



**Hunters Hill**  
High School

# HUNTERS HILL HIGH SCHOOL

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



## YEAR 9 2022 STUDENT HANDBOOK

Safe, Respectful and Active Learners

# INDEX

	<b>Page</b>
A Message from the Principal	3
General Information	4
Welcome from Year 9 Adviser	5
Pattern of Study in Year 9	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
Welfare System	15
School Procedures and Policies	16 - 17
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 Bell Times	29
School Map	30
Subject Index	31
School Evacuation Plan	49



## 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 9 Adviser

Welcome to the new school year. Now you are in Year 9 and the initial stress of starting school is a distant memory, you can begin the year with excitement and enthusiasm.

This year is the first of two years that will see you gain the Record of School Achievement (RoSA).

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

Good luck this year at Hunters Hill High.

Your Year Adviser  
Ms Sonia Pena  
HSIE Faculty



## Pattern of Study in Year 9

In Year 9, students will be required to study:

### Mandatory units

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

## Who's Who?



**Mr Lill**  
**Principal**



**Ms O'Donnell**  
**R/Deputy Principal**  
**Yrs 7, 9, 11**



**Mr Sherwin**  
**R/Deputy Principal**  
**Yrs 8, 10, 12**

## Year 7 - 12 Adviser



**Year 7**  
**Ms Guo**



**Year 8**  
**Mr Centurion**



**Year 9**  
**Ms Pena**



**Yr 10**  
**Mr Habbouchi**



**Yr 11**  
**Ms De Santis**



**Yr 12**  
**Mr Skinner**

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

## Other People You Need to Know

### Senior Teachers and Head Teachers (HT)

<b>Creative &amp; Performing Arts</b>	Ms M Cockburn	(R/HT)
<b>English</b>	Ms A O'Donnell	(HT)
<b>HSIE (History &amp; S. Sciences)</b>	Mr A Skinner	(R/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 J Austin	(R/HT)
<b>Administration</b>	Mr K Luk	(HT)
<b>Wellbeing</b>	Mrs E Patten	(A/HT)
<b>Student Support Officer</b>	Ms T Harvey	
<b>Sports Organiser</b>	Ms L Reynolds	
<b>Careers</b>	Ms N Polak 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.

## Head Teacher Wellbeing 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 UMatter Welfare program is designed to help build students' capacity to cope with challenges, resolve issues respectfully and to develop a strong culture of learning. By encouraging our students to be positive Upstanders, rather than Bystanders, we are developing a community of tolerant, kind and empathic young people.

Our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of the School. 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.

Our students are encouraged to build strong rapport with their UMatter Mentor teachers and to positively participate in the interactive 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.

In addition to the support of the UMatter Mentor teachers, our Student Support Officer can help students reflect on their wellbeing needs, and develop the ability to set and achieve goals for the future. Our Student Support Officer can offer mediation strategies and help connect families with external support agencies.

Hunters Hill High School has also embedded a positive behaviour merit system where students are recognised for their outstanding academic, interpersonal and intrapersonal successes. Merit awards accumulate and students are presented with Bronze, Silver and Gold Awards to recognise personal achievement.

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

Please take some time to discuss with your child how they are managing exam stress, time management issues or negotiating friendships. Help your child develop strategies that show strength in situations of peer pressure, manage conflict with peers, and better cope when upset or disappointed. You may like to help your child design a study timetable or allocate regular periods of time in the day that are reflective and 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**  
**Acting Head Teacher Wellbeing**

# 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**

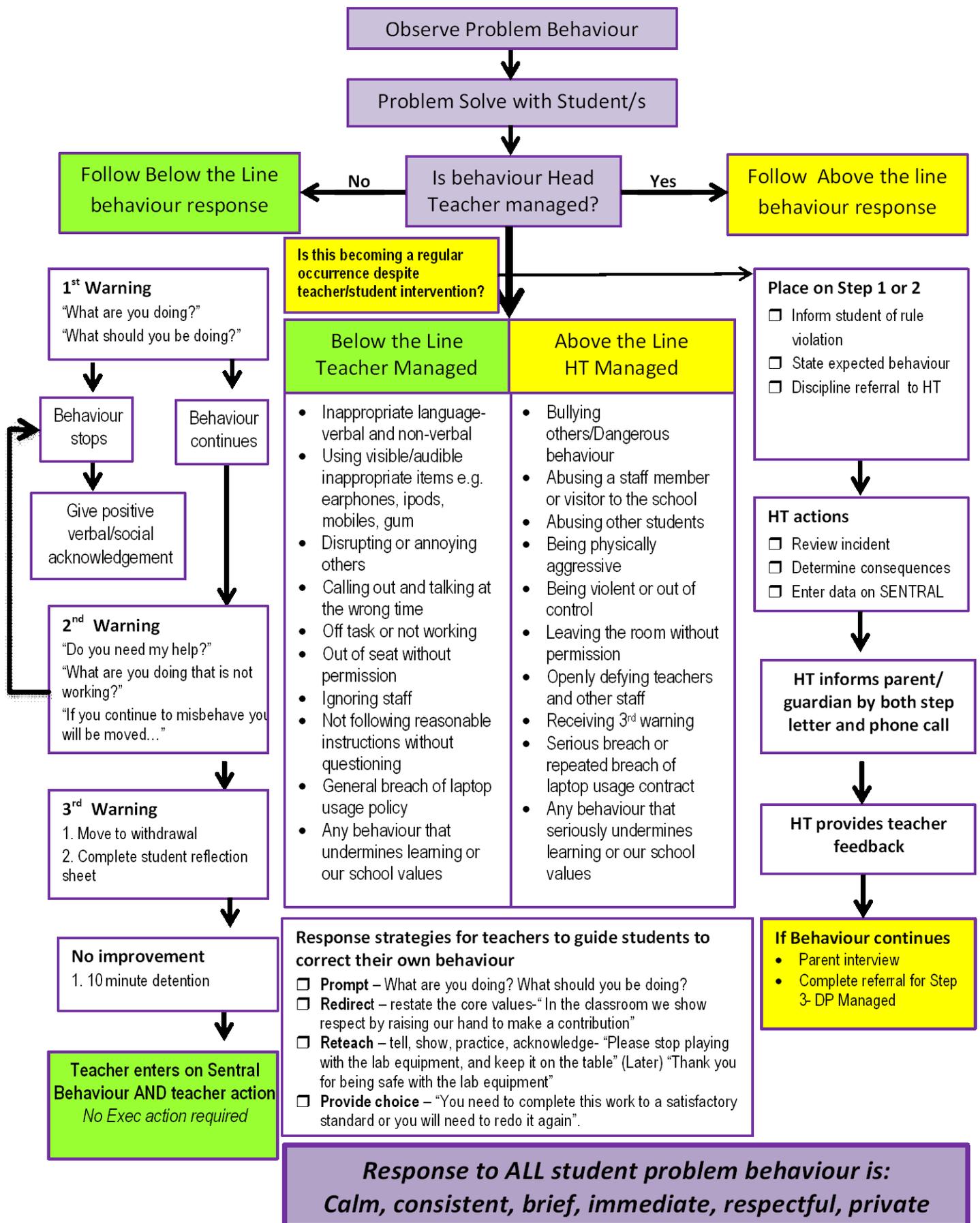
**= IMMEDIATE TIME OUT  
or REMOVAL and REFERRAL**

- 
- ◆ 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 a 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
<b>Safe</b> (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>
<b>Respectful</b> (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>
<b>Active learners</b> (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.

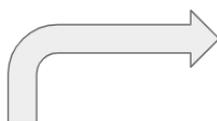
## The Merit Certificates

- 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

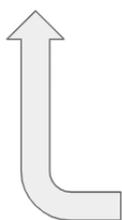
The Merit and Discipline Systems dovetail together to form the major components of the school's Welfare System.

## 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.



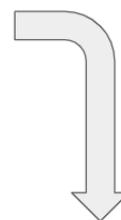
**Step 2:** Prior to each U\_Matter Year Meeting, the YA generates a Sentral report to see who has gained merits for the fortnight. During the Year Meetings, Bronze Awards are handed out.



**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 Guo
Year 8 Adviser	Mr Centurion
Year 9 Adviser	Ms Pena
Year 10 Adviser	Mr Habbouchi
Year 11 Adviser	Ms De Santis
Year 12 Adviser	Mr Skinner
School Psychologists	Ms Hanson,
A/HT Wellbeing	Mrs Patten
Student Support Officer	Ms Harvey
Learning Assistance and Support Teacher	Ms De Santis
R/HT Teaching and Learning	Ms Austin
HT Administration	Mr Luk
Deputy Principals	Ms A O’Donnell (Relieving) Mr Sherwin (Relieving)

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 Adviser or Deputy Principal if serious.

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

- Traditional disciplinary approach
- Mediation
- Restorative practice
- Support group method

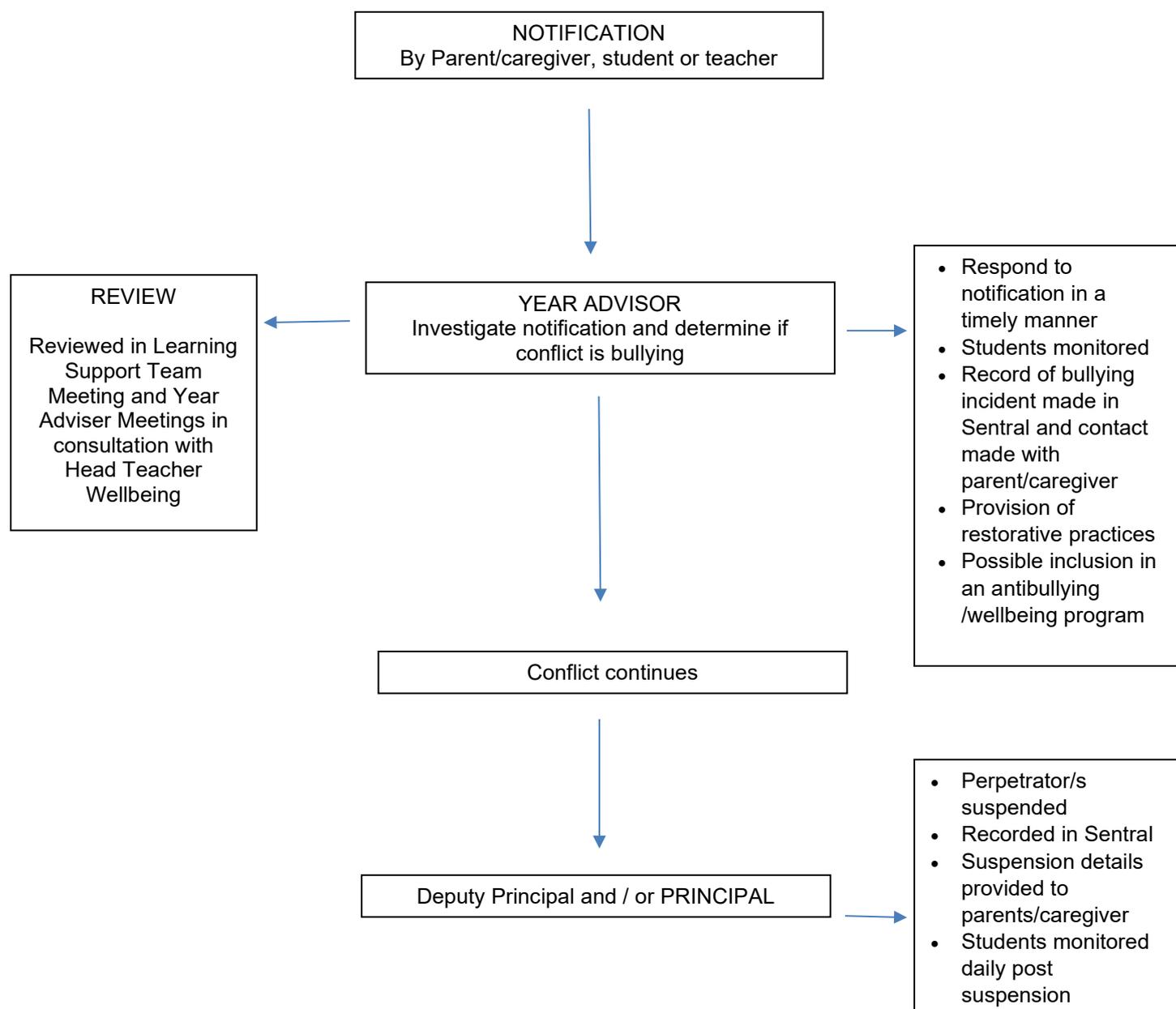
## Serious and repeated incidents

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.



## 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 Top Blokes, Raise Mentoring, Ready, Set, Sail 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. It is expected in PDHPE (Personal Development, Health and Physical Education) that students will bring and change into their school sport uniform including suitable sport shoes. The HHS Sport Uniform is to be worn each Tuesday for sport. Team uniforms for specific sports such as soccer, rugby, basketball, may be worn when required. These team uniforms are supplied on a loan arrangement by the school.

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

Hunters Hill High School is a proud uniform school and we follow a procedure and policy designed to improve the wearing of our uniform. Parents have overwhelmingly supported the implementation of a strong uniform at the school and we appreciate their support. At the beginning of every lesson, teachers note down any students out of uniform when they mark their roll. These students are then referred to the Uniform Officer who will follow up with any students out of uniform. Students who are not in full school uniform need to bring a valid note from their parents stating the reason they are not in full uniform. Students in the wrong clothing will be given an alternate uniform for the day to ensure that they meet the schools uniform requirements. The school appreciates the support of parents in ensuring the high expectations for uniform that we have are met.

### Junior school years 7-9 (All items are available from the Uniform Shop)

**Uniform** Short sleeved, sky blue shirt with school crest.  
Navy shorts, navy long pants or navy pleated skirt

### Senior school years 10-12 (All items are available from the Uniform Shop)

**Uniform** White shirt or blouse with school crest  
Navy shorts, navy long pants or navy pleated skirt

### Other school approved clothing Years 7-12

- Soft shell school jacket and/or Acrylic school jumper
- Navy tie with school crest
- Plain navy cap (school cap available from Uniform Shop)
- Plain black or navy stockings/tights (to be worn under skirt or shorts)
- Plain Black leather shoes with black laces
- HHS Scarf and HHS Beanie
- Appropriate school backpacks are required. Handbags are not acceptable.

**Sport Uniform:** Polo shirt with school colours and school crest.  
Navy school sports shorts or HHS Trackpants

## UNIFORM UPDATE

The P&C is scheduling a gradual introduction of new uniform items in 2021. Please remember, there is no obligation to purchase new items or to replace old styles for new styles. You can wear your uniform items until they need replacing. The new items will become available in a staggered delivery, which minimises financial impacts to the P&C, allows us to further run down old stock, and takes seasonal changes into account. Older styles will no longer be available following the gradual transition.

## **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 and operated by Sustainable School Wear. 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 Sustainable School Wear in conjunction with the P&C 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 mornings between 8.00am and 11.00am during school terms. Uniform items can be bought on the day or ordered via the school website.

## 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

- Extensive Fiction Collection catering to all tastes
- Non-Fiction
- Graphic Novels
- Reference

## 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 and printing.

## 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 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 Teacher Night.

## Student Responsibilities

### Task Submission

- Assessment tasks must be completed by the due date and time as stipulated by the Assessment Notification.
- The Assessment Notification and/or teacher will specify how the task is to be submitted, eg via Google Classroom, Microsoft Teams or a hard copy in class.
- Where a due date is given for a hand-in task, it is expected that the task will be submitted within the lesson of that subject.
- **Failure to complete a task by the required date will result in a mark of 0% awarded.**
- A genuine attempt at all tasks must be made and submitted to an acceptable standard.

### Illness/Misadventure

- If there is cause for Illness/Misadventure, the student must download a Misadventure Form from the Hunters Hill High School website or see their teacher for a Misadventure Form.
- If a student is absent for an assessment, they must contact their teacher and the Head Teacher of the subject.

### Plagiarism/Malpractice

- All work submitted must be the student's own original work.
- In the case of plagiarism/malpractice (eg copying of internet dumping), the student will be awarded zero.
- Students must follow examination procedures (this may include no devices, notes or looking at the work of others).
- Students adhere to the rules and protocols of formal examination.

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.

## 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>



## Hunters Hill High School Bell Times 2022

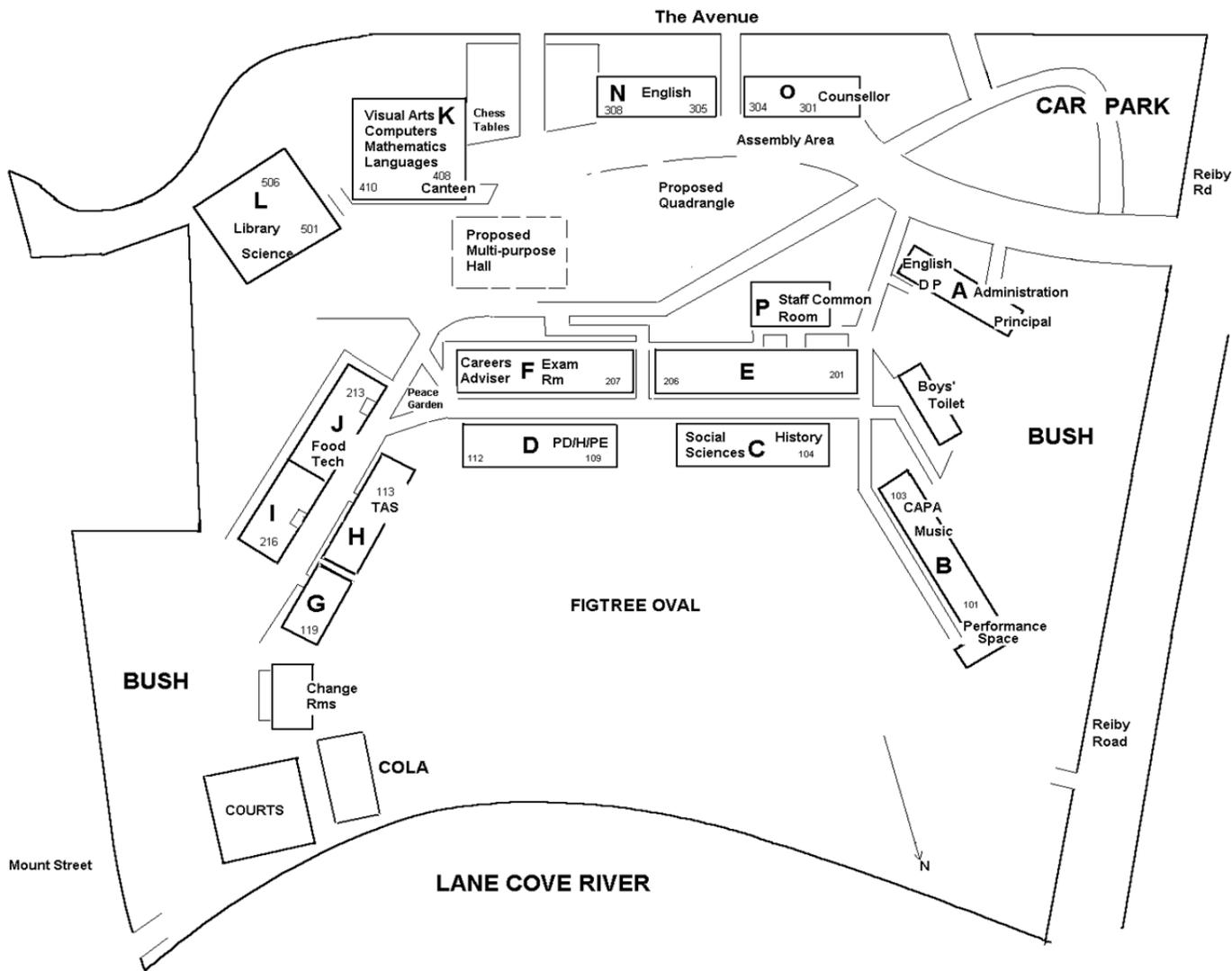
Monday			Tuesday			Wednesday			Thursday			Friday		
<b>Period 1</b>	8:45am 9:50am	65 mins	<b>SRE</b>	8:45am 9:15 am	30 mins	<b>Period 1</b>	8:45am 9:48am	63 mins	<b>Period 1</b>	8:45am 9:50am	65 mins	<b>Period 1</b>	8:45am 9:50am	65 mins
<b>Period 2</b>	9:50am 10:55am	65 mins	<b>Period 1</b>	9:15am 10:10am	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> 10,11,12 7,8,9	1:19pm 2:14pm 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

Each week students go to their allocated rooms for UMatter except when there is a Year Meeting.

Year Meetings: Years 11 & 12 (Weeks 1,4,7,10) Years 9 & 10 (Weeks 2,5 8) Years 7 & 8 (Weeks 3,6,9)

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	32
Mathematics	33
Science	34
History	35
Geography	36
PDHPE	37
<b>Elective Subjects</b>	
Commerce	38
Design & Technology	39
Drama	40
History Elective	41
Food Technology	42
Industrial Technology - Timber	43
Industrial Technology - Engineering	44
Music	45
Photographic & Digital Media	46
Physical Activity and Sports Studies (PASS)	47
Spanish	48
Visual Arts	49

# English

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

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

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

---

# 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 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**

## Assessment Schedule

Task	Timing	Weighting %
Assignment	Term 1, Week 9	20
Half-Yearly Examination	Term 2, Week 5	25
Assignment	Term 3, Week 5	20
Yearly Examination	Term 4, Week 5	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.

Classes will be allocated to either stream A or stream B for semester 1 to ensure practical materials are available.

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
1A	Electricity and Energy (STELR)									
1B	Biological Systems (ecosystems)					Electricity and Energy (STELR)				
	<b>Drafts due</b>									
2A	Biological Systems					Body communication and diseases				
2B	Electricity and Energy (STELR)					Body communication and diseases				
	<b>(A) SRP OR (B) Report</b>					<b>Drafts due</b>		<b>(B) SRP OR (A) Report</b>		
3	Tectonic plates and natural disasters									
						<b>Portfolio</b>				
4	Atoms and the periodic table									
	<b>Yearly Exam (with study notes)</b>									

## 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.

	<b>STELR SRP A: Term 2 Week 1 B: Term 2 Week 6</b>	<b>Report A: Term 2 Week 6 B: Term 1 Week 9</b>	<b>Portfolio of work Term 3 Week 5</b>	<b>Yearly examination Term 4 Week 4</b>
<b>Task weight</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
	<b>Components</b>			
Knowledge and Understanding (Outcome 1)		15%	5%	20%
Working Scientifically (Outcome 2)	25%	10%	15%	10%

# History Mandatory

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

## Course Overview

Topic 1: Industrial Revolution (10 weeks)

Topic 2: Asia and the World (10 weeks)

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

## Report Outcomes

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

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

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

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

<b>ASSESSMENT OVERVIEW</b>		
	<b>ASSESSMENT WEIGHTING</b>	<b>DATE(S)</b>
<b>Assessment Task #1</b>		
Topic Test – Industrial Revolution	20%	Term 1, Week 8
<b>Assessment Task #2</b>		
Research Task – Modernisation of Japan	20%	Term 2, Week 5
<b>Assessment Task #3</b>		
Source Analysis – World War I	20%	Term 3, Week 7
<b>Vocabulary</b>		
Students will complete an in-class vocabulary quiz each term. Vocabulary terms will be drawn from targeted glossaries for each unit.	20%	Term 1, Week 6 Term 2, Week 4 Term 3, Week 4 Term 4, Week 2
<b>In-class Skills Tasks</b>		
Students will complete an in-class task requiring application of academic skills each term. Content will be related to the current unit.	20%	Term 1, Week 9 Term 2, Week 9 Term 3, Week 9 Term 4, Week 3

# Geography Mandatory

## Subject Outline

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

## Program Summary

Sustainable Biomes (50% of course time)

Changing Places (50% of course time)

## Report Outcomes

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- GE5-2 explains processes and influences that form and transform places and environments
- GE5-5 assesses management strategies for places and environments for their sustainability
- GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8 communicates geographical information to a range of audiences using a variety of strategies

<b>ASSESSMENT OVERVIEW</b>		
	<b>ASSESSMENT WEIGHTING</b>	<b>DATE(S)</b>
<b>Assessment Task #1</b>		
Research Task – Sustainable Biomes	20%	Term 1, Week 9
<b>Assessment Task #2</b>		
Topic Test – Food Production	20%	Term 2, Week 7
<b>Assessment Task #3</b>		
Oral Presentation – Changing Places	20%	Term 3, Week 7
<b>Vocabulary</b>		
Students will complete an in-class vocabulary quiz each term. Vocabulary terms will be drawn from targeted glossaries for each unit.	20%	Term 1, Week 6 Term 2, Week 4 Term 3, Week 4 Term 4, Week 2
<b>In-class Skills Tasks</b>		
Students will complete an in-class task requiring application of academic skills each term. Content will be related to the current unit.	20%	Term 1, Week 9 Term 2, Week 9 Term 3, Week 9 Term 4, Week 3

# PDHPE

## Course Description

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

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

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

A Student:

- PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2** researches and appraises the effectiveness of health information and support services available in the community
- PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5** appraises and justifies choices of actions when solving complex movement challenges
- PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9** assesses and applies self-management skills to effectively manage complex situations
- PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences

## Program Summary

Students will:

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

## Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Task 4	Weighting %
Date of Task	Term 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	Practical Movement Competencies	
Theory	25		25		
Practical		25		25	
Marks	25	25	25	25	

# 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

Consumer & Financial Decisions (13 Weeks)	Law, Society & Political Involvement (12 Weeks)
Investing (8 Weeks)	Travel (8 Weeks)

## Report Outcomes

- COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-3 examines the role of law in society
- COM5-4 analyses key factors affecting decisions
- COM5-5 evaluates options for solving problems and issues
- COM5-6 develops and implements plans designed to achieve goals
- COM5-7 researches and assesses information using a variety of sources
- COM5-8 explains information using a variety of forms
- COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

<b>ASSESSMENT OVERVIEW</b>		
	ASSESSMENT WEIGHTING	DATE(S)
<b>Assessment Task #1</b>		
Research Task – Consumer and Financial Decisions	20%	Term 1, Week 8
<b>Assessment Task #2</b>		
Stimulus Task – In-Class Assessment Investing	20%	Term 2, Week 8
<b>Assessment Task #3</b>		
Research Task – Law, Society, and Political Involvement	20%	Term 3, Week 8
<b>Vocabulary</b>		
Students will complete an in-class vocabulary quiz each term. Vocabulary terms will be drawn from targeted glossaries for each unit.	20%	Term 1, Week 6 Term 2, Week 4 Term 3, Week 4 Term 4, Week 2
<b>In-class Skills Tasks</b>		
Students will complete an in-class task requiring application of academic skills each term. Content will be related to the current unit.	20%	Term 1, Week 9 Term 2, Week 9 Term 3, Week 9 Term 4, Week 3

# 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

A student :

- DT5-1 analyses and applies a range of design concepts and processes
- DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions
- DT5-4 analyses the work and responsibilities of designers and the factors affecting their work
- DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

## Program Summary

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

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

## Assessment Schedule

Assessment Components	Task 1	Task 2	Task 2	Task 3	Weighting %
Date of Task	Term 1 Week 9	Term 2 Week 9	Term 3 Week 5	Term 4 Week 3	
Type of Task	<b>Chocolate Egg Packaging</b> Product and documentation	<b>Night Light</b> Product and documentation	<b>Cushion Cover</b> Product and Folio documentation.	Yearly Examination	
Context	Food Technologies	Information and Communication Technologies	Material Technologies		
Focus Area	Packaging	Graphics & Electronics	Graphics & Textiles		
Practical	10%	10%	15%		
Documentation	10%	15%	20%		
Examinations				20%	
Marks	<b>20%</b>	<b>25%</b>	<b>35%</b>	<b>20%</b>	<b>100</b>

# Drama

The aim of the Year 9 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>	Theatresports workshop and Written Reflection	Group Performance and Written Rationale	Group Devised Performance and Written Reflection	Extended Response	%
<b>Topic</b>	Improvisation and Performance Skills	Origins of Theatre (Greek)	Commedia del 'Arte	Scripted Theatre	
<b>Timing of Task</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 6	Term 4 Week 6	
Making	10	5	15	10	40
Performing	10	10	10		30
Appreciating	5	10		15	30
<b>Marks</b>	25	25	25	25	100

# History Elective

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)

ASSESSMENT OVERVIEW		
	ASSESSMENT WEIGHTING	DATE(S)
<b>Assessment Task #1</b>		
Creative Writing – Jack the Ripper	20%	Term 1, Week 10
<b>Assessment Task #2</b>		
Topic Test/Source Analysis – RMS Titanic	20%	Term 2, Week 7
<b>Assessment Task #3</b>		
Research Report – Historical Disasters	20%	Term 3, Week 8
<b>Vocabulary</b>		
Students will complete an in-class vocabulary quiz each term. Vocabulary terms will be drawn from targeted glossaries for each unit.	20%	Term 1, Week 6 Term 2, Week 4 Term 3, Week 4 Term 4, Week 2
<b>In-class Skills Tasks</b>		
Students will complete an in-class task requiring application of academic skills each term. Content will be related to the current unit.	20%	Term 1, Week 9 Term 2, Week 9 Term 3, Week 9 Term 4, Week 3

# Food Technology

## Course Description

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

## Report Outcomes

*Students will have:*

- FT5-5               applies appropriate methods of food processing, preparation and storage
  
- FT5-6               describes the relationship understanding of foods to health between food consumption, nutrition and food the nutritional value of foods consumption and an and the health of individuals appreciation of the and communities
  
- FT5-10             selects and employs producing and equipment for a variety of appropriate techniques and evaluating solutions food-specific purposes equipment for a variety of for specific food food-specific purposes
  
- FT5-11             plans, prepares, presents and evaluates food solutions for specific purposes

## Program Summary

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

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

## Assessment Schedule

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

- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-5 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

## 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 4	Term 3 Week 10	Term 4 Week 3	
Type of Task	Project 1 CAD Drawings	Half Yearly Examination	Projects 2/3 CAD Drawing	Yearly Examination	
Core Module: Timber 1	25%	15%	40%	20%	
Marks	<b>25%</b>	<b>15%</b>	<b>40%</b>	<b>20%</b>	<b>100%</b>

# 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 of 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 6	Term 3 Week 9	Term 4 Week 6	Weighting %
Type of Task	Engineering Systems	Half Yearly Examination	Engineering Mechanisms	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 9 Music is to provide students the opportunity to develop their performance and composing skills whilst increasing their understanding of the qualities that combine to create memorable and enjoyable music. Students will focus on one or two instruments for individual performance and experience composing and listening activities focused on elected specific music genres. The course focuses on the development of technical skill and interpretation of stylistic significance in the pursuit of academic excellence.

## Report Outcomes

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

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

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

5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

## Program Summary

Topics of study include: Australian Music [Mandatory Topic]

Overview of Western Art Music, Music of a Culture

<b>Group 1</b> <b>Baroque Music</b>	Medieval Music	<b>Music of a Culture</b>	<b>Group 2</b> Popular Music	Theatre Music	Music for Large Ensembles
<b>Classical Music</b>	Renaissance Music	Music for Small Ensembles	Jazz	Music of a Culture (different from Group1)	Rock Music
<b>Nineteenth-century Music</b>	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 6	Task 6
Term 1 During Class 9-10	Term 2 During Class 3-5	Term 2 During Exam 6	Term 3 During Class 9-10	Term 4 During Class 1-2	Term 4 During Exam Week 5/6
Compose	Musicology/Perform	Listening	Compose / Musicology	Perform	Listening
Compose a 16 bar composition using own rhythm in 4/4 and the Pentatonic scale	Present a 6 minute viva about two pieces of music from an Australian Movie  - Use their instrument to demonstrate something in their viva to show stylistic understanding, technical skills  M=15 P=10	Listening/ Responding to written tasks [Identify Describe Explain]  Plus notation questions.  2 questions  Pitch, Duration. Tone Colour	Compose a 16 bar composition using the C Major or G Major scale and chords I, IV and V including the use of a perfect cadence  Musicology Composition Diary – show analysis and musical influences  C=10 M=5	Perform 2 pieces of music from the current topic studied (or one can be from previous topic). Display stylistic understanding, technical skill and accuracy.  Minimum 2 minutes each	Listening/ Responding to written tasks [Identify Describe Explain]  plus notation 2 questions  Pitch, Duration. Tone Colour/ Dynamics
10	25	15	15	25	10

# Photographic & Digital Media

The aim of Year 9 PHOTOGRAPHIC AND DIGITAL MEDIA 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 PHOTOGRAPHIC AND DIGITAL MEDIA 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 photography. In the Critical and Historical component students will investigate landscapes throughout history with an Australian and Non Australian focus. All of these experiences will be directed through the learning of art historical and critical studies whilst ensuring the development of literacy and commitment to excellence.

## Report Outcomes

*Students will have:*

- 5.4 investigates the world as a source of ideas, concepts and subject matter in the photographic and digital works
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 demonstrates developing technical accomplishment and refinement in making photographic and digital works
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of photographic and digital works
- 5.10 constructs different critical and historical accounts of photographic and digital works

## Program Summary

Topic: Digital Identity' Pinholes (analogue) to pixels (digital)' Development of Classical, Modernism & Post modernism

- Students develop a Body of Work and evaluation of lead up in journal titled 'Dramatic Lighting' & 'Beyond Realities' approaches to art making practices.
  - Extension work from class studies titled 'Royal/Fairy-tale, Portraiture' Assignment. Artist Case Studies: Annie Leibowitz
- Students study artists related to their Body of Work and complete an examination
  - Short answer based on terms & concepts
  - Artist analysis
  - Extended Response essay.
  - Case Studies: Duchamp, Man Ray, Barbara Kruger, Max Dupain
- Students develop a Body of Work and evaluation of lead up in journal titled 'Relative Perspective' & 'Jumpology' approaches to art making practices.
  - Extension work from class studies 'Elements of Design' Assignment
  - Artist Case Studies: Albrecht Durer, Robert Klippel, Max Dupain
- Students study artists related to their Body of Work and complete an examination
  - Short answer based on terms & concepts
  - Artist analysis
  - Extended Response essay
  - Case Studies: Philippe Halsman, Cindy Sherman, Yasamuro Morimora, Rosemary Laing

Task	Semester 1		Semester 2	
	1	2	3	4
<b>Due Date</b>	Term 1 During Class Week 10	Term 2 During Class Week 3	Term 3 During Class Week 10	Term 4 During Class Week 3
<b>Nature of Task</b>	Body of Work & Visual Art Diary	Examination Critical Historical Studies	Body of Work & Visual Art Diary	Examination Critical & Historical Studies
<b>Component of course</b>	Art making & Art Critical & Historical Studies-	Art Critical & Historical Studies	Art making & Art Critical & Historical Studies	Art Critical & Historical Studies
<b>Weight</b>	70	30	70	30

# Physical Activity and 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 10	Term 2 Week 7	Term 3 Week 8	Term 4 Week 6	
Type of Task	Integrated Task 1	Integrated Task 2	Integrated Task 3	Integrated Task 4	
Theory	10	15	15	10	
Practical	15	10	10	15	
<b>Marks</b>	25	25	25	25	<b>100</b>

# Spanish

## Course description

The Spanish course provides students with the opportunity to gain effective skills in communicating in the language, to explore the relationship between other languages and English and to develop an understanding of the cultures associated with the Spanish language. Students develop the knowledge, understanding and skills necessary for effective interaction in a language such as listening, reading, speaking and writing. They explore the nature of languages as systems by making comparisons between English and Spanish and produce texts in the target language. Students acquire intercultural understandings by reflecting on similarities and differences between their own culture and Hispanic cultures.

## REPORT OUTCOMES

### Semester 1

- LSP5-4C experiments with linguistic patterns and structures to compose texts in Spanish, using a range of formats for a variety of contexts, purposes and audiences  
 LSP5-5U demonstrates how Spanish pronunciation and intonation are used to convey meaning  
 LSP5-6U analyses the function of complex Spanish grammatical structures to extend meaning

### Semester 2

- LSP5-1C manipulates Spanish in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate  
 LSP5-2C identifies and interprets information in a range of texts  
 LSP5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences  
 LSP5-7U analyses linguistic, structural and cultural features in a range 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
Mi gente y Yo	I movie Conversation	T1 W9	20%	Speaking 10% Writing 10%	LSP5-1C LSP5-4C LSP5-5U LSP5-6U
Mi vida	Mid Year Examination	T2 W2	30%	Listening 15% Reading 15%	LSP5-2C LSP5-3C LSP5-7U
Mis intereses	ICT Task Coded Dialogue	T3 W8	20%	Writing 10% Speaking 10%	LSP5-1C LSP5-3C LSP5-6U LSP5-5U LSP5-7U
Mis gustos	Yearly Examination	T4W3	30%	Reading 15% Listening 15%	LSP5-2C LSP5-3C LSP5-4C LSP5-6U LSP5-8U

# Visual Arts

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

## Report Outcomes

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

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 explore contemporary portraiture practices to develop a diptych. In this unit students create two portraits that present a dynamic relationship with one another. They will develop skills in the use of various 2D media as well as in the development of a conceptually engaging artwork.</p> <p>In the critical and historical studies students explore contemporary art portraiture practices to inform their own practice.</p>	<p>In their making students will use William Kentridge as inspiration to construct a 3D head from cardboard and collaged materials. It is to be a self-portrait created from photographs taken of the student. The student will explore their own identity, interests and materiality in their choice of symbols, text, patterns and collaged materials.</p> <p>In their critical and historical studies, students explore mythological portraits in art history. Students examine movements in Fine Art such as Romanticism, Surrealism as well as Ancient Greek and Roman artworks.</p>	<p>Students develop a series of 'Jumpology photographs'.</p> <p>In the critical and historical component students research artists as the inspiration for their work, technically or conceptually or both. Students are also given the opportunity to dress up as characters to add conceptual depth and a narrative to their photographic series.</p>

## Assessment Schedule

Year 9 Visual Arts	Semester 1		Semester 2	
	1	2	3	4
<b>Task</b>				
<b>Due Date</b>	Term 2 During Class Week 4 - 6	Term 2 During Class Week 5 - 7	Term 4 During Class Week 4 - 6	Term 4 During Class Week 5 - 7
<b>Nature of Task</b>	Body of Work & Visual Art Diary	Examination	Body of Work & Visual Art Diary	Examination
<b>Component of course</b>	Art making & Art Critical & Historical Studies	Art Critical & Historical Studies	Art making & Art Critical & Historical Studies	Art Critical & Historical Studies
<b>Weight</b>	40	10	40	10

# MAP SHOWING EVACUATION ROUTES

