



YEAR 9 2023 STUDENT HANDBOOK

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Welcome to Hunters Hill High School by the Principal

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

It is unique not just for its geographic location, but for its connection with the natural landscapes of bushland and waterways. The school, which has a population of just under 800 students, is the perfect size in maintaining a sense of the individual while ensuring we are able to all make strong and positive connections as part of a community. This is reflected in the strong welfare ethos that runs through the school's policy and programs. Moreover, our size ensures that there are many leadership and extra-curricular opportunities catering for students with interests in the fields of both the sport and the creative arts.

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

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

Mr Greg Lill
Hunters High School Principal



General Information

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

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



Hunters Hill
High School

Welcome from the Year 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
Mr Fausto Centurion
Languages Faculty



Pattern of Study in Year 9

In Year 9, students will be required to study:

Mandatory units

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

Who's Who?



**Mr Lill
Principal**



**Ms Sawyer
R/Deputy Principal
Yrs 7, 9, 11**



**Ms Chiew-Meldrum
Deputy Principal
Yrs 7, 9, 11**



**Ms O'Donnell
R/Deputy Principal
Yrs 8, 10, 12**

Year 7 - 12 Year Adviser



**Year 7
Ms Reynolds**



**Year 8
Ms Guo**



**Year 9
Mr Centurion**



**Yr 10
Ms Pena**



**Yr 11
Mr Habbouchi**



**Yr 12
Ms De Santis**

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

Other People You Need to Know

Senior Teachers and Head Teachers (HT)

Creative & Performing Arts	Ms J Sibley Ms M Cockburn	(HT) (R/HT)
English	Ms J Brierty	(R/HT)
HSIE (History & S. Sciences)	Mr A Skinner	(R/HT)
TAS	Mr W Pickles	(HT)
PDHPE	Mr L Smith	(HT)
Mathematics	Mr B Neilsen	(HT)
Science	Ms D Sawyer Mr G Dennis	(HT Thurs/Fri) (R/HT Mon-Wed)
Teaching and Learning	Ms J Austin	(R/HT)
Administration	Mr K Luk	(HT)
Welfare	Mrs E Patten	(A/HT)
Student Support Officer	Ms T Harvey	
Sports Organiser	Ms L Reynolds	
Careers	Ms N Polak Mr D Bastian	

School Psychologist and Student Support Officer

From time to time, we all experience difficulties or worries and it is often helpful to discuss these concerns with somebody. We have both a School Psychologist and Student Support Officer (SSO) on site every day. The office for the School Psychologist is located on the first floor of Block K on the western side. Our SSO has an office in the Common Room.

Referrals may come from parents and teachers, or students can self-refer directly.

Parents should contact the Year Adviser if they have welfare concerns and these will be raised with the wider Wellbeing team to determine the most appropriate course of action. Students can self-refer by speaking to their Year Adviser or completing a request slip directly with the School Psychologist or SSO. Students will be called out of class at the earliest appointment.

Our team also works directly with any external services you may have engaged. We can help students' practice successful strategies to build their resilience.

Head Teacher Welfare 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 Welfare

School Expectations Hunters Hill High School

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

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

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

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

SAFE

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

RESPECTFUL

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

ACTIVE LEARNERS

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

Areas to think about....

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

Hunters Hill High School Promoting Active Learning

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

ABOVE THE LINE behaviour

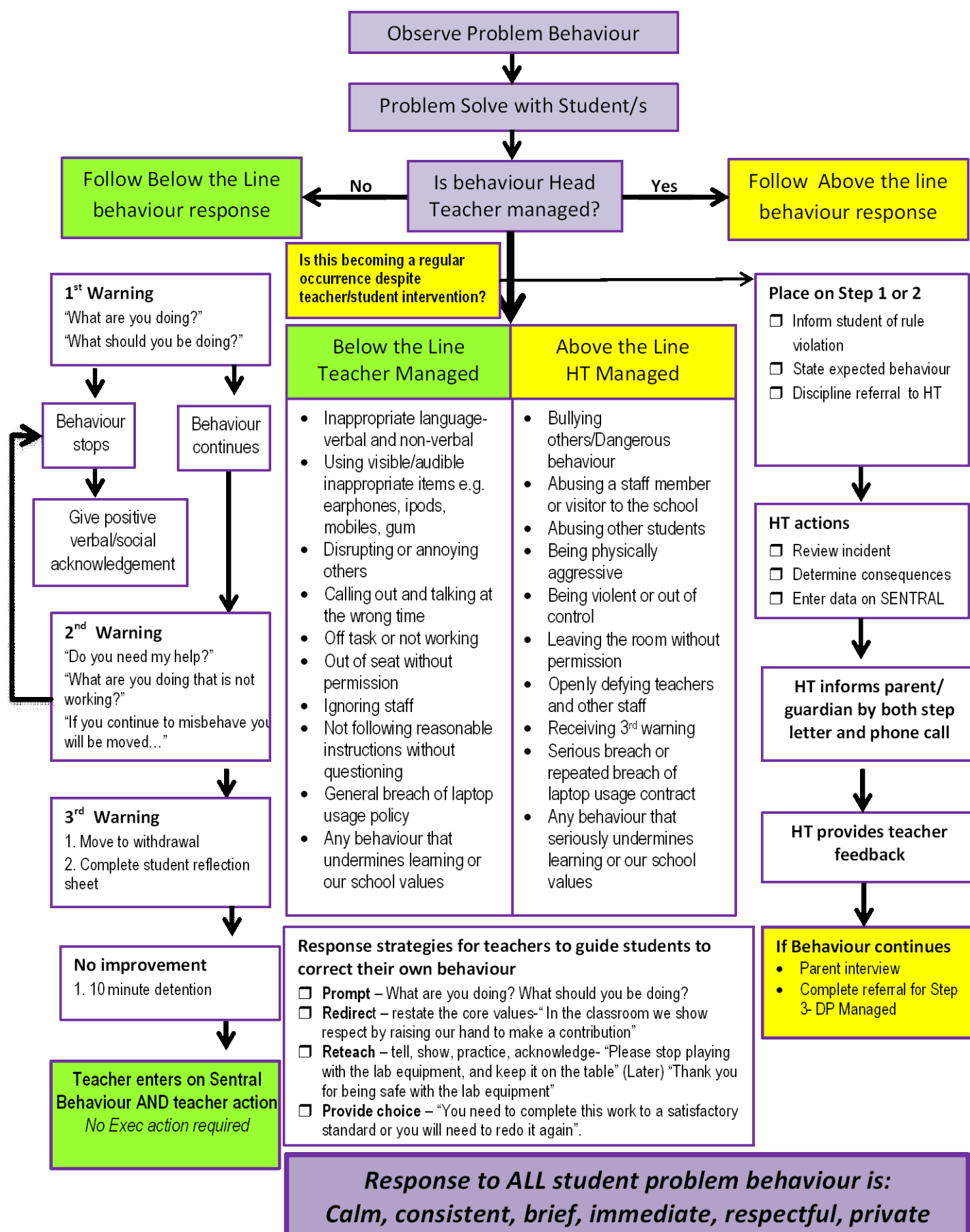
**= IMMEDIATE TIME OUT
or REMOVAL and REFERRAL**

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

BELOW THE LINE behaviour

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

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



Our School's Code of Conduct

(DRAWN UP BY THE STUDENT BODY)

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

Students are expected to be Safe, Respectful and Active Learners

Student's Rights and Responsibilities

Rights

Every student has the following rights:

To learn

To be heard

To be respected

To be safe

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

School's Discipline System

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

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

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

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

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

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

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

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

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

School's Merit System

Hunters Hill High School has a reward system whereby students can be rewarded 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

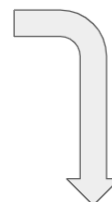
The Merit and Discipline Systems dovetail together to form the major components of the school's Welfare System.

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.



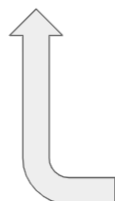
Step 2: Prior to each UMatte Year Meeting, the YA generates a Sentral report to see who has gained merits for the fortnight. During the Year Meetings, Bronze Awards are handed out.



Step 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.



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



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 Reynolds
Year 8 Adviser	Ms Guo
Year 9 Adviser	Mr Centurion
Year 10 Adviser	Ms Pena
Year 11 Adviser	Mr Habbouchi
Year 12 Adviser	Ms De Santis
School Psychologists	Ms B Hanson, Ms S Hameed
A/HT Welfare	Mrs Patten
Student Support Officer	Ms Harvey
Learning Assistance and Support Teachers	Ms De Santis, Ms Zerk, Ms Thibaux
R/HT Teaching and Learning	Ms Austin
HT Administration	Mr Luk
Deputy Principals	Ms Chiew-Meldrum Ms Sawyer (Relieving) Ms O'Donnell (Relieving)

The school works to enhance student resilience through a range of programs and strategies run through our UMatte 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 child.

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 SMS and/or 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 students 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 child 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, students 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. Movement About School

Students 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.

6. 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.

7. 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.

8. Presence in Classrooms

No student 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.

9. School Canteen

Lunches may be purchased from the school canteen by order (before school only), or at recess and lunch. Students 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.

10. 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 7-10. 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.

11. 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.

12. 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.

13. Travelling to and from School

Students 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

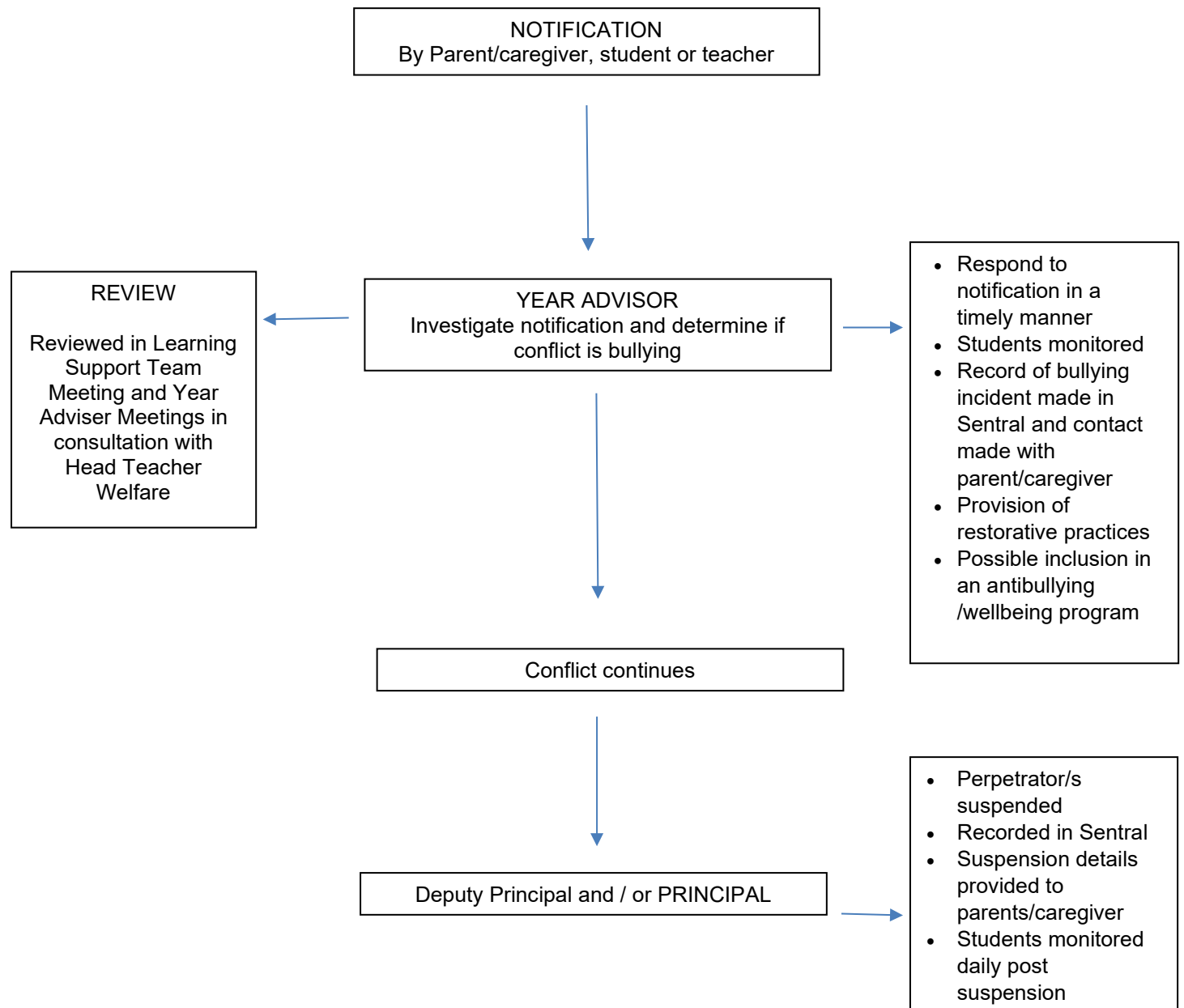
Not all cases of bullying will be easy to deal with but these cases will be dealt with through providing support for victims and their families, and consequences for bullies.

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 Mobile Phones Policy

Hunters Hill High School recognises that many students may possess mobile phones carried for reasons of security and communication with families. However, as a school we recommend that students do not bring mobile phones to school. Further, mobile phones must not be permitted to interfere with the delivery of lessons or the learning of any student. In consultation with our community, the following guidelines have been prepared to assist students on how issues of mobile phones should be approached at Hunters Hill High School during lessons, on the school grounds and during assessments and examinations.

DURING LESSONS:

1. Mobile phones are not to be seen in the classroom. They are to remain switched off and inside students' bags. Phones are not to be carried in pockets.
2. Headphones are not accepted in the classroom.
3. HHHS accepts no responsibility for the security of mobile phones. If a student brings a mobile phone to school, then they are responsible for its appropriate use, storage, and safe keeping.
4. Mobile phones are NOT to be used as calculators - they are not NESA approved.
5. If a mobile phone rings or a student receives a text message, the student will be, in the first instance, instructed to turn the phone off.
6. If a mobile phone is removed from a bag during a lesson, the student will be given a verbal reminder to put this in their bag.
7. If a student needs to leave the classroom for matters such as bathroom visits, the phone remains in their bag in the classroom.
8. Failure to follow the directions of the teacher following one verbal warning will be met with our school's behaviour policy including parent contact, student recess or lunch reflection, or referral to the Head Teacher.
9. Repeated violations will result in an agreement with the parents that a student will: a) Not bring a mobile phone to school for an agreed amount of time b) Hand the phone in at the office at the beginning of each school day for an agreed amount of time c) They will collect the phone from the security of the school office after the end of day bell.
10. If repeat violations of the school's mobile phone policy occur, the Deputy Principal may request the return of the mobile phone to the parent rather than the student. Continued disobedience with phone use will be treated with our school's behavioural steps.

ON THE SCHOOL GROUNDS:

1. In line with the Inclosed Lands Act, students may not take images or videos of other students. They may not share images or videos via digital messaging, or on online platforms. Only school approved videos and images may be shared online in accordance with our approved list of students with permission to publish.
2. Students may not bully or harass others on digital platforms.
3. Behavioural consequences will follow non-compliance.

TESTS, EXAMINATIONS & ASSESSMENT TASKS:

Hunters Hill High School follows the guidelines of NESA with regards to the total prohibition of any communication devices (phones, watches, laptops) within an examination area for NAPLAN and HSC. This is to ensure that equity is maintained for all students.

1. Students are not permitted to bring a mobile phone, on their person or with their equipment, into an examination area or a classroom area that is being used for the conducting of a test, examination, or assessment task. Teachers should remind students of this requirement prior to them entering the room. (This provision cannot be overridden by turning the phones off).
2. Any incoming or outgoing call / message / text will be automatically regarded as assessment malpractice and will result in the student receiving a zero mark for the test, examination, or assessment task. No negotiation as to the content of received messages or what was present on the device will be entered into.

ADDITIONAL: SMART WATCHES

Smart watches should be placed on aeroplane mode during lessons. If a student is seen to be messaging via the smart watch, then they will be instructed to place this in their bag, and the same procedures as per mobile phones will be followed.

School Uniform Policy

INTRODUCTION

It is our policy that all students in Years 7 to Year 12 should wear a school uniform when attending school, or when participating in a school-organised event outside normal school hours, unless exempted from doing so by the Principal on designated days. We provide a complete list of the items needed for school uniform in our school and on our website. Effective teaching and learning requires organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in students' appearance.

AIMS AND OBJECTIVES: Our policy is based on the notion that a school uniform

- Complied with Department of Education Uniform Policies
- Promotes a sense of identity and pride for students attending the school
- Engenders a feeling of community and belonging
- Is practical and smart
- Encourages a sense of equality among peers
- Has been designed with health and safety in mind
- Approved by the P&C particularly for affordability, quality and sustainability

ROLES AND RESPONSIBILITIES: The Governing Body

- Monitors and reviews the school uniform policy.
- Seeks the views of parents in the maintenance and creation of the policy.
- Requires the Principal to report to the Governing body on the implementation of the policy.

The uniform has been designed and endorsed by the P&C Association. It is the school community expectation that all students will wear the uniform without variation. School uniform builds a sense of community and ownership in the student body, ensuring pride in the school and its attainments as well as forming a lasting impression of the school in the wider community. It contributes to the development of student self-discipline and self-esteem, allowing clear identification within the school and community.

THE DRESS CODE

The school uniform must always be worn without individual variation.

- Years 7 – 12 must wear their school uniform everyday
- On Tuesday Year 7-10 students, may wear their school uniform or sports uniform. If students have a timetabled practical Technology or Science lesson on Tuesday, leather shoes must be worn. (See next page). Seniors must wear school uniform.
- Students are expected to be neat, modest, tidy, and well-groomed at all times.
- WHS compliance: Jewellery is to be small and unobtrusive and of a safe design. Students will be required to remove unsafe and inappropriate jewellery. No fake Nails. Hair should be neat and tied off the face.
- Students representing the school are required to wear full school uniform.
- Uniform should be worn appropriately: Shirts and Blouses must be visible when wearing a jumper or jacket, shorts and skirts should not be folded or shortened.
- If undershirts are worn, they are to be white only (all undershirts worn under the uniform must not be visible).
- The school hat is the only hat worn at school, on school excursions or for sporting events.
- For formal events students must be in school uniform, especially if they are participating in the assembly.
- Students are expected to wear school uniform on school excursions unless otherwise notified.
- Makeup, if worn, is to be minimal and appropriate for school.
- Specialist uniform for dance and hospitality classes must be worn only for the duration of these classes.

SCHOOL UNIFORM - *General Uniform for Junior Students - Years 7 to 9*

Tops

- Short sleeved, sky blue polo shirt with school crest - Short sleeved sky blue shirt with school crest
- Short sleeved blouse sky blue with school crest - Long sleeved sky blue collared shirt with school crest
- Long sleeved sky blue blouse with school crest

Bottoms

- Navy shorts (men's cut and/or women's cut) - Navy long pants (men's cut and/or women's cut)
- Navy pleated skirt

Warm

- V-neck jumper with school crest - V-neck sloppy joe with school crest
- Navy scarf with HHHS detail - Navy beanie with HHHS Figtree logo
- All Shirts must be worn under school jumpers and jackets

Sports Uniform

- **Tuesday students can wear the sports uniform to school**
- Unisex sports polo shirt with school crest
- Unisex navy sports shorts
- Microfibre track pants (Tuesday sport or PE practical lessons only)
- **Team uniforms for specific sports such as soccer, rugby, basketball may be worn when required. These team uniforms are supplied on loan arrangement by the PDHPE department at the school**
- All Polo Shirts must be worn under 'warm' Jumpers and Jackets

SCHOOL UNIFORM - *General Uniform for Senior Students - Years 10 to 12*

Tops

- Short sleeved white collared shirt with school crest - Short sleeved blouse with white school crest
- Long sleeved collared shirt white with school crest - Long sleeved blouse white with school crest

Bottoms

- Navy shorts (men's cut and women's cut) - Navy long pants (men's cut and women's cut)
- Navy pleated skirt

Warm

- V-neck Acrylic school jumper - V-neck sloppy joe
- Soft shell school jacket - Navy scarf with HHHS detail
- Navy beanie with HHHS Figtree logo - All Shirts must be worn under school jumpers and jackets

SCHOOL UNIFORM ACCESSORIES – ALL YEARS

- School tie (navy with sky blue stripe)
- School blazer navy with sky blue trim (available on pre-order only)
- Plain navy cap with HHHS logo
- Socks (navy or black)
- Black leather shoes
- HHHS backpacks or appropriate backpacks required. Handbags are not.

SPORTS UNIFORM

- **For Year 7 to Year 10: On Tuesday's students can wear the sports uniform to school**
- **For Year 11 and 12: Seniors only wear sports uniform for sporting events or for PDHPE related classes**
- Unisex Sports polo shirt with school crest
- Unisex navy sports shorts
- Microfibre track pants (Tuesday sport or PE practical lessons only)
- **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 PDHPE department at the school**
- All Polo Shirts must be worn under 'warm' Jumpers and Jackets

TECHNOLOGY UNIFORM

- White Apron - Hospitality
- Blue Apron – Workshop Rooms
- Black Leather Shoes (please see picture below for reference)

FOOTWEAR POLICY

This policy covers the wearing of acceptable and unacceptable school footwear, and to inform you that wearing of acceptable footwear complies with Work, Health and Safety legislation which enables students to participate in TAS workshop activities and practical Science lesson. All students are required to wear plain black, leather shoes to school. Acceptable school uniform shoes should have full leather uppers with no breather holes or fabric and have a reasonable sole thickness. Boots or shoes that cover the ankle are not acceptable. In practical Science and Technology lessons, it is a Work Health and Safety

requirement and a Department of Education regulation, that appropriate, safe leather shoes are worn. Shoes are required to be plain black with no other colour present. Plain black shoelaces should also be worn. On Tuesdays Years 7-10 students have the option of wearing their sport uniform to school with runner/jogger style of shoes appropriate for participation in sporting activities. If students have a practical lesson (Science or Technology) on Tuesdays, they need to bring they need to bring their regular school shoes for those lessons.

UNIFORM SHOP

The Uniform Shop is open every TUESDAY morning during term from 8.30am - 11.30am. Parents and Carers are welcome to come onsite to purchase uniforms. All visitors to Hunters Hill High School, including for the Uniform Shop, MUST sign in at Parent Reception using the QR code.

ONLINE SALES

Orders can be made online for **student pick up or delivery via Auspost**. Please click on the link to make an online purchase: <https://huntershd-h.schools.nsw.gov.au/about-our-school/what-we-offer/uniform.html>

DONATE YOUR OUTGROWN UNIFORM ITEMS

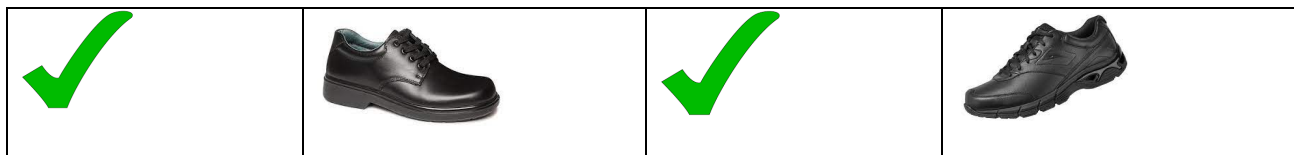
We welcome the donation of second-hand uniform items at the Uniform Shop.

SUSTAINABLE OPPORTUNITIUES FOR HHHS

Sustainable School wear will also be partnering with the school students and community to educate and collaborate on sustainability issues and projects.

For further information or for any questions, please email: uniforms@hhhspandc.org.au

ACCEPTABLE EXAMPLES OF PLAIN BLACK LEATHER SHOES:



UACCEPTABLE EXAMPLES OF SHOES:



This type of shoe is acceptable for sporting activities

PLEASE SEE BELOW FOR A VISUAL OF OTHER CONSIDERATIONS OF ACCEPTABLE AND NON-UNIFORM



We thank you in advance for your support. If there are financial or other valid reasons for ongoing uniform concerns, please contact your child's Year Adviser, the Learning and Engagement Officer or relevant Deputy Principal.

Updated June 2022

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 during U-Matter 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 students 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. The library is open before school, at recess and at lunch where students are welcome to read, work on jigsaws, play chess or work quietly. There is no eating in the library.

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.

Borrowing

Students use their Students ID to borrow library items.

Printing

The library offers a printing service for the students. Printing can be collected before school and during recess and lunch. All printing must have the student's name on the front page of the document for it to be printed.

Library Areas and Uses

Our library is primarily used for academic purposes. Students are provided with access to technology and collaborative workspaces. Chess boards and jigsaw puzzles 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 during study periods.

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.

Library Staff are 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 2023

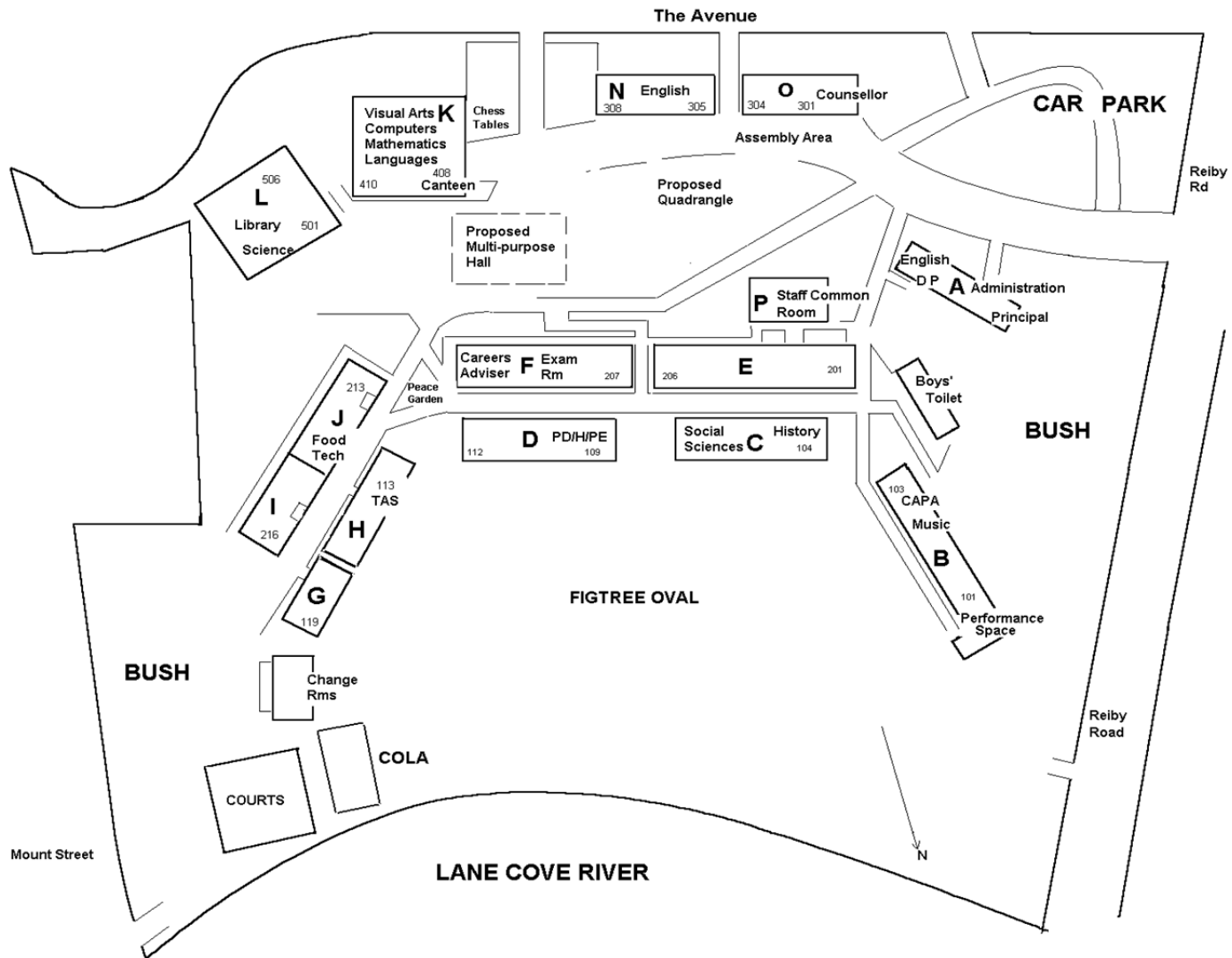
Monday			Tuesday			Wednesday			Thursday			Friday		
Period 1	8:45am 9:50am	65 mins	SRE	8:45am 9:15 am	30 mins	Period 1	8:45am 9:48am	63 mins	Period 1	8:45am 9:50am	65 mins	Period 1	8:45am 9:50am	65 mins
Period 2	9:50am 10:55am	65 mins	Period 1	9:15am 10:10am	55 mins	Period 2	9:48am 10:51am	63 mins	Period 2	9:50am 10:55am	65 mins	Period 2	9:50am 10:55am	65 mins
Recess	10:55am 11:25am	30 mins	Period 2	10:10am 11:05am	55 mins	Recess	10:51am 11:21am	30 mins	Recess	10:55am 11:25am	30 mins	Recess	10:55am 11:25am	30 mins
Period 3	11:25am 12:30pm	65 mins	Recess	11:05am 11:25am	20 mins	UMatter mentoring	11:21am 11:46am	25 mins	Period 3	11:25am 12:30pm	65 mins	Period 3	11:25am 12:30pm	65 mins
						Period 3	11:46am 12:49pm	63 mins						
Period 4	12:30pm 1:35pm	65 mins	Period 3	11:25am 12:20am	55 mins	Lunch	12:49pm 1:19pm	30 mins	Period 4	12:30pm 1:35pm	65 mins	Period 4	12:30pm 1:35pm	65 mins
			Whole School & Sport Assembly	12:20am 12:40pm	20 mins									
Lunch	1:35pm 2:05pm	30 mins	Lunch	12:40pm 1:10pm	30 mins	Period 4 10,11,12 7,8,9	1:19pm 2:14pm 2.22pm	63 mins	Lunch	1:35pm 2:05pm	30 mins	Lunch	1:35pm 2:05pm	30 mins
Period 5	2:05pm 3:10pm	65 mins	SPORT	1:10pm 3:00pm	110 mins	After School Detention (room 201)	2:25pm 3:00pm	35 mins	Period 5	2:05pm 3:10pm	65 mins	Period 5	2:05pm 3:10pm	65 mins

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



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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
	Reporting Outcome:	Constructs and presents a perspective on a topical issue using rhetorical devices.	
2	Genre: Mystery	Narrative and reflection- 25% Week 7, Term 2(S1)	EN5-3B, 5C, 9E
	Reporting Outcome:	Composes an extended imaginative response using elements of a genre	
3	Close Study of a Text	Essay-20% Essay Plan - 5% Week 7, Term 3(S2)	EN5 - 3B, 4B, 8D
	Reporting Outcome:	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 5, Term 4(S2)	ENG5 - 3B, 4B, 6C, 7D 8D
	Reporting Outcome:	Composes an essay that identifies and explores how contextual elements of a text style create interpretive meaning for the reader.	

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, Weeks 6 – 10	20
Half-Yearly Examination	Term 2, Week 7	25
Assignment	Term 3, Weeks 2 – 5	20
Yearly Examination	Term 4, Week 6	25
Bookmarks (2.5% each Term)		10
Total Weighting %		100

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.

Topic and assessment order for Semester 1 will vary to allow for sufficient access to practical materials.

Course Outline:

Topics covered this year include:

- Electricity and Energy (STELR)
- Biological systems (Ecosystems)
- Body communication and diseases
- Tectonic plates and natural disasters
- Atoms and the periodic table

Report Outcomes:

- Demonstrates knowledge and understanding about scientific concepts.
- Plans and safely carries out investigations to collect valid and reliable data individually and collaboratively.
- Processes, analyses, and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
- Uses scientific understanding and critical thinking skills to suggest solutions to problems and communicates using written and visual methods.

Assessment Outline

Task type and outline	Task weight	Date
Depth study Independent scientific report for group investigation	25%	(A) Term 1 Week 10 (B) Term 2 Week 7
Extended writing task Extended writing related to ecosystems	25%	(B) Term 1 Week 10 (A) Term 2 Week 7
Assessment task 3 Data analysis task and book check	20%	Term 3 Week 5
Yearly Examination In class examination using study notes	30%	Term 4 Week 4

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

ASSESSMENT OVERVIEW		
	ASSESSMENT WEIGHTING	DATE(S)
Assessment Task #1		
Topic Test – Industrial Revolution	20%	Term 1, Week 10
Assessment Task #2		
Oral Presentation – Modernisation of Japan	30%	Term 2, Week 6
Assessment Task #3		
Research Project – World War I	30%	Term 3, Week 7
Reading Comprehension and Critical Thinking		
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 2 Term 2, Week 1 Term 3, Week 1 Term 4, Week 1

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

ASSESSMENT OVERVIEW		
	ASSESSMENT WEIGHTING	DATE(S)
Assessment Task #1		
Topic Test – Sustainable Biomes	20%	Term 1, Week 9
Assessment Task #2		
Oral Presentation – Food Production	30%	Term 2, Week 4
Assessment Task #3		
Research Project – Changing Places	30%	Term 3, Week 5
Reading Comprehension and Critical Thinking		
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 2 Term 2, Week 1 Term 3, Week 1 Term 4, Week 1

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 7	Ongoing through PE lessons Term 1/2	Term 3 Week 7	Ongoing through PE lessons Term 3/4	
Type of Task	Take Home Task: Respectful Relationships	Practical Movement Competencies	Take Home Task: Dealing with Difference & Diversity	Practical Movement Competencies	
Theory	25		25		
Practical		25		25	50
Marks	25	25	25	25	100

Commerce

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

Course Overview

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

ASSESSMENT OVERVIEW		
	ASSESSMENT WEIGHTING	DATE(S)
Assessment Task #1		
Topic Test – Consumers and Financial Decisions	20%	Term 1, Week 8
Assessment Task #2		
Oral Presentation – Investing	30%	Term 2, Week 2
Assessment Task #3		
Research Project – Law, Society and Political Involvement	30%	Term 3, Week 3
Reading Comprehension and Critical Thinking		
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 2 Term 2, Week 1 Term 3, Week 1 Term 4, Week 1

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.
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 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.
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of Task	Theatresports workshop and Written Reflection	Group Performance and Written Rationale	Group Devised Performance and Written Reflection	Extended Response	%
Topic	Improvisation and Performance Skills	Origins of Theatre (Greek)	Commedia del 'Arte	Scripted Theatre	
Timing of Task	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
Marks	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)
Assessment Task #1		
Topic Test – Jack the Ripper	20%	Term 1, Week 11
Assessment Task #2		
Oral Presentation – RMS Titanic	30%	Term 2, Week 8
Assessment Task #3		
Research Project – Historical Disasters	30%	Term 3, Week 9
Reading Comprehension and Critical Thinking		
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 2 Term 2, Week 1 Term 3, Week 1 Term 4, Week 1

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	
Core Unit Food preparation and processing	30%	20%			
Focus Area Catering, Health and Special Occasions			30%	20%	
Mark	30%	20%	30%	20%	100%

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	25%	15%	40%	20%	100%

Industrial Technology – Engineering

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

The core modules cover:

- Engineering Structures
- Engineering Mechanisms

Practical projects undertaken reflect the core modules and include, bridge building, robotics, paper automato and mousetrap 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
- IND5-5** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and 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
- IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

Program Summary

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

Within each module students will learn about;

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

Assessment Schedule

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

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

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

Assessment Schedule

Task 1	Task 2	Task 3	Task 4	Task 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
Due Date	Term 1 During Class Week 10	Term 2 During Class Week 3		Term 3 During Class Week 10	Term 4 During Class Week 3
Nature of Task	Body of Work & Visual Art Diary	Examination Critical Historical Studies		Body of Work & Visual Art Diary	Examination Critical & Historical Studies
Component of course	Art making & Art Critical & Historical Studies-	Art Critical & Historical Studies		Art making & Art Critical & Historical Studies	Art Critical & Historical Studies
Weight	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	
Marks	25	25	25	25	100

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)
Tasks	1, 2 and 3	4, 5 and 6	
Program Summary	<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	
Task	1	2	3	4
Due Date	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
Nature of Task	Body of Work & Visual Art Diary	Examination	Body of Work & Visual Art Diary	Examination
Component of course	Art making & Art Critical & Historical Studies	Art Critical & Historical Studies	Art making & Art Critical & Historical Studies	Art Critical & Historical Studies
Weight	40	10	40	10

MAP SHOWING EVACUATION ROUTES

