



Hunters Hill  
High School

# HUNTERS HILL HIGH SCHOOL

*Opera Ad Maiores – By Hard Work to Greater Things*



## YEAR 10 2020 STUDENT HANDBOOK

Safe, Respectful and Active Learners

# INDEX

	<b>Page</b>
A Message from the Principal	3
General Information	4
Welcome from Year 10 Adviser	5
Pattern of Study in Year 10	5
Who's Who	6
Other People You Need to Know	7
School Psychologists	7
Wellbeing Coordinator Address	8
School Expectations	9
Promoting Active Learning	10
Behaviour Management Flow Chart	11
School Code of Conduct	12
Behaviour Expectations	13
Step System	14
Merit Award System	14 - 15
Welfare System	15
School Procedures and Policies	16 - 18
Anti-Bullying Policy	19 - 21
School Uniform Policy	22 - 23
Jewellery and Body Piercing	24
Parents and Citizens Association	24
Student Representative Council	25
Duke of Edinburgh	25
Free Bus Transport	25
Student Safety arriving and departing School.	25
School Library	26
Student Assessments	27
ROSA	28
School Assessment Guidelines	29
School Bell Times	30
School Map	31
Subject Index	32
School Evacuation Plan	50



### 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 800 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, earn 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



## General Information

<b>School Address:</b>	Reiby Road Hunters Hill 2110
<b>Phone Number:</b>	9817 4565
<b>Email Address:</b>	<a href="mailto:huntershd-h.school@det.nsw.edu.au">huntershd-h.school@det.nsw.edu.au</a>
<b>Website URL:</b>	<a href="https://huntershd-h.schools.nsw.gov.au/">https://huntershd-h.schools.nsw.gov.au/</a>
<b>DEC School Code:</b>	8207
<b>School Motto:</b>	Opera Ad Maiora – By Hard Work to Greater Things
<b>School Founded:</b>	1958
<b>School colours:</b>	Navy, white.

Hunters Hill High School's motto is *opera ad maiora*, which means 'work for higher endeavour'. It has been displayed on the school's crest, which has adorned the school uniform since the school's foundations in 1958. 'Work for higher endeavour' is also embedded in the school's strong community spirit, its belief in social justice and its aspirations for all students to 'reach for the stars'.



**Hunters Hill**  
High School

## Welcome from the Year 10 Adviser

Welcome to 2020!

The New Year brings with it the opportunity to start again! This marks the beginning of yet another exciting school year, opening doors to new vistas of learning and growth. In Year 10 you will be beginning to make informed decisions about your future.

As the Year Adviser, my role is to ensure the welfare of all students in Year 10 and I am always here to assist every single one of you this year. I look forward to working collaboratively with you, your teachers and your parents. All of your teachers are committed to working together with you to create an atmosphere where you will be able to experience academic, personal growth and be the best that you can be.

Good luck this year at Hunters Hill High.

Your Year Adviser  
Ms Ria Lenard  
Maths Faculty



## Pattern of Study in Year 10

In Year 10, 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 Donovan  
Deputy Principal  
(Years 7, 9, 11)**



**Ms Chiew-Meldrum  
Deputy Principal  
(Years 8, 10, 12)**

## Year 7 - 12 Adviser



**Year 7  
Ms Pena**



**Year 8  
Mr Habbouchi**



**Year 9  
Ms De Santis**



**Year 10  
Ms Lenard**



**Year 11  
Ms Brierty**



**Year 12  
Mr McAlpine**

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)

<b>Creative &amp; Performing Arts</b>	Ms J Sibley	(HT)
<b>English</b>	Ms A O'Donnell	(HT)
<b>HSIE (History &amp; S. Sciences)</b>	Mr D Sherwin	(HT)
<b>TAS</b>	Mr W Pickles	(HT)
<b>PDHPE</b>	Mr L Smith	(HT)
<b>Mathematics</b>	Mr B Neilsen	(HT)
<b>Science</b>	Ms D Sawyer	(HT)
<b>Teaching and Learning</b>	Ms R Simpson	(HT)
<b>Administration</b>	Mr K Luk	(A/HT)
<b>Wellbeing Coordinator</b>	Mrs E Patten	
<b>Sports Organiser</b>	Mr D Bastian	
<b>Careers</b>	Mr D Bastian	

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## School Psychologists

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 Psychologist.

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

There is a School Psychologist at the High School every day. The office for the School Psychologist 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 School Psychologist.

## Wellbeing Coordinator Address

Students achieve greater results (socially, emotionally and academically) if they feel *known, valued and cared for*. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. Developing a strong sense of belonging has the potential to bring about positive changes.

At Hunters Hill High School, our fortnightly UMatter sessions are designed to help build our students' capacity to enable them to cope with challenges, resolve issues respectfully and to develop a stronger learning community. By encouraging our students to be positive Upstanders, rather than Bystanders, we are developing a culture of tolerance, kindness and empathy.

Our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way our School, in partnership with parents and carers, will equip our students to be active and positive contributors to the society in which they live.

In addition, during UMatter sessions, students will be expected to reflect on their Assessment results as well as learning to set and achieve goals for the future. These sessions focus on strengthening our students' sense of self, developing effective exam strategies, reflecting on good sleep habits, and increasing positive self-talk.

Our students are encouraged to build strong rapport with their Mentor teachers and to positively participate in the UMatter sessions. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help build social and emotional skills and in turn, nurture other positive, caring and respectful relationships.

So what can you do at home to support your child?

Please take some time to discuss the UMatter program; ask questions about how your child is managing exam stress, time management issues or negotiating friendships. You may like to help you child design a study timetable or allocate some quiet, reflective time devoid of technology.

With your help, we want our students to recognise that there are people who are willing to support them in feeling *known, valued and cared for*.

**Edwina Patten**  
**Wellbeing Coordinator**



# 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 3<sup>rd</sup> warning
- ◆ 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**

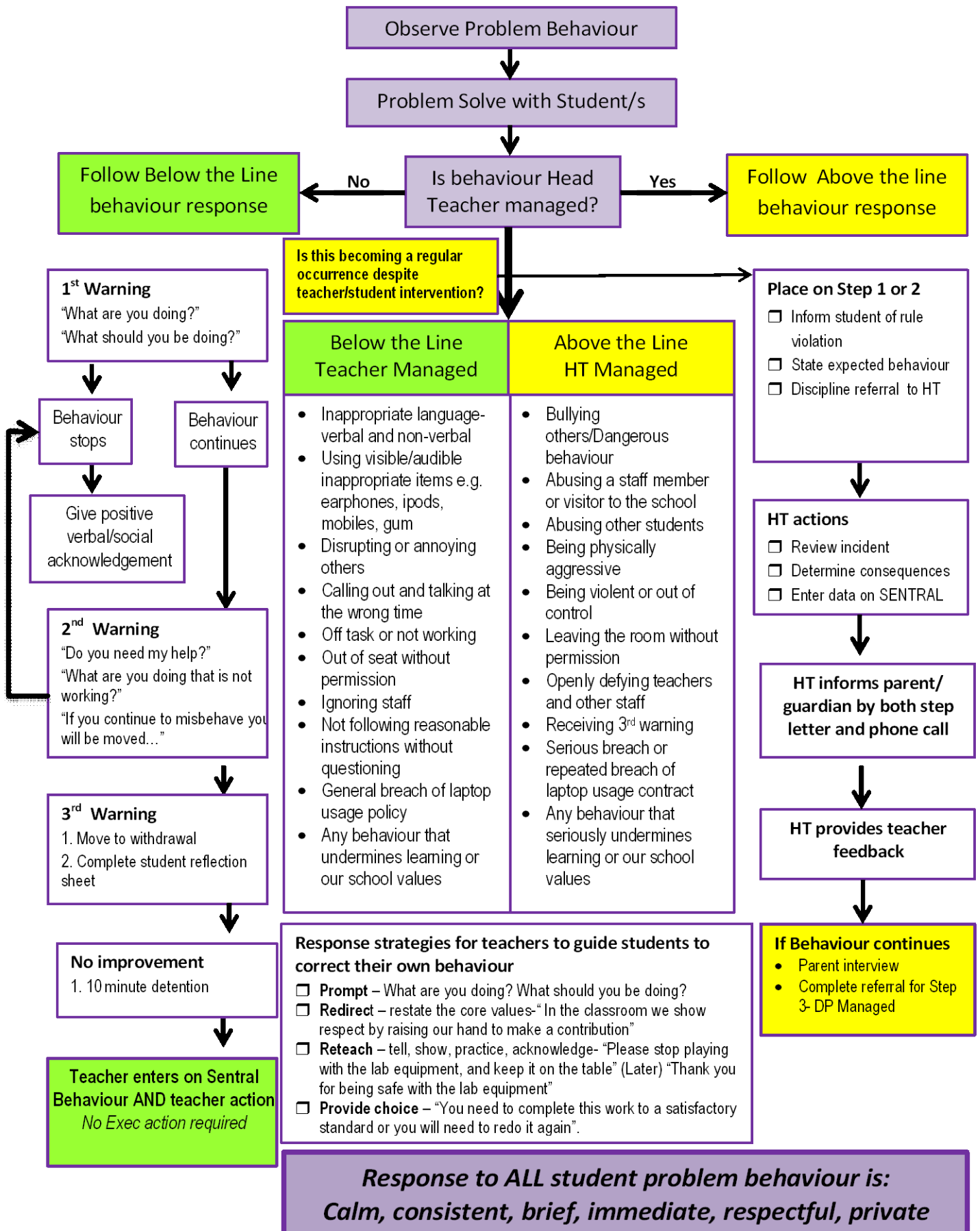
**= IMMEDIATE TIME OUT  
or REMOVAL and REFERRAL**

- 
- ◆ 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**

**= 1<sup>st</sup> or 2<sup>nd</sup> 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**

## Student's 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

<b>Our community at HHS takes PRIDE in being:</b>	<b>Everywhere</b>	<b>Classroom</b>	<b>Playground</b>	<b>Canteen</b>	<b>Corridors &amp; stairs</b>	<b>Toilets</b>	<b>Sport &amp; excursions</b>
<b>Safe (for ourselves and others)</b>	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
<b>Respectful (to ourselves, others and their property)</b>	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
<b>Active learners (in all aspects of school life)</b>	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 for exceptional work, contributions to school service and sustained effort. Any worthwhile school endeavour can be acknowledged in this way. Students are awarded positive Merits via Sentral which accumulate towards Bronze, Silver or Gold Certificates. These are then presented to students at Year Meetings and Whole School Assemblies.

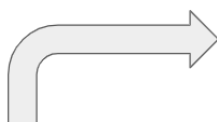
### The Merit Certificates

- 1 Merit: Issued by teachers for school service and extracurricular participation
- 20 Merits: Bronze Award Certificate issued at Year Meeting by YA. Head Teachers can also give a Bronze Award for Faculty excellence.
- 50 Merits: Silver Award Certificate issued at Whole School Assembly
- 100 Merits: Gold Award Certificate issued at Whole School Assembly

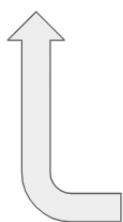
The Merit and Discipline Systems dovetail together to form the major components of the school's Welfare System.

## The Process

**Step 1:** Teacher awards student a “merit” on Sentral. This can be due to faculty of school service excellence. The student is congratulated/notified in class.



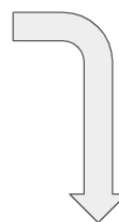
**Step 2:** Prior to each U Matter Year Meeting, the YA generates a Sentral report to see who has gained merits for the fortnight. During the Year Meetings, Bronze Awards are handed out.



**Step 4:** Students invited to end of year reward excursion based on cumulative merit points and overall achievement.



**Step 3:** Prior to each Whole School Assembly the YA generates a Sentral report to ascertain if any student is eligible for a Silver or Gold Award to be presented in front of the school community.



## 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	Ms S Pena
Year 8 Adviser	Mr D Habbouchi
Year 9 Adviser	Ms J De Santis
Year 10 Adviser	Mr R Lenard
Year 11 Adviser	Mr J Brierty
Year 12 Adviser	Mr W McAlpine
School Psychologists	Ms S Johnson, Ms M Abarzua
Wellbeing Coordinator	Mrs E Patten
Learning Assistance and Support Teacher	Ms J Austin, Ms S Dickinson, Ms J De Santis
HT Teaching and Learning	Ms R Simpson
HT Administration	Mr K Luk (Acting)
Deputy Principals	Ms M Chiew-Meldrum Ms M Donovan

The school works to enhance student resilience through a range of programs and strategies run through our U Matter mentoring program or additional activities including: Reward Excursions, Duke of Edinburgh Award Scheme, Peer Support, Peer Support Leader Training, Recognition Assemblies, 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.

Our School Psychologists are 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.



#### **d. 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.

## **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 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.

## **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

## Rationale

All schools in NSW are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur. At Hunters Hill High School, all students and staff have the right to learn and work in a safe and secure environment. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments. Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property or stalking. At Hunters Hill High School we believe that:

- 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 manner. Appropriate structures, policies and practices are in place to deal with day-to-day incidents of bullying and harassment.
- Each person has the right to be valued for his/her individuality, to be cared for, trusted and encouraged to express him/herself in a supportive school environment.

## School community beliefs about bullying

It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Hunters Hill High School. Bullying has three main features:

- it involves a misuse of power in a relationship
- is ongoing and repeated, and
- involves behaviours that can cause harm.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying behaviour might include;

- Direct physical threats or assaults
- Unwanted sexual attention
- Social exclusion of one by another or a group
- Verbal insults or spreading rumours
- Sending of threatening or demeaning messages by SMS, Email, Internet, Social Media
- Non-verbal signals
- Graffiti or offensive clothing

Some behaviours, while not bullying, are conflicts that still need to be addressed and resolved. Examples include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

## Reporting Incidents and Responses to bullying

At Hunters Hill High School bullying in all its forms is not accepted and all members of Hunters Hill High School accept their responsibility to promote positive relationships and to prevent bullying.

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

The teacher will intervene to stop the bullying. The teacher may conduct and complete a mediation contract or refer the situation to a Year Coordinator, HOD or Deputy Principal if serious.

**A Year Coordinator may employ one of the following intervention strategies:**

- Traditional disciplinary approach
- Strengthening the target
- Mediation
- Restorative practice
- Support group method
- Method of shared concern

## Serious and repeated incidents

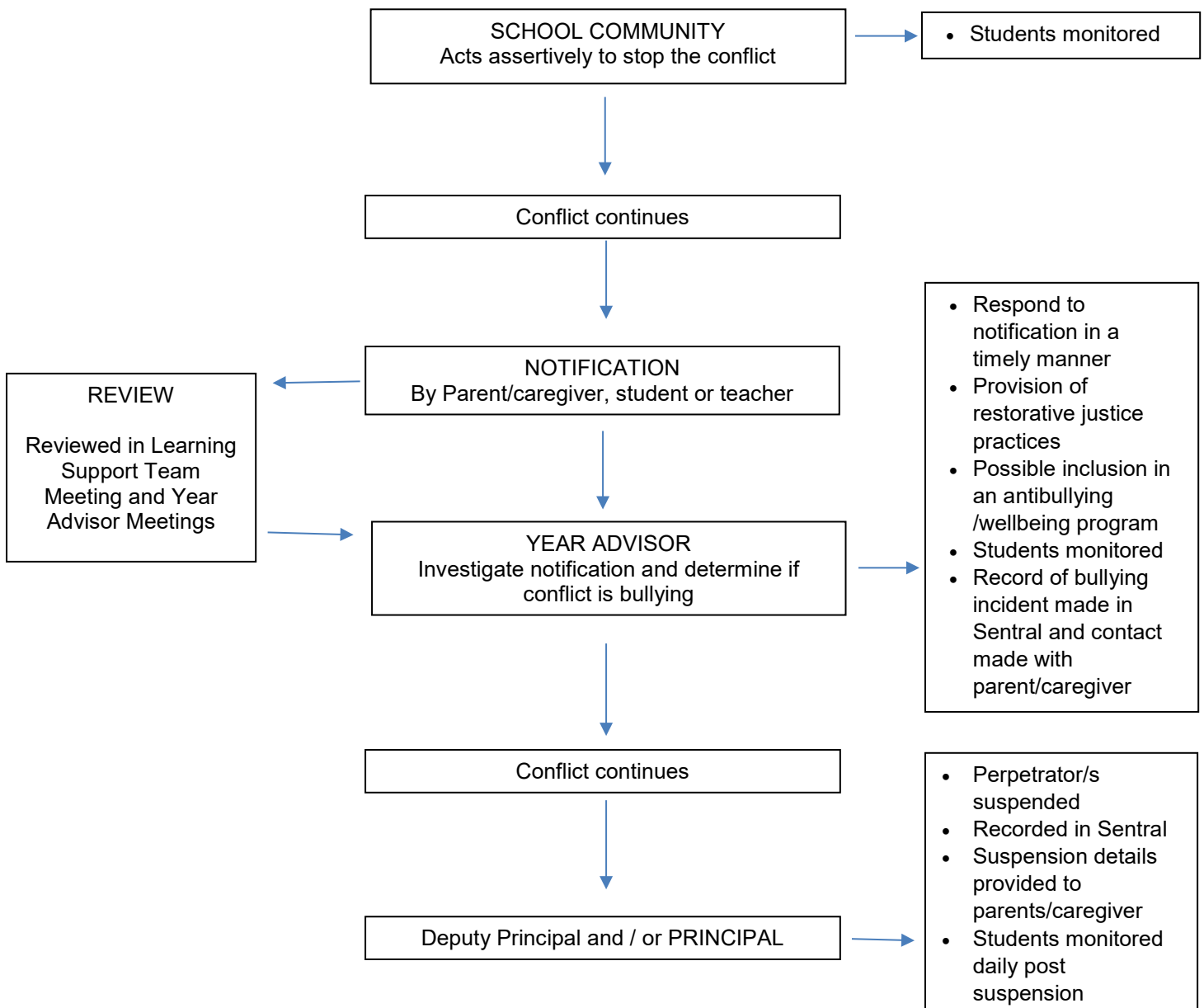
Not all cases of bullying will be easy to deal with but these cases will be dealt with through providing support for victims and their families, and consequences for bullies.

In serious cases, mediation between parties will be encouraged and the unacceptability of the deed (not doer) will be emphasised. The effect the deed has had on all parties involved will be explored. Our aim at this stage is to help the perpetrator see that a change in behaviour is required, that the victim feels supported and that the problem is solved with arrangements for restitution to be made.

## Response

### MANAGING STUDENT CONFLICT

The following flowchart represents the plan of action the school community will undertake to combat bullying. Not all disagreements or conflict are bullying, therefore it is important to review suspected incidents to determine the nature of the conflict. If bullying has occurred, the school community is committed to resolving the incident positively through initiatives and strategies that promote positive student relationships and discourage bullying behaviours. It will be required that any suspected bullying incidents will be communicated through an electronic notification found on the school website. These will be investigated and responded to in a timely manner.



## Prevention Programs

Effective social skills and positive relationships act to prevent bullying. At Hunters Hill High School we promote effective social skills and positive relationships through:

- Year Advisers who Case Manager for students with difficulties in their year levels. Year Advisers often become among the first people to hear about any bullying behaviour and will take appropriate action including regular contact with parents.
- U-Matter mentoring sessions with a Teacher Mentor to develop resilience, conflict resolution and reflective skills.
- Student Leadership Team
- Alternative Programs that emphasise tolerance and respect such as Stand Up, Raise Mentoring, Rock & Water and Creating Chances
- Extra-Curricular programs to support and challenge students and to provide them with opportunities to develop new and important life skills

*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

### Boys Uniform

- Tops:** Short sleeved, sky blue polo shirt with school crest.  
**Bottoms:** Navy cargo shorts or navy cargo long pants. (from uniform shop)

### Girls Uniform

- Tops:** Short sleeved, sky blue polo shirt with school crest.  
**Bottoms:** Navy pleated skirt or navy boot leg pants. (from uniform shop)



## General Uniform: Senior school years 11 & 12

### Boys Uniform

- Tops:** White polo shirt with school crest or white business shirt with collar.  
**Bottoms:** Navy cargo shorts or navy cargo long pants. (from uniform shop)  
**Optional:** Navy tie with school crest

### Girls Uniform

- Tops:** White polo shirt or blouse with school crest.  
**Bottoms:** Navy pleated skirt or navy boot leg pants. (from uniform shop)  
**Optional:** 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 High School 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.

## **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 5 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>

# School Assessment Guidelines

It is a STUDENT'S RESPONSIBILITY to follow these policy guidelines:

- All Assessment Tasks are compulsory.
- Every submitted Assessment Task MUST be a student's own work. By submitting a task, a student is confirming that he/she has not plagiarised (copied) or received unfair assistance with the task. Students will receive a zero mark for any part of an Assessment Task that contains plagiarised material as determined by the teacher or the Head Teacher of the course.
- Students will be penalised for any activity in relation to Assessment Tasks which gives them an unfair advantage over other students.
- Students who are absent from school on the day prior to an assessment task, will be deemed to have received an unfair advantage over other students unless the absence is supported by suitable documentation such as a Medical Certificate. Without an upheld Misadventure Appeal, the student will receive a zero mark.
- Students must attend all classes on the day of an Assessment Task in order to fulfil all course outcomes for the RoSA. (Missed lessons imply that a student has received an unfair advantage over other students.) Without an upheld Misadventure Appeal, the student will receive a zero mark.
- Tasks must be handed directly to the designated teacher, during the lesson for that subject, on the due submission date. Truancy will necessitate a zero mark. The onus is on the student and parents to prove that any absence is justified. A Medical Certificate pre-dating or dated on the day of the incident will be required for any illness – backdated Medical Certificates are not acceptable. The parent or guardian must ring the school and speak to, or leave a message for, the Head Teacher of the course on, or prior to the day an Assessment Task is due and explain the absence.
- Students who miss an Assessment Task for any reason must see the relevant Head Teacher, on the first day of their return to school, in order to reschedule the task. A Misadventure Appeal is required as explanation. Failure to comply with these requirements will see a zero mark awarded for the task. A Medical Certificate pre-dating or dated on the day of the incident will be required for any illness – backdated Medical Certificates are not acceptable. The parent or guardian must ring the school and speak to, or leave a message for, the Head Teacher of the course on, or prior to the day an Assessment Task is due and explain the absence.
- Students who habitually present Medical Certificates for Assessment Tasks will be deemed to be non-serious candidates unless the school is aware of a pre-existing medical condition as confirmed by appropriate specialist documentation.
- For students applying for a Misadventure Appeal, please note that ALL Misadventure Appeals must be lodged on a Misadventure Appeal Form with ALL supporting documentary evidence, within 7 days of the due date of an Assessment Task.
- Students who submit a non-serious attempt at an Assessment Task or an incomplete task on or before the due date are to be allocated a mark based upon the proportion of the task correctly completed. The student may be issued with an N Award Warning for the parts of the task that were not submitted as required.
- Difficulties involving the use of computers or the printing of tasks will not be reasonable grounds for a Misadventure Appeal. Hard copies (not computer files) are to be submitted unless otherwise stipulated.
- During Assessment Tasks and examinations, mobile phones are not permitted. In line with NESAs policy, persons with mobile phones on their person or with exam equipment will be deemed to have cheated and receive a zero mark. (Mobile phones are not acceptable for use as calculators or translation devices).
- Only NESAs approved equipment and calculators can be used during Assessment Tasks.
- Electronic dictionaries and language translators are not to be used during school Assessment Tasks.
- If a student is absent from a lesson when a notification of an Assessment Task is issued; he/she is responsible for following up any missed information with the teacher. Time extensions will not be issued.



## Hunters Hill High School Bell Times 2020

Monday			Tuesday			Wednesday			Thursday			Friday		
<b>Period 1</b>	8:45am 9:50am	65 mins	<b>SRE</b>	8:45am 9:15 am	30 mins	<b>Period 1</b>	8:45am 9:48am	63 mins	<b>Period 1</b>	8:45am 9:50am	65 mins	<b>Period 1</b>	8:45am 9:50am	65 mins
<b>Period 2</b>	9:50am 10:55am	65 mins	<b>Period 1</b>	9:15am 10:10am	55 mins	<b>Period 2</b>	9:48am 10:51am	63 mins	<b>Period 2</b>	9:50am 10:55am	65 mins	<b>Period 2</b>	9:50am 10:55am	65 mins
<b>Recess</b>	10:55am 11:25am	30 mins	<b>Period 2</b>	10:10am 11:05am	55 mins	<b>Recess</b>	10:51am 11:21am	30 mins	<b>Recess</b>	10:55am 11:25am	30 mins	<b>Recess</b>	10:55am 11:25am	30 mins
<b>Period 3</b>	11:25am 12:30pm	65 mins	<b>Recess</b>	11:05am 11:25am	20 mins	<b>UMatter mentoring</b>	11:21am 11:46am	25 mins	<b>Period 3</b>	11:25am 12:30pm	65 mins	<b>Period 3</b>	11:25am 12:30pm	65 mins
						<b>Period 3</b>	11:46am 12:49pm	63 mins						
<b>Period 4</b>	12:30pm 1:35pm	65 mins	<b>Period 3</b>	11:25am 12:20am	55 mins	<b>Lunch</b>	12:49pm 1:19pm	30 mins	<b>Period 4</b>	12:30pm 1:35pm	65 mins	<b>Period 4</b>	12:30pm 1:35pm	65 mins
			<b>Whole School &amp; Sport Assembly</b>	12:20am 12:40pm	20 mins									
<b>Lunch</b>	1:35pm 2:05pm	30 mins	<b>Lunch</b>	12:40pm 1:10pm	30 mins	<b>Period 4</b>	1:19pm 2:22pm	63 mins	<b>Lunch</b>	1:35pm 2:05pm	30 mins	<b>Lunch</b>	1:35pm 2:05pm	30 mins
<b>Period 5</b>	2:05pm 3:10pm	65 mins	<b>SPORT</b>	1:10pm 3:00pm	110 mins	<b>After School Detention (room 201)</b>	2:25pm 3:00pm	35 mins	<b>Period 5</b>	2:05pm 3:10pm	65 mins	<b>Period 5</b>	2:05pm 3:10pm	65 mins

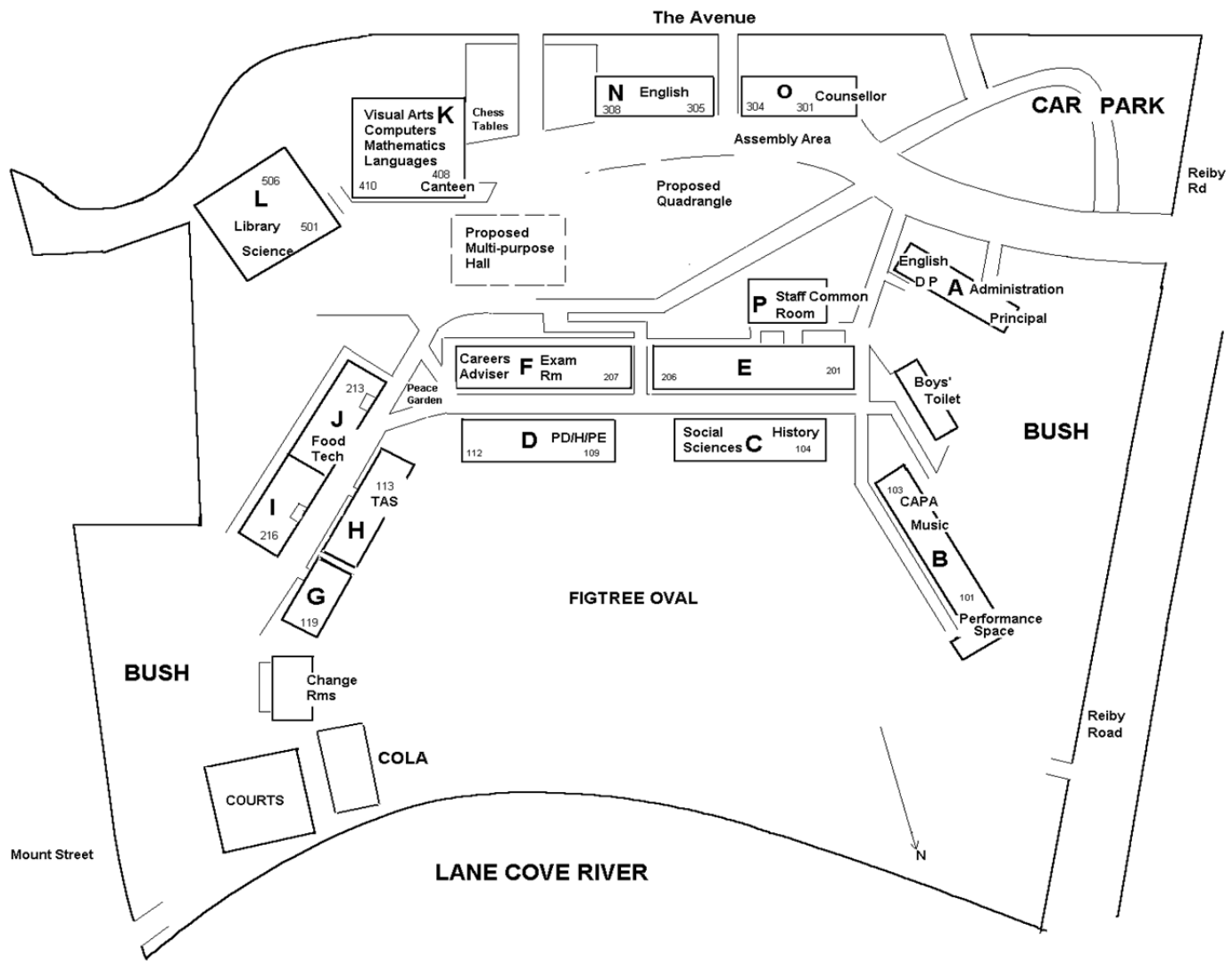
### Mentoring Rotation for Wednesday UMatter period-

**Years 10, 11 & 12-** Year Meetings (Week A), UMatter Mentoring (Week B)

**Years 7, 8 & 9 -** UMatter Mentoring (Week A), Year Meetings (Week B)

Note - SRE is optional for students on Tuesdays. Period 1 for all students begins at 9.15am. Supervision will be provided between 8.45am 9.15am  
All students will be able to go home at the end of Period 4 on a Wednesday. Supervision will be provided between 2.22pm and 3pm.

# MAP OF HUNTERS HILL HIGH SCHOOL



<b>Index of Subjects</b>	
<b>Core Subjects</b>	<b>Page</b>
English	33
Mathematics	34
Science	35
History	36
Geography	37
PDHPE	38
<b>Elective Subjects</b>	
Commerce	39
Design & Technology	40
Drama	41
History Elective	42
Food Technology	43
Industrial Technology - Timber	44
Industrial Technology - Engineering	45
Music	46
Physical Activity and Sports Studies	47
Textiles Technology	48
Visual Arts	49



# English

## Year 10 English Rationale:

English in Year 10 is both challenging and enjoyable. The Year 10 English program forms the consolidation of our Stage 5 program and aims to:

- build on and extend the skills gained in Year 9 and prepare students for Senior English
- 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

10	Topic	Assessment: Type, weighting, status	Outcomes
1	Poets	Short Answer 10% Essay 20% (in exam)	EN5-1A;3B
	<b>Reporting Outcome:</b>	Demonstrates an understanding of the social, political and artistic influences of a poet's life on their texts.	
2	Comparative: Bildungsroman	Essay 20%	EN5-6C; 7D;8D
	<b>Reporting Outcome:</b>	Students critically compares and contrasts the treatment of the key idea in both their set film and novel	
3	Literary Value	Multimodal Presentation 25% With rationale	EN5-2A; 9E
	<b>Reporting Outcome:</b>	Utilises skills in presentation to evaluate the literary value of a Shakespearean text	
4	Crafting a Narrative Style	Creative Portfolio 25% With reflection	EN5-4B; 5C; 9E
	<b>Reporting Outcome:</b>	Through the composition of a piece of creative writing, students demonstrates skills and understanding of crafting a narrative voice	

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# Mathematics

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## 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 9	20
Half-Yearly Examination	Term 2, Week 5	25
Assignment	Term 3, Week 7	20
Yearly Examination	Term 4, Week 4	25
Bookmarks (2.5% each Term)		10
<b>Total Weighting %</b>		<b>100</b>

# Science

## 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.

Task	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
1	Coordinated systems						Student Research Project	Physical World II Motion, Newton's laws			
Task										Depth Study	
2	Physical World II Motion, Newton's laws			Chemical World II Reactions, equations, formula							
Task							HY Exam				
3	Evolution						Waves and the EM spectrum/ communication				
Task							Portfolio				
4	Waves and the EM spectrum/ communication		Big bang theory, Universe, star cycle								
Task					Yearly (exam period)						

## 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.

	Depth Study Term 1 Week 9	Half yearly examination Term 2 Week 5	Portfolio of work Term 3 Week 7	Yearly examination Term 4 exam period
<b>Task Weight</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Components</b>				
Outcome 1	5%	15%		20%
Outcome 2	10%	5%	10%	10%
Outcome 3	5%	5%	5%	10%
Outcome 4		5%	5%	

# History

The aim of year 10 History is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

Calendar Year	2020		Subject/Course	Mandatory History 10 (Stage 5)
Semester	1		2	
Task Name	Task 1	Task 2	Task 3	Task 4
Task Description	Vietnam War (Term 1, Week 7) - HT5-3, HT5-5, HT5-6, HT5-9	Topic Test (Term 2, Week 3) – HT5-3, HT5-5, HT5-6, HT5-7, HT5-9	Rights & Freedoms (1945-Present) (Term 3, Week 8) - HT5-3, HT5-5, HT5-6, HT5-9	Yearly Examination (Term 4, Week 5) - HT5-3, HT5-5, HT5-6, HT5-7, HT5-9
Assessment Type	Source Analysis and Presentation	In-class Examination	Research Task	In-class Examination
Feedback Type	<ul style="list-style-type: none"> <li>Marking Criteria</li> <li>Written Feedback</li> <li>Oral Feedback</li> <li>Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>Written Feedback</li> <li>Oral Feedback</li> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Marking Criteria</li> <li>Written Feedback</li> <li>Oral Feedback</li> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Written Feedback</li> <li>Oral Feedback</li> <li>Class discussion</li> </ul>
Weighting	25%	25%	25%	25%

# Geography

## Subject Outline

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability. In addition, students will study issues of human wellbeing, including measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales.

## Program Summary

Environmental Change and Management (50% of course time)

Human Wellbeing (50% of course time)

## Report Outcomes

GE5-1 explains the diverse features and characteristics of a range of places and environments

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

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Name</b>	<b>Environmental Change and Management Assignment</b>	<b>Half Yearly Examination</b>	<b>Human Wellbeing Assignment</b>	<b>Yearly Examination</b>
<b>Due Date</b>	Term 2 Week 2	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5
<b>Outcomes</b>	GE5-5, GE5-8	GE5-1, GE5-7	GE5-6, GE5-8	GE5-1, GE5-7
<b>Task Description</b>	Students to complete a research project on one environment and how they have impacted on the environment and strategies to address these issues	Exam will test the Semester One course concepts, including: <ul style="list-style-type: none"> <li>Environmental change and management</li> <li>Geographical skills</li> </ul>	Students will complete a research task on the Human Wellbeing topic with a written report completed in class	Exam will test the Semester Two course concepts, including: <ul style="list-style-type: none"> <li>Human Wellbeing</li> <li>Geographical skills</li> </ul>
<b>Assessment Type</b>	Research Assignment	Examination	Research Assignment	Examination
<b>Weighting</b>	25%	25%	25%	25%

# PDHPE

## Course Description

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.

Through PDHPE students develop knowledge, understanding, skills values and attitudes that enable them to advocate lifelong health and physical activity.

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:

- enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships
- move with confidence and competence, and contribute to the satisfying and skilled performance of others
- take actions to protect, promote and restore individual and community health
- participate in and promote enjoyable lifelong physical activity
- develop and apply the skills that enable them to adopt and promote healthy and active lifestyles.

## Assessment schedule

Assessment components	Task 1	Task 2	Task 3	Task 4	Weighting %
Date of Task	Term 1 Week 9	Ongoing through PE lessons Term 1/2	Term 3 Week 9	Ongoing through PE lessons Term 3/4	
Type of Task	Take Home Task 1	Practical Movement Competencies	Take Home Task 2	Practical Movement Competencies	
Theory	25		25		
Practical		25		25	
Marks	25	25	25	25	100

# Commerce

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

Law and Society	(Term 1)
Our Economy	(Term 2)
Employment Issues	(Term 3)
Towards Independence	(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

Calendar Year	2019		Subject/Course	Y 10 Commerce (Stage 5)
Semester	1		2	
Task Name	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
Task Description	Law and Society (Term 1, Week 8) Research Task  Students will be required to complete a research assessment task and an in-class written task.	Topic Test (Term 2, Week 4)  Students will be required to complete an in-class written test. They will be assessed on knowledge and skills based Law and Society and Our Economy.	Employment Issues (Term 3, Week 7) Research Task  Students will be required to complete a research assessment task and an in-class written task.	Yearly Examination (Term 4, Week 3)  Students will be required to complete a general examination. They will be assessed on knowledge and skills based on Our Economy and Employment Issues.
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 and Technology

## Course Description

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
- 5.3.1 analyses the work and responsibilities of designers and the factors affecting their work
- 5.6.3 selects and uses a range of technologies competently in the development and management of quality design solutions

## 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 design processes and activity of designers. 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 3	Task 4	
Date of Task	Term 2 Week 2	Term 4 Week 5	Term 4 Week 3	
Type of Task	Design for Play Presentation	Mini-major – One Plank Project Product and Folio documentation.	Yearly Examination	
Context	Information and Communication Technologies	Material Technologies		
Focus Area	3D Modelling	Timber		
Practical	10%	15%		
Documentation	20%	25%		
Examinations			25%	
Weighting %	30%	40%	30%	100



# Drama

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
<b>Nature of Task</b>	Performance and Logbook	Product and Rationale	Performance	Extended Response	%
<b>Topic</b>	Play building Street Theatre	Elements of Production	Elements of Drama – focus on Character and role	Australian Realism	
<b>Timing of Task</b>	Term 1 Week 6	Term 2 Week 4	Term 3 Week 4	Term 4 Week 4	
Making	10	15	10	5	40
Performing	10		15	5	30
Appreciating	5	10		15	30
<b>Marks</b>	25	25	25	25	100

# History Elective

## Year 10 Elective History 2020

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: (11 weeks)

Topic 2: (10 weeks)

Topic 3: (10 weeks)

Topic 4: (10 weeks)

Calendar Year	2020		Subject/Course	10 Elective History
Semester	1		2	
Task Name	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
Due Date	Week 9, Term 1	Week 5, Term 2	Week 6, Term 3	Week 3, Term 4
Task Description	Students will undertake an investigation of a Genocide from the 20 <sup>th</sup> century. Student will present their research to the class with the aid of visual representation.	Students will complete an in class examination based on the topics taught in semester one.	Students will create a structured response investigating the assassination of JFK.	Students will perform an examination based on the topics the class has studied throughout the semester. This examination will contain short answer questions and an essay.
Assessment Type	Report	Examination	Report	Examination
Outcomes	HTE5-5, HTE5-8, HTE5-10	HTE5-3, HTE5-4	HTE5-1, HTE5-6, HTE5-9	HTE5-2, HTE5-9, HTE5-10
Weighting	25%	25%	25%	25%



# Food Technology

## Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Students will study:

- Core unit: Food preparation and processing
- Focus Areas:

## Report Outcomes

Students will have:

- 5.1.1 demonstrates hygienic understanding and handling of food to ensure a handling of food to ensure a skills related to food safe and appealing product safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and understanding of a variety of foods chemical properties of a food properties, variety of foods
- 5.4.1 collects, evaluates and evaluating and information from a variety of applies information from a communicating sources variety of sources

## 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	Weighting %
Date of Task	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 6	
Type of Task	Electronic Portfolio	Examination	Electronic Portfolio	Examination	
Core Unit Nutrition and Consumption	40	10			
Focus Units Health, Special Needs and Food in Australia			40	10	
Mark	40	10	40	10	<b>100</b>

# Industrial Technology Timber

## Course Description

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

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

## Report Outcomes

*Students will have:*

- IND5-3 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

## 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 10	Term 2 Week 2	Term 3 Week 10	Term 4 Week 2	
Type of Task	Senior Carry Caddy	Half Yearly Examination	Cabinet	Yearly Examination	
Specialised Module: Timber 2	25%	15%			
			40%	20%	
Marks	25%	15%	40%	20%	100%

# Industrial Technology Engineering

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:*

- IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-6** identifies and participates in collaborative work practices in the learning environment
- IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## 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
- 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 4	Term 3 Week 9	Term 4 Week 6	Weighting %
Type of Task	Control Systems	Half Yearly Examination	Alternative Energy	Yearly Examination	
Specialised Module 1	40	10			
Specialised Module 2			40	10	
<b>Marks</b>	40	10	40	10	<b>100</b>

# Music

The aim of year 10 Music is to further develop technical skill and confidence in each student's performance, composing and responses to all musical stimuli. Students will experience engaging in performance events, ensemble work and the use of technology to increase their final composition product as well as broadening their knowledge of all musical styles. Through the development of a strong music vocabulary students will have the skill to identify and interpret music meaningfully and use this skill to refine their performance and compositions.

## Report Outcomes

5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology

5.6 uses different forms of technology in the composition process

5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts

5.10 demonstrates an understanding of the influence and impact of technology on music

## 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

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Term 1 During Class Week 8-9	Term 2 During Class Week 1-2	Term 2 During Class Week 3-4	Term 2 During Exam Week5-6	Term 3 During Class Week 8-9	Term 4 During Class Week1-2	Term 4 During Class Week3-4	Term 4 During Exam Week5/6
<b>Compose</b>	<b>Perform</b>	<b>Musicology</b>	<b>Listening</b>	<b>Compose</b>	<b>Perform</b>	<b>Musicology</b>	<b>Listening</b>
Compose a 16 bar composition with 2 sections using the minor key of either A Minor or E Minor Include the use of a perfect cadence	Perform a piece of music from the current topic studied. Demonstrate stylistic understanding, technical skill and accuracy minimum 2-3 minutes	Present a 7 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, Dynamics and Expressive Techniques, Structure	Compose a 12 Bar Blues Composition using the Blues Scale. <b>Option 2</b> Create a 24 bar composition using the Ternary Form structure ABA. The chords I, IV, V, ii and vi	Perform a piece of music from the current topic studied. Demonstrate stylistic understanding technical skill and accuracy. Minimum of 3 minutes	Present an 8 minute speech about one particular piece of music from the term 2 topic and discuss how the elements of music are treated	Listening/ Responding to written tasks [Identify Describe Explain] plus notation questions Pitch, Duration, Tone Colour, Dynamics and Expressive Techniques, Structure, Texture
12	13	12	13	12	13	12	13

# Physical Activity & Sports Studies (PASS)

## Course Description

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This syllabus promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

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

A Student:

- PASS5.1** discusses factors that limit and enhance the capacity to move and perform
- PASS5.2** analyses the benefits of participation and performance in physical activity and sport
- PASS5.3** discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5.4** analyses physical activity and sport from personal, social and cultural perspectives
- PASS5.5** demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- PASS5.6** evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- PASS5.7** works collaboratively with others to enhance participation, enjoyment and performance
- PASS5.8** displays management and planning skills to achieve personal and group goals
- PASS5.9** performs movement skills with increasing proficiency
- PASS5.10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions

## Program Summary

Students will:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment

## Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Task 4	Weighting %
Date of Task	Term 1 Week 8	Term 2 Week 6	Term 3 Week 6	Term 4 Week 2	
Type of Task	Integrated Task 1	Integrated Task 2	Integrated Task 3	Integrated Task 4	
Theory	15	10	10	15	
Practical	10	15	15	10	
<b>Marks</b>	25	25	25	25	<b>100</b>

# Textiles Technology

## Course Description

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibers are explored. Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

## Report Outcomes

*Students will have:*

- TEX5-2** justifies the selection of textile materials for specific end uses
- TEX5-5** investigates and applies methods of colouration and decoration for a range of textile items
- TEX5-6** analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- TEX5-11** demonstrates competence in the production of textile projects to completion
- TEX5-12** evaluates textile items to determine quality in their design and construction

## Program Summary

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

- understanding of the properties and performance of textiles
- skills in design for a range of textile projects
- an appreciation of the significant role of textiles for the individual consumer and for society
- skills in the creative documentation in the form of a portfolio
- skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items
- knowledge and skills to evaluate quality in the design and construction of textile items.

## Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Task 4	Weighting %
Date of Task	Term 2 Week 8	Term 2 Week	Term 3 Week 8	Term 4 Week 2	
Type of Task	Practical and Portfolio	Half Yearly Examination	Practical and Portfolio	Yearly Examination	
Costume	40%	10%			
Student Choice			40%	10%	
<b>Marks</b>	<b>40%</b>	<b>10%</b>	<b>40%</b>	<b>10%</b>	<b>100%</b>



# Visual Arts

The aim of Year 10 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 the connection they have to their physical and psychological worlds. 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, surreal and modernist landscape practices through various Australian artists.

## Report Outcomes

Semester 1	Semester 2
5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience	5.6 demonstrates developing technical accomplishment and refinement in making artworks
5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts.	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
5.10 demonstrates how art criticism and art history construct meanings	

## Program Summary

Semester	1 (Term 1 & 2)	2 (Term 3 & 4)	2 (Term 4 - non-examinable)
<b>Tasks</b>	<b>1, 2 and 3</b>	<b>4, 5 and 6</b>	
<b>Program Summary</b>	<p>In their making, students develop a surreal series of 2D works based on studies of their immediate or documented landscape of suburbia. They will develop an understanding of direct observation through drawing, ink and watercolour.</p> <p>In the critical and historical component, students study traditional Australian landscape and Surrealist artists. Students will research the different approaches artists take in representing the Australian Landscape and Surrealism</p>	<p>In their making, students explore their own cultural makeup and/or the cultural makeup of Australia as a starting point for a ceramic form. Students will use the practice of the Hermannsburg Potters as inspiration for their own pot.</p> <p>In the critical and historical component, students will research the traditions of pottery to inform their own practice. Students will keep a homework theory journal in which they will write about artist practice from articles found on the internet/newspapers/magazines.</p>	<p>In their making, students will develop a series of ephemeral sculptural works to be documented around the school environment.</p> <p>In the critical and historical component, students will examine the practice of site-specific artists such as Andy Goldsworthy and Christo. They will develop an understanding of the ephemeral and how a concept can drive an artwork.</p>

## Assessment Schedule

Year 10 Visual Arts	Semester 1			Semester 2		
	1	2	3	4	5	6
<b>Task</b>	1	2	3	4	5	6
<b>Due Date</b>	Term 1 During Class Weeks 4-8	Term 2 During Class Week 2 – 2 (T2)	Term 2 During Class Week 4-5	Term 3 During Class Week 4 - 8	Term 3 Home Week 2 – 2 (T4)	Term 4 During Class Week 4 - 5
<b>Nature of Task</b>	In-class essay	Body of Work + Visual Art Diary	Examination	Hand-in Essay	Body of Work + Visual Art Diary	Examination
<b>Component of course</b>	Art making & Art Critical & Historical Studies	Art making	Art Critical & Historical Studies	Art making & Art Critical & Historical Studies	Art making	Art Critical & Historical Studies
<b>Weight</b>	10	25 + 5	10	10	25+5	10

# MAP SHOWING EVACUATION ROUTES

