</b>	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
<b>MA4-GEO-C-01</b>	identifies and applies the properties of triangles and quadrilaterals to solve problems
<b>MA4-DAT-C-01</b>	classifies and displays data using a variety of graphical representations
<b>MA4-DAT-C-02</b>	analyses simple datasets using measures of centre, range and shape of the data
<b>MA4-PRO-C-01</b>	solves problems involving the probabilities of simple chance experiments

## Stage 4 Personal Development, Health and Physical Education

### Year 7 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	This is Me	Moving with Skill and Style	Yearly Examination	World Games on the Court
<b>Timing</b>	Term 1 Week 8	Term 2 Week 5	Term 4 Weeks 5 & 6	Term 4 Week 5
<b>Outcomes Assessed</b>	PD4-2, PD4-3 PD4-6	PD4-4, PD4-5 PD4-10, PD4-11	PD4-1, PD4-2 PD4-3, PD4-6 PD4-7, PD4-8 PD4-9, PD4-10	PD4-4, PD4-5 PD4-10, PD4-11
<b>Assessment Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Stage 4 Personal Development, Health and Physical Education Outcomes

### A student:

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

## Stage 4 Science

### Year 7 Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3
Nature of Tasks	Skills Investigation	Depth Study Research Task	Yearly Examination
Timing	Term 2 Week 6	Term 3 Week 6	Term 4 Weeks 5 & 6
Outcomes Assessed	SC4-16CW, SC4-5WS SC4-8WS, SC4-9WS	SC4-5WS, SC4-7WS SC4-9WS, SC4-15LW	SC4-11PW, SC4-14LW SC4-8WS
Assessment Weighting	30%	35%	35%

### Stage 4 Science Outcomes

#### A student:

<b>SC4-1VA</b>	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
<b>SC4-2VA</b>	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
<b>SC4-3VA</b>	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
<b>SC4-4WS</b>	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
<b>SC4-5WS</b>	collaboratively and individually produces a plan to investigate questions and problems
<b>SC4-6WS</b>	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
<b>SC4-7WS</b>	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
<b>SC4-8WS</b>	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
<b>SC4-9WS</b>	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
<b>SC4-10PW</b>	describes the action of unbalanced forces in everyday situations
<b>SC4-11PW</b>	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
<b>SC4-12ES</b>	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
<b>SC4-13ES</b>	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
<b>SC4-14LW</b>	relates the structure and function of living things to their classification, survival and reproduction
<b>SC4-15LW</b>	explains how new biological evidence changes people's understanding of the world
<b>SC4-16CW</b>	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
<b>SC4-17CW</b>	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life



## Stage 4 Technology Mandatory

### Year 7 Internal Assessment Schedule

Task Number	Task 1	Task 2
Nature of Tasks	Project 1 (Technology Specific)	Project 2 (Technology Specific)
Timing	Term 2 Week 7	Term 4 Week 7
Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP TE4-7DI, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP TE4-7DI, TE4-9MA, TE4-10TS
Assessment Weighting	50%	50%

### Stage 4 Technology Mandatory Outcomes

**A student:**

#### Design and Production Skills

<b>TE4-1DP</b>	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
<b>TE4-2DP</b>	plans and manages the production of designed solutions
<b>TE4-3DP</b>	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
<b>TE4-4DP</b>	designs algorithms for digital solutions and implements them in a general-purpose programming language

#### Knowledge and Understanding

<b>TE4-5AG</b>	investigates how food and fibre are produced in managed environments
<b>TE4-6FO</b>	explains how the characteristics and properties of food determine preparation techniques for healthy eating
<b>TE4-7DI</b>	explains how data is represented in digital systems and transmitted in networks
<b>TE4-8EN</b>	explains how force, motion and energy are used in engineered systems
<b>TE4-9MA</b>	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
<b>TE4-10TS</b>	explains how people in technology related professions contribute to society now and into the future

Stage 4 Visual Arts				
Year 7 Internal Assessment Schedule				
Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Case Study (Critical and historical studies)	BOW and VAPD (Artmaking) ongoing practical task completed in class	Case Study (Critical and historical studies)	BOW and VAPD (Artmaking)
Timing	Term 1 Week 9	Term 2 Week 2	Term 4 Week 2	Term 4 Week 3
Outcomes Assessed	4.7, 4.8	4.1, 4.2, 4.3	4.9, 4.10	4.4, 4.5, 4.6
Assessment Weighting	15%	30%	25%	30%

Stage 4 Visual Arts Outcomes	
A student:	
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	explores the function of and relationships between Artist – Artwork – World – Audience
4.3	makes artworks that involve some understanding of the frames
4.4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the Visual Arts
4.5	investigates ways to develop meaning in their artworks
4.6	selects different materials and techniques to make artworks
4.7	explores aspects of practice in critical and historical interpretations of art
4.8	explores the function of and relationships between the Artist – Artwork – World – Audience
4.9	begins to acknowledge that art can be interpreted from different points of view
4.10	recognises that art criticism and art history construct meanings

# **MITCHELL HS**

***We Inspire***

***We Motivate***

***We Care***

***We Teach***

**Mitchell High School**

**Address:** Keyworth Drive Blacktown NSW 2148

**Telephone:** (02) 9622 9944

**Fax:** (02) 9831 2805

**Email:** [mitchell-h.school@det.nsw.edu.au](mailto:mitchell-h.school@det.nsw.edu.au)

**Website:** [www.mitchell-h.schools.nsw.gov.au](http://www.mitchell-h.schools.nsw.gov.au)