

Hunters Hill High School



Hunters Hill
High School

Student Handbook Year 9

2019

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Welcome to Hunters Hill High School by the Principal

Hunters Hill High School is a unique school situated in what must be the most scenic site of any government school in Sydney.

It is unique not just for its geographic location, but for its connection with the natural landscapes of bushland and waterways. The school, which has a population of just under 700 students, is the perfect size in maintaining a sense of the individual while ensuring we are able to all make strong and positive connections as part of a community. This is reflected in the strong welfare ethos that runs through the school's policy and programs. Moreover, our size ensures that there are many leadership and extra-curricular opportunities catering for students with interests in the fields of both the sport and the creative arts.

Hunters Hill High School is staffed by a dedicated group of teachers who not only have passion for their subject, but an expertise that offers an innovative and exciting approach to their classrooms. Students develop creative and critical thinking skills that put them in good stead for the world. The school aims to nurture self-reliant, resilient and responsible young citizens. A fact that is reflected in the success of Hunters Hill High School alumni who have transitioned into a variety of professional fields and exciting endeavours.

Above all, Hunters Hill High School is a happy school. Students are happy to attend, learn and strive for their best whilst their teachers are happy to commit and make those efforts necessary to guide and mentor their students on their way to being quality young adults.

Mr Greg Lill,
Hunters High School Principal



Welcome from the Year 9 Adviser

Welcome to the new school year. Now you are in Year 9 and the initial stress of starting school is a distant memory, you can begin the year with excitement and enthusiasm. This year is the first of two years that will see you gain the Record of School Achievement (RoSA).

This book outlines requirements for all courses you do and other relevant information you may need.

Good luck this year at Hunters Hill

High.

Your Year Adviser
Ms Ria Lenard
Maths Faculty



PATTERN OF STUDY IN YEAR 9

In Year 9, students will be required to study:

Mandatory units

- ◆ English
- ◆ Mathematics
- ◆ Science
- ◆ History
- ◆ Geography
- ◆ PDHPE
- ◆ Elective Line X (200 hours)
- ◆ Elective Line Y (200 hours)

Who's Who?



Mr Lill
Principal



Ms Chiew-Meldrum
Deputy Principal
(Years 7, 9, 11)



Ms Turnbull
Deputy Principal
(Years 8, 10, 12)

Year 7 - 12 Adviser



Year7
Mr Habbouchi



Year8
Ms Wild



Year9
Ms Lenard



Year10
Mr Cartwright



Year11
Mr McAlpine



Year12
Mr Skinner

Apart from your class teachers and head teachers, there are other members of staff with whom you will be in contact. These are people who are willing to assist you in any way they are able.

Other People You Need to Know

SENIOR TEACHERS AND HEAD TEACHERS (HT)

Creative & Performing Arts	Ms J Sibley	(HT)
English	Ms A O'Donnell	(HT)
HSIE (History & S. Sciences)	Mr D Sherwin	(HT)
TAS	Mr W Pickles	(HT)
PDHPE	Mr L Smith	(HT)
Mathematics	Mr B Neilsen	(R/HT)
Science	Ms D Sawyer	(HT)
Teaching and Learning	Ms R Simpson	(HT)
Sports Organiser	Ms D Bastian	
Careers	Ms N Polak	

School Counsellor

From time to time, we all experience difficulties or worries and, at these times, it is often helpful to discuss these difficulties with somebody. One of the people within the school you can talk to is the School Counsellor.

Referrals come from parents and teachers, or students can approach the Counsellor directly.

The Counsellor is currently at the High School on Monday and Thursday. These days can change based on availability. The Counsellor's office is located on the first floor of Block K on the western side.

Parents can make appointments by ringing the school. Students can make appointments at Reception, with the Year Adviser, or directly with the Counsellor

School Expectations Hunters Hill High School

Hunters Hill High School provides a safe, secure environment based on respect, trust and support. Students should make the most of the opportunities provided to maximise their learning. If students follow the school rules quality teaching and learning remains the focus at Hunters Hill High School.

*Our Community at Hunters Hill High School take pride in being: **safe, respectful, active learners.***

The key words must be 'Safe, Respectful', and 'Active Learning'. They go hand in hand and impact on both social and academic maturity and progress.

To be successful as a student you will need to be ...

SAFE

- ◆ Get up on time, dress yourself, arrange your breakfast, get to school on time
- ◆ Perhaps pack your own lunch
- ◆ Arrange own social activities with friends
- ◆ Initiate contact with teachers regarding any difficulties at school
- ◆ Take responsibility for your own behaviour, especially in classroom situations
- ◆ Be confident to express your own ideas

RESPECTFUL

- ◆ Being polite, courteous and well - mannered when dealing with other people
- ◆ Putting your hand up to answer questions and waiting your turn to speak
- ◆ Looking after furniture and equipment
- ◆ Leaving others' belongings alone
- ◆ Using appropriate language

ACTIVE LEARNERS

- ◆ Pack your bag with all necessary equipment for the school day
- ◆ Record all homework each day in your diary
- ◆ Manage completion of homework on time –you may need advance planning for assignments or tests
- ◆ Maintain equipment necessary for school activities – diaries, working pens, calculators, pencils, ruler as well as sport equipment
- ◆ Keep your home study area ready for work

Areas to think about...

- ◆ Focus on your strengths.
- ◆ Try and complete homework and assignments on your own.
- ◆ Find a suitable area for homework (not the kitchen table/bench).
- ◆ Be responsible for your own equipment, books etc.
- ◆ Try and do your own research for homework assignments.
- ◆ Try and develop or find a study method that works for you.

Hunters Hill High School Promoting Active Learning

- ◆ Bullying other / Dangerous behaviour
- ◆ Abusing a staff member or visitor to school
- ◆ Abusing other students
- ◆ Being physically aggressive
- ◆ Being violent or out of control
- ◆ Leaving the room without permission
- ◆ Openly defying teachers and other staff
- ◆ Receiving a 3rd warning in the PAL system
- ◆ Serious breach or repeated breach of laptop usage contract
- ◆ Any behaviour that seriously undermines learning or our school values
- ◆ Being late or unprepared for class

ABOVE THE LINE behaviour

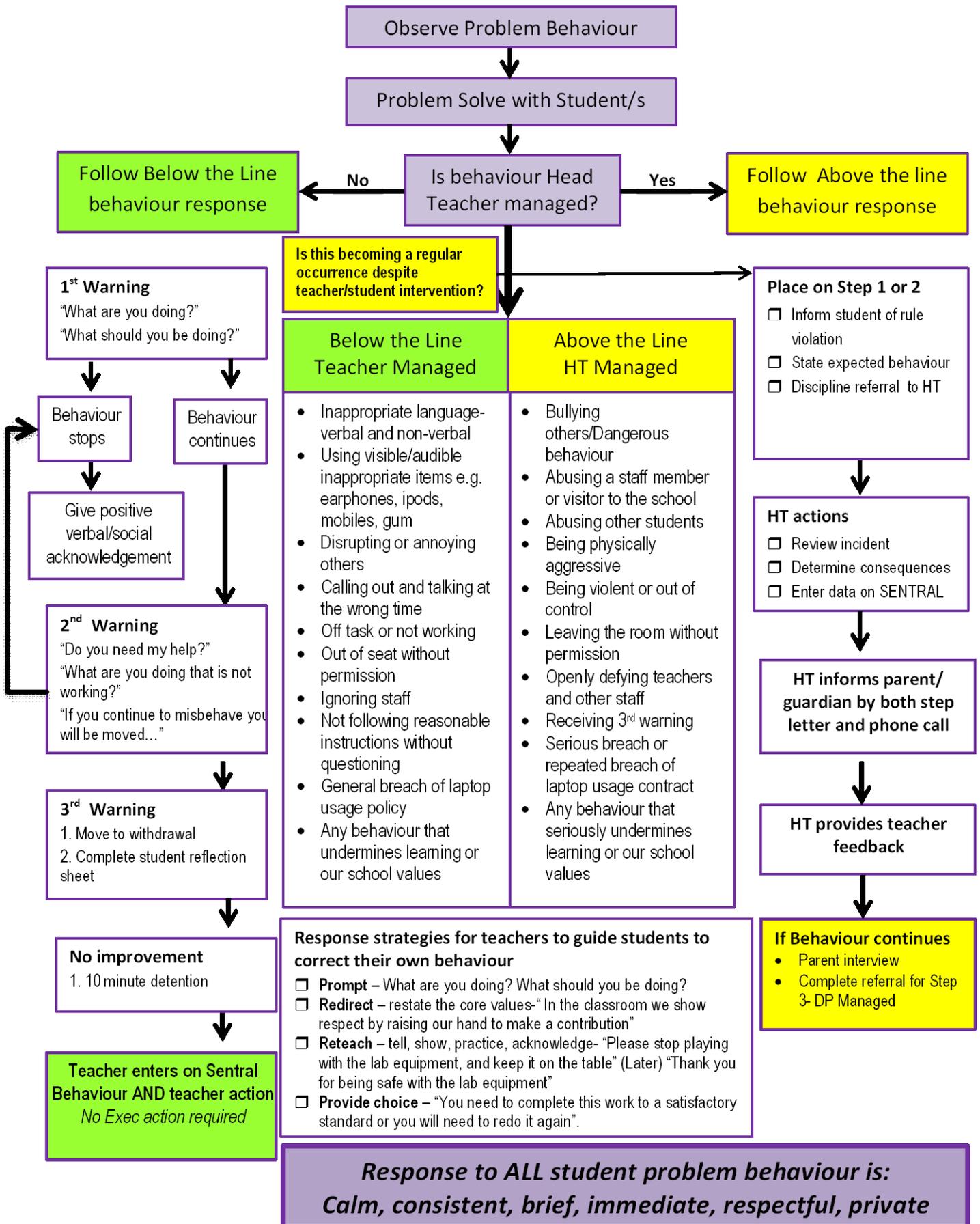
**= IMMEDIATE TIME OUT
or REMOVAL and REFERRAL**

- ◆ Using inappropriate language – verbal and non-verbal
- ◆ Using visible/audible inappropriate items e.g. earphones, ipods, mobiles, gum
- ◆ Disrupting or annoying others
- ◆ Calling out and talking at the wrong time
- ◆ Off task or not working
- ◆ Out of seat without permission
- ◆ Ignoring staff
- ◆ Not following reasonable instructions without questioning
- ◆ Name calling or annoying others
- ◆ General breach of laptop usage policy
- ◆ Any behaviour that undermines learning or our school values

BELOW THE LINE behaviour

**= 1st or 2nd WARNING
or other CONSEQUENCES**

Behaviour Management Flowchart for every new lesson
This goes in-conjunction with the HHHS step discipline system



OUR SCHOOL'S CODE OF CONDUCT

(DRAWN UP BY THE STUDENT BODY)

1. ***To Strive for Excellence and the Best Possible Education***
I will need to discipline myself to attend all my classes to learn all I can, to co-operate with the teachers and to participate in the activities of the school.
2. ***To Strive for a Safe and Hygienic Environment***
I will need to act in a safe and sensible way that will not endanger me and/or others: including not smoking, drinking alcohol or taking drugs. I will also need to maintain a high standard of personal hygiene and help to keep the school clean and beautiful at all times.
3. ***To Always Respect other People and their Rights***
I will need to be considerate and supportive of others and respect their right to learn. Bullying, teasing, abusive behaviour and interfering with other people's property have no place in our school.
4. ***To Respect our School***
I will need to help keep the classrooms, furniture and grounds of the school in good order. Damaging school property and defacing text books have no place in our school.

Students are expected to be Safe, Respectful and Active Learners

STUDENTS' RIGHTS AND RESPONSIBILITIES

Rights

Every student has the following rights:

To learn

To be heard

To be respected

To be safe

To have an hygienic environment

Responsibilities

So that students' rights are possible, every student has the following responsibilities:

To do his/her best and to allow others to learn

To allow others to be heard

To respect other people and their property

To allow everyone to feel safe

To maintain the school environment and its hygiene

Hunters Hill High School Behaviour Expectations

Our community at HHS takes PRIDE in being:	Everywhere	Classroom	Playground	Canteen	Corridors & stairs	Toilets	Sport & excursions
Safe (for ourselves and others)	Be on time Act responsibly Wear the correct uniform Follow the rules on the use of electronic devices	Bring the correct equipment including diary, books, and stationery Sit in assigned seat Keep visible/audible items eg earphones, ipods, mobiles and gum in bag	Follow teacher instructions Stay in supervised areas Play and act responsibly	Line up quickly Avoid blocking exits	Report incidents Line up quickly and sensibly outside your room No phone calls or videos or taking photos	Go to the toilet during breaks Report mess and/or graffiti) No phone calls, videos or taking photos	Be prompt with payments Show good sportsmanship No phone calls, videos or taking photos
Respectful (to ourselves, others and their property)	Be considerate of staff and other students Follow instructions from staff Use polite and appropriate language Treat other students and staff the way you would want to be treated	Allow others to learn Speak at the right time Use your device only when instructed	Keep the area clean Use manners and speak calmly	Keep the area clean Only buy for yourself Use your manners	No yelling, screaming or public displays of affection Walk quietly and sensibly to class Keep your hands to yourself and respect others personal space	Keep the toilet area clean and graffiti free	Behave appropriately in public and on public transport Follow the rules of the venue
Active learners (in all aspects of school life)	Work to achieve your best Make good choices and learn from your mistakes	Listen attentively to teacher and peers Attempt all work Have a positive attitude	Play fair and by the rules Move to class on the warning bell	Make good nutritional choices Listen to the teacher on Duty	Know where your rooms are Greet teachers and visitors in a polite and friendly manner	Be hygienic and wash your hands	Make a genuine effort to participate Participate to the best of your ability

SCHOOL'S DISCIPLINE SYSTEM

Hunters Hill High School has a 'Step System' which has a number of sequential levels to offer a moderated response to disciplinary issues.

Prior to any use of the 'Step System', teachers would use their normal repertoire of disciplinary strategies, including, but not limited to:

- Positive encouragement
- Rewarding constructive behaviours
- Appropriate warnings of breaches of the school's Code of Conduct
- Counselling by the teacher
- Other imposed consequences
- Moving students within the classroom
- Isolating the student within another teacher's class

Step 1 involves the classroom teacher counselling the student and making contact with the family.

Step 2 is managed by the relevant Head Teacher and involves student counselling and contact with the family.

Step 3 is managed by the Deputy Principal and involves student counselling and contact with the family.

The school has a range of monitoring books to assist students with improving their behaviour. The monitoring responsibility for these books is shared between the school and the parents on a day-by-day check of each lesson.

- Yellow Book – monitors attendance only- At school, this is supervised by the Head Teacher Teaching and Learning.
- Green Book – monitors all subjects (frequently at the student's or a parent's request) – At school, it is checked daily by the Year Adviser.
- Blue Book – monitors all subjects (usually after moderate misbehaviour) – At school, it is checked daily by the Deputy Principal.
- Red Book – monitors all subjects (usually after suspension or serious misbehaviour) – At school, it is checked daily by the Deputy Principal.

The most extreme behaviours including theft, violence, aggressive behaviour and continued disobedience may invoke the use of DoE guidelines for suspension and expulsion.

SCHOOL'S MERIT SYSTEM

Hunters Hill High School has a reward system whereby students can be rewarded with a Merit Certificate for good work, contributions to school service and sustained effort. Any worthwhile school endeavour can be acknowledged in this way. The Merit Certificates can be redeemed with the relevant Year Adviser to count towards Bronze, Silver or Gold Awards which are prized by the students. The school encourages the awarding of Merit Certificates whenever they are deserved.

The Merit and Discipline Systems dovetail together to form the major components of the school's Welfare System.

Going For Gold – Merit System

Subject Merits may be for:

- Appropriate classroom behaviour
- Consistent effort
- Extra effort in classwork or assignments
- Good assessment task results

3 Merits
=
Faculty
Bronze

3 Merits
=
Faculty
Bronze

3 Merits
=
Faculty
Bronze

Presented by the relevant Head Teacher

3 Faculty Bronzes
From different faculties

+

1 Citizenship
Bronze

=

Silver
Certificate

+

Silver
Certificate

+

Silver
Certificate

=

*Hunters Hill
Gold*

Citizenship Merits may be for:

- Representing the school
- Background support in events
- Participation in school activities
- Full attendance

3 Merits
=
Citizenship
Bronze

Presented by Year Adviser

Silver
Certificate

Presented by Deputy Principal

Silver
Certificate

SCHOOL'S WELFARE SYSTEM

Hunters Hill High School endeavours to offer support for its students and to cater for the well-being of these students.

A team of teachers known as the Learning Support Team lead the staff in meeting the welfare needs of our students. This team meets weekly to address student support issues. Members of this team include:

Year 7 Adviser	Mr D Habbouchi
Year 8 Adviser	Ms N Wild
Year 9 Adviser	Ms R Lenard
Year 10 Adviser	Mr D Cartwright
Year 11 Adviser	Mr W McAlpine
Year 12 Adviser	Mr A Skinner
School Counsellor	TBC
Learning Assistance and Support Teacher	Ms J Austin, Ms S Dickinson & Ms J De Santis
HT Teaching and Learning	Ms R Simpson
Deputy Principals	Ms M Chiew-Meldrum Ms S Turnbull (Acting)

The school works to enhance student resilience through a range of programs and strategies run through our UMATTER mentoring program or additional activities including: Achievers' Camp, Duke of Edinburgh Award Scheme, Peer Support, Peer Support Leader Training, Recognition Assemblies and Morning Teas, Student Representative Council, Year 6 Orientation Program and Variety Night Talent Program.

The monitoring book program allows the partnership between school and home to assist students to obtain regular and ongoing feedback on meeting course and behavioural requirements. This program has assisted many students in modifying their behaviours to improve classroom performance.

The School Merit System and Achievers' Camp provide strong, positive encouragement for students to be engaged as "Thinkers, Triers and Doers".

Our School Counsellor is available to students through self-referral, teacher and parent referral to provide assistance with issues that arise from 'time to time' during adolescence.

Hunters Hill High School has a clear anti-bullying policy. Students have the right to work and learn in an environment that is free from harassment. A range of strategies including mediation, family intervention, teacher intervention and disciplinary measures are used to address bullying.

Parents who wish to raise a welfare concern or issue with the school should make contact with the relevant Year Adviser for your son or daughter.

School Procedures and Policies

1. Student Attendance at School

Regular attendance at school is essential if students are to maximise their potential and achieve course outcomes. Regular attendance and engagement in educational programs is strongly linked to the likelihood of students experiencing success in learning. Students who exhibit poor patterns of attendance are at risk of not achieving their potential and are disadvantaged in the quality of choices they are able to make in later life. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff monitor part or whole day absences as a part of their duty of care.

a. Daily Absence

Student absences should be explained within seven days of an occurrence of absence. Parents can explain these via the following means:

- Calling the school's attendance office at any time Ph: (02) 9817 4565

If leaving a voicemail please clearly state your child's name, Year and reason for their absence

- Replying to the email sent by the school
- Writing and signing a note that the student can hand in at student reception (if they are absent for a day or two)
- Providing a doctors certificate

Reasons for absences such as the following **may not be justified**:

- Shopping
- Sleeping in
- Working around the house
- Caring for younger siblings and other children
- Minor family events such as birthdays
- Hair cuts

Parents are required to contact the Year Adviser/Head Teacher Teaching and Learning if ongoing attendance issues occur. If it is a prolonged illness then medical certificates are required.

b. Exemption from Attendance at School (refer Guidelines for Leave p 29)

Principals, Directors, Public School and Executive Directors (School) may grant exemption due to:

- Exceptional circumstances (including the health of the students where sick leave or alternative enrolment is not appropriate)
- The child being prevented from attending school because of a direction under the Public Health Act 2010. (The parent is not required to complete an application for exemption)
- Employment in the entertainment industry - refer to children's employment
- Participation in elite arts or sporting events

c. Overseas and Interstate Travel

The following procedures need to be adopted if students are thinking about taking an overseas or interstate trip with their family. We encourage families to travel during school holidays. Any student who is taking leave needs to give the school notice and completing a Certificate of Extended Leave - Travel form. The Principal can approve up to 100 days leave. More than 100 days leave requires the approval of the Director.

A two or three month trip would mean that the student will not have the right number of school time hours, and therefore the Principal will not be able to sign the form that says he/she has satisfactorily met the course requirements. In such a case the student may need to repeat the year of courses involved. To be given consideration for satisfactorily meeting course requirements a student returning from leave would need to demonstrate that they have caught up on all missed course work including class notes, course summaries and assessment tasks and worked toward achieving the outcomes of all courses.

School Procedures and Policies (cont.)

Procedure for leave application:

- Email the school to obtain a copy of the Application for Extended Leave - Travel
- Have the form completed by your parents and returned to the Principal;
- Attach a copy of the itinerary or airline tickets; and
- You may need to make an appointment to discuss your proposed absence from school with the Principal.

Please note that approved leave is no longer classified as an exemption.

2. Lateness and Early Leavers

Students are expected to be at school prior to 8.45am. This ensures that students don't miss out on the important learning activities scheduled early in the day when students are most alert, helps students learn the importance of punctuality and routine, and gives students time to greet their friends before class.

The Department of Education requests that a reasonable explanation be provided for lateness. Students who arrive late without a justifiable reason will have a consequence imposed such as a detention or play-ground clean-up (depending on the frequency of lateness). Their late arrival is recorded on the official roll and on the student's school report. If lateness is persistent, parents will be contacted by the HT Teaching and Learning to discuss the reasons and develop a plan to improve attendance.

Under no circumstances will pupils leave the premises during school hours without the permission of the Principal or Deputy Principal. An 'Early Leavers' pass will be issued in response to a written request from a parent. Students not carrying this pass will be redirected back to school by authorities if caught. The note giving an adequate reason is to be presented to a Deputy Principal, a minimum of 24 hours prior to the requested leave time. Only in exceptional/emergency situations will notes for Early Leave be processed on the day. Parents are advised to make appointments for their son or daughter out-side of school hours where possible.

3. Injury and Illness at School

It is essential that parents inform the school if contact or emergency telephone numbers change. If an accident/injury or illness occurs at school we will: render basic first aid, and contact parents.

In the case of an accident which requires urgent medical attention, we will call an ambulance. The school does not have sufficient staff to supervise students in Sick Bay for lengthy periods of time. If a student is too ill to return to class, parents will be contacted and arrangements made for the student to be collected from school. One period in length is the maximum time permitted in Sick Bay.

4. Detention

Detention sessions are held during lunchtime or after school. At these sessions, pupils go to selected classrooms to be supervised by teachers as a consequence for such things as disturbing the progress of a lesson or breaking school rules.

For more serious offences students are detained after school on a Wednesday for forty minutes, 2.20pm-3.00pm.

5. Mobile Phone Policy

Students are encouraged to leave mobile phones in their school bag whilst on school premises between 8.45am and 3.10pm.

Mobile phones may be confiscated by staff for being out of their bag or "on" in their bag. A repeat breach of this policy may lead to disciplinary action. The use of a camera and transmission of photographs is a breach of the privacy laws.

6. Movement About School

Pupils are to move in an orderly manner and keep to the left side of corridors and stairway when moving about the school or when lining up for classes.

School Procedures and Policies (cont.)

7. Office Duty

Office Duty by students has been a feature of life at Hunters Hill High School for many years. Throughout the year students from Years 7 and 8 are selected in turn from the roll to perform this duty.

The purpose of Office Duty is multi faceted. First and foremost it is a community service for the entire school community. Hunters Hill High School is a large school and the school does not have an intercom system. Many students will be called to the school offices throughout the day to take messages from their families, see the Principal, DPs, Counsellor or other school personnel. The vital function the office duty students perform enables a timely response. Performing the duty helps develop and refine skills of time management, understanding and following directions and interpersonal skills. Students get to understand the structure of the school better and come into contact with a wide variety of teachers, Head Teachers and support staff. The students receive praise and encouragement for doing the duty and many students report that they thoroughly enjoy the responsibility that comes with their day of office duty. The P & C support the practice of office duty, however if any parent wishes that their child not complete office duty please contact student reception and their child's name will be removed from the office duty roll.

8. Out of Bounds Areas

Certain areas in the school grounds are out of bounds. These include car parks and all areas indicated in the out of bounds map. In the afternoon, students waiting for buses must wait in the assembly area until their bus has been called by the teacher on duty, to ensure their safety.

9. Presence in Classrooms

No pupil is to be in classrooms before or after school or during recesses. These areas are out of bounds at these times and at lunch without the permission of a staff member.

10. School Canteen

Lunches may be purchased from the school canteen by order (before school only), or at recess and lunch. Pupils will not be given permission to leave the school grounds to purchase lunches, or to go home during lunchtime. Students are not permitted to organise the delivery of fast foods such as pizza to the school as this breaks the Healthy School Canteen Policy.

11. Sport

The aim of the sports program is to teach the basic rules, techniques and skills of different sporting activities for students to be able to partake in active interests during their leisure time.

Tuesday afternoon sport is compulsory for all students in Years 7-11. Students have the opportunity to choose a Grade or House/Recreational sport. Grade teams play against other schools in the our zone on a weekly basis. Sports include: cricket, basketball, touch, tennis, softball, baseball, netball, water polo, volleyball, soccer and hockey. House/Recreational activities include: gym, basketball, yoga, soccer, touch, tennis, and volleyball,

Talented students have the opportunity to represent the school at Zone, Regional or State levels.

We have a commitment to our zone to participate in swimming, cross country and athletic carnivals and have a very proud and successful record. We have consistently been a high performing school in the region in all of these sporting activities.

All students must wear the PE/Sport uniform which can only be purchased at the school uniform shop. Students unable to participate in sport will assist staff in scoring or other ways at sport. Appointments should not be made on a Tuesday afternoon as it is a mandatory part of the curriculum. If they are, an appointment card must accompany a note requesting permission to leave early the day before sport.

Students without proper sports uniform (including sports shoes) will be sent to a room for the sports afternoon and be detained until 3.00pm. Disobedient or unruly students will be detained till 3.00pm.

Many students go by bus to sporting venues. Despite our best organisation, buses are sometimes late in bringing the students back to school. All students should have an emergency plan in case they miss their bus home. Students and parents should discuss the procedure.

School Procedures and Policies (cont.)

12. Staff Rooms

These are out of bounds at all times to students. If you wish to see a teacher, knock and wait for a teacher to answer.

13. Textbooks

Textbooks may be issued by some faculties in the school.

These texts will be provided to the students in good condition and are expected to be returned in the same condition

14. Travelling to and from School

Pupils are subject to school rules when travelling to and from school. Whether walking or travelling by public transport, they are expected to obey all safety rules, and to conduct themselves in such a way as to bring credit to themselves, their parents, and the school.

HUNTERS HILL HIGH SCHOOL BULLYING AND HARASSMENT POLICY

At Hunters Hill High School, all students and staff have the right to learn and work in a safe and secure environment. This school believes that bullying is an unacceptable behaviour that will not be tolerated. It is the responsibility of the whole school community to ensure that bullying, including harassment and discrimination, does not occur.

HHHS POSITION ON BULLYING AND HARASSMENT

- Our school community serves to support an environment where it is not acceptable to bully or harass.
- Our school community supports a culture that says it is OK to report incidents of bullying and harassment. In such an environment, the cycle of silence about bullying can be broken.
- Our school community recognises that the student, parents, school staff and community members can tackle bullying and harassment in a consistent and systematic manner. Appropriate structures, policies and practices are in place to deal with day-to-day incidents of bullying and harassment.

WHEN DEALING WITH HARASSMENT OR BULLYING

1. Use protective actions: stay in groups in the playground; avoid the out of bounds areas and stay in sight of an adult.
2. Never allow yourself to be drawn into harassing others as this could lead to retaliation against you.
3. Never pass on gossip as this can be hurtful to others and make them angry with you.
4. Resolve conflict with calm words and try for a win / win outcome. Leadership involves compromise.
5. Be a positive “upstander” i.e. verbally and non-verbally discourage others involved in bullying and harassment.
6. Offer support for the victim and actively encourage the victim to seek support from appropriate staff.
7. Do not contribute to bullying by making unwanted and unacceptable comments about others on computer networking sites such as Facebook.
8. Talk to your parents / carers about what is happening to you.

**All school staff at Hunters Hill High School support
the Policy on Bullying and Harassment.**

PEOPLE WHO CAN HELP

The following staff members can especially help in the dealing with issues of harassment or bullying:

Deputy Principals: Michelle Chiew-Meldrum (Yrs. 7,9,11.)
Susan Turnbull (Yrs. 8,10,12)

Year Advisers: Years 7 – 12

Counsellor: TBC

SAY NO!

You can make a stand and say NO to bullying and harassment. If you need help, follow the strategies in this booklet or talk to a teacher, DP, Year Adviser or school counsellor.

WHAT IS BULLYING AND HARASSMENT?

- Bullying is persistent (ongoing) unwanted behaviour designed to make another person feel concerned or afraid.
- It can be hitting, punching, pushing, kicking or anything that physically harms anybody else. It is behaviour that is unwanted, unasked for and repeated against a person or persons.
- Harassment is very much like bullying. It is behaviour that offends, humiliates or intimidates you. It targets you because of your sex, race, disability, homosexuality, transgender or age.

TYPES OF BULLYING AND HARASSMENT

CYBER HARASSMENT

- Unwanted, rude or aggressive text or phone messages
- Hurtful comments or photographs or video sent by email, MSN, chat-lines or the internet
- Taking photographs or videos without a person's permission

EXCLUSION

- Leaving others out, because you don't like them

PHYSICAL HARASSMENT

- Punching
- Hitting
- Kicking
- Fighting
- Unwanted physical contact

RACIAL HARASSMENT

- Stand over tactics
- Humiliating people
- Jokes / name calling

SEXUAL HARASSMENT

- Teasing others about the size or shape of their body
- Calling people rude / sexual names
- Suggestive talk and gossip

THREATS

- Forcing others with threats
- Stand over tactics

VERBAL HARASSMENT

- Name calling
- Offensive language directed at a person or persons
- Teasing others about their appearance, gender, race or religious beliefs

VISUAL HARASSMENT

- Graffiti or other offensive pictures
- Offensive clothing

HUNTERS HILL HIGH SCHOOL COMPLAINT PROCEDURES FOR INCIDENTS OF BULLYING AND HARASSMENT

STEP 1: All students should ensure that they have clearly said “NO” to whatever form of bullying or harassment they have encountered

STEP 2: If the behaviour persists, the student or groups of students, teaching and non-teaching staff or parents make an initial contact with a preferred member of staff such as the Year Adviser, School Counsellor, Executive Staff or teacher.

STEP 3: The staff member completes an Incident Report with both the victim and the bully. All actions are documented. Possible parent contact may occur at this stage at the discretion of the interviewer. All incidents of bullying at this point are identified to staff members at Staff meetings for their information and Duty of Care responsibilities.

STEP 4: The case is reviewed at a predetermined time (usually one or two weeks later) and the outcomes are documented.

STEP 5: If the incident remains unresolved, or it is very serious, the matter is referred to the Deputy Principal and/or the Principal for action. Parental contact is recommended. The bully will be interviewed and disciplinary action is to be implemented.

STEP 6: The incident proceeds within the confines of the Discipline System, with suspension being an option should there be no resolution of the complaint.

The Bullying incident Package involves a series of confidential interviews based on an intervention strategy devised by Professor Anatol Pikas called the Method of Shared Concern. Basically, it is a method of dealing with bullies that avoids an accusatory approach. It deals with bullies as individuals and aims to move the bully towards behaving responsibly as an individual.

The method aims not only at helping victims but also aims at changing attitudes of children who join in group bullying. If the group members are re-individualised, as Pikas suggests, they will begin to act responsibly and change is more likely to be lasting, not merely maintained by surveillance.

SCHOOL UNIFORM

Students at Hunters Hill High School are expected to wear the school uniform correctly at all times while in school, travelling to and from school and while representing the school. As part of Workplace Health and Safety legislation it is a requirement for all students on site to wear appropriate protective footwear in areas such as Science labs, workshops, kitchens and other areas. Students are not to wear their PE uniforms to school, even on sports days, but instead should bring their PE uniforms in their bags to change into at school at the appropriate time.

Specific details of our uniform are available on our website at <https://huntershd-h.schools.nsw.gov.au/about-our-school/what-we-offer/uniform.html>

THE ADVANTAGES OF A SCHOOL UNIFORM

A school uniform –

- Creates a Sense of belonging and community and encourages students to take pride in their school.
- Reinforces an Academic Setting and studies have shown that this can have a positive impact on students' academic results.
- Promotes equality by reducing status symbol issues.
- Can save parents money as students do not have to provide a multitude of different clothes so their children have a different outfit each day.
- Can save students time in the morning as they do not have to decide what to wear.
- Provides appropriate attire so that students are ready to participate in all school activities.
- Is preparation for formal and corporate attire in the workplace.
- Is also important as our school is judged by the community on our uniform standards.

UNIFORM INFRINGEMENT CONSEQUENCES

We follow a procedure and policy designed to improve the wearing of our uniform. Parents are asked to please support us in this regard. Students who are unable to come to school dressed in full school uniform for a valid reason need to bring a dated note from parents stating the reason and length of time they will be without full uniform. They need to hand this note to their roll call teacher who will check uniforms each day. Students without a note will receive a recess or lunch Playground Duty detention. Students out of full school uniform will be given a red Uniform Pass. This signifies to other teachers that the student's lack of uniform has been dealt with, and students will need to produce the Uniform Pass to any teacher when asked. If students arrive late to school, they can get a Uniform Pass from their Period 1 teacher. Please note that failure to complete detentions will result in further disciplinary action.

General Uniform: Junior school years 7-10

ITEMS	MALE	FEMALE
TOPS	Short sleeved, sky blue polo shirt with school crest.	Short sleeved, sky blue polo shirt with school crest.
BOTTOMS	Navy cargo shorts or navy cargo long pants. (from uniform shop)	Navy pleated skirt or navy boot leg pants. (from uniform shop)



General Uniform: Senior school years 11 & 12

ITEMS	MALE	FEMALE
TOPS	White polo shirt with school crest or white business shirt with collar.	White polo shirt or blouse with school crest.
BOTTOMS	Navy cargo shorts or navy cargo long pants. (from uniform shop)	Navy pleated skirt or navy boot leg pants. (from uniform shop)
OPTIONAL	Navy tie with school crest	Navy tie with school crest



Other unisex school approved clothing Years 7-12

HEADWEAR	Plain navy cap (school cap available from Uniform Shop)
TIGHTS	Plain black or navy stockings/tights. (To be worn under skirt or shorts)
SHOES	Plain Black leather shoes with black laces.
SCARF	Navy with sky blue borders and school initials. (available at the uniform shop)
SPORT UNIFORM	Polo shirts with school colours and school crest. Navy sports shorts (girls and boys style available). Navy blue microfibre jacket and track pants with school crest.
SCHOOL BAGS	Appropriate school backpacks are required. Handbags are not acceptable.

FOOTWEAR

In accordance with the *Safe Working Policy*, the Department of Education has identified areas of its workplaces where appropriate footwear must be worn by staff, students and visitors to ensure their safety.

Areas where enclosed leather footwear (or other material confirmed by the manufacturer to be suitable, refer to Australian/NZ Standard 2210: *Safety Protective and Occupational Footwear*) is required are: Industrial Arts and trades workshop areas Science laboratories Canteen or Food Technology (Kitchen) areas. If students present for a class or activity with inappropriate footwear the student will be offered alternative educational activities until they are wearing appropriate footwear.

UNIFORM SHOP

The Parents & Citizens Association, SRC and staff support the wearing of school uniform. The Uniform Shop is organised by the P & C Association. Its aims to benefit busy parents and students by providing a one-stop buying service, to save parents money by presenting goods below usual retail price, and to make a small profit to supplement the much needed school funds. The Uniform Shop is run by parent volunteers to provide uniforms at reasonable prices.

All clothing items of the school uniform are available from the School Uniform Shop. The shop is located on the top floor of Block K (Mathematics and Visual Arts building) and is open on Tuesday and Thursday mornings between 8.00am and 9.00am during school terms. All uniform needs, apart from shoes, can be purchased from the school uniform shop.

Jewellery and Body Piercing – All Students

No differentiation is made between male and female students with respect to the wearing of jewellery or of body piercing.

The whole issue of enhancement to personal appearance using jewellery, body piercing and other adornments is a matter on which there is a huge range of public opinion. Rather than make definitive rules with regard to all aspects of these matters the School Council, P & C and school staff endorse the following guidelines.

Guidelines

Jewellery is not permitted to be worn at Sport, Industrial Arts, Physical Education, Science classes, or in any other class where the teacher believes a safety or hygiene issue exists.

The wearing of jewellery, use of body piercing and jewellery used with body piercing, or the use of other adornments **must not detract from the wearing of school uniform** or be of such size or construction or be placed in such a manner as to **create a potential safety risk for either the wearer or others.**

Students may wear small unobtrusive items that do not detract from the wearing of school uniform or present a potential safety risk.

Large chunky or brightly coloured items are not permitted. (*Examples include: spikes, studs, large leather wristbands and chunky rings*)

The risk to safety resulting from body piercing and the use of jewellery will be determined based on the location of the piercing and the size and construction of the jewellery.

As these matters are so open to personal interpretation the School Council, the P & C Association and the school staff endorse the school Principal or nominee to be the final and sole judge in the interpreting of these guidelines.



P & C Association

The Hunters Hill High School P & C Association extends a warm welcome to all parents and invites them to its meetings. These are held at the school on the Monday of week 3 and 7 of each term, and they provide an opportunity for all parents and citizens to participate in its activities.

We are proud of our successes in providing amenities which are not financed by the Department of Education and Communities, and we gain pleasure from working together for the benefit of the children. We are always in need of support, so if you would like to make an entry in your diary - the Monday of week 3 and 7 each term- we would be pleased to see you

Student Representative Council (SRC)

The Student Representative Council involves students in many areas of school life. SRC members assume high profile leadership positions within our school community.

Students from each Year group are elected by their peers to represent them on the Council and, together with the Captains and Vice-Captains, work together in helping to formulate decisions, and to arrange activities, which aim to make our school an interesting and enjoyable place to learn. The SRC also initiates and supports many fundraising activities to benefit our school and others in the wider community.

The SRC meets weekly at lunchtime and operates under its own constitution. The constitution was devised and written by students on the Council.

Duke of Edinburgh

At Hunters Hill High School, the Duke of Edinburgh Award Scheme operates for students when they reach 14 years of age, generally Year 9.

The award involves four sections; Service, Skills, Physical Recreation and Expeditioning, which on satisfactory completion, leads to an award at either Bronze, Silver or Gold level.

High School over many years and we have a committed staff who encourage students through all aspects of this exciting and challenging program.

This is a program that develops a student's independence and skills. It is a program highly regarded by business and industry because it develops the leadership skills of those participating.



Do you live 2 kilometres or more from School?

Free bus transport to and from school each day is available for students who live a minimum distance from their school - to be eligible for a School Opal card to pupils must reside MORE than 2.0km straight line distance or 2.9km walking or further.

How to apply?

- ◆ Application is available online.



<https://apps.transport.nsw.gov.au/ssts/>

<https://www.opal.com.au/en/about-opal/opal-for-school-students/>

Student Safety arriving and departing School.

Parents are requested not to drive into the school grounds to “drop off” or “pick up” their child if they have been driven to school.

For pickup it is preferred that you organise a location some distance from the entry to the school to help alleviate congestion or have your child wait inside the school grounds until you arrive for “pick-up”.

Hunters Hill Library

Hunters Hill High School Library is a multi-functional area that provides an environment that is conducive to 21st century learning. Our primary aim is to provide a quality service that attends to the needs of the school community.

Hours

8.30am to 3.10pm daily. Students are welcome to read, play chess or work quietly before school, most recesses and most lunch times.

Our collection

- Fiction
- Graphic Novels
- Magazines
- Websites
- Careers Collection
- Non-Fiction
- Picture Books
- Reference
- HSC Collection

Loans

Up to 8 books may be borrowed by junior students (4 fiction and 4 non-fiction). The loan period is 2 weeks.

Equipment

Students have access to a variety of resources including: computers, iPads and printer.

Borrowing

Students use their Students ID to borrow library items.

Library Areas and Uses

Our library is primarily used for academic purposes. Students are provided with access to technology and collaborative work spaces. Games such as chess can be accessed during the breaks.

Year 12 Study Skills during the day

Students must sign in on the sheet near the front desk. Students are expected to be organised and have work to do.

Expectations

The library is a shared learning space, therefore it is expected that students follow the school's core values of respect, responsibility and active learning.

Devices including desktop computers, iPads and laptops are only to be used for academic purposes.

Library Staff

Dr Errington is happy to assist with any enquiries

Student Assessments

Assessment

Each course of study will have a series of assessment tasks. These will take a variety of forms including essays, topic tests, examinations, research tasks and practical class assessments.

At the completion of each task, students will receive a mark or grade for that task.

Method of Reporting

Reports will be available on a semester basis. There will also be a Parent Information Evening and a Parent Teacher Night.

Student Responsibilities

Assessment tasks must be completed on or by the due date.

Failure to complete a task by the required date will result in marks being deducted.

Note:

It is expected that students hand in their work on the due date in the lesson of the subject of the task, NOT after that time.

All work must be that of the students.

In the case of malpractice e.g. copying or Internet dumping, the student may suffer a penalty or be awarded zero. The decision will be made by the Principal in consultation with the relevant Head and class teacher.

All work, not only Assessment Tasks, is to be completed.

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied,

i.e. assignments, practical work, class essays, topic tests or research are completed. Failure to complete all set work may place the student's completion of Stage 4 outcomes in jeopardy.

A genuine attempt at all tasks, including assessment tasks, must be made. All work must be submitted to an acceptable standard and as a hard copy (on paper), unless otherwise directed by the teacher.

About the Record of School Achievement - RoSA

The eligibility requirements for the RoSA relate to curriculum, school attendance and the completion of Year 9 and Year 10 courses at a satisfactory standard.

In summary, to qualify for the award of a RoSA, a student must have:

- ♦ attended a government school, an accredited non-government school or a recognised school outside NSW;
- ♦ undertaken and completed courses of study that satisfy the NSW Education Standards Authority (NESA)'s curriculum and assessment requirements for the Record of School Achievement; and
- ♦ complied with any other regulations or requirements (such as attendance) imposed by the Minister or the NSW Education Standards Authority (NESA); and completed Year 10.

Students leaving school who do not meet the RoSA requirements can access a printed Transcript of Study. While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

School attendance

Rules relating to school attendance remain unchanged. Under these rules, the NSW Education Standards Authority (NESA) does not set a minimum attendance for the satisfactory completion of a course. However, the Principal may determine that, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the Principal. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the NSW Education Standards Authority (NESA), are met.

Issuance of RoSA documentation by the NSW Education Standards Authority (NESA)

The formal Record of School Achievement credential (RoSA) will be awarded to eligible students when they leave school. Schools will be required to notify the NSW Education Standards Authority (NESA) of eligible students leaving. The Record of School Achievement (RoSA) will be provided by the NSW Education Standards Authority (NESA) in printed format.



<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

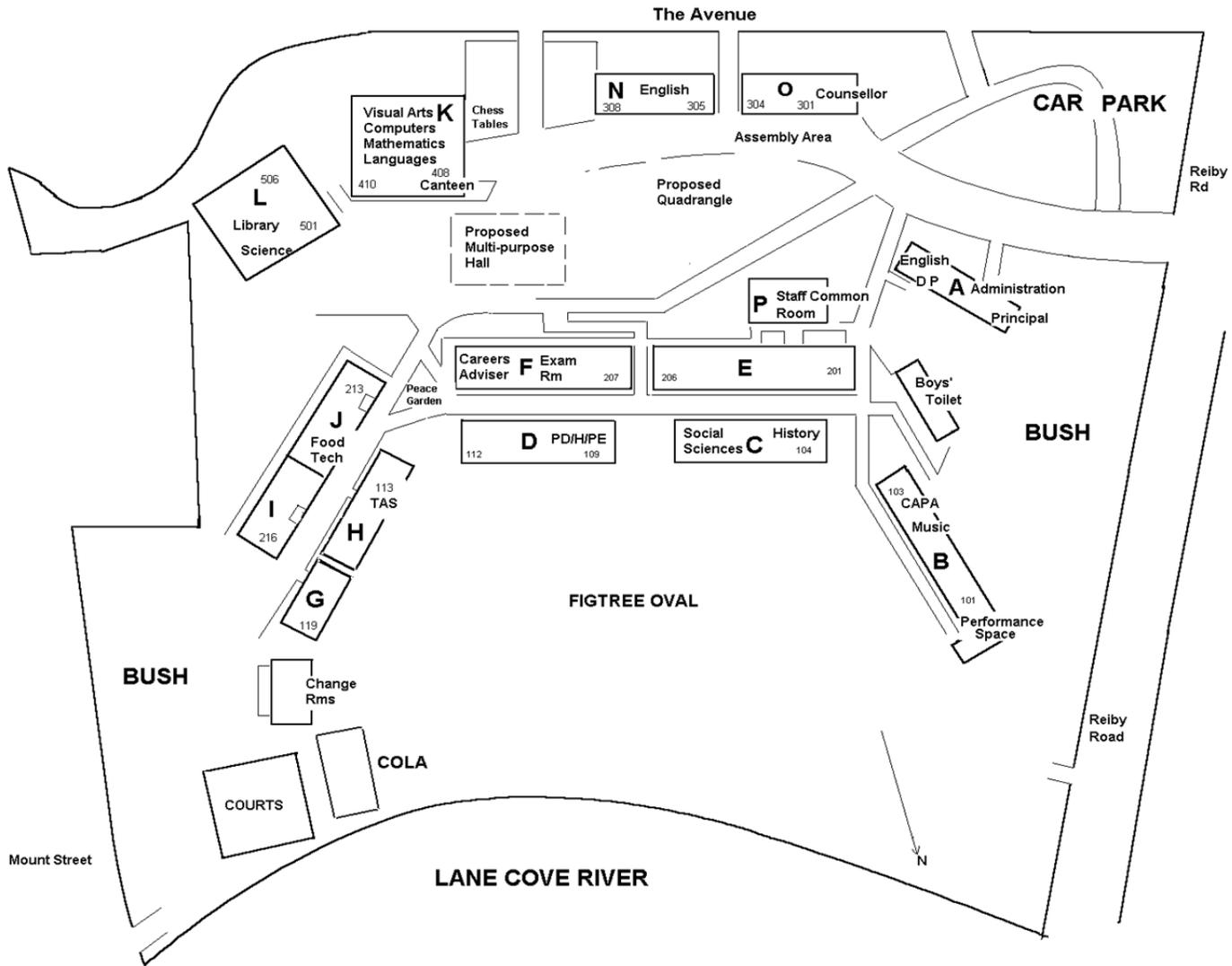
BELL TIMES

Monday			Tuesday			Wednesday			Thursday			Friday		
Period 1	8:45am 9:50am	65 mins	SRE	8:45am 9:15 am	30 mins	Period 1	8:45am 9:48am	63 mins	Period 1	8:45am 9:50am	65 mins	Period 1	8:45am 9:50am	65 mins
Period 2	9:50am 10:55am	65 mins	Period 1	9:15am 10:10am	55 mins	Period 2	9:48am 10:51am	63 mins	Period 2	9:50am 10:55am	65 mins	Period 2	9:50am 10:55am	65 mins
Recess	10:55am 11:25am	30 mins	Period 2	10:10am 11:05am	55 mins	Recess	10:51am 11:21am	30 mins	Recess	10:55am 11:25am	30 mins	Recess	10:55am 11:25am	30 mins
Period 3	11:25am 12:30pm	65 mins	Recess	11:05am 11:25am	25 mins	UMatter mentoring	11:21am 11:41am	20 mins	Period 3	11:25am 12:30pm	65 mins	Period 3	11:25am 12:30pm	65 mins
						Period 3	11:41am 12:44pm	63 mins						
Period 4	12:30pm 1:35pm	65 mins	Assembly	11:25am 11:35am	10 mins	Lunch	12:44pm 1:14pm	30 mins	Period 4	12:30pm 1:35pm	65 mins	Period 4	12:30pm 1:35pm	65 mins
			Period 3	11:35am 12:30pm	55 mins									
Lunch	1:35pm 2:05pm	30 mins	Lunch	12:30pm 1:00pm	30 mins	Period 4	1:14pm 2:17pm	63 mins	Lunch	1:35pm 2:05pm	30 mins	Lunch	1:35pm 2:05pm	30 mins
Period 5	2:05pm 3:10pm	65 mins	SPORT	1:00pm 3:00pm	120 mins	Staff Meetings/ After School Detention	2:20pm 3:00pm	40 mins	Period 5	2:05pm 3:10pm	65 mins	Period 5	2:05pm 3:10pm	65 mins

Mentoring Rotation-

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Years 10,11,12	Year Group Meetings	UMatter mentoring Groups	Year Group Meetings	UMatter mentoring Groups	Whole School Assembly	Year Group Meetings	UMatter mentoring Groups	Year Group Meetings	UMatter mentoring Groups	Whole School Assembly	Year Group Meetings
Years 7,8,9	UMatter mentoring Groups	Year Group Meetings	UMatter mentoring Groups	Year Group Meetings		UMatter mentoring Groups	Year Group Meetings	UMatter mentoring Groups	Year Group Meetings		UMatter mentoring Groups

MAP OF HUNTERS HILL HIGH SCHOOL



School Travel Advice Sheet

BUS ROUTES – 2018

GENERAL TRAVEL INFORMATION

All students are to wait within the school grounds for afternoon bus services. Students will be directed onto school buses by teaching staff.

Information correct at time of printing.

- Students are to ensure that they travel using an appropriate Opal Card directly between school and home or to pay the correct fare.
- Students must “tap” their Opal Card onto the machines when entering buses.
- Students are not permitted to eat or drink whilst on STA buses.
- Students need to ensure that they are well-behaved whilst travelling on STA buses; poor behaviour on buses may lead to the loss of Opal Cards or STA travel privileges.
- Students travelling on buses should display courtesy and co-operation to all passengers and drivers.
- Students are to wait and permit adults and paying customers on to buses before they enter using school bus passes.
- Students should not travel on local buses if an equivalent school bus covers the same route.
- Please check your routes and information via www.transportsw.info and use the trip planner.

Bus No.	MORNING SERVICE**	Time AM
565W	Gladstone Park Balmain	8.24
	Victoria Rd after Lyons Rd, Drummoyne	8.34
	Church, Reiby, The Avenue (Hunters Hill High School)	8.40
	<hr/>	
567W	Glebe Point Rd at Hereford St, Glebe	7.55
	Victoria Rd at Hornsey St, Rozelle	8.00
	Church, Reiby, The Avenue (Hunters Hill High)	8.10
<hr/>		
598S	Homer & Earlwood Ave, Earlwood	7.33
	Beamish St at North Parade, Campsie	7.45
	Harris Rd near Rosebank College, Five Dock	8.04
	First Ave opp. Domremy College, Five Dock	8.10
	Rodd Point	8.11
	Lyons Rd after Bayswater St, Drummoyne	8.20
	Church, Reiby, The Avenue (Hunters Hill High)	8.30
<hr/>		
693W	Pengilly St near Yalanga Pl, Riverview	8.25
	Longueville Rd opp. Richardson St, Lane Cove	8.42
	Longueville Rd near St. Michaels, Lane cove	8.43
	Longueville Rd near Austin St, Lane Cove	8.44
	Birdwood, Rosenthal, Burns Bay, Hunters Hill exit ramp – *set down (Hunters Hill High School)	8.30
	On ramp prior to Church St	8.37
<hr/>		
570W	Higginbotham Rd near Cressy Rd, Ryde	8.11
	Pittwater Rd at Bus Shelter near Fire Station, Gladesville	8.25
	Victoria, Tarban Creek Bridge, Church, Reiby, The Avenue (Hunters Hill High)	8.40

HUNTERS HILL HIGH – BUS ROUTES – 2018 – Page 2

Bus No.	AFTERNOON SERVICE**	Time
565W	The Avenue (Hunters Hill High School) (queue and wait, teachers will send students to bus from middle school gate)	3.20
	Darling Street near Victoria Rd, Rozelle	3.31
	Darling St opp. Gladstone Park Balmain	3.38
566W	The Avenue (Hunters Hill High) (queue and wait, teachers will send students to bus from middle school gate)	3.17
	The Avenue, Mount, Church, Tarban Creek Bridge exit, Victoria, Westbourne, Marlborough, Lyons	
	Tranmere, Rawson (*Drummoynes P.S & St. Marks pick up both schools at same location)	3.26
	Frist Ave near Arthur St Rodd Point	3.35
	First Ave at Ramsay Rd, Five Dock	3.40
567W	The Avenue (Hunters Hill High School) (queue and wait, teachers will send students to bus from middle school gate)	3.20
	The Avenue, Mount, Church, Tarban Creek Bridge exit, Victoria & Evans, Rozelle, The Crescent, Ross, Parramatta, Glebe Point Rd, Glebe Point	3.53
569W	The Avenue (Hunters Hill High) (queue and wait, teachers will send students to bus from middle school gate): The	3.20
	Avenue, Mount, Church, Burns Bay Road to Lane Cove Shops	3.35
574W	The Avenue near Hunters Hill High School (queue and wait, teachers will send students to bus from middle school gate)	3.15
	Burns Bay Rd after Penrose St, Lane Cove West	3.23
	Burns Bay Rd Near Figtree St, Lane Cove	3.26
	Longueville Rd Near Central Ave Lane Cove	3.29
	Longueville Rd near River Rd West, Lane Cove	3.33
	Romani Av near Miramont Ave, Riverview	3.37
	St. Ignatius Junior, Riverview	3.40
570W	The Avenue (Hunters Hill High School) (queue and wait, teachers will send students to bus from middle school gate)	3.20
	Victoria Rd near Linsley St, Gladesville	3.30
	The Avenue, Mount, Church, Tarban Creek Bridge exit, Victoria, Blaxland, Top Ryde Shops	3.40
571W	The Avenue (Hunters Hill High School) (queue and wait, teachers will send students to bus from middle school gate)	3.25
	Victoria Rd near Linsley St, Gladesville	3.35
	Blaxland Rd near Church St, Ryde	3.45
	West Ryde Station	3.54
572W	The Avenue (Hunters Hill High School) (queue and wait, teachers will send students to bus from middle school gate)	3.20
	Pittwater Rd near Princes St, Hunters Hill	3.29
	Corner of Pittwater & Victoria Gladesville	3.35
573W	The Avenue (Hunters Hill High School) (queue and wait, teachers will send students to bus from middle school gate)	3.20
	Mount, Church, Ryde, Park, Princess, Thompson, Higginbotham, Pidding, Quarry, Badajoz, Twin, Moncrieff, Sager Pl, Elliot, Moncrieff, Twin, Badajoz, Coss, Lane Cove, Talavera, Khartoum, Waterloo, Herring, Macquarie Centre	3.50
723W	Mark St near Villa Maria Primary, Hunters Hill	3.15
	Gladesville Rd before Joubert St, Hunters Hill	3.17
	The Avenue near Hunters Hill High, Hunters Hill (queue and wait, teachers will send students to bus from middle school gate)	3.19
	Alexandra St Near D'Aram St, Hunters Hill	3.21
	Woolwich Wharf, Valentia St, Woolwich	3.27

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ENGLISH

*The English faculty is located in
The Head Teacher is Ms Alicia O'Donnell*

English in Year 9 is both challenging and enjoyable. The Year 9 English program forms the first part of our Stage 5 program and aims to:

- build on and extend the skills gained in Stage 4
- instil in our students a life-long love and involvement with all forms of literature
- enable all students to improve their competence and confidence in reading, writing, speaking, listening and viewing
- develop student skills in Information Communication and Technology as they apply to English

9	Topic	Assessment: Type, weighting, status	Outcomes
1	Constructing Perspectives	TedTalk 20% Week 8, Term 1(S1)	EN5 – 1A, 2A, 3B, 4B, 5C, 7D
	Reporting Outcome:	Constructs and presents a perspective on a topical issue using rhetorical devices.	
2	Genre: Crime	Narrative 25% Week 6, Term 2(S1)	EN5-3B, 5C, 9E
	Reporting Outcome:	Composes an extended imaginative response using elements of a specific genre	
3	Context novel study	Essay 20% Visual representation 10% Week 4, Term 3(S2)	ENG5 - 3B, 4B, 6C, 7D 8D
	Reporting Outcome:	Composes an essay that identifies and explores how contextual elements of a text style create interpretive meaning for the reader.	
4	Characterisation in Macbeth	Essay 25% Week 4, Term 4(S2)	EN5 - 3B, 4B, 8D
	Reporting Outcome:	Demonstrates an understanding of characterisation through interpretation of a Shakespearean text.	

MATHEMATICS

*The Mathematics faculty is located in
The Acting Head Teacher is Mr Ben Neilsen.*

Course description

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. The symbolic nature of mathematics provides a powerful, precise and concise means of communication.

Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. Digital technologies facilitate this expansion of ideas, providing access to new tools for continuing mathematical exploration and invention. Mathematics is integral to scientific and technological advances in many fields of endeavour. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Stage 5 further provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

Report Outcomes

Students will have:

- Developed knowledge, understanding and skills in **Number**
- Developed knowledge, understanding and skills in **Algebra**
- Developed knowledge, understanding and skills in **Measurement**
- Developed knowledge, understanding and skills in **Geometry**
- Developed knowledge, understanding and skills in **Statistics**
- Developed knowledge, understanding and skills in **Probability**

Assessment Schedule

Task	Timing	Weighting %
Assignment	Term 1, Week 11	20
Half-Yearly Examination	Term 2, Week 5	25
Assignment	Term 3, Week 4	20
Yearly Examination	Term 4, Week 4	25
Bookmarks (2.5% each Term)		10
Total Weighting %		100

SCIENCE

*The Science faculty is located in L-Block
The Head Teacher is Ms Deanne Sawyer*

Subject outline:

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge is contestable and is revised, refined and extended as new evidence arises or existing evidence is re-conceptualised. The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

The study of Science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

Report outcomes

- O1 – Demonstrates knowledge and understanding about scientific concepts.
- O2 – Plans, safely carries out investigations and processes data to draw conclusions about questions and problems.
- O3 – Uses appropriate strategies to produce plausible solutions to problems and communicates information using appropriate scientific language.
- O4 – Develops values, attitudes and skills to appreciate the importance that scientific inquiry can positively impact society.

Program summary

Throughout year 9 students will explore units of work relating to the following concepts:

- Power to the people – electricity and conservation of energy
- Living world – diseases and the immune system
- Physical world – motion and Newton’s laws
- Chemical world – atoms, periodic table and radioactivity
- Superheroes – DNA, genetics and biotechnology
- Earth and space – Plate tectonics and natural disasters

	Student research project Term 1 Week 10	Half yearly examination Term 2 Week 6	Portfolio of work Term 3 Week 9	Yearly examination Term 4 Week 5
Total task weight	40%	60%	40%	60%
Components				
Outcome 1		40%		40%
Outcome 2	30%		20%	10%
Outcome 3	10%	10%	10%	10%
Outcome 4		10%	10%	

HISTORY (Mandatory)

*The HSIE faculty is located in C-Block
The Head Teacher is Mr David Sherwin*

In Stage 5, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

Course Overview

Topic 1: Industrial Revolution (10 weeks)

Topic 2: Asia and the World (10 weeks)

Topic 3: World War I and World War II (20 weeks)

Report Outcomes

HT 5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Calendar Year	2019		Subject/Course	9 History
Semester	1		2	
Task Name	Task 1	Task 2	Task 3	Task 4
Due Date	Week 6, Term 1	Week 3, Term 2	Week 7, Term 3	Week 3, Term 4
Task Description/ Outcomes	Students will conduct a project based learning task. The task will be based on the Industrial Revolution. Class time will be allocated. Students must hand in a hard copy of the task.	Students will complete a formal examination based on the topics taught in term 1 and 2. The exam will test different history based skills.	Students will undertake a source based task on World War 1. Students will use analysis skills paired and knowledge of the topic to complete the task.	Students will complete a formal examination based on the topics taught in term 3 and 4. The exam will test different history based skills.
Assessment Type	Research	Exam	Source Analysis	Exam
Outcomes	Outcomes: HT5-1, HT5-9, HT5-10	Outcomes: HT5-2. HT5-5, HT5-6	Outcomes: HT5-5, HT5-6, HT5-9	Outcomes: HT5-3, HT5-7, HT5-9
Weighting	25%	25 %	25%	25%

GEOGRAPHY (Mandatory)

*The HSIE faculty is located in C-Block
The Head Teacher is Mr David Sherwin*

Students examine the physical characteristics and productivity of biomes and issues relating to the impact of urbanisation in the world today. The course examines the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. In addition, students will examine the responses of government and non-government organisations in relation to a range of issues relating to population growth.

Program Summary

Sustainable Biomes (50% of course time)

Changing Places (50% of course time)

Report 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

GE5-5 assesses management strategies for places and environments for their sustainability

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	Task 5	Task 6
Task Name	Sustainable Biomes	Half Yearly Exam	Class Mark	Changing Places Assessment Task	Yearly Exam	Class Mark
Due Date	Term 1 Week 10	Term 2, Week 5	Semester 1	Term 3, Week 9	Term 4, Week 4	Semester 2
Task Description	Students complete research on a biome and complete questions in class	Exam will test the Semester 1 course concepts, including: <ul style="list-style-type: none"> Global Biomes Geographical Skills 	Mark comprising of a book mark combined with application in the classroom	Students will complete a research task which incorporates using ALARM Matrix and investigate the impacts of movement of people on one Asian city	Exam will test the Semester 1 course concepts, including: <ul style="list-style-type: none"> Global Biomes Changing Places Geographical Skills 	Mark comprising of a book mark combined with application in the classroom
Assessment Type	Research Task and written in class component	Examination	Class Mark	Research Task and in class written component	Examination	
Course Outcomes	GE5-1, GE5-2	GE5-7, GE5-8	GE5-3	GE5-1, GE5-5	GE5-7, GE5-8	GE5-8
Feedback Type	Written draft feedback from teacher and additional feedback after written task	Comments, Use of Results, Individual Feedback, scaffold against marking criteria	Feedback given in reports	Teacher Feedback and peer marking	Comments, Use of Results, Individual Feedback, scaffold against marking criteria	Feedback given in reports
Weighting	20%	20%	10%	20%	20%	10%

PDHPE

*The PDHPE faculty is located in D-Block
The Head Teacher is Mr Leif Smith*

Course Description

This course provides students with opportunities to enhance their own and others' health, safety, wellbeing and participation in physical activity. Students develop self-management, interpersonal and movement skills to become empowered, self-confident and socially responsible citizens. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts.

Students participate and are assessed in Basketball, Touch Football Athletics, Netball, Cross Country, European Handball, AFL, Soccer, Beep Tests, Volleyball and Gymnastics

Report Outcomes

Students will have:

- PD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships

- PD5-4 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.

- 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

Program Summary

Through the study of PDHPE, students will develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- a capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis

Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Task 4	Weighting %
Date of Task	Term 1 Week	Term 2 Week	Term 3 Week	Term 4 Week 4	
Type of Task	Research Task	Half Yearly Examination	Presentation	Yearly Examination	
Theory	10	10	10	10	
Book Mark	5	5	5	5	
Practical	10	10	10	10	
Marks	25	25	25	25	100

ABORIGINAL STUDIES

This course is an acceleration course combined with Year 11. Students will complete the Preliminary course in Year 9 and have the option to sit for the HSC in Year 10 if all other requirements have been satisfactorily met.

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of reconciliation.

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Syllabus Weightings
	Week 3 Term 2	Week 5 Term 3	Weeks 9-10 Term 3	
	Report – Heritage and Identity	Community Case Study - Redfern	Preliminary HSC Examination	
Outcomes	P1:2, P1:3, P2:1, P2:2, P3:1, P3:2, P3:3	P1:1, P1:2, P2:1, P2:2, P3:2	P4:1, P4:2	
Knowledge and understanding of course content	20	10	10	40%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	15%
Research and inquiry methods, including aspects of the local community case study	5	5	10	20%
Communication of information, ideas and issues in appropriate forms	10	10	5	25%
Total %	40	20	15	100

COMMERCE

*The HSIE faculty is located in C-Block
The Head Teacher is Mr David Sherwin*

The Commerce course enables young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Course Overview

Consumer Choice	(Term 1)
Promoting and Selling	(Term 2)
Running a Business	(Term 2)
Personal Finance	(Term 3)
Investing	(Term 4)
Travel	(Term 4)

Report Outcomes

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions

Semester	1		2	
Task Name	Task 1	Task 2	Task 3	Task 4
Task Description	Consumer Choice (Term 1, Week 7) Research Task Students will be required to complete a research task.	Topic Test (Term 2, Week 3) Students will be required to complete an in-class written test. They will be assessed on both knowledge and skills based on all content studied in Term 1-2.	Personal Finance (Term 3, Week 7) Research Task Students will be required to complete a research task.	Yearly Examination (Term 4) Students will be required to complete an in-class examination. They will be assessed on both knowledge and skills based on all topics studied in Term 1-4.
Assessment Type	Research Task	In-class Topic Test	Research Task	Examination
Syllabus Outcomes	5.1, 5.2, 5.3, 5.4	5.1, 5.2, 5.3, 5.4	5.1, 5.2, 5.3, 5.4	5.1, 5.2, 5.3, 5.4
Weighting	25%	25%	25%	25%

DESIGN & TECHNOLOGY

*The TAS faculty is located in J Block
The Head Teacher is Mr Warren Pickles*

The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

Report Outcomes

Students will have:

- 5.1.1 analyses and applies a range of design concepts and processes
- 5.1.2 applies and justifies an appropriate process of design when developing design ideas and solutions
- 5.4.1 develops and evaluates innovative, enterprising and creative design ideas and solutions
- 5.5.1 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- Core content in this program is divided into two areas; a holistic approach and design processes. The following elements will be continuously incorporated into the teaching and learning program
- Design and produce a functional solutions that are innovative and appropriate to identified needs.
- Employ collaborative design practices and manage the process of design development
- Evaluate the design solutions in relation to the identified need.

Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Weighting %
Date of Task	Term 2 Week 6	Term 4 Week 6	Term 4 Week 5	
Type of Task	Laser Cut USB Lamp. Product and Video documentation	Period Clock. Product and Folio documentation.	Yearly Examination	
Practical	20	20		
Documentation	10	20		
Examinations			30	
Marks	30	40	30	100

DRAMA

*The CAPA faculty is located in P Block
The Head Teacher is Mrs Jenny Sibley*

The aim of the Drama Syllabus is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works. Knowledge, understanding and skills Students will develop knowledge, understanding and skills, individually and collaboratively, through:

- making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

Report Outcomes

Semester 1

5.1.2 Contributes, selects, develops and structures ideas in improvisation and play building.

5.1.3 Devises, interprets and enacts drama using scripted and unscripted material or text.

5.2.1 Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.

5.3.1 Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.

Semester 2

5.1.1 Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.

5.1.4 Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

5.2.3 Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

5.3.2 Analyses the contemporary and historical contexts of drama.

Program Summary

Through the study of Drama, students will value and appreciate:

- the collaborative and diverse nature of drama and theatre
- the contribution of drama and theatre to enriching and sustaining cultures and societies

Students will study and develop their knowledge of performance skills, various dramatic practitioners, styles of theatre and plays.

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of Task	Workshop and Logbook	Performance and Rationale	Playbuilt Performance	Extended Response	%
Timing of Task	Term 1 Week 6	Term 2 Week 4	Term 3 Week 4	Term 4 Week 4	
Improvisation and Performance Skills	25				25
Origins of Theatre		25			25
Mask			25		25
Scripted Theatre				25	25
Marks	25	25	25	25	100

HISTORY ELECTIVE

*The HSIE faculty is located in C-Block
The Head Teacher is Mr David Sherwin.*

The aim of the stage 5 History Elective course is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens.

Course Overview

Topic 1: (10 weeks)

Topic 2: (10 weeks)

Topic 3: (10 weeks)

Topic 4: (10 weeks)

Report Outcomes

E5.4 explains the importance of key features of past societies or periods, including groups and personalities

E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process

E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

Calendar Year	2019		Subject/Course	9 Elective History
Semester	1		2	
Task Name	Task 1	Task 2	Task 3	Task 4
Due Date	Research Project	Source Analysis	Class Presentation on Historical Text	Yearly Examination
Task Description	Week 7, Term 1	Week 2, Term 2	Week 3, Term 3	Week 3, Term 4
Assessment Type	Students will complete an in class research task over the period of 3 weeks. This is a project based learning task based on individual topic selection.	Students will complete an in class source analysis based on the topic studied throughout the term. They will be required to interpret the information at hand and apply their prior knowledge.	Students will present their research on their chosen topic to the class. Students will be expected to use presentation aids such as PowerPoint, Google Slides or Prezi.	Students will perform an examination based on the topics the class has studied throughout the year. This examination will contain a multiple choice section, short response and an essay.
Outcomes	Report	Research Task	Assessment/ Project Task	Examination
Weighting	E5.4, E.5.8, E5.9	E5.6, E5.7, E5.9	E5.1, E5.10, E5.8	E5.3, E5.4, E5.9
Weighting	25%	25%	25%	25%

FOOD TECHNOLOGY

*The TAS faculty is located in J Block
The Head Teacher is Mr Warren Pickles*

Course Description

Students make informed decisions based on knowledge and understanding of the impact of food in society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food. Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment and the food industry.

Report Outcomes

Students will have:

- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship understanding of foods to health between food consumption, nutrition and food the nutritional value of foods consumption and an and the health of individuals appreciation of the and communities
- 5.5.1 selects and employs producing and equipment for a variety of appropriate techniques and evaluating solutions food-specific purposes equipment for a variety of for specific food food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes

Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- collecting, evaluate and apply information from a variety of sources
- examine the relationship between food and society
- analyse the factors that influence eating habits and justify food choices
- account for changes to the properties of food which occur during food processing, preparation and storage.

Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Task 4	
Date of Task	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	Weighting %
Type of Task	Electronic Portfolio	Examination	Electronic Portfolio	Examination	
Core Unit Food preparation and processing	40	10			
Focus Area Catering, Health and Special Occasions			40	10	
Mark	40	10	40	10	100

INDUSTRIAL TECHNOLOGY - TIMBER

*The TAS faculty is located in J Block
The Head Teacher is Mr Warren Pickles*

Timber provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist module in:

- . Cabinetwork
- . Wood Machining.

Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These include: Carry Caddy and Wall Cabinet.

Report Outcomes

Students will have:

- 5.2.1 applies design principles in the modification, development and production of projects
- 5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts

Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- Design principles and processes
- Project sequencing and Time management
- working drawings
- industry terminology
- report writing (including the preparation of documentation to support the development and production of practical projects)

Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Task 4	Weighting %
Date of Task	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	
Type of Task	Carry Tray and CAD Drawing	Half Yearly Examination	Wall Cabinet	Yearly Examination	
General Wood Core Module 1	25%				
General Wood Core Module 2			40%		
Marks	25	15	40	20	100%

INDUSTRIAL TECHNOLOGY - ENGINEERING

*The TAS faculty is located in J Block
The Head Teacher is Mr Warren Pickles*

Engineering provides opportunities for students to develop knowledge, understanding and skills in relation to the Engineering and associated industries. Core modules develop knowledge and skills in the use and understanding of materials, tools and techniques related to the world of engineering. The core modules cover

- Engineering Mechanisms
- Engineering Structures
- Control Systems
- Alternative Energies

Practical projects undertaken reflect the core modules and include bottle rockets, hydraulic arm, bridge building, robotics, electronics and solar power car.

Report Outcomes

Students will have:

- 4.1.1 identifies and applies fundamental OHS principles when working with materials, tools and machines
- 4.2.3 makes quality projects to completion within set limitations
- 4.3.2 recognises the use of appropriate materials for specific applications
- 4.6.1 evaluates products in terms of functional use and aesthetics

Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

Within each module students will learn about;

- OH&S and Risk Management
- Material Properties
- Equipment, Tools and Machines for Construction
- Engineering Principles and Processes
- Links to Industry
- Engineering Design
- Workplace Communication Skills
- Societal & Environmental Impacts

Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Task 4	
Date of Task	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	Weighting %
Type of Task	Engineering Mechanisms	Half Yearly Examination	Engineering Structures	Yearly Examination	
Engineering 1	40	10			
Engineering 2			40	10	
Marks	40	10	40	10	100

MUSIC

*The CAPA faculty is located in P Block
The Head Teacher is Mrs Jenny Sibley*

The aim of year 9 Music is to provide students the opportunity to develop their performance and composing skills whilst increasing their understanding of the qualities that combine to create memorable and enjoyable music. Students will focus on one or two instruments for individual performance and experience composing and listening activities focused on elected specific music genres. The course focuses on the development of technical skill and interpretation of stylistic significance in the pursuit of academic excellence.

Report Outcomes

5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts

5.5 notates own compositions, applying forms of notation appropriate to the music selected for study

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

Program Summary

Topics of study include: Australian Music [Mandatory Topic]

Elective topics over the two year course will include at least four from the following options [two from each group]

Group 1			Group 2		
Baroque Music	Medieval Music	Music of a Culture	Popular Music	Theatre Music	Music for Large Ensembles
Classical Music	Renaissance Music	Music for Small Ensembles	Jazz	Music of a Culture (different from Group1)	Rock Music
Nineteenth-century Music	Art Music of the 20th and 21st Centuries	Music for Large Ensembles	Music for Radio, Film, Television and Multimedia	Music for Small Ensembles	Music and Technology

Assessment Schedule

Year 9 Music	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Due Date	Term 1 During Class 8-9	Term 2 During Class 1-2	Term 2 During Class 3-4	Term 2 During Exam 5/6	Term 3 During Class 8-9	Term 4 During Class Week 1-2	Term 4 During Class 3-4	Term 4 During Exam Week 5/6
Syllabus	Compose 12	Perform 13	Musicology 12	Listening 13	Compose 12	Perform 13	Musicology 12	Listening 13
Nature of Task	Compose an 8 bar composition using own rhythm in 4/4 and the Pentatonic scale	Perform a piece of music from the current topic studied. Demonstrate stylistic understanding, technical skill and accuracy. Minimum 90 seconds	Present a 5 minute speech about one particular piece of music from the topic and discuss its treatment of the elements of music	Listening/ Responding to written tasks [Identify Describe Explain] Plus notation questions. 2 questions Pitch, Duration. Tone Colour	Compose a 16 bar composition using the C Major or G Major scale and chords I, IV and V including the use of a perfect cadence	Perform a piece of music from the current topic studied. Demonstrate stylistic understanding, technical skill and accuracy. Minimum 2 minutes	Present a 5 minute speech about one particular piece of music from the topic and discuss its treatment of the elements of music	Listening/ Responding to written tasks [Identify Describe Explain] plus notation 2 questions Pitch, Duration. Tone Colour/ Dynamics

PHYSICAL ACTIVITY & SPORTS STUDIES

*The PDHPE faculty is located in D Block
The Head Teacher is Mr Leif Smith*

Course Description

The PDHPE course provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus course opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

Students participate and are assessed in range of sports and physical activities. The assessment of students' skills and movement competence will be mapped to against the NSW Physical Literacy Continuum (for more information visit: <https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-literacy/physical-literacy-continuum>)

Report Outcomes (will be selected from the following for Semester 1 & 2)

A Student:

- PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges
- 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
- PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- 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
- PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- 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
- PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences

Program Summary

Students will:

- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships
- demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity
- enact and strengthen health, safety, wellbeing and participation in physical activity.

Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Task 4	Weighting %
Date of Task	Term 2 Week 5	Ongoing through PE lessons Term 1/2	Term 4 Week 3	Ongoing through PE lessons Term 3/4	
Type of Task	Take Home Task	Practical Movement Competencies	Take Home Task	Practical Movement Competencies	
Theory	25		25		
Practical		25		25	
Marks	25	25	25	25	

VISUAL ARTS

*The CAPA faculty is located in P Block
The Head Teacher is Mrs Jenny Sibley*

The aim of Year 9 Visual Arts is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in developing their own art practice and an understanding of the art world through art critical and historical studies. Throughout the year, students have the opportunity to develop 2-D and 3-D works that reflect sustained ideas and moods created through various media. They will develop skills in the critical analysis of artworks that will allow them to actively engage in robust discussions about the value of art. In the Critical and Historical component students will investigate traditional and contemporary portraiture through various artists including the Archibald Prize.

Report Outcomes

Semester 1	Semester 2
5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience	5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in 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
5.9 demonstrates how the frames provide different interpretations of art	

Program Summary

Semester	1 (Term 1 & 2)	2 (Term 3 & 4)	2 (Term 4 - non-examinable)
Tasks	1, 2 and 3	4, 5 and 6	
Program Summary	<p>In their making students use mixed media to explore different representations of a portrait. Students choose a theme to explore throughout a series of nine faces. They will develop an understanding of form and strong concept development.</p> <p>In their critical and historical studies, students explore mythological portraits in art history. Students examine movements in Fine Art such as Romanticism, Surrealism as well as Ancient Greek and Roman artworks.</p>	<p>In their making students explore contemporary portraiture practices to develop a diptych. In this unit students create two portraits that present a dynamic relationship with one another. They will develop skills in the use of various 2D media as well as in the development of a conceptually engaging artwork.</p> <p>In the critical and historical studies students explore contemporary art portraiture practices to inform their own practice.</p>	<p>Students develop a series of 'jumping photographs'.</p> <p>In the critical and historical component students research artists as the inspiration for their work, technically or conceptually or both. Students are also given the opportunity to dress up as characters to add conceptual depth and a narrative to their photographic series.</p>

Assessment Schedule

Year 10 Visual Arts	Semester 1			Semester 2		
	1	2	3	4	5	6
Task	1	2	3	4	5	6
Due Date	Term 1 Home Weeks 4-9	Term 2 During Class Week 2 – 2 (T2)	Term 2 During Class Week 4-5	Term 3 Home Week 4-9	Term 4 During Class Week 2 – 2 (T4)	Term 4 During Class Week 4 - 5
Nature of Task	Hand-in Assignment	Body of Work + Visual Art Diary	Examination	Hand-in Assignment	Body of Work + Visual Art Diary	Examination
Component of course	Art making & Art Critical & Historical Studies	Art making	Art Critical & Historical Studies	Art making & Art Critical & Historical Studies	Art making	Art Critical & Historical Studies
Weight	10	25 + 5	10	10	30	10

MAP SHOWING EVACUATION ROUTES

