



Hunters Hill
High School

HUNTERS HILL HIGH SCHOOL

Opera Ad Maiora – By Hard Work to Greater Things



YEAR 8 2020

STUDENT HANDBOOK

Safe, Respectful and Active Learners

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Welcome to Hunters Hill High School by the Principal

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

It is unique not just for its geographic location, but for its connection with the natural landscapes of bushland and waterways. The school, which has a population of just under 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

School Address:	Reiby Road Hunters Hill 2110
Phone Number:	9817 4565
Email Address:	huntershd-h.school@det.nsw.edu.au
Website URL:	https://huntershd-h.schools.nsw.gov.au/
DEC School Code:	8207
School Motto:	Opera Ad Maiora – By Hard Work to Greater Things
School Founded:	1958
School colours:	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 8 Adviser

Welcome to the new school year. Now you are in Year 8 and the initial stress of starting school is a distant memory, you can begin the year with excitement and enthusiasm.

This book outlines requirements for all courses you do and other relevant information you may need. If you have problems and need help, you should see me your Year Adviser.

I am located in the PDPHE Staff Room and I am available to help you individually and as a group over the next twelve months. You are welcome to seek my assistance whenever you need it.

Good luck this year at Hunters Hill High.

Your Year Adviser
Mr Daniel Habbouchi
PDHPE Faculty



Pattern of Study in Year 8

In Year 8, students will be required to study:

Mandatory units

- ◆ English
- ◆ Mathematics
- ◆ Science
- ◆ History
- ◆ Geography
- ◆ Language other than English (LOTE)
- ◆ Visual Arts
- ◆ Music
- ◆ PD/H/PE
- ◆ Technology

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)

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

School Psychologist

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 3rd 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

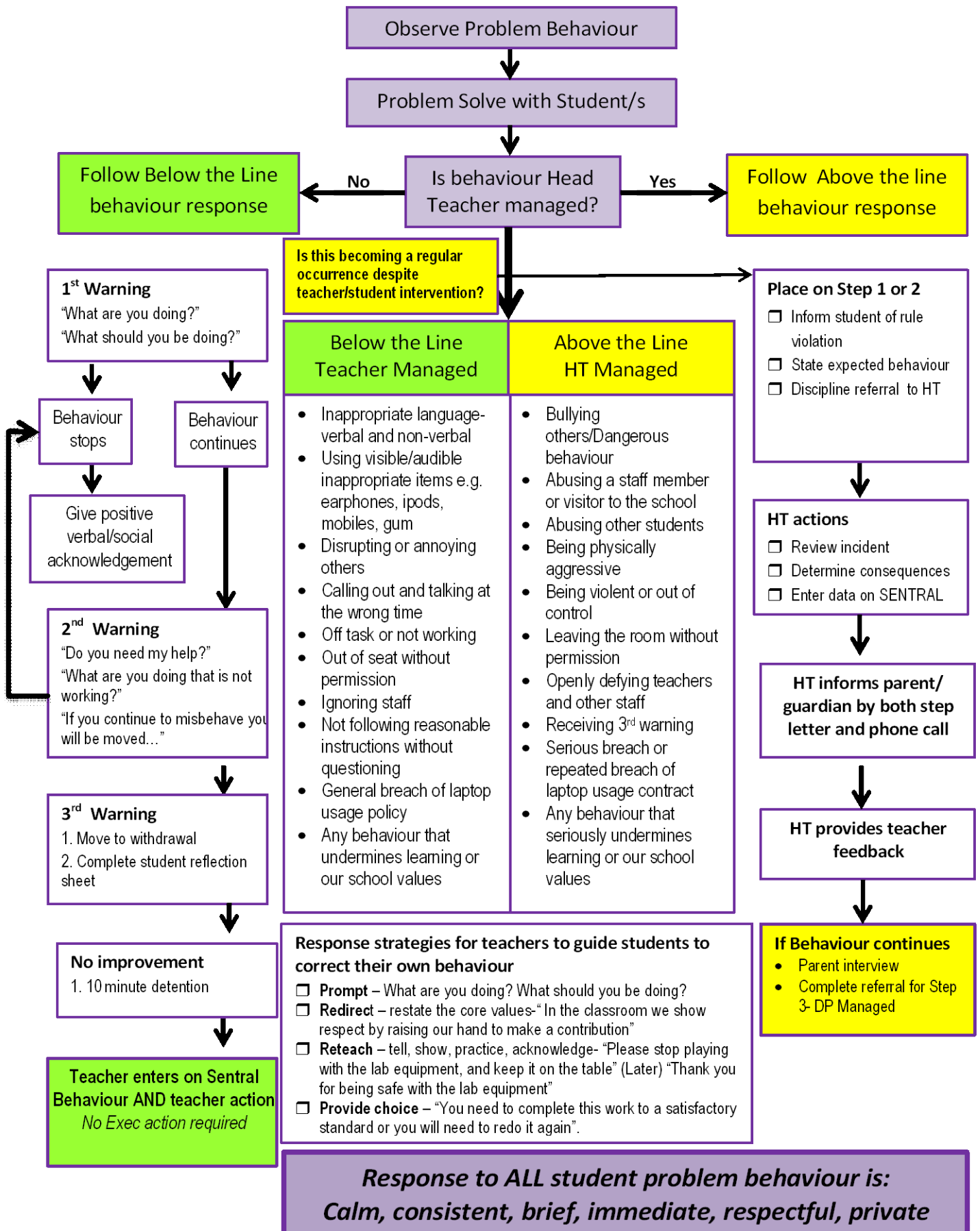
**= IMMEDIATE TIME OUT
or REMOVAL and REFERRAL**

-
- ◆ 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

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

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



Our School's Code of Conduct

(DRAWN UP BY THE STUDENT BODY)

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

Students are expected to be Safe, Respectful and Active Learners

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

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

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.

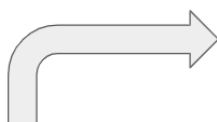
The Merit Certificates

- 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

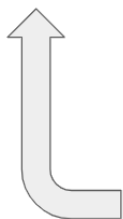
The Merit and Discipline Systems dovetail together to form the major components of the school's Welfare System.

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.



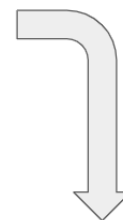
Step 2: Prior to each U Matter Year Meeting, the YA generates a Sentral report to see who has gained merits for the fortnight. During the Year Meetings, Bronze Awards are handed out.



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	Ms J Brierty
Year 12 Adviser	Mr W McAlpine
School Psychologist	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

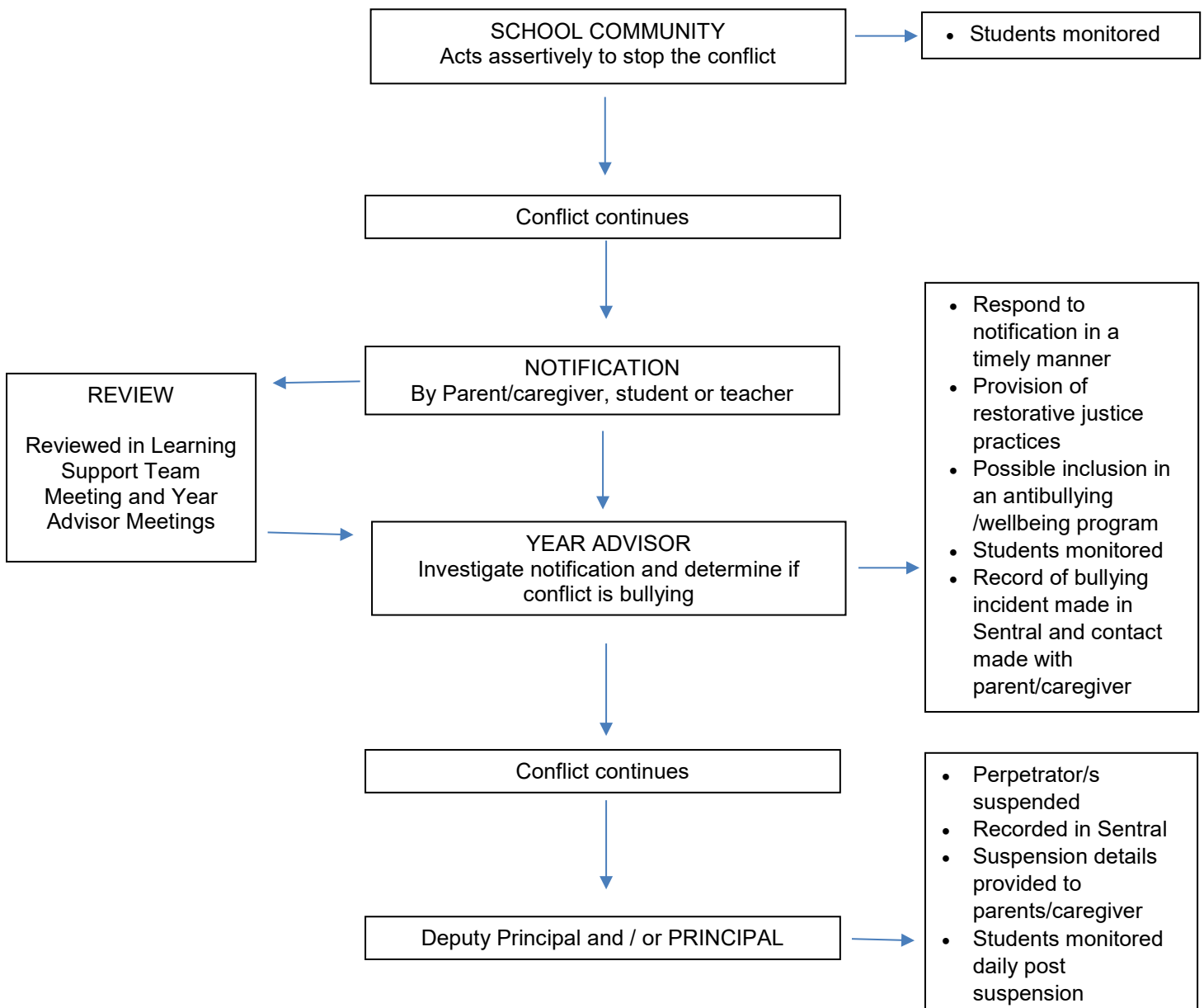
Not all cases of bullying will be easy to deal with but these cases will be dealt with through providing support for victims and their families, and consequences for bullies.

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 4 outcomes in jeopardy.

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



Hunters Hill High School Bell Times 2020

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

Mentoring Rotation for Wednesday UMatter period-

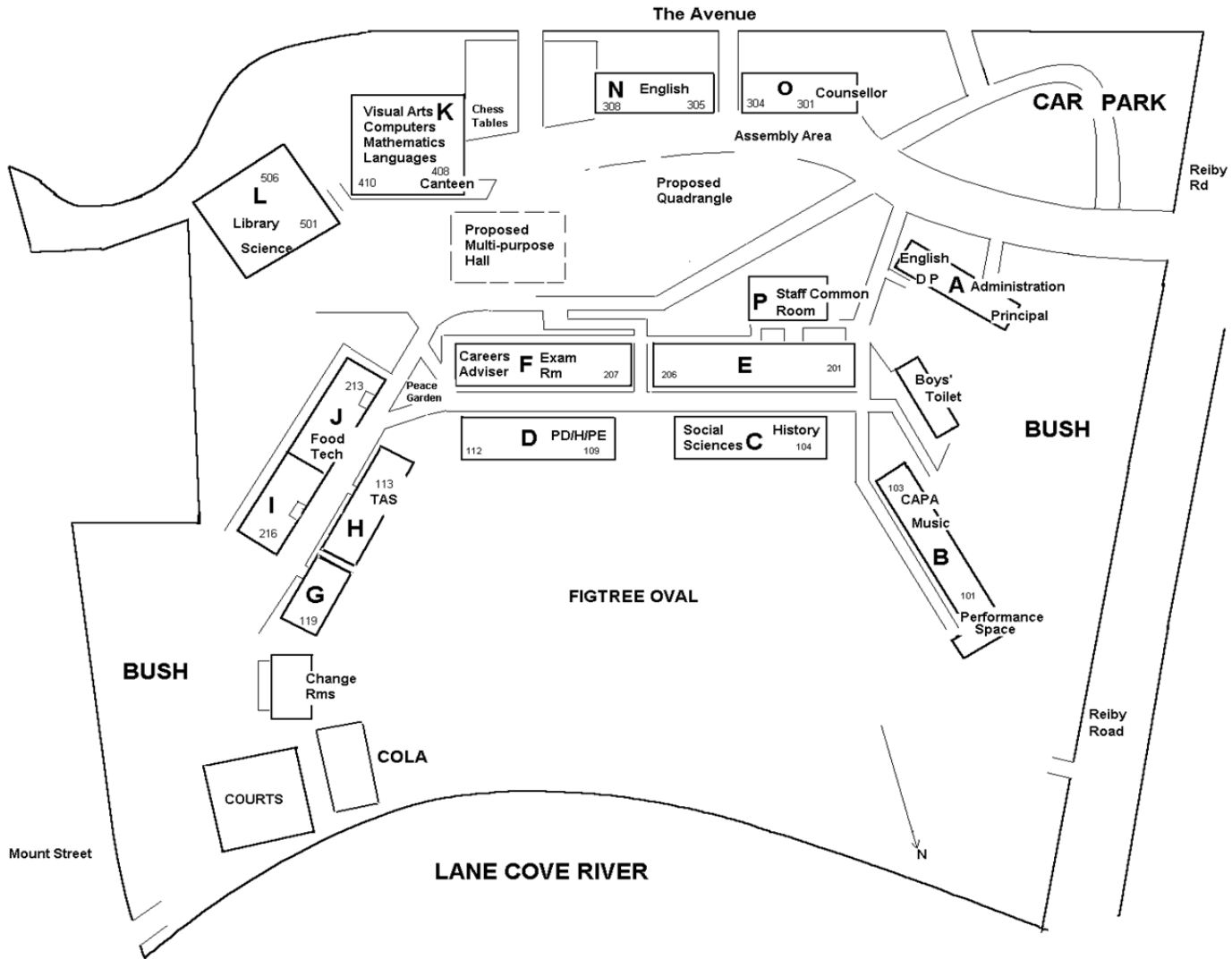
Years 10, 11 & 12- Year Meetings (Week A), UMatter Mentoring (Week B)

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



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English

English in Year 8 is both challenging and enjoyable. The Year 8 English program forms the consolidation of our Stage 4 program and aims to:

- build on and extend the skills gained in Year 7
- 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

8	Topic	Assessment: Type, weighting status	Outcomes:
1	Imagery and the natural world	Essay- 20% Week 8, Term 1(S1)	EN4-1A, EN4-3B, EN4-5C
	Reporting Outcome:	Identifies and analyses how imagery shapes meaning, and constructs imagery to convey meaning in poetic texts.	
2	Shakespeare Study	PBL: Video Trailer and Pitch 20% Week 7, Term 2(S1)	EN4-2A EN4-4B EN4-5C EN4-9E
	Reporting Outcome:	Uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies	
3	Genre: Spec Fiction	Imaginative Task 15% Reflection 5% Week 5, Term 3 (S2)	EN4-1A, EN4-7D, EN4-6C
	Reporting Outcome:	Engages with Speculative Fiction texts to create a narrative that expresses an understanding and interpretation of their broadening world	
4	Australian Identity	Personal Essay- 20% Week 5, Term 4 (S2)	EN4-1A, EN4-5C, EN4-7D
	Reporting Outcome:	Analyses a range of text types to create a personal evaluation on notions of Australian identity	
5	Write now Journal	10%- Semester 1 Week 4, Term 2(S1) 10%- Semester 2 Week 2, Term 4 (S2)	EN4-2A EN4-1A, EN4-3B, EN4-5C, EN4-4B, EN4-9E
	Reporting Outcome:	Students utilise skills in reading and writing to create and respond to a variety of texts	

Mathematics

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 4 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 8	20
Half-Yearly Examination	Term 2, Week 4	25
Assignment	Term 3, Week 6	20
Yearly Examination	Term 4, Week 4	25
Bookmarks (2.5% each Term)		10
Total Weighting %		100

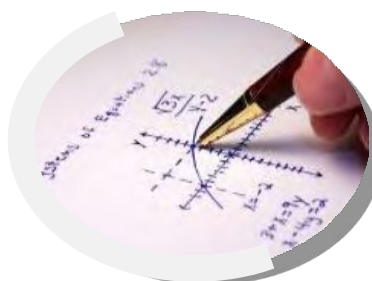
Program Summary

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Pythagoras' Theorem	Algebra & Indices				Equations				Measurement	
Unit Title	S4 Right-Angled Triangles	S4 Algebraic Techniques 1 (review), S4 Algebraic Techniques 2, S4 Indices				S4 Equations				S4 Area (review)	
Outcomes	MA4-16MG	MA4-8NA, MA4-9NA				MA4-10NA				see below	

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Measurement	Consolidation & Exam			Fractions, Decimals, Percentages & Finance			Geometry & Congruence		
Unit Title	S3 Volume and Capacity (review), S4 Volume				S4 Fractions, Decimals and Percentages (part), S4 Financial Mathematics			S4 Properties of Geometrical Figures 1 (review)		
Outcomes	MA3-11MG, MA4-14MG				MA4-5NA, MA4-6NA			MA4-17MG		

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Geometry & Congruence	Ratios & Rates			Linear Relationships & Number Plane			Data Analysis		
Unit Title	S4 Properties of Geometrical Figures 2	S4 Ratios and Rates			S4 Linear Relationships (part)			see below		
Outcomes	MA4-17MG	MA4-7NA			MA4-11NA			see below		

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Data Analysis	Consolidation & Exam			Data Analysis		Spreadsheets & Problem Solving			
Unit Title	S3 Data (review), S4 Data Collection and Representation				S4 Single Variable Data Analysis					
Outcomes	MA3-18SP, MA4-19SP, MA4-20SP				MA3-18SP, MA4-19SP, MA4-20SP					



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.

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
1	<i>Chemical World II</i> Elements, Mixtures, compounds, chemical changes, Combination of kitchen chemistry, separating mixtures							From little things big things grow			
Task									Portfolio		
2	<i>From little things big things grow (Living World II)</i> Cells, plant systems (combination of multicellular, investigations with plants, cells,)						<i>Body Systems (Living World III)</i> a combination of liquid of life, and feeding				
Task						HY Exam					
3	<i>Body Systems</i> (a combination of liquid of life, and feeding)			<i>Student Research Project</i>		<i>Energy (Physical world III)</i> Energy (potential, kinetic), conduction, convection, energy transformations, contemporary issues and solutions to heat and energy usage.					
Task						SRP					
4	<i>Energy</i>	<i>Unit 6-Off the Planet (Earth and Space II)</i> Solar system, day night seasons, water cycle									
Task						Yearly Exam					

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.

	Portfolio of work Term 1 Week 9	Half yearly examination Term 2 Week 5	Student research project Term 3 Week 5	Yearly examination Term 4 Week 4
Task weight	25%	25%	20%	30%
Components				
Outcome 1		20%		20%
Outcome 2	10%	5%	15%	
Outcome 3	10%		5%	5%
Outcome 4	5%			5%

Geography

Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. They propose solutions, and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities and workplace skills.

Course Overview

Water in the World (10 weeks)
Interconnections (10 Weeks)

Report Outcomes

- GE4.1 Locates and describes the diverse features and characteristics of a range of places and environments
- GE4.6 Explains differences in human wellbeing
- GE4.5 Discusses management of places and environments for their sustainability
- GE4.8 Communicates geographical information using a variety of strategies

Semester	1			
	Task 1	Task 2	Task 3	Task 4
Task Name	Geography Skills Test Term 1 Week 8	Water in the World Project Term 1 Week 11	Interconnections Presentation Term 2 Week 3	Course Work
Task Description	40 minute summative skills test	Students will complete a project throughout the term. This will be broken into proposal (10%), progress check (10%), and final submission (20%)	Students will prepare a presentation on the interconnections topic and present during class time.	Students complete four tasks in their classes, at the discretion of their classroom teacher, e.g. spelling and vocabulary tests, quizzes, oral tasks, book work, etc.
Assessment Type	In class test	Research project	Presentation	Course Work
Syllabus Outcomes	GE4.1 GE4.2 GE4.3 GE4.4	GE4.4 GE4.5 GE4.7 GE4.8	GE4.3 GE4.4 GE4.5 GE4.8	GE4.1 GE4.8
Weighting	25%	40%	25%	10%

History

The Stage 4 curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650). It was a period defined by the development of cultural practices and organised societies, including The Vikings, Medieval Europe, Japan under the Shoguns and The Spanish Conquest of the Americas.

Course Overview

Topic 1: The Vikings (5 weeks)

Topic 2: Medieval Europe (5 weeks)

Topic 3: Japan under the Shoguns (5 weeks)

Topic 4: Polynesian Expansion (5 weeks)

Report Outcomes

HT 4-1 Describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT 4-2 Describes major periods of historical time and sequences events, people and societies from the past

HT 4-8 Locates, selects and organises information from sources to develop an historical inquiry

HT 4-9 Uses a range of historical terms and concepts when communicating an understanding of the past

Calendar Year	2020			Subject/Course	Year 8 History (Stage 4)
Semester	2				
Task Name	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>	
Task Description	Historical Skills ALARM Test (Week 7, Term 3)	The Vikings Project (Week 10 Term 3)	Topic Test (Week 2 Term 4)	Class-Based Tasks (throughout semester)	
Assessment Type	40 minute historical skills test based on sources	Class-based project. This will be broken into proposal (10%), progress check (10%), final submission (20%)	This will be based on topics 1-3.	Students complete four tasks in their classes at the discretion of their classroom teacher, e.g. spelling/vocab tests, quizzes, oral tasks, bookwork etc.	
Syllabus Outcomes	In Class Test	Research project	In-class test	Various formative and summative tasks	
Weighting	HT4-1, HT4-2, HT4-6	HT4-1, HT4-2, HT4-6	HT4-1, HT4-3, HT4-5	HT4-2, HT4-5, HT4-8, HT4-10	
Weighting	25%	40%	25%	10%	

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 a 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:

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

Program Summary

Student 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	
Date of Task	Term 1 Week 10	Ongoing through PE lessons Term 1/2	Term 3 Week 10	Ongoing through PE lessons Term 3/4	Weighting %
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

Creative and Performance Art

Music

The aim of year 8 Music is to provide students with the opportunity to continue developing their understanding of music notation and terminology whilst providing them with the opportunity to participate in music making and composing. Throughout the year students have the opportunity to play keyboards, guitars or further develop their skills for a specific instrument studied at home and experience performing and learning about current music trends. They will listen to a wide range of musical styles that led to the development of today's popular music genres.

Report Outcomes Semester 1	Report Outcomes Semester 2
4.3 performs music demonstrating solo and/or ensemble 4.5 notates compositions using traditional and/or non-traditional notation 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context	4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing 4.6 experiments with different forms of technology in the composition process 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study

Program Summary

Topics of study include: Pop/Rock, Movie Music, Jazz, Keyboards, Ukulele, Singing, Guitars

Assessment Schedule

Year 8 Music	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Due Date	Term 1 During Class Time Week 9/10	Term 2 During Class Time Week 2-4	Term 2 Assessment Week -TBA	Term 3 During Class Time Week 9/10	Term 4 During Class Time Week 2-4	Term 4 Assessment Week-TBA
	Composition	Performance	Listening Exam	Composition	Performance	Listening Exam
Task	Composition In Class Task over two periods	Performance In Class Task over three periods	Listening/ Musicology In Class Task one period	Composition In Class Task over two periods	Performance In Class Task over three periods	Listening/ Musicology In Class Task one period
Nature of Task	IPad composition using Garage band. Composing for a silent film.	Perform from the class list in Year 8 booklet terms 1-2 or own piece	Listening/ Responding/ Writing task to several music excerpts [Identify Describe Explain the elements of music]	Students will write a 12 Bar Blues melody using the C major chords	Perform from the class list in Year 8 booklet terms 3-4 or own piece	Listening/ Responding/ Writing task to several music excerpts [Identify Describe Explain the elements of music]
Weight	15	15	20	15	20	15

Visual Arts

Visual arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in artmaking and in critical and historical studies of art.

Visual arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

Report Outcomes

Semester 1	Semester 2
4.5 investigates ways to develop meaning in their artworks	4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.6 selects different materials and techniques to make artworks	4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.7 explores aspects of practice in critical and historical interpretations of art	4.10 recognises that art criticism and art history construct meanings

Program Summary

Semester	1 (Term 1 & 2)	1 (Term 2)	2 (Term 2 & 3)	2 (Term 4)	2 (Term 4)
Task	1 and 2	3	4 and 5	6	
Topic	'Places & Spaces'				
Program Summary	Students develop a Body of Work titled 'Cultural Landscapes' based on the principles of design, watercolour perspective, & Aboriginal art. The concept of European versus Aboriginal approaches to their culture and artmaking. Extension work from class studies 'Principles of Design' Assignment. Harmony 'Robots' Balance 'Room'	Students study artists related to their Body of Work and complete an examination a. Short answer based on terms & concepts b. Artist analysis c. Extended Response essay. Artist Case Studies:- Hiroshige Lin Onus, Turner, Tjakamarra	Students develop two Bodies of Work. One is titled 'From Pinholes to Pixels' based on the principles of design and perspective. Whilst the other is related to architecture 'Constructing Dimensions'. Artists Case Studies: Man Ray, Escher, Frank Gehry. Extension work from class studies 'Principles of Design' Assignment. Contrast 'Comic' Variety 'Birds'	Students study artists related to their Body of Work and complete a case study a. Short answer based on terms & concepts b. Artist analysis c. Extended Response essay Artist Case Studies: Howard Arkley Jeffrey Smart-	End of year Non examinable project. 'Chillies Menu'. Students select from a variety of artwork activities and work to their individual level and

Assessment Schedule

Year 8 Visual Arts	Semester 1			Semester 2		
	1	2	3	4	5	6
Task	1	2	3	4	5	6
Due Date	Term 1 During Class Weeks 4-10	Term 1 Home Week 6-9	Term 2 During Class	Term 3 During Class Week 4-10	Term 3 Home Week 6-9	Term 4 During Class
Nature of Task	Body of Work	Assignment	Case Study Critical & Historical Studies	Body of Work	Assignment	Case Study Critical & Historical Studies
Component of course	Art making	Art making & Art Critical & Historical Studies	Art Critical & Historical Studies	Art making	Art making & Art Critical & Historical Studies	Art Critical & Historical Studies
Weight	30	10	10	30	10	10

Technology Mandatory

Course Description

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

Classes will be broken into Stream 1, 2, 3 and 4.

Stream 1: Digital Technologies

Stream 2: Engineering Systems

Stream 3: Agriculture and Food Technologies

Stream 4: Materials Technology

Digital Technologies

Students develop knowledge and skills in the use of a general-purpose programming language to design, produce and evaluate an information system using a microcontroller. They document their skill development tasks in a design and production folio.

Engineered Systems

Students explore how force, motion and energy are used to design and produce a wind turbine. They investigate how force is used in simple machines to propel a turbine to its greatest speed. Extension activities allow students to build a different propellers, test, evaluate and make changes.

Agriculture and Food Technologies

Students learn about the dairy industry and the range of food products that can be manufactured from milk. Students have the opportunity to grow herbs and vegetables and use them in practical food preparation lessons. They develop skills to make informed choices when preparing nutritious foods.

Material Technologies (Timber)

Students will work with timber and develop manufacturing skills when constructing a timber treasure box. Students will develop knowledge and understanding of the characteristics and properties of timber through research, experimentation and practical investigation.

Reporting Outcomes

Students will have:

- **TE4-1DP** designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- **TE4-2DP** plans and manages the production of designed solutions
- **TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- **TE4-9MA** investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

Assessment Schedule

Task	Timing	Weighting %
Portfolio	Term 2, Week 4 Term 4, Week 4	40 %
Practical Project	Term 2, Week 4 Term 4, Week 4	60 %
Total Weighting %		100

Spanish

Course description

- Students develop the knowledge, understanding and skills necessary for effective communication in Spanish. They learn to interact, access and respond to information and compose texts.
- They develop an understanding of the language system including sound, writing, grammar and text structure.
- Students also develop intercultural understanding of the interrelationship between the Spanish language and Hispanic culture and consider how interaction shapes communication and identity.
- Students develop the skills to communicate in Spanish. They listen and respond to spoken language. They learn to read and respond to written texts in Spanish. Students establish and maintain communication in familiar situations using Spanish.
- Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the Spanish language. They develop a capacity to interact with Hispanic people, their culture and their language.

REPORT OUTCOMES

Semester 1

LSP4-1C uses Spanish to interact with others to exchange information, ideas and opinions, and make plans

LSP4-5U applies Spanish pronunciation and intonation patterns

LSP4-2C identifies main ideas in, and obtains information from texts

Semester 2

LSP4-3C organises and responds to information and ideas in texts for different audiences

LSP4-6U applies features of Spanish grammatical structures and sentence patterns to convey information and ideas

LSP4-4C applies a range of linguistic structures to compose texts in Spanish, using a range of formats for different audiences

LSP4-7U identifies variations in linguistic and structural features of texts

Program summary

The Spanish course builds upon the students' existing understanding of the spoken and written word, and teaches them how to respond appropriately in a range of different scenarios and to different stimuli. The emphasis is on real communication in authentic situations, enhanced by information technologies. Students will also gain an awareness and appreciation of the diverse cultures of the Spanish-speaking world.

The four key skills of Listening, Reading, Writing and Speaking will be covered. Learning will be topic based and topics will include talking about oneself, personal relationships, school life and hobbies and sports

Topic	Task	Date	Weighting		Syllabus outcomes
My friends and I	I movie Conversation	T1 W9	20%	Spea 10% Wri 10%	LSP4-1C LSP4-3C LSP4-5U LSP4-6U
MY Family	Mid Year Examination	T2 W2	30%	Lis 15% Rea15%	LSP4-2C LSP4-7U
School	ICT Task Coded Dialogue	T3 W8	20%	Wri 10% Spea 10%	LSP4-3C LSP4-4C LSP4-6U LSP4-8U
Free Time Activities	Yearly Examination	T4W3	30%	Rea 15% Lis 15%	LSP4-2C LSP4-7U

MAP SHOWING EVACUATION ROUTES

