



Hunters Hill
High School

HUNTERS HILL HIGH SCHOOL

Opera Ad Maiora – By Hard Work to Greater Things



YEAR 10 2024 STUDENT HANDBOOK

Safe, Respectful and Active Learners

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Welcome to Hunters Hill High School by the Principal

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

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

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

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

Mr Greg Lill
Hunters High School Principal



General Information

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

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



Hunters Hill
High School

Welcome from the Year 10 Adviser

Welcome to 2024!

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

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

Good luck this year at Hunters Hill High.

Your Year Adviser
Mr Centurion
Languages Faculty



Pattern of Study in Year 10

In Year 10, students will be required to study:

Mandatory units

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

Who's Who?



Mr Lill
Principal



Ms O'Donnell
Deputy Principal
Yrs 7, 9, 11



Ms Sawyer
R/Deputy Principal
Yrs 8, 10, 12

Year 7 - 12 Year Adviser



Year 7



Year 8
Ms Reynolds



Year 9
Ms Guo



Yr 10
Mr Centurion



Yr 11
Ms Hutchinson



Yr 12
Mr Habbouchi

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 Sarah Cross	(HT)
English	Ms J Brierty	(HT)
HSIE (History & S. Sciences)	Mr A Skinner	(R/HT)
TAS	Mr W Pickles	(HT)
PDHPE	Mr D Habbouchi	(R/HT)
Mathematics	Mr B Neilsen	(HT)
Science	Mr G Dennis	(R/HT)
Teaching and Learning	Ms J Austin	(R/HT)
Administration	Ms R Evans	(R/HT)
Welfare	Ms N Polak	(A/HT)
Student Support Officer	Ms T Harvey	
Sports Organiser	Ms L Reynolds	
Careers	Ms N Polak	

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 U Matter 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 U Matter 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 U Matter 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*.



Nikki Polak
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

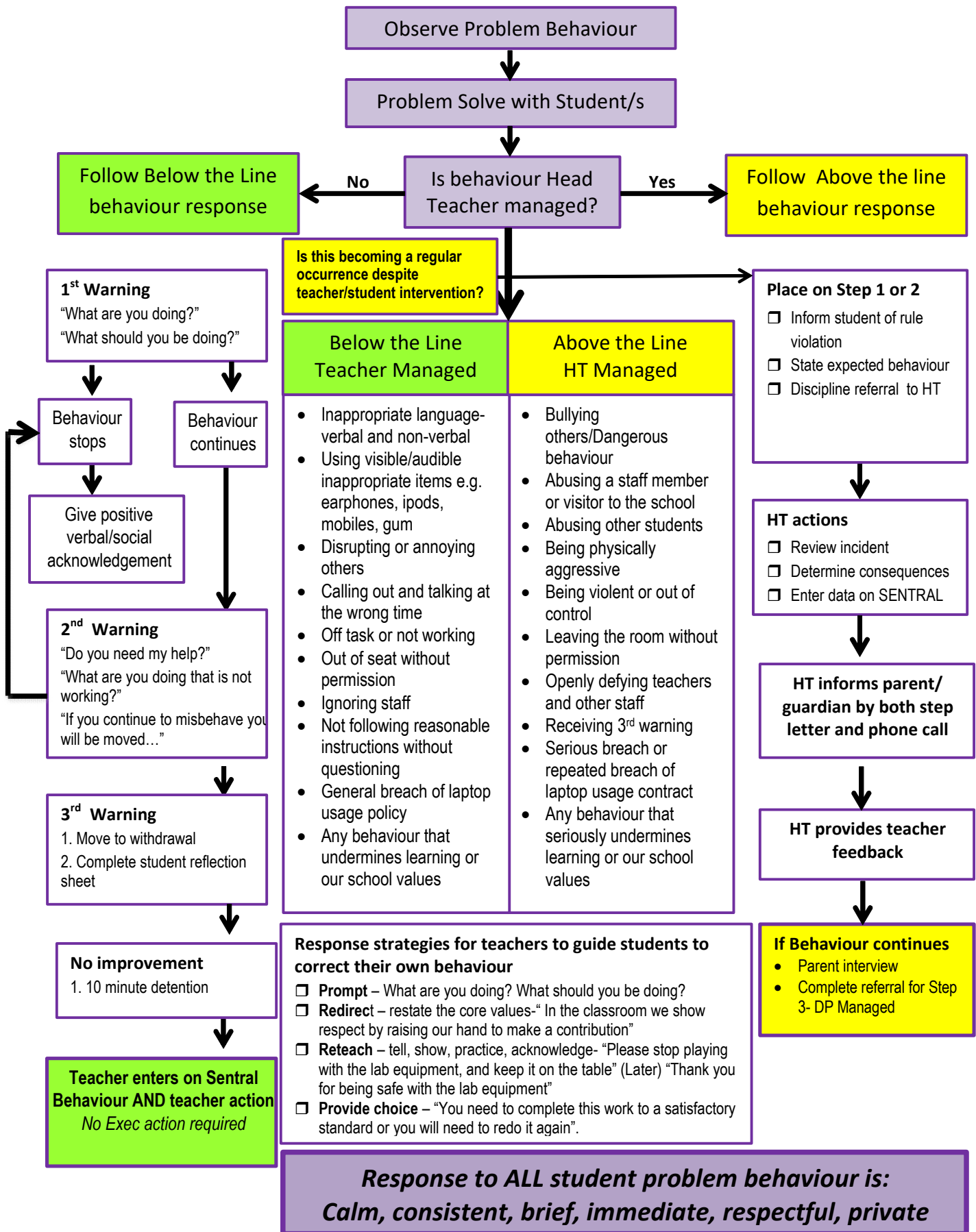
**= IMMEDIATE TIME OUT
or REMOVAL and REFERRAL**

-
- ◆ 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 an hygienic environment

Responsibilities

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

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

To allow others to be heard

To respect other people and their property

To allow everyone to feel safe

To maintain the school environment and its hygiene

Hunters Hill High School Behaviour Expectations

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

School's Discipline System

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

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

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

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

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

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

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

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

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

School's Merit System

Hunters Hill High School has a reward system whereby students can be rewarded for exceptional work, contributions to school service and sustained effort. Any worthwhile school endeavour can be acknowledged in this way. Students are awarded positive Merits via Sentral which accumulate towards Bronze, Silver or Gold Certificates. These are then presented to students at Year Meetings and Whole School Assemblies.

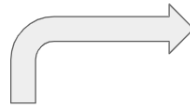
The Merit Certificates

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

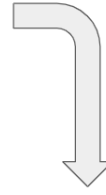
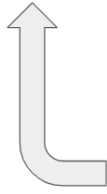
The Merit and Discipline Systems dovetail together to form the major components of the school's Welfare System.

The Process

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



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



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



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

School's Welfare System

Hunters Hill High School endeavours to offer support for its students and to cater for the well-being of these students. A team of teachers known as the Learning Support Team lead the staff in meeting the welfare needs of our students. This team meets weekly to address student support issues. Members of this team include:

Year 7 Adviser	Ms Banerjee
Year 8 Adviser	Ms Reynolds
Year 9 Adviser	Ms Guo
Year 10 Adviser	Mr Centurion
Year 11 Adviser	Ms Hutchinson
Year 12 Adviser	Mr Habbouchi
School Psychologists	Ms B Hanson, Ms S Hameed
A/HT Welfare	Ms Polak
Student Support Officer	Ms Harvey
Learning Assistance and Support Teachers	Ms Zerk, Ms Thibaux
R/HT Teaching and Learning	Ms Austin
R/HT Administration	Ms R Evans
Deputy Principals	Ms O'Donnell Ms Sawyer (Relieving)

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

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

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

Hunters Hill High School has a clear anti-bullying policy. Students have the right to work and learn in an environment that is free from harassment. A range of strategies including mediation, family intervention, teacher intervention and disciplinary measures are used to address bullying. Parents who wish to raise a welfare concern or issue with the school should make contact with the relevant Year Adviser for your 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 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

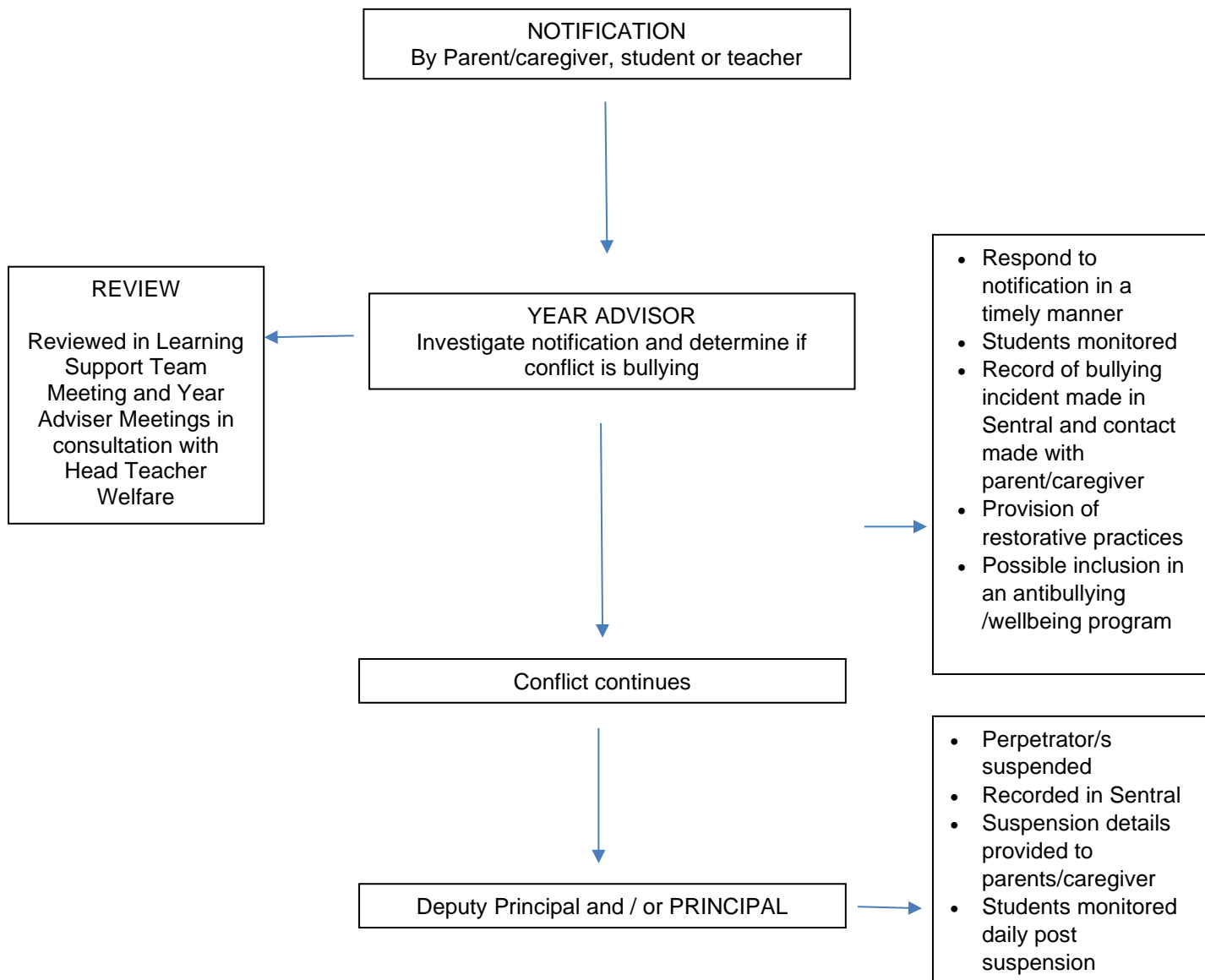
Serious and repeated incidents

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, in accordance with the Department of Education, our school employs the 'off and away' phone policy. Students must turn off mobile phones on entry to school and not turn them on until they leave. Further we recommend that students do not bring mobile phones to school as mobile phones must not interfere with the delivery of lessons or the learning of any student.

If parents urgently need to contact their child during the day they should contact the school by phone: (02) 9817 4565 or email: huntershd-h.school@det.nsw.edu.au and the message will be delivered.

In consultation with our community, the following guidelines have been prepared.

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 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.

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.

EXEMPTIONS

The school will manage individual requests from parents/or carers, and students, for any exemptions to the policy. The school may allow students to use mobile phones in specific circumstances, such as for an educational purpose, to achieve student health and wellbeing outcomes, or as part of reasonable adjustments to enable students with specific needs to participate in education on the same basis as other students.

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

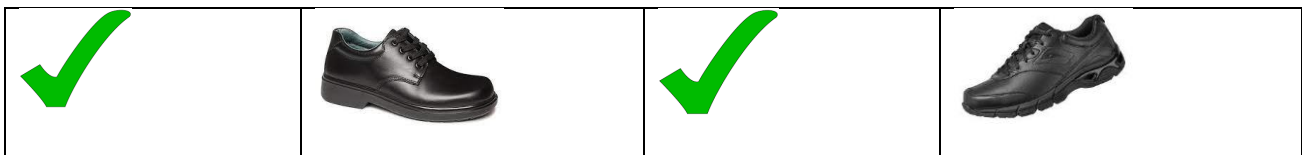
We welcome the donation of second-hand uniform items at the Uniform Shop.

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@hhspandc.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>

School Assessment Guidelines

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

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



Hunters Hill High School Bell Times 2024

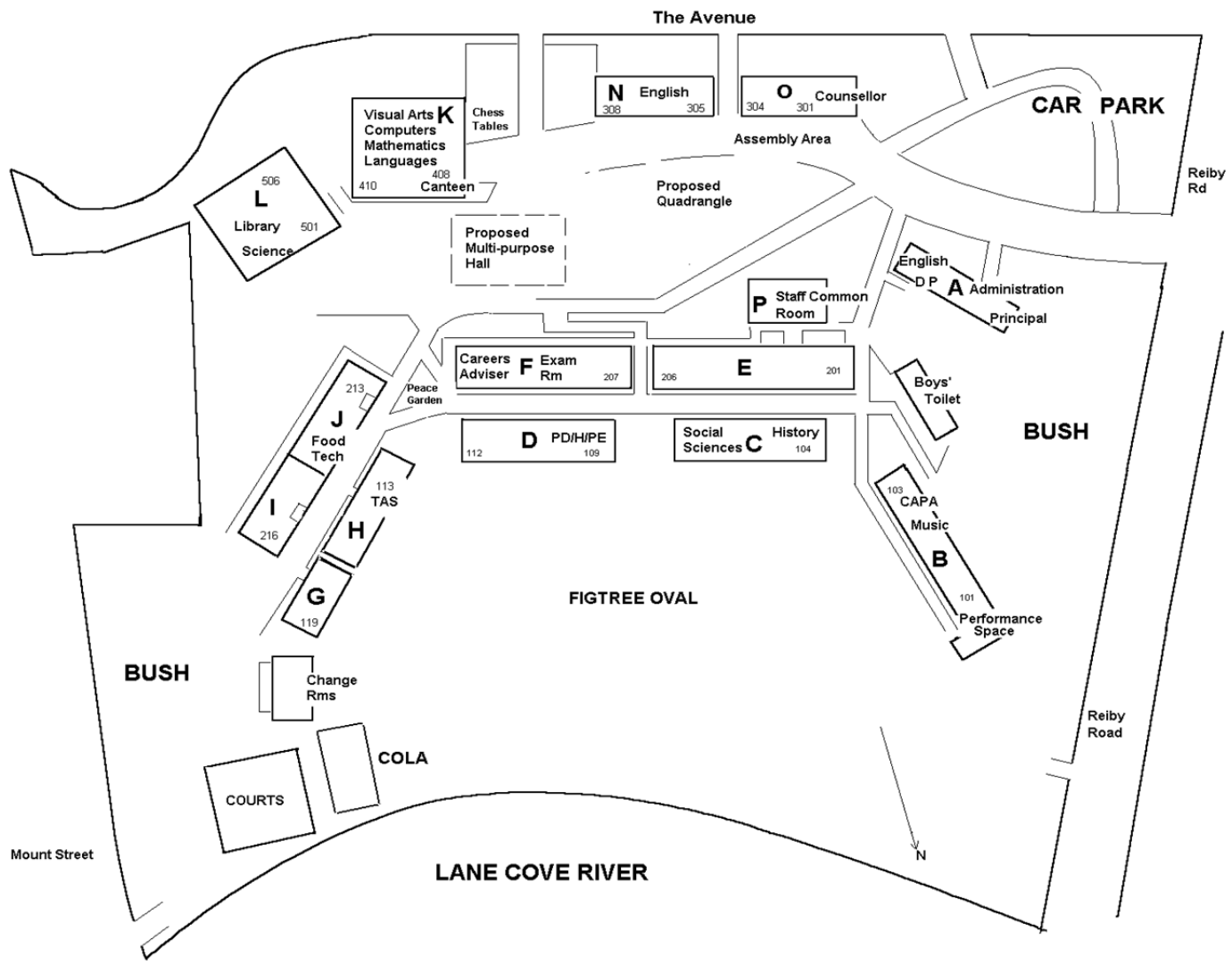
Monday			Tuesday			Wednesday			Thursday			Friday		
Period 1	8:45am 9:50am	65 mins	SRE	8:45am 9:15 am	30 mins	Period 1	8:45am 9:48am	63 mins	Period 1	8:45am 9:50am	65 mins	Period 1	8:45am 9:50am	65 mins
Period 2	9:50am 10:55am	65 mins	Period 1	9:15am 10:10am	55 mins	Period 2	9:48am 10:51am	63 mins	Period 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

Year 10 English Rationale:

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

- build on and extend the skills gained in Year 9 and prepare students for Senior English
- instil in our students a life-long love and involvement with all forms of literature
- enable all students to improve their competence and confidence in reading, writing, speaking, listening and viewing
- develop student skills in Information Communication and Technology as they apply to English

10	Topic	Assessment: Type, weighting, status	Outcomes
1	Artistic signature of a Poet	Short Answer 10% Week 5-Term 1 (S1) *Essay- 20% Term 2 (S2) (Half Yearly Examination)	EN5-1A;3B
	Reporting Outcome:	Demonstrates an understanding of the social, political and artistic influences of a poet's life on their texts.	
2	Concept Study: Identity	Essay 20% (Half Yearly Examination- 30%)	EN5-6C; 7D;8D
	Reporting Outcome:	Students critically examines the treatment of the key idea in both their set novel	
3	Literary Value	Multimodal Presentation 30% Week 4- Term 3 (S2)	EN5-2A; 9E
	Reporting Outcome:	Utilises skills in presentation to evaluate the literary value of a Shakespearean text	
4	Crafting a Narrative Style	Creative Portfolio -30% With reflection Week 3- Term 4 (S2)	EN5-4B; 5C; 9E
	Reporting Outcome:	Through the composition of a piece of creative writing, students demonstrates skills and understanding of crafting a narrative voice	

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.

Students will continue to develop their reflective practice under the guidance of their teachers. A strong reflective practice is essential for long-term success in Mathematics; it will promote a better sense of ownership in students' learning and aid in improving confidence and resilience. In practising a reflective mindset, students will take an active interest in their learning, approach errors in their work with curiosity rather than fear, and evaluate their approach to learning to improve their achievement of outcomes.

Report Outcomes

Students will have:

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

Assessment Schedule

Task	Timing	Weighting %
Assignment	Term 1, Weeks 7 – 11	20%
Half-Yearly Examination	Term 2, Week 5	25%
Assignment	Term 3, Weeks 5 – 10	20%
Yearly Examination	Term 4, Week 3	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.

Course Outline:

Topics covered this year include:

- DNA and Genes
- Newton's Laws
- Chemical reactions
- Evolution
- Waves
- Universe

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	Task type and outline	Date	Task weight
Semester 1	Sills Test	In class demonstration of laboratory skills throughout term	Term 1 Week 9	20%
	Depth Study	Independent scientific report for group investigation	Term 2 Week 5	20%
		Ongoing record of learning in class	Term 1 and Term 2	10%
Semester 2	Data Analysis Task	In class scientific thinking skills test	Term 3 Week 3	20%
	Yearly Examination	In Class examination with notes	Term 4 Week 3	25%
		Ongoing record of learning in class	Term 3 and Term 4	5%

History

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

ASSESSMENT OVERVIEW		
	ASSESSMENT WEIGHTING	DATE(S)
Assessment Task #1		
Topic Test – The Cold War	20%	Term 1, Week 10
Assessment Task #2		
Oral Presentation – The Vietnam War	30%	Term 2, Week 9
Assessment Task #3		
Research Project – Changing Rights and Freedoms	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

Geography

Subject Outline

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

Program Summary

Environmental Change and Management (50% of course time)

Human Wellbeing (50% of course time)

Report Outcomes

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

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

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

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

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

ASSESSMENT OVERVIEW		
	ASSESSMENT WEIGHTING	DATE(S)
Assessment Task #1		
Topic Test – Geography Skills	20%	Term 1, Week 8
Assessment Task #2		
Oral Presentation – Environmental Management Strategies	30%	Term 2, Week 5
Assessment Task #3		
Research Project – Human Wellbeing	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

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

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

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

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

A Student:

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

Program Summary

Students will:

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

Assessment schedule

Assessment components	Task 1	Task 2	Task 3	Task 4	Weighting %
Date of Task	Term 1 Week 8	Ongoing through PE lessons Term 1/2	Term 3 Week 8	Ongoing through PE lessons Term 3/4	
Type of Task	Take Home Task: Mental Health	Practical Movement Competencies	Take Home Task: Road Safety	Practical Movement Competencies	
Theory	25		25		50
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

Employment and Work Futures	(Term 1)
Promoting and Selling/The Economic and Business Environment	(Term 2)
The Economic and Business Environment/Running a Business	(Term 3)
Running a Business/Towards Independence	(Term 4)

Report Outcomes

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

ASSESSMENT OVERVIEW		
	ASSESSMENT WEIGHTING	DATE(S)
Assessment Task #1		
Topic Test – Employment and Work Futures	20%	Term 1, Week 7
Assessment Task #2		
Oral Presentation – Promoting and Selling	30%	Term 2, Week 3
Assessment Task #3		
Research Project – Running a Business	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

Course Description

The aim of the Drama Syllabus is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Report Outcomes

Semester 1

- 5.1.1 Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.
- 5.1.2 Contributes, selects, develops and structures ideas in improvisation and playbuilding.
- 5.1.3 Devises, interprets and enacts drama using scripted and unscripted material or text.
- 5.1.4 Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 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.
- 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.

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 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.

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of Task	Performance and Rationale	Performance and Reflection	Performance and Rationale	Extended Response	%
Topic	Physical Theatre	Protest and Street Theatre	Melodrama	Stage to Screen	
Timing of Task	Term 1 Week 9	Term 2 Week 6	Term 3 Week 6	Term 4 Week 6	
Making	10	15	5	10	40
Performing	10		5	15	30
Appreciating	5	10	15		30
Marks	25	25	25	25	100

History Elective

Course Description

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 – Genocide	20%	Term 1, Week 9
Assessment Task #2		
Oral Presentation – Nazi Germany	30%	Term 2, Week 7
Assessment Task #3		
Research Project	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

Food Technology

Course Description

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

Students will study:

- Focus Areas: Food for Specific Needs, Food Service and Catering, Food Production and Development, Food Trends

Report Outcomes

Students will have:

- FT5-7** Justifies food choices by analysing the factors that influence eating habits
- FT5-11** Plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12** Examines the relationship between food, technology and society
- FT5-13** Evaluates the impact of activities related to food on the individual, society and the environment

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 7	Term 2 Week 5	Term 3 Week 7	Term 4 Week 5	Weighting %
Type of Task	Practical & Portfolio	Examination	Electronic Portfolio	Examination	
Food for Special Needs Food Service and Catering	30%	20%			
Food Production and Development Food Trends			30%	20%	
Mark	30%	20%	30%	20%	100%

Industrial Technology Timber

Course Description

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

Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

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, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications

Program Summary

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

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

Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Task 4	Weighting %
Date of Task	Term 2 Week 9	Term 2 Week 4	Term 4 Week 3	Term 4 Week 5	
Type of Task	Side Table* CAD	Half Yearly Examination	Trinket Box Portfolio CAD	Yearly Examination	
Specialised Module: Timber 2	30%	20%	30%	20%	
Marks	30%	20%	30%	20%	100%

* The Side Table must be submitted for a progress check in Term 1 Week 10

Industrial Technology Engineering

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

The core modules cover:

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

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

Report Outcomes

Students will have:

- IND5-2:** applies design principles in the modification, development and production of projects
- IND5-3** identifies, selects and uses 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
- IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Program Summary

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

Within each module students will learn about;

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

Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Task 4	
Date of Task	Term 1 Week 10	Term 2 Week 4	Term 4 Week 4	Term 4 Week 4	Weighting %
Type of Task	Alternative Energy	Half Yearly Examination	Control System	Yearly Examination	
Specialised Module 1	40%	10%			
Specialised Module 2			40%	10%	
Marks	40%	10%	40%	10%	100%

Music

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

Report Outcomes

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 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
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

Program Summary

Topics of study include: Art Music of the C20th and C21st (Group 1), Music for Radio, Film, Television and Multimedia (Group 2), C19th Music (Group 1) and Popular Music (Group 2)

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Date	Term 1 Week 10-11	Term 2 Week 3-4	Term 3 Week 6	Term 4 During Exam Week 3-4
Outcome	5.4	5.2, 5.3	5.7, 5.8	5.1, 5.9
Task	Composition	Performance/Listening	Musicology	Performance
Weighting	25%	20%	25%	30%

Photographic & Digital Media

The aim of Year 10 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:

Semester 1	Semester 2
5.6 demonstrates developing technical accomplishment and refinement in making photographic and digital works	5.4 investigates the world as a source of ideas, concepts and subject matter in the photographic and digital works.....BOW
5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works	5.5 makes informed choices to develop and extend concepts and different meanings in their 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

Semester 1 - 'The Digital Landscape'

Students develop a Body of Work and evaluation of lead up in journal titled 'Literally the ABC Landscape' & 'Unreal Worlds' approaches to art making practices.

Semester 2 - 'The extraordinary in the ordinary'

Students develop a Body of Work and evaluation of lead up in journal titled 'Light, Reflection & Refraction', 'Illusion & Reality' & approaches to art making practices.

Task	Semester 1		Semester 2	
	1	2	3	4
Due Date	Term 1 In Class Submission Week 11	Term 2 During Class Week 3	Term 3 During Class Week 10	Term 4 During Class Week 3
Nature of Task	Critical & Historical Studies Body of Work & Digital Visual Art Diary	Critical & Historical Studies Body of Work & Digital Visual Art Diary	Critical & Historical Studies Body of Work & Digital Visual Art Diary	Critical & Historical Studies Body of Work & Digital Visual Art Diary
Component of course	Art making & Art Critical & Historical Studies-	Art Critical & Historical Studies	Art making & Art Critical & Historical Studies	Art Critical & Historical Studies
Weight	25%	25%	25%	25%

Physical Activity & Sports Studies (PASS)

Course Description

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

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

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

A Student:

PASS5.1 discusses factors that limit and enhance the capacity to move and perform

PASS5.2 analyses the benefits of participation and performance in physical activity and sport

PASS5.3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5.4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5.5 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance

PASS5.6 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport

PASS5.7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5.8 displays management and planning skills to achieve personal and group goals

PASS5.9 performs movement skills with increasing proficiency

PASS5.10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Program Summary

Students will:

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

Assessment Schedule

Assessment Components	Task 1	Task 2	Task 3	Task 4	Weighting %
Date of Task	Term 1 Week 9	Term 2 Week 6	Term 3 Week 6	Term 4 Week 2	
Type of Task	Integrated Task 1	Integrated Task 2	Integrated Task 3	Integrated Task 4	
Theory	15	10	10	15	50
Practical	10	15	15	10	50
Marks	25	25	25	25	100

Visual Arts

The aim of Year 10 Visual Arts is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in developing their own art practice and an understanding of the art world through art critical and historical studies. Throughout the year, students have the opportunity to develop 2-D and 3-D works that reflect the connection they have to their physical and psychological worlds. They will develop skills in the critical analysis of artworks that will allow them to actively engage in robust discussions about the value of art. In the Critical and Historical component students will investigate traditional, surreal and modernist landscape practices through various Australian artists.

Report Outcomes

Semester 1	Semester 2
5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience	5.6 demonstrates developing technical accomplishment and refinement in making artworks
5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts.	5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
5.9 demonstrates how the frames provide different interpretations of art	5.9 demonstrates how the frames provide different interpretations of art
5.10 demonstrates how art criticism and art history construct meanings	

Program Summary

Semester	1 (Term 1 & 2)	2 (Term 3 & 4)	2 (Term 4 - non-examinable)
Tasks	1 & 2	3 & 4	
Program Summary	<p>In their art making, students develop a series of surreal artworks, focusing on 2D works, with the possibility of 3D works as extension. This will be based on Cultural Historical Studies of the works of prominent surrealist artists throughout history.</p> <p>Students will develop an understanding of surrealist concepts, such as subversion and appropriation, through the exploration of various 2D and 3D media.</p> <p>In the critical and historical component, students study Modernist Surrealist artists. Students will research the different approaches artists take in representing Surrealism to inform their own artmaking practice.</p>	<p>In their making, students build on their understanding of current affairs and ways of presenting socio-political issues, including surrealism, and modernist and postmodern artworks and techniques. Students develop a series of 2D preliminary artworks, which they will develop into one print and one painting, based on their Cultural and Historical Studies</p> <p>They will develop an understanding of appropriation through the media of drawing, collage and printing.</p> <p>In the critical and historical component, students study a variety of artists.</p> <p>For Semester 2, students will look at Ancient Greek and Egyptian vessels, such as vases and Coptic Jars, and explore the storytelling purposes of these vessels.</p>	<p>In their art making, students will create a vessel, either based on ancient greek vases or Ancient Egyptian Coptic jars.</p> <p>Design elements on the outside of the jars will be completed in under glaze and will tell the story of a myth or god that the students have researched.</p>

Assessment Schedule

Year 10 Visual Arts	Semester 1		Semester 2	
	1	2	3	4
Task	1	2	3	4
Due Date	Term 1 During Class Week 9	Term 2 During Class Week 4-5	Term 3 During Class Week 8	Term 4 During Class Week 4 - 5
Nature of Task	Research Assignment Body of Work / Visual Art Diary / Cultural Historical Studies	Body of Work Final Submission	Body of Work / Visual Art Diary / Cultural Historical Studies	Examination
Component of course	Art making Art Critical and Historical Studies	Art Critical and Historical Studies	Art making. Art Critical and Historical Studies	Art Critical and Historical Studies
Weight	35	15	35	15

MAP SHOWING EVACUATION ROUTES

