



# **Year 10 2025**

School Information and  
Assessment Booklet

# 2025 Stage 5 School Information and Record of School Achievement (RoSA) Assessment Booklet

At Temora High School, we acknowledge that our school sits on **Wiradyuri land**. The **Wiradyuri people** have spoken **Wiradyuri language**, practiced **Wiradyuri culture** and lived and celebrated on this land for time immemorial. We acknowledge and respect the way they have and continue to nurture, sustain and care for the people, plants, animals and country. We are grateful for the guidance provided to our students and staff by our **Wiradyuri Elders**, both past and present. We strive to follow **Yindyamarra** at our school by going slowly, politely, respectfully, along the right path.

## Introduction

At Temora High School, our core behaviour values are **Respect**, **Responsibility** and **Relationships**. These values should be reflected in everything that we do – in the classroom, in the playground and in our interactions with others.

This booklet is designed to provide important information and reminders about day-to-day routines that will help you navigate the school year. Inside, you will find copies of the **posters** that you might see around the school. These are important reminders for all students about our expected behaviours, how to ensure you are ready to learn, what to do if you need support with something and key people who can provide that support.

Remember, we are here to help you succeed in your learning and experience personal growth and success. A new school year comes with many opportunities, and we hope you embrace each and every one of them.

Importantly, this booklet also provides a simple guide for assessment procedures for all students Stage 5 RoSA courses at Temora High School.

The booklet provides information on

- **RoSA information, eligibility and grading**
- **Course requirements**
- **Life Skills**
- **'N' Determinations**
- **THS Assessment and Examination Procedures** - It is important that you are familiar with and follow these procedures
- **Subject Assessment Schedules**

An **assessment planner** is also provided. This should be used to help you map your tasks this year. Make sure you are organised in your learning and that you're talking to your teachers about your progress.

Questions relating to specific courses should be directed in the first instance to the class teacher, or head teacher. The assessment schedules provided in this booklet are outlines only. Each faculty will provide students with specific details of assessment tasks including possible changes to assessment dates and task weightings via task notifications.



# OUR RESPONSIBILITIES



ALL	STAFF	STUDENTS	PARENTS/CARERS
<ul style="list-style-type: none"> <li>• Advocate for our school.</li> <li>• Build and maintain rapport with all members of the school community.</li> <li>• Use manners and appropriate language.</li> <li>• Arrive to classes and meetings on time.</li> <li>• Own your behaviour (restorative approach) – acknowledge, apologise, reflect, and improve.</li> <li>• Demonstrate school pride.</li> <li>• Celebrate success.</li> <li>• Celebrate diversity.</li> <li>• Respect other's boundaries.</li> <li>• Report bullying, and cyberbullying.</li> <li>• Report anti-social behaviour.</li> </ul>	<p><b>Teaching Staff</b></p> <ul style="list-style-type: none"> <li>• Know students and how they learn.</li> <li>• Know the content and how to teach it.</li> <li>• Plan for and implement effective teaching and learning.</li> <li>• Create and maintain supportive and safe learning environments.</li> <li>• Assess, provide feedback and report on student learning.</li> <li>• Engage in professional learning.</li> <li>• Engage professionally with colleagues, parents/carers and the community.</li> </ul> <p><b>Non-Teaching Staff</b></p> <ul style="list-style-type: none"> <li>• Engage in professional learning.</li> <li>• Provide assistance with: <ul style="list-style-type: none"> <li>◦ school routines,</li> <li>◦ classroom activities,</li> <li>◦ operating and maintaining classroom and office equipment,</li> <li>◦ issue learning materials with the support of the classroom teacher,</li> <li>◦ the care and management of students with disabilities and additional learning and support needs,</li> <li>◦ administration.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Adhere to the NSW DoE Behaviour Code for Students</li> <li>• Attend school every day.</li> <li>• Wear correct uniform.</li> <li>• Be in the right place, at the right time.</li> <li>• Devices off and locked away in bags during the day.</li> <li>• Complete set tasks in a timely manner and attempt extension activities.</li> <li>• Accept and use feedback effectively to improve work.</li> <li>• Be organised – enter the classroom prepared to learn with required equipment and prepare proactively for learning.</li> <li>• Persevere – attempt challenging situations willingly and use initiative to try different strategies to overcome challenges.</li> <li>• Build positive relationships – speak respectfully and listen when others are speaking. Show empathy to teacher and students.</li> <li>• Respect learning environment – use equipment for the correct and intended purpose and contribute actively to a safe learning environment.</li> <li>• Be self-directed – ask questions for clarification where necessary and reflect meaningfully on your learning.</li> <li>• Work collaboratively – take turns when contributing and show leadership in group situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in partnership with the school to support your child to behave positively and respectfully.</li> <li>• When resolving issues about your child's behaviour, communicate with school staff and the school community respectfully and collaboratively as consistent with the School Community Charter</li> <li>• Understand the education goals and aspirations of your child (academic, social, wellbeing or beyond).</li> <li>• Find ways to reinforce learning at home by engaging with your child's interests and what they are learning at school.</li> <li>• Work together with educators and staff to support your child's development, for example attending student-parent/carer-teacher opportunities)</li> <li>• Respectfully share compliments, feedback or suggestions through the school or other channels of feedback, for example: Monthly P&amp;C Meetings (in abeyance) or Parent/Carer Forums – once per term.</li> </ul>

# OUR ROUTINES



CLASSROOM	PLAYGROUND	PUBLIC
<ul style="list-style-type: none"> <li>• Line up outside the classroom</li> <li>• Equipment out at the start of the lesson</li> <li>• Teacher-led check in</li> <li>• Hats and beanies are for the playground - no hoods anywhere</li> <li>• Wait to be dismissed</li> <li>• Eat only at break times</li> </ul>	<ul style="list-style-type: none"> <li>• Place rubbish in the bins provided</li> <li>• Use toilets for their intended purpose</li> <li>• Say please and thank you</li> <li>• When the warning bell rings, make sure you have eaten, gone to the toilet and filled your drink bottle up</li> </ul>	<ul style="list-style-type: none"> <li>• Be respectful to other people's property</li> <li>• Leave the area you visit the same way you found it, or better</li> </ul>









# WHO TO CONTACT



## 2025


Your child's **class teacher** should be the first point of contact for issues related to their learning in a particular subject, or the **year adviser** for general issues related to school. Below are the other points of contact.

	<b>YEAR ADVISERS</b> Year Advisers support the wellbeing of the students in their year group. They are usually the first point of contact for parents in relation to any issues or problems about a student.	
	<b>Year 7 - Mrs Krause</b> <b>Year 8 - Mrs Pattingale</b> <b>Year 9 - Ms New</b> <b>Year 10 - Mrs Kemp</b> <b>Year 11 - Mr Kilgannon</b> <b>Year 12 - Ms Bruce</b>	
		

	<b>HEAD TEACHERS</b> Contact a head teacher if your child is experiencing ongoing difficulties in a particular subject.	
	<b>English, HSIE, LOTE</b> Mrs Drumore <b>Maths, CAPA</b> Ms Riley <b>Science, PDHPE</b> Mrs Wiencke <b>TAS, VET</b> Mr Hawken <b>Learning and Support</b> Mrs Crawford	
		

	<b>GIRLS AND BOYS ADVISERS</b> The Boys and Girls Advisers offer advice and support to students to overcome personal and school issues.	
	Mrs Willoughby and Mr Blackwell	

	<b>ANTI-RACISM CONTACT OFFICERS</b> The ARCO support anti-racism education in the school and promotes upstander responses to incidents of racism.	
	Mrs Willoughby and Mr Hawken	


	<b>PRINCIPAL</b> Contact the Principal if you have a very specific problem or require special information. Mr Pattingale
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### DEPUTY PRINCIPALS


Contact a Deputy Principal if there is a behaviour, discipline or significant wellbeing issue.


Years 7, 9, 11 - Mrs Muller  
 Years 8, 10, 12 - Mr Manchur


	<b>STUDENT SUPPORT OFFICER</b> The SSO works to support the wellbeing and mental health needs of students. Megan
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	<b>SCHOOL COUNSELLOR</b> The School Counsellor support students by providing a psychological counselling, assessment and intervention service. Jo
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	<b>ABORIGINAL EDUCATION COORDINATOR</b> The AEC works with First Nations students and their families to support learning and wellbeing; and supports teaching staff to embed Aboriginal perspectives. Stewart
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	<b>CAREERS ADVISER</b> The Careers Adviser supports students to explore their education and career options, work experience and employment opportunities as well as apply for further study. Ms Eisenhammer
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	<b>LIBRARIAN</b> Librarians teach students how to access and utilise information, and provide them with quality reading experiences by recommending literature that students will enjoy. Mrs Willoughby
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	<b>FIRST AID OFFICER</b> The First Aid Officer administers first aid to students and should be contacted if your child requires prescribed medication at school. Jess
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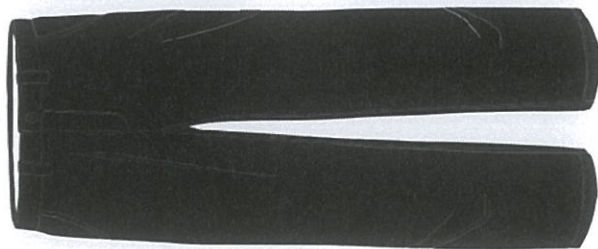
	<b>LEARNING AND SUPPORT TEACHERS</b> The LaST provides support for students with additional learning and support needs. Mrs Krause and Mrs Matthews	
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	<b>SRC COORDINATORS</b> The SRC Coordinators lead the school's Student Representative Council. Ms Wilton and Mr Lloyd	
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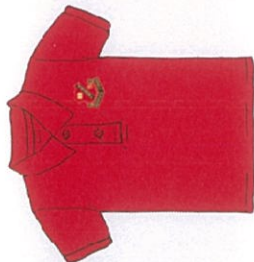
# WEAR CORRECT UNIFORM



Plain black tailored or loose-fitting pants



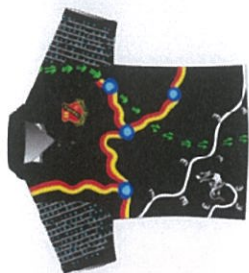
Plain black school shorts with pockets and logo



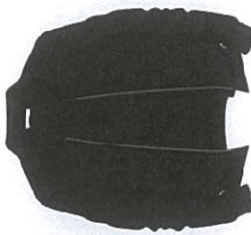
Red polo shirt 7-10



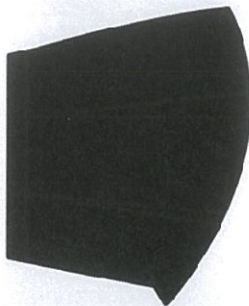
Red polar fleece/sloppy joe jumper 7-10



Aboriginal Education Team shirt - anyone



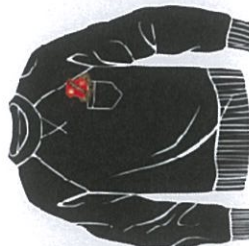
All over plain black jacket with logo, parachute jacket, no hood



Plain black straight skirt



Black polo shirt 11-12



Black polar fleece/sloppy joe jumper 11-12



Year group jumper or shirt



Footwear must meet WHS requirements

## Additional Information

- Red THS Hoodie will be phased out by the end of 2026. No other hoodie may be worn to school, even as an underlayer.
- Riverina merchandise (without hoods) may be worn on Wednesdays only but is not to be worn on excursions, other than for Riverina and State Representative excursions.
- Formal uniform for school representation consists of a white blouse/button up shirt, black tailored pants or skirt, black leather shoes, and a school blazer and school tie (loaned by the school as required)

## Out of uniform?

Bring a note from home, and see a Deputy Principal before school for a uniform pass.

## Uniform Supplier

**Kez's Trophies and Embroidery**  
142 Hoskins St Temora  
6977 1289



**Kez's**  
Trophies & Embroidery



# HOW TO REPORT BULLYING OR RACISM AT THS



## Report bullying or racism to a trusted adult

This could be:

- Year Adviser
- Student Support Officer - Megan
- Anti-Racism Contact Officers - Mrs Willoughby or Mr Hawken
- Girls or Boys Adviser - Mrs Willoughby or Mr Kemp
- Deputy Principal - Mrs Muller and Mr Manchur
- Principal - Mr Pattingale
- Any of your teachers
- Any staff member you are comfortable talking to
- You can also report to your parents or family who can then contact the school via phone: 6977 1988 or email: [temora-h.school@det.nsw.edu.au](mailto:temora-h.school@det.nsw.edu.au)

### Report

You can report any bullying or racism by speaking face to face with a trusted adult,

### Report

or by writing it down and handing it to a staff member,

### Report

or by sending an email or Google Classroom message.

If you have suggestions for other ways to report, please let us know.

Every student has the right to a learning environment that is safe, inclusive and respectful.

### Characteristics of Respectful Relationships

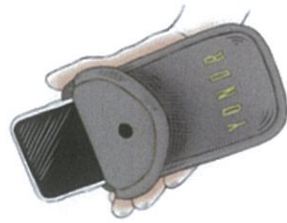
- Take personal responsibility for behaviour and actions
- Treat one another with dignity
- Speak and behave courteously
- Negotiate and resolve conflict with empathy
- Care for self and others
- Value the interests, ability and culture of others
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting

**RACISM.  
IT STOPS  
WITH ME**



AT THS OUR DEVICES ARE

# OFF + LOCKED AWAY



Devices OFF and  
**LOCKED AWAY** in  
bags during the  
school day.



NO checking the time  
NO it fell out of my pocket  
NO checking on way to toilet  
NO buzzing from  
notifications, etc.



Includes **speakers,**  
**headphones, airpods**  
**Smartwatches** can  
only be used at school  
to check the time.

Devices that are  
**heard or sighted**  
**out of the pouch**

**Taken to the**  
**front office**  
**immediately**

**Collected by**  
**parent/carer**

## CONSEQUENCES

**1st** Device stored at the front office, parent/carer contacted to collect device (applies to all steps below).

**2nd** Interview with Deputy Principal, parent/carer contacted, Formal Caution to Suspend issued.

**3rd** Suspension for continued disruption to learning.



# SCHOOL INFORMATION

## Aboriginal Education Team

THS has a proud and deadly Aboriginal Education Team comprising of both First Nations and non-First Nations students, staff and community members. Regular meetings are held to discuss issues relating to Aboriginal Education and for students to share their ideas. The team plans the delivery of Sorry Day lessons, reconciliation events and NAIDOC celebrations.

THS employs an Aboriginal Education Coordinator (AEC). The role of the AEC is to support First Nations students and their families. The AEC also works closely with teachers to develop culturally appropriate resources and programs. The AEC promotes Aboriginal education, encourages students and supports parents.

## Anti-Bullying Procedures

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships.

A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

## Anti-Racism Procedures

Everyone in a NSW government school – students, teachers and community members – is expected to treat others fairly and behave in a non-racist way so that every student is able to feel a sense of belonging and have a positive learning experience at school.

If a student experiences racism, or sees or knows about an incident of racism, they should report it to a trusted adult to ensure it is addressed. Students can seek assistance from a teacher or the school's Anti-Racism Contact Officer (ARCO).

People who take action to challenge racism when they see it are called upstanders. More information is available on the [Racism. No Way!](#) website.

## Assessment

At the beginning of each school year, students are provided with a Student Information and Assessment Booklet. This booklet contains important information about when each course has scheduled assessment tasks. The booklet also contains the Temora High School Assessment and Exams Procedures Years 7-12.

Assessment tasks may take the form of in-class or at-home assessments. Tasks need to be handed in and completed at the time/date specified by the teacher. Students will receive at least two weeks written notification of an assessment task.

## Attendance

**Every day counts. Students must attend school every day.** Attendance is a key part of student success at school and in future education, training and work. Commitment to learning is lifelong. Parents and carers are to ensure students who are enrolled at THS attend every day the school is open for instruction including school sports days, swimming carnivals, excursions, wellbeing days and similar events.

THS and the Department of Education have high expectations for attendance. It is expected that **all students attend school more than 90% of the time**. An absent rate of 10% equals 20 days absent per year or one day per fortnight.



Students are only to be absent from school if they:	What needs to be done:
Are sick or have an infectious disease, e.g. flu	Provide the school with a medical certificate if absent two or more days or if the student has had more than 10 sick days in one year.
Have an unavoidable medical appointment	Schedule appointment outside school hours. If only for part day, students must attend the remainder of the school day.
Are required to attend a recognised religious holiday	Communicate this to the school in advance.
Have exceptional or urgent family circumstances e.g. attending a funeral.	Provide a note to the school as soon as possible.

#### Other key actions for families:

- Family holidays should not be planned during school terms and students should not leave early for weekends or school holidays. The school will not grant leave for family holidays or any other reason other than those listed in the table above.
- There is no leave for students to work, especially during the harvest season. This can only be supported via approved work placement, work experience or a School Based Traineeship and Apprenticeship.
- Students must attend all key events. All school events are compulsory including Student Wellbeing Days, sports carnivals (including swimming, athletics and cross-country) as well as attend the last two days of each term.

A student that has attendance below 90% may not have the opportunity to participate extra-curricular and sporting opportunities including;

- Representative sport, inter-school sport carnivals, gala days and inter-school challenges between local schools.
- School performances, dance and drama camps, year level excursions and overnight excursions.

A student whose attendance is below 90% and the absences have been justified with valid explanations may participate with approval of the Deputy Principal or Principal.

When a student's attendance is causing concern, it will be raised at Learning and Support Team meetings and parents and carers may be contacted by a teacher, Year Adviser or Deputy Principal to discuss the student's attendance.

#### SMS Messaging

SMS text messaging is used to notify parents and carers of student absences. Daily messages are sent at approximately 10am to all parents and carers notifying them of their child's absence. Parents and carers are to respond to the message or contact the school to provide a satisfactory explanation for the absence.

Only parents and carers mobile telephone numbers that are recorded in the school's administration system can be used to respond to a text message. If the number is not recognised as a parent or carer for the student, the response will not be accepted. The school will not accept a text message sent from a student mobile.

#### Information Required When Explaining an Absence

Many student absences occur because of student illness, family reasons or holidays during school time. Please note that explanations such as 'Leave', 'Family Business' or 'Appointment' are not acceptable for an absence. A small amount of detail about the nature of the absence is required. To help with this please find following examples of justifiable absences.

- *Hannah has a doctor's appt with Temora Medical Centre at 11am. Hannah will return back to school at 1pm in the afternoon with a Dr's Certificate.*
- *Adrian Jones was absent on 17 March 2020 as he injured his foot playing soccer. He will return to school on 19 March 2020. Medical Certificate attached.*



- Harry was unable to attend the school wellbeing day as he had a medical appointment organised previously in Wagga. Please find attached his appointment notice.
- John Smith was away from school on 17 March 2020 because he attended a family funeral for his Grandmother.
- Helene is sick today with a temperature, cough and sore throat.

Further information about the NSW Department of Education attendance policy can be found at: <https://education.nsw.gov.au/policy-library/policies/pd-2005-0259>

Temora High School attendance procedures can be found at: <https://temora-h.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

## Bell Times

The school day commences with Home Group at 8.50am. Students should not arrive at school before 8.20am. Lessons conclude at 3.20pm on Monday, Tuesday, Thursday and Friday. Lessons conclude at 2:35pm on Wednesday.

On Wednesday, students who do not travel home via bus may leave school grounds at the conclusion of the last lesson. Students who travel by bus must wait on school grounds. Buses arrive to collect students from 3:30pm. Please see section titled **Bus Travel** for information about buses.

On Wednesdays, the school will offer organised activities from 2.35pm-3.30pm for students waiting for bus travel. Any student may stay at school to participate if they choose. A supervised study/homework session and a physical activity will be offered.

All students in Years 7 to 10 will participate in sport every Wednesday. Years 11 and 12 students have mandatory Failsafe each Wednesday, unless attending other scheduled lessons.

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
Breakfast Club	Optional 8:20-8:50am everyday				
Period 0	8.50am - 9.15am Home Group Assembly MPU	8.50am - 9.15am Home Group + TRP	8.50am - 9.00am Home Group	8.50am - 9.15am Home Group + TRP	8.50am - 9.15am Home Group + TRP
Period 1	9.15am - 10.15am	9.15am - 10.15am	9.00am - 10.00am	9.15am - 10.15am	9.15am - 10.15am
Quick break	10.15am-10.20am	10.15am-10.20am	10.00am-10.05am	10.15am-10.20am	10.15am-10.20am
Period 2	10.20am - 11.20am	10.20am - 11.20am	10.05am - 11.05am	10.20am - 11.20am	10.20am - 11.20am
Recess	11.20am - 11.50am	11.20am - 11.50am	11.05am - 11.35am	11.20am - 11.50am	11.20am - 11.50am
Period 3	11.50am - 12.50pm	11.50am - 12.50pm	11.35am – 1.05pm Sport	11.50am - 12.50pm	11.50am - 12.50pm
Period 4	12.50pm - 1.50pm	12.50pm - 1.50pm		12.50pm - 1.50pm	12.50pm - 1.50pm
Lunch	1.50pm - 2.20pm	1.50pm - 2.20pm	1.05pm – 1.35pm	1.50pm - 2.20pm	1.50pm - 2.20pm
Period 5	2.20pm - 3.20pm	2.20pm - 3.20pm	1.35pm – 2.35pm	2.20pm - 3.20pm	2.20pm - 3.20pm

## Breakfast Club

A Breakfast Club operates at THS and is run by the Student Support Officer and volunteers. This service operates from the canteen from **8:20am every morning**. Breakfast Club aims to ensure that all students have the opportunity to start the day with a nutritional breakfast.

This program is generously supported by Temora Woolworths and is available to all students at no cost. Toast is prepared by staff and served with a variety of toppings. In addition to supporting student engagement with learning, it also provides an opportunity for students and staff to interact informally before school and develop positive relationships.

Having a healthy breakfast has a positive impact on:

- **Health** – improves physical health and mental health, develops healthy eating habits, helps combat obesity
- **Learning** – improves readiness to learn, concentration, behaviour and academic outcomes
- **Participation** – reduces absenteeism, improves social skills, promotes a sense of belonging

## Bus Travel

The bus bay is located on Polaris Street. In the morning, students are dropped at the school gate and must enter school grounds immediately. In the afternoon, buses arrive from 3:30pm and have usually all departed by 3:35pm. If travelling on a bus, students must get on at Temora High School. They are not to walk to the primary school to catch a bus. If students leave school grounds, they forfeit bus travel on that day.

All bus travellers are reminded about correct behaviour. School behaviour rules apply at all times when travelling to and from school. Student behaviour on buses is monitored by the relevant bus company.

Parent/carer and students can apply or update their details online at:

- <https://transportnsw.info/tickets-opal/ticket-eligibility-concessions/school-student-travel>

If you do not have access to the internet contact 131 500 for assistance.

## Bring Your Own Device (BYOD) – Year 11 and 12

THS has a Bring Your Own Device (BYOD) model for all students in Years 11 and 12. BYOD is a solution where students bring their personally owned device to school in order to access learning tools through the school's network. BYOD is designed to give students and families the freedom to make technology choices that suit individual circumstances. Student or family-owned devices provide more freedom in the use of software, are always available for students to use, provide students with quicker access to online learning and provide the user with greater control of the learning device than a school-supplied device.

All students are requested to bring their own personal computing device to school every day. Devices should be fully charged in order for students to access online resources for each subject. All devices will only be connected to the school network to help ensure student safety whilst at school.

If families are experiencing financial difficulties providing a device, or are not able to purchase a device before the start of the school year, please contact the school so that alternative arrangements can be made for students' to access technological resources. The school can support students with daily loaning of a device from the library or long-term loan of a device for a deposit fee of \$100 which will be refunded when the device is returned at the end of Year 12.

## Canteen

Our school canteen is open on Tuesday and Friday each week. Lunch orders can be placed before 8:50am on these days either over the counter or online using the **MySchoolConnect** app. Snacks, drinks and some fresh food items are available for purchase at recess and lunch. Students may use cash or debit card (phones may not be used). The most up-to-date information about our canteen, including menu, prices and specials can be found on their Facebook page – search **Temora High School Canteen**.



**MY SCHOOL  
CONNECT**

## Celebrating Students



THS prides itself on the opportunities it provides for our students and the way it continually recognises, encourages and rewards positive behaviour, achievement and growth.

We always want to hear about our students' good deeds and achievements in sport, community and leadership. We invite students and parents/carers to please tell us if you have reached a high level in sport, how you are helping in the community and any leadership positions you hold or leadership teams you are part of. We all work together to make our town a great place to live and grow. We will recognize these successes with our school community via special assemblies, on our Facebook page and in our newsletter.

### **Celebration Assemblies**

At Celebration Assemblies we recognise student achievement and learning growth across all KLA's as well as celebrating excellent attendance. We regularly invite and show our appreciation to community members who have supported our school in various ways. At our Celebration Assemblies we wish to not only celebrate what our students do at school but also recognise the great things they do in our community. School Representation Certificates are awarded to students who represent the school at any level, whether through playing or officiating.

### **Presentation Day**

At our Annual Presentation Day we recognise many students for a great variety of outstanding achievements and we look forward to this very special celebration each year.

### **Merit Awards**

Class Merits are awarded to students for a range of criteria including excellence in class, improvement, honesty, effort, above and beyond, consideration for others, empathy and understanding, initiative, resilience and perseverance. Staff enter merits into Sentral, then they are distributed to students during home group or assembly.

### **Community of Schools**

Our strong community of NSW Public Schools is comprised of Temora High School, Temora Public School and Temora West Public School. Our three schools work to have a strong partnership and to ensure the best learning outcomes and opportunities for students. We have many cross-school collaborations around student leadership, sport and physical fitness, creative and performing arts and curriculum delivery, with more opportunities identified all the time. We work closely to ensure the transition from pre-school to kindergarten, primary school to high school, and then post-school pathways, is undertaken in a supportive and seamless way.



### **Curriculum**

THS offers a diverse curriculum catering for the common and differing needs of students. The NSW school curriculum is organised into key areas of learning as required by the Education Reform Act 1990. The secondary school key learning areas are:

- English
- Mathematics
- Science
- Human Society and its Environment
- Languages Other Than English (LOTE)
- Technological and Applied Studies (TAS)
- Creative and Performing Arts (CAPA)
- Personal Development, Health and Physical Education (PDHPE)

During Years 7 to 10, students must study a minimum number of hours in English, Mathematics, Science, PDHPE, LOTE (Languages Other Than English), Music, Visual Art, Australian History, Geography and Design and Technology.

In **Year 8**, students are able to study **THREE** elective subjects over the year, with each subject running for one semester (two terms). This allows students to get a taste for subjects they may like to pursue in Years 9 and 10.

During **Years 9 and 10**, students are able to study **THREE** elective subjects over the Stage 5 Course (two years).

During **Years 11 and 12**, students select at least 12 units of study, with most subjects comprising of 2 units. English must be studied, but students have a wider choice in their curriculum study pattern. An information session will be held in Term 3 each year, allowing students to select a minimum of **six** subjects which they would like to study. Elective choices are then allocated, with students selecting their final courses.

## Equipment Requirements and School Routines

Please see stationery requirements for all students Years 7-12 loosely inserted within this booklet.

**Students should be ready to learn by coming to school every day with:**

- Blue, black and red pens
- 30cm ruler
- HB pencils
- Glue stick
- Coloured pencils and/or textas
- Scissors
- Set of highlighters (at least 4 different colours)
- Scientific Calculator
- Equipment for TAS subjects (e.g., safety glasses, apron, container, etc.)
- Student diary
- Books for each subject
- Backpack, including recess, lunch (or money to purchase food when the canteen is open) and a water bottle
- Yondr pouch

All students require a scientific calculator and this must be brought to each mathematics lesson. Calculators can be purchased from the Administration Office (\$30), together with safety glasses (\$2) and aprons (\$10) required for technology subjects.

## Extra-Curricular Activities

Students can participate in many different and additional activities offered by the school. It is required that students approach the coordinator of these activities when advised via daily student notices, or by asking the Administration Office for assistance. For sporting representation students must see Miss Bruce.

To participate in extra-curricular excursions, including sport, creative and performing arts, and high-performance and gifted education opportunities, students must: have satisfactory attendance; regularly wear school uniform; participate in classroom activities; complete assessment tasks; and behave appropriately in the classroom and playground.

As part of Temora High School's implementation of the High Potential and Gifted Education Policy, we promote engagement and challenge for every student across intellectual, creative, socio-emotional and physical domains of potential.

### Major Excursions

Temora High School aims to offer a variety of educational opportunities beyond the regular classroom, supplementing an already wide range of curriculum-based excursions. These activities contribute to students' academic, physical, creative, and social learning outcomes. Year group and overnight excursions are important components of education and often represent some of the most memorable activities in a student's schooling career. This letter outlines the planned major activities to assist families with organisation and payment for upcoming excursions.

Major overnight and year group excursions planned each year for Temora High School students are:

Grade	Details	Expected Date <sup>#</sup>	Approx Cost*	Excursion Coordinator
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<b>Year 7</b>	Orientation Camp 3 days, 2 nights	Term 1 Week 6	\$450	Mrs J Wiencke
<b>Year 8</b>	Day Excursion 1 day	Term 4 Week 6-8	\$200	Year Adviser
<b>Year 9</b>	Adventure Camp 3 days, 2 nights	Term 3 Week 1-2	\$700	Mrs L Krause
<b>Year 10</b>	Day Excursion 1 day	Term 4 Week 6-8	\$200	Year Adviser
<b>Year 11</b>	Life Ready 3 days, 2 nights	Term 1 Week 2-4	\$450	Miss Voerman
<b>Year 12</b>	Senior Sneak 1 day	Term 3 Week 10	\$200	Year Adviser
<b>Years 9-11<sup>^</sup></b>	Darwin Safari 20 day tour of Northern Territory	Every 3 Years Sept/Oct school holidays	\$2800	Mr B Hawken

# Dates may change due to availability of venues.

\*Approx Cost is the cost of the excursion from the previous year.

<sup>^</sup> First offered to Years 9-11. Year 12 ineligible due to HSC exams. Year 8 if numbers permit.

### Other Opportunities

Throughout each year, Temora High School offers various opportunities and excursions as part of the yearly calendar. Some general areas and examples of additional excursions include:

<b>Intellectual</b>	<b>Creative</b>	<b>Socio-emotional</b>	<b>Physical</b>
<ul style="list-style-type: none"> <li>• Virtual Stem Academy</li> <li>• Science and Engineering Challenge</li> <li>• Aurora College</li> <li>• Da Vinci Decathlon</li> <li>• Careers – University, TAFE, Trade and Career Expo</li> </ul>	<ul style="list-style-type: none"> <li>• Riverina Dance Festival</li> <li>• Dance Ensemble</li> <li>• Temora High School Musical</li> <li>• Temora's Got Talent</li> <li>• Riverina Drama Camp</li> <li>• School Band/s</li> <li>• Drama Ensemble</li> <li>• Dramatic Minds Festival</li> <li>• State Drama Festival</li> <li>• Vocal Group</li> </ul>	<ul style="list-style-type: none"> <li>• School Captains and Prefects</li> <li>• Sport House Leaders</li> <li>• Student Representative Council</li> </ul>	<ul style="list-style-type: none"> <li>• State Representative Teams</li> <li>• Riverina Representative Teams</li> <li>• School Representative Teams</li> <li>• Canola Cup</li> </ul>

To assist families with excursion payments, the school can develop payment plans, please contact the Administration Office to discuss. Families requiring financial support to attend excursions are asked to contact the Principal. For any questions about our major excursions, please contact the Year Adviser.

## Google Classroom

Google Classroom is a tool that creates a virtual classroom that students can join and teachers can manage. Google Classroom enables teachers to schedule, upload and track assignments, as well as communicate with their class. Most classes will have a Google Classroom that can be accessed throughout the year – students must get each subjects Google Classroom code from their teacher.

### Student access to Google Classroom

Google Classroom can be accessed via the DoE Student portal.

1. Log in to the student portal
2. In the 'Learning' section on the right-hand side, click 'GSuite (Google Apps for education)'
3. Click 'Classroom'

**How students can access Google Classroom in NSW Public Schools**

**Sign into Google Classroom with a desktop browser**

1. Use a **modern browser** in Windows, MacOS or Linux

2. Browse to your DoE Portal at: <https://portal.det.nsw.edu.au>

3. Sign in with your **department credentials** **B**

4. Select **Google G Suite** from the **Learning** box at the right

5. Choose **Classroom** from the list of apps

**Accessing Google Classroom using mobile Apps**

1. Multiple **G Suite** apps are needed:

- Google **Drive** [LINK](#)
- Google **Docs** [LINK](#)
- Google **Slides** [LINK](#)
- Google **Classroom** [LINK](#)

2. Install the **four** correct apps to your device

3. Open **Google Drive** and sign in with your **DoE GOOGLE account** and choose **Next** **A**

4. The **DoE log on screen** **B** will appear. Sign in with your normal department credentials

5. Once signed in **all four Google G Suite apps** will be ready for use!

**Need help using Google Classroom?**  
- Ask your teacher!

NSW Department of Education

## Library

**Hours of Operation:** Monday to Friday, 8:40am-3.30pm

### Services

- Borrowing - students may borrow up to three books for a period of two weeks. These loans are renewed if the books are required for a longer period of time.
- Photocopying and printing are available to all students in the Library.
- Senior students use the library for private study periods.
- Facilities for students who study via Aurora College and other distance education centres.
- Computers/Laptops are available for students to access information using the internet, complete assessment tasks and print work.
- Video-conference access may be booked for meetings or class groups.

## Mobile Phones and Digital Devices - Off + Locked Away

Temora High School is a phone free space. The school uses a Yondr pouch system to help students manage their mobile phones and smart devices to reduce student temptation to use a device during school hours. Students are provided one Yondr pouch on their enrolment at THS. Additional Yondr pouches are \$20.

The Yondr Program utilises a simple, secure pouch that stores a phone. Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school. Smart watches can only be used to tell the time and are



not to be connected to a phone or network. All other accessories are not to come to school unless notified (for example, headphones for online testing).

*Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day.*

Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times. Even if they do not bring a phone to school, or own a phone, the Yondr pouch should remain in their school bag at all times. This includes in class, study periods, in hallways between classes and at recess and lunch. It is the student's responsibility to ensure that any mobile device is stored securely away in a Yondr pouch during the school day.

Parent/carer support and co-operation are essential. Students should not be contacted on their personal device during school hours. Urgent messages can be delivered to the student via the Administration Office.

Temora High School is not public land therefore, students are not allowed to take photos/movies or any digital content on site unless it is part of a program of learning and under direct teacher supervision. A copy of the full Temora High School Digital Devices Procedure is available from the school upon request.

## Non-Smoking

Smoking, including e-cigarettes (vaping), is prohibited (banned) on school premises. This includes but is not limited to:

- on all school premises and in administrative areas
- at all public transport stops and stations in NSW
- on transport to and from school
- and during any school based activities

## Parents and Carers

Parents and carers are partners in the education process and have a right and responsibility to play an active role in the education of their children. Whilst the Temora High School P&C Association is in recess, all parents and carers are invited to attend Parent/Carer Forums which are held once per term in Week 9. Parents and carers can come along to hear about what is happening around the school and to share their ideas and feedback regarding the school.

Reasons to get involved with the school:

- **Know what's going on** – It is a chance to get more information about what's happenings during the school year.
- **Know more people** – You get to meet other parents, build relationships with school staff and be part of a strong school community.
- **Have your say** – It is an opportunity for you to be part of the decision-making processes of the school and convey parent perspectives.
- **Help support your child succeed** – Having information helps you to support your child to achieve their best.
- **Everyone has something to offer** – All parents have school and life experiences. A diverse community contributes to making our school a better place.

## Playground Areas

There are many areas of the school where students may move freely during recess and lunch, as they are supervised by teachers. Should a student need assistance, they should approach the teacher on duty. Before school, students are expected to be in the quad or oval areas.

All other areas are considered out of bounds, unless:

- a student is going to the Administration Office
- a student is going to the Library
- a student is moving to an out of bounds area with written permission from a teacher: e.g. the agriculture teacher provides a note for an agriculture student to attend to duties in the ag plot
- a student is leaving the school ground with permission (school pass)

## Areas

Oval – Physical activity permitted, no tackle football, games must be played safely

COLA – Basketball and handball only, out of bounds before school

Quadrangle - Passive area, handball permitted

Outside PAC – Years 11 and 12 only

MPU – Out of bounds unless there is an organised activity

Library – Open most breaks, check with library staff

Brabarium – Passive area

## School Contributions

Temora High School aims for a transparent contribution structure. There are two types of contributions at the THS:

1. General School Contribution
2. Elective Contributions

*All contributions are outlined on the sheet loosely inserted within this booklet.*

**The General School Contribution is a voluntary payment of \$100 for each student in Years 7 – 12.** This contribution is used to fund many opportunities, initiatives and activities for students throughout the year. This includes things such as significantly subsidised excursions, additional school staff, BBQ lunches, whole-school wellbeing activities, guest speakers, Breakfast Club, various study programs, IT devices and up to date industry equipment.

If all General School Contributions are paid then approximately **\$30 000** would be available for resources to directly improve student learning and wellbeing experiences.

**Elective Contributions** provide additional resources, extra experiences, and more complex learning tasks to extend students. These contributions cover the costs of increased materials used and consumed by students in a particular subject that go beyond the minimum requirements of the curriculum. There will be no charge to fulfil the minimum requirements of the curriculum. Since students use these additional materials, take projects home or consume produce, we request the elective contribution is paid for each subject. Add these contributions to the General School Contribution.

Should parents/carers have any difficulty making these payments for subject materials, they should contact the Principal or Deputy Principal to discuss any assistance the school may provide; confidentiality is assured. When choosing subjects at the end of Years 7, 8, 9 and 10, parents/carers are made aware of subject contributions for each course in the Subject Elective Booklets.

## Payment Options

Payments can be made in person at the school or online. All contributions may be paid in full or kept up-to-date by instalment. While stressing the importance of your contribution to the finances of our school, it is important you understand that should you choose not to pay the General School Contribution or you wish to obtain financial assistance this information will be kept private and confidential. The Principal or Deputy Principal are able to discuss any difficulties with you, in confidence, including exemptions, financial assistance, and payment by instalment.

## School Values and Behaviour Expectations

At Temora High School, our core behaviour values are **Respect**, **Responsibility** and **Relationships**. These values should be reflected in everything that we do – in the classroom, in the playground and in our interactions with others.

The Department of education also has a **Behaviour Code for Students**, which can be found at the end of this booklet.

In order to be ready to learn, students should:

- ✓ Attend school everyday
- ✓ Be in the right place at the right time
- ✓ Wear correct uniform
- ✓ Ensure devices are off and locked away in the Yondr pouch



Please refer to our **THS Strengthening Community Strategy**, available on our website, for further information about behaviour management procedures.

## School Bytes Portal and App

THS uses School Bytes to communicate with Parents/Carers. If your child attended our partner primary schools, you would be familiar with this platform.

The School Bytes portal provides flexibility for parents/carers to conveniently:

- Make school payments online (including paying for multiple siblings at once)
- Use a family credit to pay for an activity or school contribution
- Download a receipt for payments made
- View all historical payments in one place
- Complete and submit digital permission notes
- View the status of all permission notes
- Request a refund if required. This can be done where you want at any time: day or night.



Through the portal, you will easily be able to download a receipt once a payment has been made and have access to view all historical payments when needed. Online payments are processed in real-time and can be viewed by school staff immediately.

While our preference is for payments to be made via the School Bytes Portal, we are still able to accept payment via cash, cheque, money order and EFTPOS.

### Activating the Parent App:

1. Access the app store on your phone and search for School Bytes. Alternatively, use the direct links below:  
**Apple:** <https://apps.apple.com/au/app/school-bytes/id6463097826>  
**Android:** <https://play.google.com/store/apps/details?id=education.schoolbytes>
2. Download the School Bytes App.
3. Use your username and password created previously to log on.
4. If prompted, and if you choose, allow notifications.

## Sentral Parent Portal and App

At the beginning of each school year, parents/carers of new students will receive an email from THS allocating an access key to the Sentral Parent Portal and App. If parents/carers do not receive an email, they should contact the school for the access key. The App can be downloaded from the App Store on your respective device.

The **Sentral for Parents** app allows you to monitor your child's school journey simply and efficiently. You will find numerous smart features that help streamline your day. These include: receive messages and notifications from teachers, report absences, make payments for school activities and more. The Sentral for Parents app helps you stay connected and informed about your child's education.

How to access when you received your access key:

- Register for access to our Parent Portal here: <https://temorahs.sentral.com.au/portal/register> You must use a valid email address to create your username.
- Once successfully registered you will be prompted to enter your username (email address) and the password you created.
- To see information from the school and to link to your enrolled children, enter the access key provided.



## Sport

THS has a proud tradition of sporting involvement and achievement. Knockout competitions are open to all students in a wide range of sports from soccer, netball, cricket, basketball, triathlon, volleyball, and many more. Sport is held every Wednesday. Sport is a compulsory part of the school curriculum for all students in Years 7 to 10. Students are allocated sports on a rotational basis on those sports days when school sports carnivals do not occur.

## Sports Carnivals

The sporting houses and their colours at THS are:

<b>Tiger Moth</b> Surname A-F Colour - Yellow	<b>Spitfire</b> Surname G-M Colour - Green	<b>Wirraway</b> Surname N-Z Colour - Blue
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There are two sports carnivals during the school year as well as the running of the Cross Country. Students are encouraged to participate. Successful participants can qualify at these carnivals to proceed to zone, regional and state representation. Attendance at sports carnivals is compulsory.

## Student-Parent/Carer-Teacher Feedback Opportunities

Student-Parent/Carer-Teacher Feedback Opportunities are held after school hours, twice during the school year in the MPU. Parents/carers are encouraged to attend interviews with their child to connect and liaise with teachers regarding their child's learning. Bookings for these interviews are via the Sentral Parent Portal.

If parents/carers are unable to attend these meetings, or if there are concerns at any time regarding their child's learning, parents/carers are encouraged to contact the school to make an appointment with the necessary staff.

## Student Representative Council (SRC)

The SRC is made up of a group of students elected by their peers who work hard to improve school life for everyone. Students vote for their chosen SRC representative each year. Four students from Years 7-11 are elected to the student body in Term 1 each year. Five students from Year 11 are elected during Term 4 to be the Executive for the upcoming year. A school induction ceremony is held after the elections in Term One. Parents/Carers, family and friends are invited to the ceremony.

The SRC meets regularly to discuss matters of concern to the student body and to plan events. The SRC plays an important role in addressing student needs and promoting positive change within the school. Students develop a range of skills including leadership, organisation, communication and negotiation.

## Student Wellbeing

Student resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments.

At THS we have a **Student Support Officer** who works with staff and students to enhance the wellbeing and learning outcomes of students. Our SSO supports the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. Our SSO has a pivotal role in working collaboratively with external and other government agencies in their support of students and their families.

Students participate in **Wellbeing Days** throughout the year. Programs for all students will focus on activities to create and maintain a safe learning environment (e.g. anti-bullying, anti-racism, promotion of a healthy lifestyle, online safety). Attendance at Wellbeing Days is compulsory.

The **Learning Support Team (LST)** is an integral component of our student support structure, which aims to offer support and guidance to all students in all facets - educational, emotional and social. If students need assistance they can seek support from their Year Adviser as well as the many other supports available to students at school including the School Counsellor, Girls and Boys Adviser, mentors, etc.



The LST is made up of members of staff. The team meets regularly to plan programs for the whole school, small groups and individuals. Families and staff members are able to refer concerns about the academic progress or wellbeing of students to this team.

The wellbeing and resilience of students and staff are the focus of the student support programs at THS. The school's welfare and discipline procedures aim to promote responsible behaviour, quality learning and self-discipline. The staff at THS recognise that students have different abilities, family and cultural backgrounds, goals and needs. The co-operation of parents and caregivers, working with the teaching and support staff, will improve student outcomes. Families are encouraged to participate in all aspects of their child's school life.

## Subject Selection

Subject selection occurs in Term 2 each year. Students in Year 7 have the opportunity to choose three elective subjects for study the following year. Year 8 students have opportunity to choose three elective subjects to study for the duration of Stage 5 (Years 9 and 10). Students in Year 10 choose their pattern of study for the HSC (Years 11 and 12). Students participate in a Subject Expo and parents/carers are invited to an evening information session about subject selection.

## The Resilience Project (TRP)

Through presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Program supports mental health in the classroom, staffroom and family home. TRP has been proven to have impact and influence positive change, which was indicated through independent evaluations by both The University of Adelaide and The University of Melbourne.

Students participate in three 20-minute TRP lessons each week. The lessons are delivered by the Home Group teacher, and students will work through TRP activities in their personal workbook. Teachers receive professional learning in the delivery of TRP.



### Program Evidence

The research is clear; the more positive emotion you experience, the more resilient you will be.

For that reason we focus on key pillars that have been proven to cultivate positive emotion: **Gratitude**, **Empathy** and **Mindfulness** (GEM), with **Emotional Literacy** being a foundational skill to practise these strategies.



### Why youth mental health matters:



Source: ABS 'National Survey of Mental Health and Wellbeing' and 'Australian Institute of Health and Welfare: Australia's Youth Mental Illness'

## Uniform

Wearing school uniform creates a sense of belonging for students and creates a positive identity for the school community. School uniform also contributes to the personal safety of students by allowing easier recognition of students inside the school and in the community. At THS, we expect students to wear uniform during school hours, while travelling to and from school, and when participating in school activities out of school hours. Parents/carers are asked to cooperate with the school in its efforts to have all students wearing the correct school uniform. The THS P&C endorses the THS uniform.

If parents and carers have any financial difficulties purchasing the correct uniform, please contact the Principal or Deputy Principal to discuss any assistance the school may provide; confidentiality is assured.

Junior Uniform	Senior Uniform
<ul style="list-style-type: none"> <li>• <b>Bottom:</b> Plain black THS shorts, or pants/skirt</li> <li>• <b>Shirt:</b> Red polo shirt (with embroidered THS logo), Aboriginal Education Team shirt</li> <li>• <b>Jumper:</b> Red polar fleece, red sloppy joe, THS hoodie* (phased out 2026, the only acceptable hoodie to be worn at school), black THS jacket (all with embroidered THS logo), year-group jersey (Year 10 only), Riverina grey striped jacket</li> <li>• <b>Undershirt:</b> Red/black</li> <li>• <b>Headwear:</b> Wide brimmed hats, caps, beanies (no offensive or inappropriate logos/slogans)</li> <li>• <b>Shoes:</b> Meet WHS requirements, enclosed leather</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bottom:</b> Plain black THS shorts, or pants/skirt</li> <li>• <b>Shirt:</b> Black polo shirt (with embroidered THS logo), Aboriginal Education Team shirt</li> <li>• <b>Jumper:</b> Black polar fleece, black sloppy joe, THS hoodie* (phased out 2026, the only acceptable hoodie to be worn at school), black THS jacket embroidered (all with embroidered THS logo), year-group jersey, Riverina grey striped jacket</li> <li>• <b>Undershirt:</b> Black/white</li> <li>• <b>Headwear:</b> Wide brimmed hats, caps, beanies (no offensive or inappropriate logos/slogans)</li> <li>• <b>Shoes:</b> Meet WHS requirements, enclosed leather</li> </ul>
<b>Formal uniform:</b> White blouse/buttoned up shirt, black tailored pants/skirt, black leather shoes, THS blazer and tie (loaned from Administration Office)	
<i>* Hoods must remain down at all times at school. All drawstrings must be removed from hoodies. The Aboriginal Flag may be embroidered on school shirts – right hand side upper sleeve.</i>	

Temora High School will place an order for our School Aboriginal Polo Shirts during Term 4 each year, they are black with a cultural design together with the THS emblem (as below). Students can wear this shirt to school all year round.

The cost of the shirt is \$35.00 and delivery is anticipated to be at the beginning of Term 1 each year. If you wish to purchase a shirt, please discuss it with the Administration Office when returning enrolment information.



### Out of Uniform

It is understandable that there will be times when the uniform is not available. During such rare times, the student should be dressed in a manner which is appropriate to a classroom. Parents/carers are asked to provide a note to cover these rare occasions and the student must see a Deputy Principal before Home Group and receive a uniform pass. Continued non-compliance with wearing the correct uniform may prohibit students from representing the school on non-compulsory excursions and extra-curricular activities, e.g. sporting representation.

### Out of School Uniform Days

THS will occasionally hold out of school uniform days to raise money for charities and projects and/or during excursions. On these occasions, students must dress appropriately. This means:

- clothing must have the same coverage as school uniform.
- clothing must not have any offensive words or pictures or advertise or name items that are illegal at school, such as alcohol or tobacco.
- if an out of school uniform day falls on a sport or PE day, students must wear appropriate clothing that allows them to participate in physical activity, including footwear.
- compliant footwear must be worn as a requirement of the Department of Education.



## Wednesday Afternoons

Students who do not travel home via bus may leave school grounds at the conclusion of the last lesson, or stay for the organised activities. Students who travel by bus must wait on school grounds. Buses arrive to collect students from 3:30pm.

## Workplace Health & Safety – Acceptable Footwear

The Department of Education states in the publication *School Uniforms in the New South Wales Government School (2004)*, that under the Workplace Health & Safety Act, schools must ensure that students are not exposed to health or safety risks while they are on Departmental premises. The school has a duty to require students to wear appropriate footwear to avoid injury.

*The DoE policy Chemical safety in Schools (1999)* clearly states, 'It is mandatory that students carrying out practical activities using chemicals or equipment in school wear enclosed leather footwear'. The following is to be worn each day by students at school and on school excursions (unless otherwise notified).

Students are welcome to bring in other shoes for subject like PE and change into them for those lessons only.

If a student does not have the correct footwear, they must have a written note from their parent/carer and see the Deputy Principal before Home Group and receive a uniform pass. Students will be unable to participate in some specialist subjects if not wearing the correct footwear.

See DET Footwear Guidelines Factsheet at the end of this booklet.

### Acceptable shoes and boots (boots for VET Hospitality and VET Construction Pathways)



### Non-acceptable shoes



## Safety Glasses

It is mandatory to wear safety glasses on entering any Industrial Arts Workshop and during any Science practical lessons. Safety glasses are available for purchase from the Administration Office.



## For Students - What To Do If...

<b>I am late to school</b>	If you arrive late, please report to the Administration Office for a Late Slip. You should have a signed and dated note from your parent/carer explaining why you are late. Go straight from the office to class and give the Late Slip to your class teacher.
<b>I am late for class</b>	If you are delayed in a previous class by a teacher, ask for a note with a reason for your lateness. Give the note to your next teacher as soon as you get there. Unexplained lateness may result in disciplinary action.
<b>I feel sick at school</b>	You should have a note from a teacher in order to attend sick bay if it is during class time. You then report to the Administration Office where you will be given First Aid and/or, if necessary, your parent/carer will be contacted.
<b>I lose my timetable</b>	Ask the Administration Office staff to print another timetable. It might be a good idea to take a photo (at home) of your timetable and view before or after school.
<b>I am lost</b>	Any member of staff is able to help you or seek assistance from the Administration Office.
<b>I need to leave the school grounds</b>	Bring a note from your parent/carer explaining why you need to leave early. Collect your Leave Early Slip from the Administration Office and keep it with you until you need it, then show the slip to your class teacher who will allow you to leave class. You must leave via the Administration Office. If your parent or caregiver needs to pick you up unexpectedly, they need to report to the Administration Office and you will be sent for.
<b>I have lost something at school</b>	Check to see if it was handed in at the Administration Office. Avoid bringing large sums of money or valuables to school – you bring these things at your own risk.
<b>I am not in correct uniform</b>	Bring a note from home explaining why. Have the note signed by a Deputy Principal before 8:50am. Financial assistance may be available for uniform purchases. Please see the Administration Office for more information.
<b>I am having trouble with another student</b>	Speak to your Year Adviser, Girls Adviser or Boys Adviser. Also, any member of staff will be able to help you.
<b>I want to go to the toilet during class</b>	We encourage you to go to the toilet during break times. Your teacher will give you a note and allow you to go if it is an emergency only. The Administration Office toilets are available during lesson time.
<b>I would like to get a locker to store my things</b>	Lockers are available to students at THS. Students should see Administration staff for further information about rental, bond fees and keys/security requirements.



## For Parents/Carers - General Information

<b>Access to students and staff</b>	All school visitors are required to present themselves at the Administration Office before contacting either students or staff members. A messenger will be sent to bring the student or the staff member to the visitor.
<b>Communication between home and school</b>	Communication between home and school is an important part of your child's education. When necessary, please contact the Administration Office so that your questions can be directed to the right person.
<b>Change of details</b>	If you have had any change of details, such as address, phone number (including mobile number), email address or living arrangements, please make sure you notify us as soon as possible and complete a Change of Details Form available from the Administration Office. Please also notify us if there is a change to your nominated emergency contact phone numbers.
<b>Early leave pass</b>	If you need to collect your child early from school, the procedure is to send a note explaining the time and reason the student needs to be collected into the Administration Office in the morning. An early leave pass is generated from this note which the student uses to leave class at the required time. If an unexpected appointment arises during the day, please phone ahead, giving as much notice as possible so your child can be notified of your intention to pick them up. Calling into the Administration Office unannounced creates a situation where you may need to wait for the student to be located and for someone to be available to collect them.
<b>Home Group/Roll marking</b>	The roll is marked during Home Group each morning (8.50am) as well as during each period throughout the day. Important information is communicated to students during Home Group and it is therefore essential that students listen carefully to these daily messages. Students who are late for school must report to the Administration Office and submit a note from a parent/carer to explain why they are late.
<b>Illegal items</b>	Any items which are illegal are not to be brought to school (this includes cigarettes, e-cigarettes, alcohol, drugs, firecrackers, explosive items and weapons). Possession, handling or sale of such items at school can result in suspension from school and/or police involvement. Please refer to the NSW Department of Education's Student Behaviour Procedures K-12.
<b>Mobile phones and digital devices</b>	See information earlier in this booklet regarding THS's 'Off and Locked Away' procedure.
<b>School website and Facebook page</b>	<a href="http://www.temora-h.schools.nsw.gov.au">www.temora-h.schools.nsw.gov.au</a> The school website is a source of information regarding school matters. You may also wish to follow school news on our Facebook page – search Temora High School.

<b>Sick at school</b>	If your child becomes sick during the school day, it is our expectation that your child will report to the Administration Office for assessment and, at times, treatment. If your child needs to be picked up, we will notify you by phone.
<b>Student newsletter</b>	The student-oriented publication is written, photographed, printed and collated by the media studies classes. It is published on a regular basis during each term. It contains lots of photographs and items of interest to the student community and it aims to cover as many of the activities in which THS students are involved as possible.
<b>Supervision of students</b>	Parents/carers are advised that staff are on duty to supervise students from 8.20am each day. Students are then under the supervision of classroom teachers until classes are dismissed and/or the last school bus departs at approximately 3.35pm.
<b>Textbooks</b>	Students may be loaned textbooks. These are the property of the school and should be returned promptly when asked for by their teachers. If students lose or damage a textbook or equipment, you will be asked to pay for its replacement.
<b>THS Newsletter</b>	The THS newsletter is published regularly and is emailed home to each family. The newsletter contains items of interest to parents/carers, including a school calendar of coming events, Principal's Report, news from P&C as well as details of student-based activities. The newsletter often contains information of value from external organisations such as TAFE, sporting clubs and community groups.



# Behaviour code for students

## NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

# School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat  
each other  
with  
**respect**

## What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



## Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We  
**prioritise**  
the wellbeing  
of all students  
and staff

**Unsafe  
behaviour**  
is not acceptable  
in our schools

We work  
**together**  
with the  
school

**Ensuring respectful learning environments for all members of NSW Public Schools communities.**





We create  
**collaborative**  
learning  
environments

We  
all play  
**our part**

We work  
**in partnership**  
to promote  
student  
learning

## Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:

[education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students)

## Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

### Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.**  
**Respectful.**  
**Communication.**

## School Community Charter

[education.nsw.gov.au](https://education.nsw.gov.au)





# Compulsory school attendance

## | Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

### What are my Legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the NSW Education and Standards Authority for home schooling.

Once enrolled, children are required to attend school each day it is open for students.

### The Importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

### What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)



Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

## Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.

## My child won't go to school what should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

## What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- **Compulsory Schooling Conferences**

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- **Application to the Children's Court – Compulsory Schooling Order**

If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a Compulsory Schooling Order. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- **Prosecution in the Local Court**

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

## What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

## Working in Partnership

The NSW Department of Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.



# Days missed = years lost

A day here and there doesn't seem like much, but...


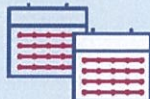
When your child misses just...

they miss weeks per year

and years over their school life

**1** day per **fortnight**  

**= 4** weeks 
**= Over 1 year missed**

**1** day per **week**  

**= 8** weeks 
**= Over 2.5 years missed**

## More information

Further Information regarding school attendance can be obtained from the following websites:

### Policy, information and brochures:

Please visit the Department of Education's Policy Library AND The Department's Attendance Matters Website

### The school leaving age:

Please visit the Department of Education's Wellbeing and Learning website

### Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on **131 450**. You will not be charged for this service.





## Too sick for school?



Generally if your child feels unwell, keep them home from school and consult your doctor. This chart and the information it contains is not intended to take the place of a consultation with your doctor.

<b>Bronchitis</b>	Symptoms are coughing, a runny nose, sore throat and mild fever. The cough is often dry at first, becoming moist after a couple of days. There may be a slight wheeze and shortness of breath. A higher fever (typically above 39°C) may indicate pneumonia.	 ... until they are feeling better. Antibiotics may be needed.
<b>Chickenpox</b> (Varicella)	Slight fever, runny nose, and a rash that begins as raised pink spots that blister and scab.	 ... for 5 days from the onset of the rash and the blisters have dried.
<b>Conjunctivitis</b>	The eye feels 'scratchy', is red and may water. Lids may stick together on waking.	 ... while there is discharge from the eye unless a doctor has diagnosed a non-infectious cause.
<b>Diarrhoea</b> (no organism identified)	Two or more consecutive bowel motions that are looser and more frequent than normal and possibly stomach cramps.	 ... for at least 24 hours after diarrhoea stops.
<b>Fever</b>	A temperature of 38.5°C or more in older infants and children.	 ... until temperature is normal.
<b>Gastroenteritis</b>	A combination of frequent loose or watery stools (diarrhoea), vomiting, fever, stomach cramps, headaches.	 ... for at least 24 hours after diarrhoea and/or vomiting stops.
<b>German measles</b> (Rubella)	Often mild or no symptoms: mild fever, runny nose, swollen nodes, pink blotchy rash that lasts a short time.	 ... for at least 4 days after the rash appears.
<b>Glandular Fever</b> (Mononucleosis, EBV infection)	Symptoms include fever, headache, sore throat, tiredness, swollen nodes.	 ... unless they're feeling unwell.
<b>Hand, Foot and Mouth Disease</b> (HFMD)	Generally a mild illness caused by a virus, perhaps with a fever, blisters around the mouth, on the hands and feet, and perhaps the nappy area in babies.	 ... until all blisters have dried.
<b>Hayfever</b> (Allergic rhinitis) caused by allergy to pollen (from grasses, flowers and trees), dust mites, animal fur or hair, mould spores, cigarette smoke	Sneezing, a blocked or runny nose (rhinitis), itchy eyes, nose and throat, headaches.	 ... unless they feel unwell or are taking a medication which makes them sleepy.
<b>Head lice or nits*</b> (Pediculosis)	Itchy scalp, white specks stuck near the base of the hairs; lice may be found on the scalp.	 ... while continuing to treat head lice each night. Tell the school.



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<b>Hepatitis A</b>	Often none in young children; sudden onset of fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine, pale stools.	 ... for 2 weeks after first symptoms (or 1 week after onset of jaundice). Contact your doctor before returning to school.
<b>Hepatitis B</b>	Often no symptoms in young children. When they do occur, they can include fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine.	 ... if they have symptoms. Contact your doctor before returning to school.  ... if they have a chronic infection (not the first outbreak) and no symptoms.
<b>Impetigo</b> (School sores)	Small red spots change into blisters that fill up with pus and become crusted; usually on the face, hands or scalp.	 ... until antibiotic treatment starts. Sores should be covered with watertight dressings.
<b>Influenza</b>	Sudden onset fever, runny nose, sore throat, cough, muscle aches and headaches.	 ... until well.
<b>Measles</b>	Fever, tiredness, runny nose, cough and sore red eyes for a few days followed by a red blotchy rash that starts on the face and spreads down the body and lasts 4 to 7 days.	 ... for at least 4 days after the rash appears.
<b>Meningococcal Disease</b>	Sudden onset of fever and a combination of headache, neck, stiffness, nausea, vomiting, drowsiness or rash.	<b>Seek medical attention immediately.</b> Patient will need hospital treatment. Close contacts receive antibiotics.
<b>Molluscum Contagiosum</b>	Multiple small lumps (2–5mm) on the skin that are smooth, firm and round, with dimples in the middle. In children, occur mostly on the face, trunk, upper arms and legs. Symptoms can last 6 months to 2 years.	
<b>Mumps</b>	Fever, swollen and tender glands around the jaw.	 ... for 9 days after onset of swelling.
<b>Ringworm*</b> (tinea corporis)	Small scaly patch on the skin surrounded by a pink ring.	 ... for 24 hours after fungal treatment has begun.
<b>Runny nose or common cold</b>		 ... unless there are other symptoms such as fever, sore throat, cough, rash or headache. Check with school.
<b>Scabies*</b>	Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes.	 ... until 24 hours after treatment has begun.
<b>Shigella</b>	Diarrhoea (which may contain blood, mucus and pus), fever, stomach cramps, nausea and vomiting.	 ... until there has not been a loose bowel motion for 24 hours. Antibiotics may be needed.
<b>Slapped Cheek Syndrome</b> (Parvovirus B19 infection, fifth disease, erythema infectiosum)	Mild fever, red cheeks, itchy lace-like rash, and possibly cough, sore throat or runny nose.	 ... as it is most infectious before the rash appears.
<b>Whooping Cough</b> (Pertussis)	Starts with a running nose, followed by persistent cough that comes in bouts. Bouts maybe followed by vomiting and a whooping sound as the child gasps for air.	 ... until the first 5 days of an antibiotic course has been completed. Unimmunised siblings may need to stay home too until treated with an antibiotic.
<b>Worms</b> (Threadworms, pinworms)	The main sign of threadworms is an itchy bottom. Sometimes children feel 'out of sorts' and do not want to eat much. They may also have trouble sleeping, due to itching at night.	 ... and tell the school as other parents will need to know to check their kids.

**\*It is important that the rest of the family is checked for head lice, scabies and ringworm**



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## Footwear Guidelines for NSW Government Schools Health and Safety Directorate



The Department, through its WHS Policy, is committed to providing a safe working and learning environment for all employees, others undertaking work, students and visitors, in accordance with statutory and regulatory obligations and corporate objectives.

Footwear is an important safety item. Good soles provide a sound grip on the floor preventing accidents such as slips, trips and falls from occurring. Footwear can also protect feet from damage caused by accidents such as falling objects or chemical spillages. These guidelines have been developed to assist NSW government schools in providing a safe working and learning environment. Schools which already have risk management controls in place in relation to footwear should refer to these guidelines when reviewing and evaluating those controls.

### Areas where safe footwear must be worn

In accordance with the Safe Working Policy, the Department has identified areas of its workplaces where appropriate footwear must be worn by employees, students and visitors to ensure their safety.

Areas where enclosed leather footwear (or other material confirmed by the manufacturer to be suitable, refer to Australian/NZ Standard 2210: *Safety Protective and Occupational Footwear*) is required are:

- Industrial Arts and trades workshop areas
- Science laboratories
- Canteen or Food Technology (kitchen areas)

Sandals, open footwear or high heeled shoes are not permitted in these areas. If students present for a class or activity with inappropriate footwear the student should be offered alternative educational activities until they are wearing appropriate footwear.

The above list is not exhaustive. Appropriate safe footwear may also be identified as a requirement in relation to other areas or activities, documented procedure or a documented risk assessment. For example, in work situations where floors can't always be kept dry or clean, the right footwear is especially important, so a slip resistant shoe may be required. Another example is wearing enclosed leather footwear

(or suitable safe alternative) in agricultural areas / activities.

In addition, other sites on which the Department provides services may have specific requirements which should be adhered to, for example, Education Training Units in Juvenile Justice settings.

### Footwear for employees in the general school environment

The Department strongly recommends school employees and other undertaking work consider wearing footwear that is suitable for walking on a number of different surfaces during the working day (e.g. stairs, playgrounds, grass and sports fields).

Footwear which is suitable for the general school environment means enclosed shoes, which are flat shoes or shoes with a minimal heel that have a good grip and fit well.

For some employees, such as general assistants and farm assistants, wearing enclosed leather footwear throughout the working day is important. This is because their responsibilities for ground maintenance and other activities mean that they need footwear that will assist in preventing slips, trips or falls or protect their feet from falling objects.

# Footwear Guidelines for NSW Government Schools



## Implementation of guidelines

School principals, as workplace managers, are responsible for ensuring procedures are in place to maintain a safe work environment in accordance with the **Safe Work Policy** and these guidelines. In accordance with WHS legislation, principals have the authority to determine that employee and students wear shoes that are appropriate to ensure work health and safety for the planned activity. This includes identified school activities (see “Areas where safe footwear must be worn”) and excursions.

However, workplace managers should note that it is not appropriate for schools to require students, through the use of a general term “work health and safety” to wear particular shoes as part of a uniform policy.

Principals should communicate the reasons for these decisions to employee and students i.e. that the decision has been made for their safety and the safety of others.

## Reference policies and procedures

- [WHS Policy](#)
- [Code of Conduct](#)
- [Student Discipline Policy](#)
- [School Uniforms in New South Wales Government Schools](#)
- [School Uniform Policy](#)

### Further information

[Health and Safety Directorate](#)

[Contact Details](#)



# Stage 5 Assessment Information

## What is the RoSA

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

## RoSA Eligibility

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the [Education Act](#).

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

## Stage 5 RoSA Grades

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement.

During the course, teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## Course Requirements

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- a. followed the course developed or endorsed by NESA; and
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c. achieved some or all of the course outcomes.

Students must complete the following mandatory Years 7-10 courses.

- English
- Mathematics
- Science
- Human Society and its Environment
- Languages Other than English
- Technological and Applied Studies
- Creative Arts
- Personal Development, Health and Physical Education

Students may also study a number of non-mandatory elective courses, as offered by the school. The principal may determine that, due to absence, course completion criteria may not be met. To receive a RoSA, students must attend school until the final day of Year 10.

## Life Skills

Students with disability can complete the [Life Skills](#) curriculum option. Students who leave school before completing their HSC, but who have satisfactorily completed Year 11 or Year 10 Life Skills courses, can receive a RoSA. For every satisfactorily completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

## 'N' Determinations

If students don't complete a course's requirements they will receive an 'N' determination. Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.



## Stage 5 (Years 9 and 10) Assessment Procedure

- Assessment tasks may take the form of in-class or at-home assessments. Tasks need to be handed in and completed at the time/date specified by the teacher. Students will receive at least two-weeks written notification of an assessment task. Students and parents/carers should refer to the Assessment Booklet, which contains the Assessment Schedule and Scope and Sequence for each subject studied.
- **Tasks submitted late without a valid reason, or non-serious attempts** at a task (which includes plagiarism), **will receive zero (0) marks**, which may affect eligibility for dux, academic achievement and first in course awards, and a N Warning will be issued. Submitted work will be marked according to the A-E grade scale for Stage 5. <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades>
- If you are **absent from school**, it is your responsibility to approach your teacher to determine if any tasks were notified during your absence. You must complete all work given in your absence.
- **If you know that you will be absent** on the date of the task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task. *Ideally this will be before your absence.* This includes excursions, debating, representative sporting carnivals, approved leave, etc. If required, an application for an extension of time should be made on the appropriate form.
- If you are **unexpectedly absent on the day of a task** and you have a genuine reason for your absence, you or your parent/carer need to phone the school and leave a message for the teacher. You will need to complete an Illness/Misadventure Request upon your return. A Doctor's Certificate (illness) or a letter that fully explains the circumstances (misadventure) should be presented with the form, which goes to the subject head teacher on the day of return to the school or deputy principal if more than one subject is affected.
- Be prepared to complete/submit/present your task in your first lesson back. Incomplete tasks, non-genuine attempts, or tasks not handed in must still be completed. This may occur during breaks, after school or at home and/or in the Fly-In Room.
- If a task is due to be handed in on a certain day, then normally it would be handed in during the lesson or at the time specified by the teacher. The task is to be submitted directly to the teacher or the head teacher, under no circumstance should it be left at the school office.
- Students completing assessments which require a performance component at a scheduled time slot must attend at their allocated time (allocated by the teacher prior to the assessment day).
- **Referencing and Bibliographies:** Assessment notifications will include specific information about referencing and bibliography requirements. Students must adhere to these requirements to demonstrate academic integrity in their work. Any work that is submitted, and that is not the student's own, must be referenced appropriately. Students must also acknowledge the sources consulted to support the content of their work using either a Reference List or Bibliography, as stated on the task notification.
- **Malpractice in examinations and/or assessment tasks** - cheating, plagiarism, copying another student's work, during an exam or task is viewed seriously by the school. The student/s will be interviewed by the Head Teacher and Deputy Principal and an appropriate penalty will be determined. A score of zero (0) may be recorded for a student in an examination or assessment task as a result of malpractice and a N Warning will be issued.

**Plagiarism** may include copying from materials (books, internet, journals, study notes, tapes etc.) without indicating this with quotation marks and acknowledgement of the author or source. It may also include collaboration with other students that goes beyond the discussion of general strategies or ideas.

### Consequences of plagiarism:

- an interview with the Deputy Principal or Principal and
- notification to parents *and*
- resubmission of work to demonstrate satisfactory achievement of outcomes *and*
- a mark of zero *and*
- the task will be considered a NON-ATTEMPT and a N Warning letter will be issued, if the student chooses not to re-submit the piece of work.

*Aiding another student to plagiarise is a violation of this assessment policy.*

- Use of electronic means for preparation and submission of assessment tasks – students must ensure that appropriate backup copies and hard copies (evidence of draft work), are kept well in advance of the due date. Failure of technology (e.g. corrupt drives, computer crashed) without ample evidence of the stages of lost work, is not acceptable as a reason for late or non-submission.
- Appeals – if a student feels that their result in an assessment task is incorrect, then they should firstly approach the teacher or head teacher concerned. If the situation is not resolved satisfactorily, the student may appeal for a review of the process. To do this, a signed, detailed letter stating the matters of concern must be given to the subject Head Teacher. You must submit your task on or before the due date.

The use of **Generative Artificial Intelligence** (AI technology that creates new work or alters existing work from the vast amount of data available on the internet), without correctly sourcing, or acknowledging its use, is an example of plagiarism.

Your teachers will tell you whether you're allowed to use generative AI technology for an assessment task. If you're not sure, you must ask before using it. If you are allowed to use generative AI, you must acknowledge it just like any other source you use in your work.

The unapproved use of AI tools in the completion of assessment tasks and exams is a breach of academic integrity. Assessment tasks and exams must be your own work or must be acknowledged appropriately.

A student can be asked by the teacher to produce or share their drafts during the submission period, if there is a concern about malpractice. If the student is not able to produce their drafts, or the drafts are lacking in detail and effort, a score of zero (0) may be recorded for a student in an examination or assessment task as a result of malpractice.



## Years 7-10 Examination Procedure

Students, make sure you:

- Go directly to the exam room at the correct time. If you arrive late for the exam, you may not be given extra time at the end.
- Follow the school rules about uniform and footwear. Exams occur during the regular school day.
- Contact the school immediately if you cannot attend school on the day of a scheduled exam because of unusual circumstances (Years 9 and 10 - You will be required to submit an Illness/Misadventure Request).
- Attempt all exams for subjects that you study.
- Sit where directed and/or at the desk that shows your name.
- Stay in the room for the duration of the exam. Follow all teacher instructions.
- Behave courteously and speak only to the exam supervisors. Behaviour that in any way disturbs another student or upsets the running of the exam, (e.g., loudly screwing up paper) may result in a zero result and/or the issue of a N Warning (Years 9 and 10).
- Read the exam instructions and all questions carefully. The exam supervisor cannot interpret or give instructions about exam questions.
- Write your name on all pieces of paper.
- Make a serious attempt at the exam by answering a range of question types (for example, answering only multiple-choice questions is not considered a serious attempt). Cheating or copying will result in a zero result and/or the issue of a N Warning (Years 9 and 10).
- Pack your school bag for regular lessons when you don't have an exam.
- In exceptional circumstances, if you need to change the time of an exam you must approach the subject Head Teacher.

What you CAN bring into the exam room	What you are NOT allowed to bring into the exam room
<ul style="list-style-type: none"><li>• a clear plastic bag/sleeve to carry the following approved equipment:<ul style="list-style-type: none"><li>○ <b>black pens</b> (use for all exams, unless instructed to use a pencil)</li><li>○ pencils (must be at least 2B), erasers and a sharpener</li><li>○ a ruler marked in millimetres and centimetres</li><li>○ highlighter pens</li></ul></li><li>• a clear bottle of water with no label</li><li>• a non-programmable watch, which you must take off, place on your desk and not touch during the exam</li><li>• certain equipment that is listed on the exam cover page is allowed for specific exams (scientific calculators must be approved models only)</li></ul>	<ul style="list-style-type: none"><li>• school bag – must be placed where instructed by the teacher</li><li>• mobile phones - these must be switched off, in your Yondr pouch and in your bag)</li><li>• programmable watches, e.g., smart watches</li><li>• any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries</li><li>• paper or any printed or written material (including your exam timetable)</li><li>• dictionaries (except in language exams, if allowed)</li><li>• correction fluid or correction tape</li><li>• a pencil case (other than a clear plastic bag/sleeve)</li></ul>
It is your responsibility to make sure that your equipment is in good working order. <b>You cannot borrow equipment during exams.</b>	

**Years 9 and 10:** If illness or misadventure stops you from attending an exam or affects your performance in the exam, it is your responsibility to submit an Illness/Misadventure Request. Illness/Misadventure Requests are for cases where an illness or mishap, immediately before or during an exam, which was beyond your control, prevented you from attending or diminished your exam performance.



## ILLNESS/MISADVENTURE - REQUEST

*This form must be submitted to the subject head teacher or deputy principal within 7 calendar days of the task due date, or within 7 calendar days of an examination period ending.*

### STUDENT SECTION

Student name:		Year:	Date:
Course name:	Teacher:	Already completed the task? <b>Yes/No</b>	
Task name and number:		Original due date:	
<i>The subject teacher was notified of the illness/misadventure on (complete below):</i>			
Date:	Time:	By:	
Reason(s) for appeal:			
What are you requesting? E.g. extension, alternate date to complete task, no penalty, resubmission, etc.			
Medical certificates or supporting statements have been attached from:			
Student signature:		Parent/Carer signature:	

Hand this completed form, together with certificates and/or statements to the Head Teacher of the course

### SCHOOL SECTION

Head Teacher Decision	Approved	<input type="checkbox"/> Extension - new due date: ...../...../..... <input type="checkbox"/> Reduced late penalty <input type="checkbox"/> Alternate task <input type="checkbox"/> Resubmission	<input type="checkbox"/> Average of past assessments <input type="checkbox"/> Accept task but zero marks <input type="checkbox"/> Other .....
	Not approved	<input type="checkbox"/> Do not accept task, resubmission required	
Head Teacher comment, if required:			
Head Teacher signature ...../...../.....	Deputy Principal signature ...../...../.....	Student signature ...../...../.....	

### TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Illness/Misadventure Appeal Decision: <b>APPROVED / NOT APPROVED</b>	
HT Notes:		
HT Signature:		Date:





## REVIEW OF GRADE/RANK/ MARK - REQUEST

A request to review an assessment task mark must be submitted to the subject head teacher no later than 2 school days after the student was notified of the grade/rank/mark.

### STUDENT SECTION

Student name:	Year:	Date form submitted:
Course name:		Teacher:
Task name and number:		Date informed of grade/rank/mark:
Reason(s) for review of grade/rank/mark request (detail below):		
Medical certificates, Statutory Declaration and/or supporting statements have been attached from:		
Student signature:	Parent/Carer signature:	

Hand this completed form, together with certificates and/or statements to the Head Teacher of the course

### SCHOOL SECTION

Head Teacher Decision	<b>Approved</b>	<input type="checkbox"/> Grade/Rank/Mark remains same <input type="checkbox"/> Grade/Rank/Mark reviewed <input type="checkbox"/> Grade/Rank/Mark changed to .....
	<b>Not approved</b>	<input type="checkbox"/> Insufficient evidence or reasoning
Head Teacher comment, if required:		
Head Teacher signature ...../...../.....	Deputy Principal/Principal signature ...../...../.....	Student signature ...../...../.....

### TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Review of Grade/Rank/Mark Request Outcome: <b>APPROVED / NOT APPROVED</b>	
HT Notes:		
HT Signature:		Date:



## ASSESSMENT TASK EXTENSION - REQUEST

This form, with supporting evidence, must be submitted to the subject head teacher at least 7 calendar days prior to the absence.

### STUDENT SECTION

Student name:	Year:	Date:
Course name:	Teacher:	
Task name and number:	Original due date:	
<i>The subject teacher was notified of this request for an extension on (complete below):</i>		
Date:	Time:	By:
Reason(s) for extension request (detail below):		
Medical certificates, Statutory Declaration and/or supporting statements have been attached from:		
Student signature:	Parent/Carer signature:	

Hand this completed form, together with certificates and/or statements to the Head Teacher of the course

### SCHOOL SECTION

Head Teacher Decision	Approved	Extension granted - new due date: ...../...../.....
	Not approved	Extension not granted, insufficient evidence or reasoning
Head Teacher comment, if required:		
Head Teacher signature ...../...../.....	Deputy Principal/Principal signature ...../...../.....	Student signature ...../...../.....

### TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Extension Request Decision: <b>APPROVED / NOT APPROVED</b>	
HT Notes:		
HT Signature:		Date:





# TEMORA HIGH SCHOOL

Looking Toward the Goal

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W https://temora-h.schools.nsw.gov.au/

## COMPLETE ASSESSMENT TASK ON ALTERNATE DATE DUE TO SCHOOL BUSINESS - REQUEST

*This form must be submitted to the subject head teacher 7 calendar days prior to the absence.*

### STUDENT SECTION

Student name:		Year:	Date:
Course name:		Teacher:	
Task name and number:		Original due date:	
<i>The subject teacher was notified of the request to complete the task on an alternate date (complete below):</i>			
Date:	Time:	By:	
School Business reason(s) for change of date:			
<i>I understand that I must submit/complete the task on the date agreed with the Head Teacher, noted below. If I do not attend the School Business I must complete the task on the original due date (unless there are grounds for illness or misadventure – complete separate form).</i>			
Student signature:		Parent/Carer signature:	

Hand this completed form to the Head Teacher of the course.

### SCHOOL SECTION

Head Teacher Decision	<input type="checkbox"/> <b>Approved</b>	<input type="checkbox"/> For unseen questions/exams, the student will generally complete the task AFTER the original due date. Alternate due date: ...../...../.....	<input type="checkbox"/> For hand-in tasks, the student must hand in as per the original due date.	<input type="checkbox"/> For speeches/presentations/practical tasks, the student must hand in a hard copy of the task (if required) and then deliver the speech/presentation/practical in the next lesson when they return from School Business.
	<input type="checkbox"/> <b>Not approved</b>	<input type="checkbox"/> Note reason in comment section below.		
Head Teacher comment, if required:				
Head Teacher signature ...../...../.....	Deputy Principal/Principal signature ...../...../.....		Student signature ...../...../.....	

### TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	HT Decision: <b>APPROVED/NOT APPROVED</b>	
<input type="checkbox"/> For unseen questions/exams, the student will generally complete the task AFTER the original due date. Alternate due date: ...../...../.....		
<input type="checkbox"/> For hand-in tasks, the student must hand in as per the original due date.		
<input type="checkbox"/> For speeches/presentations/practical tasks, the student must hand in a hard copy of the task (if required) and then deliver the speech/presentation/practical in the next lesson when they return from School Business.		
HT Signature:		Date:



## Bibliography and Reference List Guidelines

A bibliography is a list of **ALL** the sources that have been read or accessed in the preparation of your assessment task, but not necessarily used. A reference list includes only the sources that have been used and cited in your assessment task.

### You need a bibliography to:

- Acknowledge the author/s of the work/s you have used and give credit where it is due. (Plagiarism is the use of the work of others as one's own, without referencing its source or attributing it to its intellectual proprietor).
- Provide details on where you sourced your information.
- Allow any facts or information you have used to be checked and verified where needed.
- Determine currency of resources used by inclusion of date.

### Annotated Bibliographies

- Who is the author (or authors)?
- When was the author's work published?
- How old is it? Are the ideas current or outdated?
- Where is the author from? Is the author writing about an issue in the country they work in or in another?
- What is the general focus of the author's writing?
- How is the author writing about the topic? For example, does the author refer to statistics or survey material? Is the writing mainly theoretical? Does it discuss a theoretical position(s) or ideas? Does it argue for particular way of working or thinking? Is it a text, which includes practical strategies? Does it discuss legislation and its impact on people?
- Why does it seem that the author wrote the text? For example is s/he trying to persuade the reader of a particular theoretical standpoint because s/he believes it is the most useful? Is the author trying to persuade the reader of a particular way of working because s/he believes it is the most useful? Is the author criticising a piece of legislation to point out the inadequacy of it?

#### Example A

Long (1992), a lawyer based in Florida in the US, writes about the development of Florida's child protection legislation between 1980 and 1990. In particular she demonstrates how Florida's legislation has failed to protect children adequately and points to the need for a radical shake up of child protection policy. In order to support her arguments Long refers to child protection legislation in the UK and Australia which she considers to be better than the legislation in the US. Long's ultimate aim is to change US child protection policy.

#### Example B

In his critique of current social work practice, Jones (1999) a practicing social worker in New South Wales, argues that social workers usually practice a form of social work which is politically weak and unhelpful. He refers to real-life case studies from across Australia to demonstrate his arguments, pointing out how each approach failed to impact long term on the social workers' clients. Jones argues that the failure of social workers to impact on people's lives in the long term is a signal that the concept of social work itself is fundamentally flawed. He argues for a complete review of social work practice in Australia but also believes that this is unlikely to occur because of the entrenchment of social work in the Australian psyche.

\*Words underlined relate to terms *who, what, when, where, why, how, how old*.



In order to acknowledge the author/s of the work/s you have used and give credit where it is due you must not only create a bibliography but also reference quotes and ideas within your work. One way of acknowledging this is by using *in text citations*.

There are two different ways to do this. However, citations should look the same for all works - books, journal articles, web-pages, etc. - in both print and electronic formats.

1. At the end of a sentence or phrase - give the author's surname and publication date in round brackets.
2. If the author's name is part of the sentence, give the date, in round brackets, immediately after the author's name.

**Please note:** A quotation uses the exact words of an author. Enclose the quotation in single quotation marks and add the page number. If you paraphrase, still give a page number. General ideas must still be acknowledged. If two authors are part of the sentence use 'and', but if the names are in brackets you use the ampersand (&).

Freeman and Hayes (2001, p.5), say the 'goal of a catalogue is to help the user readily locate the required items', with the minimum of trouble, whether it is a specific book, or, information on a particular subject (Harvey, 2000, p. 193). Library catalogues have to be able to meet the needs of the users to assist them in retrieving, (Foskett, & Freeman, 2002. p.15) and, to be effective, the catalogue should be designed and developed to meet the specific information needs of that library's users. (Henri, 2001. pp. 25-28).

**Some other points:**

- If the author is unknown cite the title, in *italics*, instead of an author. The date is not in italics e.g. *The Plains of Africa* (2003, p. 42).
- Organisations with long names may be abbreviated after their first appearance:
- First citation: use the full name of the organization, with its abbreviation following in brackets e.g. (Organisation for Economic Cooperation and Development (OECD) 2003, p. 26).
- All subsequent citations: use the abbreviation e.g. (OECD 2001, p. 412).
- Secondary source (the work of one author being cited in another author's work) e.g. (Stevens, cited in Leong 2002) or Stevens (cited in Leong 2002).

**Abbreviations to note:**

- Edited: ed.
- Compiled: comp.
- Revised: rev.
- Translated: trans.
- Illustrated: ill.

## Bibliography Setting Out

One method of citing resources is as follows. Please note for hand-written bibliographies underline the title. A bibliography is arranged in alphabetical order of the first letter of each individual entry.

Type of Text	Layout	Example
AI	<p>I used [insert AI system(s) and link] to [specific use of generative artificial intelligence] [number of iterations/drafts]. The tool was used to provide [describe content used in task]. The output from this tool was modified by [explain use].</p> <p><i>Monash University, 2024, Acknowledging the use of generative artificial intelligence, <a href="https://www.monash.edu/student-academic-success/build-digital-capabilities/create-online/acknowledging-the-use-of-generative-artificial-intelligence#:~:text=A%20suggested%20format%3A,modified%20by%20%5Bexplain%20use%5D">https://www.monash.edu/student-academic-success/build-digital-capabilities/create-online/acknowledging-the-use-of-generative-artificial-intelligence#:~:text=A%20suggested%20format%3A,modified%20by%20%5Bexplain%20use%5D</a>. (accessed 16th October 2024)</i></p>	<p>I used AI in the following ways:</p> <p>(i) generate ideas or structure suggestions, for assistance with understanding core concepts, or other substantial foundational and preparatory activity for the assessment.</p> <p>I used Consensus (<a href="https://consensus.app/search/">https://consensus.app/search/</a>) and Scite (<a href="https://scite.ai/">https://scite.ai/</a>) to find relevant academic literature and ExplainPaper(<a href="https://www.explainpaper.com/dashboard">https://www.explainpaper.com/dashboard</a>) to help understand the arguments in the sources. I used GoodAI to create an outline (2 iterations)</p> <p>(ii) generate text, rewrite, rephrase and/or paraphrase a portion of this assessment.</p> <p>I used Microsoft Word with copilot assisting to prepare the essay drafts (4 iterations). I used GoodAI to help revise the introduction (3 iterations) and then ChatGPT3.5 (2 iterations) to make the introduction sound more academic. I further edited the introduction adding appropriate citations.</p> <p>(iii) generate some other aspect of the submitted assessment.</p> <p>I tried Microsoft Excel with copilot assisting to make the graphs but found GraphMaker (<a href="https://www.graphmaker.ai/">https://www.graphmaker.ai/</a>) to produce better results for creating the graphs used as evidence in the essay. I used ChatGPT3.5 to change the bibliographic references into notes form for use in the footnotes.</p> <p><i>Monash University, 2024, Acknowledging the use of generative artificial intelligence, <a href="https://www.monash.edu/student-academic-success/build-digital-capabilities/create-online/acknowledging-the-use-of-generative-artificial-intelligence#:~:text=A%20suggested%20format%3A,modified%20by%20%5Bexplain%20use%5D">https://www.monash.edu/student-academic-success/build-digital-capabilities/create-online/acknowledging-the-use-of-generative-artificial-intelligence#:~:text=A%20suggested%20format%3A,modified%20by%20%5Bexplain%20use%5D</a>. (accessed 16th October 2024)</i></p>



<b>Book</b>	Author's surname, Author's first name initial. Date of publication, Title. Publisher, Place of publication.	Dyer, A. 2007, <i>Space</i> . Five Mile Press, Melbourne.
	For books with one author:	Meiggs, R. 1997, <i>The Athenian Empire</i> , Clarendon Press, Oxford.
	For books with two authors:	Townsend, S. and Young, C. 2003, <i>A World of Recipes: Vietnam</i> , Heinemann Library, Oxford.
	For books with more than three authors:	Kenworthy, Gary. et al. 1996, <i>Examining the Evidence: History, Archaeology and Science</i> , Jacaranda Press, Milton, Qld.
	For books with no author but an editor:	Healey, K. (ed.) 1993, <i>Human Rights</i> , Spinney Press, Wentworth Falls, NSW.
<b>Encyclopaedia</b>	Title of encyclopaedia. Date. Volume. Publisher, Place of publication. Page numbers.	<i>World Book Encyclopaedia</i> . 2005. Vol. 18, World Book Inc., Chicago. p.728.
<b>Periodical (magazine)</b>	Author's surname, Author's first name initial, Date, 'Title of article', Periodical, Volume No., Issue No., Page numbers.	Thomas, P.C. 1990, 'The Thinking Person's Guide to Tennis', <i>Tennis Today</i> , vol. 7, no. 55, pp. 24-27.
<b>Newspaper article (no author named)</b>	'Title of Article'. Date. Newspaper, Edition date, Page numbers.	'The Hyatt Formula: Breaking the Mould'. 1988. <i>The Australian</i> , August 19, p. 24.
<b>Internet site</b> <i>Note: if no date of placement on the internet for site is given, write n.d. (i.e. no date)</i>	Author/Source, Year put on the web, Title of page, URL (accessed <date>)	Board of Studies, 1997, <i>Guidelines for the new Senior English Syllabus</i> , <a href="http://boardofstudies.com.au">http://boardofstudies.com.au</a> (accessed 12 September 2006)
<b>Personal Email</b>	Name of sender, email address of sender, subject, date of post, date read.	Andrec, M. andrec@glyco.chem.yale.edu 'New England School of Bandura', 18 April, 2005, personal email 19 <sup>th</sup> April, 2005.



## THS SCOPE AND SEQUENCE

### Stage 5 Assessment Overview 2025

= Stage 5 (Years 9 & 10 combined elective classes) = Year 9 classes = Year 10 classes



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
				Ind Tech – Auto Ind Tech – Metal Ind Tech – Timber		10 Maths PASS	Agriculture	9 PDHPE 9 Science 10 History 10 Science	9 History 9 Maths 10 English 10 PDHPE	Child Studies Commerce Dance Food Tech History Elec Music PDM PASS STEM Visual Arts	9 English

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		Ind Tech – Auto Ind Tech – Metal Ind Tech – Timber	9 History 10 Science Music	9 Maths 9 Science 10 History 10 Maths	9 PDHPE 10 PDHPE Food Tech Visual Arts	Commerce PASS	Agriculture STEM	Dance Drama PDM	Child Studies History Elec	9 English 10 English PASS

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			Ind Tech – Timber	9 Science	Child Studies Drama	9 Maths 10 Maths	9 PDHPE 10 PDHPE 10 Science	Dance Food Tech History Elec Ind Tech – Auto Ind Tech – Metal PDM STEM Visual Arts	9 English 9 Geography 10 English 10 Geography 10 PDHPE	Agriculture Commerce Music PASS

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		Commerce Food Tech History Elec 9 Maths 9 PDHPE 10 English 10 Geography 10 Maths 10 Science	9 English 9 Science Drama Ind Tech – Auto Ind Tech – Metal Ind Tech – Timber Music	9 Geography Child Studies Dance Ind Tech – Auto Ind Tech – Metal Ind Tech – Timber PDM STEM Visual Arts						

\* Classwork for all subjects – ongoing assessment





## THS ASSESSMENT SCHEDULE English – Year 10 2025



Task No.	Task Name	Outcomes	Time	Weighting
1	Novel Task	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	Term 1 Week 9	25
2	Drama Task	EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	Term 2 Week 10	25
3	Poetry Task	EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	Term 3 Week 9	25
4	Yearly Examination	EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	Term 4 Week 2	25
				100%



**THIS SCOPE AND SEQUENCE**  
**English - Year 10 2025**

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Novel Study - Discovery										
	Overview: Students explore the concept of discovery, focusing on a novel. They learn how to analyse texts and how to create texts that explore this theme. They learn to compose a critical response comparing two texts. Syllabus outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Drama - Shakespeare										
	Overview: Students examine Shakespeare’s play and closely analyse the text for themes, language and dramatic devices and character. They compose a persuasive response that analyses how the core ideas are still relevant in modern times. Syllabus outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Poetry - Voices of War										
	Overview: Students explore the poetry of Siegfried Sassoon and Wilfred Owen, focusing on how their experiences in war are conveyed through their poetry. They demonstrate their understanding through critical and creative responses. Students also study a war film and compare the ideas conveyed to those examined in the poetry. Syllabus outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01										
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Creative Non-Fiction – Growing up in Australia										
	Overview: Students explore discursive, persuasive and informative texts to discover how to represent ideas and shape personal responses. They focus on their own writing skills, developing the ability to create a personal and informed voice that conveys their ideas, perspectives and experiences in different styles of writing. Students develop a writing portfolio throughout the unit. Syllabus outcomes: EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01										





THS ASSESSMENT SCHEDULE  
Geography – Year 10 2025



Semester 2

Task No.	Task Name	Outcomes	Time	Weighting
1	Environmental Management and Change Task	GE5-3, GE5-5, GE5-8	Term 3 Week 9	50
2	Yearly Examination	GE5-6, GE5-7, GE5-8	Term 4 Week 2	50
				100%



## THIS SCOPE AND SEQUENCE

# Geography – Year 10 2025

## Semester 2

[illegible]





## THS ASSESSMENT SCHEDULE History – Year 10 2025



### Semester 1

Task No.	Task Name	Outcomes	Time	Weighting
1	Rights and Freedoms Task	HT5-3, HT5-8, HT5-9	Term 1 Week 8	50
2	Pop Culture Task	HT5-1, HT5-4, HT5-7, HT5-10	Term 2 Week 4	50
				100%



## Semester 1

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit Title: Depth Study 5: The Globalising World (Popular Culture)</b> <b>Overview:</b> Students learn about the globalising forces of Popular Culture in Australia from the 1950s to the 2000s. They learn about the nature, impact, and significance of music, fashion, food, and more on the developing Australian identity in the 20 <sup>th</sup> century. <b>Syllabus Outcomes:</b> HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10				<b>Unit title: Depth Study 6: The Holocaust</b> <b>Overview:</b> Students explore the systematic state-sponsored murder of six million Jewish men, women, and children and millions of others by Nazi Germany and its collaborators during World War II. They learn about the rise of anti-Semitism under Adolf Hitler and the Nazi Party and the experiences and devastating consequences of their extermination camps and 'final solution'. <b>Syllabus outcomes:</b> HT5-1, HT5-4, HT5-5, HT5-7, HT5-8, HT5-9, HT5-10					





**THS ASSESSMENT SCHEDULE**  
**Mathematics – Year 10 Core 2025**



Task No.	Task Name	Outcomes	Time	Weighting
1	Assignment Linear Relationships	MAO-WM-01, MA5-LIN-C-01	Term 1 Week 6	20
2	Semester 1 Examination	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-RAT-P-01, MA5-RAT-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01	Term 2 Week 4	30
3	Assignment Data Analysis	MAO-WM-01, MA5-DAT-C-02, MA5-DAT-P-01	Term 3 Week 6	20
4	Semester 2 Examination	MAO-WM-01, MA5-NET-P-01, MA5-DAT-C-02, MA5-DAT-P-01	Term 4 Week 2	30
				100%



## THS SCOPE AND SEQUENCE

# Mathematics – Year 10 Core 2025



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Linear Relationships A + B + C Overview: find the midpoint, gradient and the distance between 2 points, identify positive and negative gradients, identify the x- and y-intercepts, identify the equations of the x- and y-axis and lines parallel to them, determine whether a point lies on a line, recognise that parallel lines have the same gradient, recognise and interpret the gradient-intercept form, form and graph linear equations, inspect a straight-line graph and determine the gradient and y-intercept, recognise that lines are perpendicular if the product of their gradients is -1, find the equation of a straight line that is parallel or perpendicular to a given line, rearrange equations in the form $y = mx + c$ into general form $ax + by + c = 0$ and vice versa, find the equation of a line given 2 points, solve problems involving lines and geometrical figures, identify line and rotational symmetries, perform various transformations of a point on the number plane Syllabus outcomes: MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01						Unit title: Variation and Rates of Change A + B Overview: identify and describe graphs involving direct and inverse variation, solve problems involving direct and inverse variation, represent direct variation graphically, describe the rate of change of a graph as constant or variable, increasing or decreasing, interpret distance-time graphs when speed is variable, construct graphical representations of rates of change of quantities over time from descriptions Syllabus outcomes: MAO-WM-01, MA5-RAT-P-01, MA5-RAT-P-02				
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Non-Linear Relationships A + B Overview: graph simple quadratic and exponential relationships, identify graphs of parabolas and exponentials from their equations, recognise quadratic and exponential relationships in real-life contexts, graph parabolas and exponential curves, translate parabolas vertically, describe the properties of simple exponential curves, solve a pair of simultaneous equations involving one non-linear equation Syllabus outcomes: MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01						Unit title: Introduction to Networks Overview: define and identify graphs and networks; identify vertex, edge and degree of a graph; define and compare planar and non-planar graphs; describe and apply Euler's formula; define the terms trail, circuit, path and cycle; describe Eulerian trails and circuits. Syllabus outcomes: MAO-WM-01, MA5-NET-P-01				
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Data Analysis B + C Overview: identify and describe numerical datasets involving 2 variables, represent bivariate data using a scatter plot, interpret scatter plots, comment on the association between variables and describe form, strength and direction, create a line of best fit by eye, make predictions using interpolation and extrapolation, conducting a statistical inquiry, evaluate the choice of sampling methods, examine the use of statistics and probabilities in decision-making Syllabus outcomes: MAO-WM-01, MA5-DAT-C-02, MA5-DAT-P-01						Unit title: Volume B Overview: find the volume of right pyramids and cones, calculate the volume of spheres, find the volume of composite solids, solve problems involving volume and capacity Syllabus outcomes: MAO-WM-01, MA5-VOL-P-01				
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Trigonometry C + D Overview: use Pythagoras' theorem and trigonometry, sine and cosine rules to calculate an unknown length or angle, apply the formula to find the area of a triangle, prove that the tangent ratio can be expressed as a ratio of the sine and cosine ratios, compare the features of sine, cosine and tangent curves, apply the relationships for obtuse angles, relate the gradient of a line to its angle of inclination on the Cartesian plane, apply the exact sine, cosine and tangent ratios for angles of 30°, 45° and 60°, apply the relationships between the sine and cosine ratios of complementary angles, find the possible acute and/or obtuse angle(s) given a trigonometric ratio Syllabus outcomes: MAO-WM-01, MA5-TRG-P-01, MA5-TRG-P-02						Unit title: Area and Surface Area B Overview: apply Pythagoras' theorem to find lengths of perpendicular and slant heights, find the surface area of right pyramids, find the surface area of the curved surface and total surface area of a right cone, find the surface area of a sphere, solve problems involving the surface area of solids and composite solids in real-life contexts Syllabus outcomes: MAO-WM-01, MA5-ARE-P-01				





# THS ASSESSMENT SCHEDULE

## Mathematics – Year 10 Path 2025



Task No.	Task Name	Outcomes	Time	Weighting
1	Assignment Linear Relationships	MAO-WM-01, MA5-LIN-C-01	Term 1 Week 6	20
2	Semester 1 Examination	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-RAT-P-01, MA5-RAT-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01	Term 2 Week 4	30
3	Assignment Data Analysis	MAO-WM-01, MA5-DAT-C-02, MA5-DAT-P-01	Term 3 Week 6	20
4	Semester 2 Examination	MAO-WM-01, MA5-NET-P-01, MA5-DAT-C-02, MA5-DAT-P-01	Term 4 Week 2	30
				100%



## THS SCOPE AND SEQUENCE

# Mathematics – Year 10 Path 2025



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
Term 1	<b>Unit title: Linear Relationships A + B + C</b> Overview: find the midpoint, gradient and the distance between 2 points, identify positive and negative gradients, identify the x- and y-intercepts, identify the equations of the x- and y-axis and lines parallel to them, determine whether a point lies on a line, recognise that parallel lines have the same gradient, recognise and interpret the gradient-intercept form, form and graph linear equations, inspect a straight-line graph and determine the gradient and y-intercept, recognise that lines are perpendicular if the product of their gradients is -1, find the equation of a straight line that is parallel or perpendicular to a given line, rearrange equations in the form $y = mx + c$ into general form $ax + by + c = 0$ and vice versa, find the equation of a line given 2 points, solve problems involving lines and geometrical figures, identify line and rotational symmetries, perform various transformations of a point on the number plane Syllabus outcomes: MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01						<b>Unit title: Variation and Rates of Change A + B</b> Overview: identify and describe graphs involving direct and inverse variation, solve problems involving direct and inverse variation, represent direct variation graphically, describe the rate of change of a graph as constant or variable, increasing or decreasing, interpret distance–time graphs when speed is variable, construct graphical representations of rates of change of quantities over time from descriptions Syllabus outcomes: MAO-WM-01, MA5-RAT-P-01, MA5-RAT-P-02						
Term 2	<b>Unit title: Non-Linear Relationships A + B + C</b> Overview: graph simple quadratic and exponential relationships, identify graphs of parabolas and exponentials from their equations, recognise quadratic and exponential relationships in real-life contexts, graph parabolas and exponential curves, translate parabolas vertically, describe the properties of simple exponential curves, solve a pair of simultaneous equations involving one non-linear equation, use graphing applications to graph exponentials, hyperbolas and polynomials, graph circles with centre at (0, 0) or (a, b) and radius r, identify and match equations and graphs of non-linear relationships, find the points of intersection of a line and a curve Syllabus outcomes: MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01						<b>Unit title: Introduction to Networks</b> Overview: define and identify graphs and networks; identify vertex, edge and degree of a graph; define and compare planar and non-planar graphs; describe and apply Euler’s formula; define the terms trail, circuit, path and cycle; describe Eulerian trails and circuits. Syllabus outcomes: MAO-WM-01, MA5-NET-P-01						
Term 3	<b>Unit title: Data Analysis B + C</b> Overview: identify and describe numerical datasets involving 2 variables, represent bivariate data using a scatter plot, interpret scatter plots, comment on the association between variables and describe form, strength and direction, create a line of best fit by eye, make predictions using interpolation and extrapolation, conducting a statistical inquiry, evaluate the choice of sampling methods, examine the use of statistics and probabilities in decision-making Syllabus outcomes: MAO-WM-01, MA5-DAT-C-02, MA5-DAT-P-01						<b>Unit title: Equations C</b> Overview: solve complex linear equations involving algebraic fractions, solve quadratic equations using factorisation, completing the square and the quadratic formula, solve quadratic equations arising from substitution into existing formulas, solve word problems involving quadratic equations, solve equations reducible to quadratics, rearrange literal equations to change the subject, solve linear simultaneous equations analyse the results contextually Syllabus outcomes: MAO-WM-01, MA5-EQU-P-02 <b>Unit title: Algebraic Techniques C</b> Overview: add and subtract algebraic fractions with binomial numerators, expand and simplify binomial products, factorise monic and non-monic quadratic trinomial expressions, recognise and use special products and strategies in the expansion and factorisation of algebraic expressions, simplify complex algebraic expressions involving algebraic fractions using factorisation Syllabus outcomes: MAO-WM-01, MA5-ALG-P-02						
Term 4	<b>Unit title: Trigonometry C + D</b> Overview: use Pythagoras’ theorem and trigonometry, sine and cosine rules to calculate an unknown length or angle, apply the formula to find the area of a triangle, prove that the tangent ratio can be expressed as a ratio of the sine and cosine ratios, compare the features of sine, cosine and tangent curves, apply the relationships for obtuse angles, relate the gradient of a line to its angle of inclination on the Cartesian plane, apply the exact sine, cosine and tangent ratios for angles of 30°, 45° and 60°, apply the relationships between the sine and cosine ratios of complementary angles, find the possible acute and/or obtuse angle(s) given a trigonometric ratio Syllabus outcomes: MAO-WM-01, MA5-TRG-P-01, MA5-TRG-P-02						<b>Unit title: Area and Surface Area B</b> Overview: apply Pythagoras’ theorem to find lengths of perpendicular and slant heights, find the surface area of right pyramids, find the surface area of the curved surface and total surface area of a right cone, find the surface area of a sphere, solve problems involving the surface area of solids and composite solids in real-life contexts Syllabus outcomes: MAO-WM-01, MA5-ARE-P-01					<b>Unit title: Functions and Other Graphs</b> Overview: define and describe a relation and a function, use function notation, apply the vertical line test for a function, find the domain and range of functions, use graphing applications to graph and compare transformations of functions, graph regions on the Cartesian plane given a linear inequality Syllabus outcomes: MAO-WM-01, MA5-FNC-P-01 <b>Unit title: Polynomials</b> Overview: identify and describe polynomial expressions and their features, use the 4 operations with polynomials, use the factor and remainder theorems to solve problems involving polynomial expressions and equations, graph polynomials Syllabus outcomes: MAO-WM-01, MA5-POL-P-01	
	<b>Unit title: Volume B</b> Overview: find the volume of right pyramids and cones, calculate the volume of spheres, find the volume of composite solids, solve problems involving volume and capacity Syllabus outcomes: MAO-WM-01, MA5-VOL-P-01												





## THS ASSESSMENT SCHEDULE

# Personal Development Health & Physical Education (PDHPE) – Year 10 2025



Task No.	Task Name	Outcomes	Time	Weighting
1	First Aid Scenarios	PD5-1, PD5-9	Term 1 Week 9	25%
2	Semester 1 Practical Assessment (Practical)	PD5-4, PD5-9,	Term 2 Week 5	25%
3	Healthy Consumer (Theory)	PD5-2, PD5-7	Term 3 Week 7	25%
4	Semester 2 Practical Assessment (Practical)	PD5-5, PD5-3	Term 3 Week 9	25%
				100%



In teaching high school students at times it is necessary to deal with sensitive issues with regards to personal development and human sexuality in junior PDHPE classes as outlined in the NSW PDHPE Syllabus. The Temora High School (THS) PDHPE programs aim to help our students develop and lead healthy, active and fulfilling lives.

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<b>Unit title: Bronze Medallion</b> Overview: Students participate in a range of lifesaving contexts to develop their skills and competencies to gain their Bronze medallion. Syllabus outcomes: PD5-7, PD5-8 PD5-9					<b>Unit title: Behind the Wheel</b> Overview: This unit focuses on students developing an understanding of risk taking behaviours and the consequences. Students will analyse a range of issues relating to driving and road safety, influences on health decision making affecting young people. Students will be required to think analytically about their attitudes, behaviours and possible outcomes related to all risks a young person can take. Syllabus outcomes: PD5-1, PD5-6, PD5-9, PD5-10					
	<b>Unit title: Life Saving (Practical) - PD5-9</b>					<b>Unit title: Athletics PD5-4</b>					

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<p><b>Unit title: Celebrating safely</b></p> <p>Overview: This unit focuses on students developing an understanding of risk taking behaviours and the consequences. Students will analyse a range of issues relating to drug and alcohol use, sexual health including relationships, influences on health decision making and sexual health issues affecting young people. Students will develop strategies to promote health and safe behaviours as well as strategies to justify opinions, roles and feelings in difficult situations.</p> <p>Syllabus outcomes: PD5-1, PD5-6, PD5-9, 5-10</p> <p><b>Unit title: Gymnastics PD 5-5, PD5-11</b></p>									

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit title: Be a Healthy Consumer</b> Overview: This unit has a focus on students developing an understanding of the range of health information presented and how to assess the effectiveness of this information. Students are also able to identify the influence of the media on marketing strategies and how to critique this information Syllabus outcomes: PD5-2, PD5-7										
<b>Unit title: Invasion Games PD5-5</b>						<b>Unit title: Cultural/Inclusive Games PD5-3</b>				

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<p><b>Unit title: Men's and Women's Health Issues</b></p> <p>Overview: This unit explores health issues affecting men and women and their impact on wellbeing. Students analyse how norms, stereotypes and expectations influence their health. They investigate the influences of risk-taking behaviour and assess the impact on their lives. They examine marketing strategies and media messages that influence the health behaviours and actions of young men and women.</p> <p>Syllabus outcomes: PD5-3, PD5-6 PD5-7</p>									
	<b>Unit title: Lifelong Physical Activities PD5-8</b>									<b>Unit title: Recreational Games PD5-8</b>





## THS ASSESSMENT SCHEDULE Science – Year 10 2025



Task No.	Task Name	Outcomes	Time	Weighting
1	Assessment Task: CW Rates of Reaction	SC5-16CW, SC5-6WS, SC5-9WS	Term 1 Week 8	25
2	Independent Research Project (IRP)	SC5-6WS, SC5-7WS	Term 2 Week 3	25
3	Assessment Task: PW The physics of car safety	SC5-8WS, SC5-9WS, SC5-10PW	Term 3 Week 7	25
4	Assessment Task: Yearly Examination	SC5-9WS, SC5-10PW, SC5-14LW, SC5-16CW	Term 4 Week 2	25
				100%



**THS SCOPE AND SEQUENCE**  
**Science - Year 10 2025**

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<b>Unit title: Chemical World</b> Overview: Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Different types of chemical reactions are used to produce a range of products and can occur at different rates and involve energy transfer. Syllabus outcomes: SC5-17CW								<b>Unit title: Independent Research Project (IRP)</b> Overview: Students complete an independent scientific investigation. Syllabus outcomes: SC5-6WS, SC5-7WS		

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Independent Research Project (IRP) (cont)		Unit title: Living World							
			<p>Overview: Advances in scientific understanding often rely on developments in technology, and technological advances are often linked to scientific discoveries. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.</p> <p>Syllabus outcomes: SC5-15LW</p>							

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Living World (cont)			Unit title: Physical World						
				<p>Overview: The motion of objects can be described and predicted using the laws of physics. Energy conservation in a system can be explained by describing energy transfers and transformations.</p> <p>Syllabus outcomes: SC5-11PW</p>						

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Physical World (cont)			Unit title: Earth and Space						
				Overview: Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community.						
				Syllabus outcomes: SC5-12ES						





# Stage 5 2025





## THS ASSESSMENT SCHEDULE Agriculture – Stage 5 2025



Task No.	Task Name	Outcomes	Time	Weighting
1	<b>Beef Cattle</b> Research Project	AG5-1, AG5-4, AG5-7, AG5-9, AG5-10, AG5-14	Term 1 Week 7	20
2	<b>Canola Production</b> Practical application of technology and machinery	AG5-1, AG5-2 AG5-4, AG5-6, AG5-8, AG5-9	Term 2 Week 7	20
3	<b>Farm Planning</b> AgWorld - Farm mapping	AG5-7, AG5-9, AG5-11, AG5-12	Term 3 Week 10	30
Ongoing	<b>Classwork and Practical Application</b>	AG5-10, AG5-11, AG5-12, AG5-13, AG5-14	Ongoing	30
				100



## THIS SCOPE AND SEQUENCE

Due to seasonal variations, units of work in Agriculture may be taught in a different order. Students will complete all 4 units of work throughout the year.

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Unit title: Beef Cattle</b>											
<p>Overview: Students investigate the physiology and management of beef cattle within the Riverina. Students will have the opportunity to investigate local business TEYS and understand how management of herds affects consumer products.</p> <p>Syllabus outcomes: AG5-1, AG5-4, AG5-7, AG5-10, AG5-14</p>											

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit title: Canola Production</b>										
<p><b>Overview:</b> Students investigate the growth stages of canola and learn the best management practices to achieve a productive crop and achieve profitability. Students will be required to apply a wide range of practical skills and technology throughout this unit.</p> <p><b>Syllabus outcomes:</b> AG5-1, AG5-2 AG5-4, AG5-6, AG5-8, AG5-9</p>										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Unit title: Farm Planning</b></p> <p><b>Overview:</b> Students develop their planning and data recording skills using the app 'AgWorld'. Students will collate data and use this information to make informed decisions to improve productivity and profitability of their farm model.</p> <p><b>Syllabus outcomes:</b> AG5-7, AG5-9, AG5-11, AG5-12</p>										

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit title: Technology in Agriculture</b> <b>Overview:</b> Students develop an understanding of the range of emerging technologies aimed at improving productivity, profitability or sustainability in agricultural production systems. <b>Syllabus outcomes:</b> AG5-4, AG5-6, AG5-7, AG5-8, AG5-9										





**THS ASSESSMENT SCHEDULE**  
**Child Studies – Stage 5 2025**



Task No.	Task Name	Outcomes	Time	Weighting
1	Tic Tac Toe Task – Preparing for Parenthood	CS5-5, CS5-8	Term 1 Week 10	25
2	Cultural Activity Box – Children and Culture	CS5-2, CS5-4, CS5-9	Term 2 Week 9	25
3	Book Creation- Growth and Development	CS5-1, CS5-4, CS5-12	Term 3 Week 5	25
4	Children's Party – Food and Nutrition	CS5-2, CS5-5, CS5-12	Term 4 Week 4	25
				100%



## THS SCOPE AND SEQUENCE

### Child Studies – Stage 5 2025



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Unit title: Module 1 Preparing for Parenthood</b> Overview: Factors that influence an individual or couple’s decision to become a parent and planning considerations that may take place. Develop skills which enhance their capacity to potentially manage and cope in this role in the future. Syllabus outcomes: CS5-7, CS5-8, CS5-9, CS5-11, CS5-12											
									<b>Unit title: Module 3 Family Interactions</b>		

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit title: Module 3: Family Interactions (cont)</b> Overview: Family roles and responsibilities to develop their understanding of the impact parents, family members and significant others have on a child's development. Syllabus outcomes: CS5-2, CS5-3, CS5-6, CS5-7, CS5-8, CS5-9, CS5-12										
<b>Unit title: Module 10: Children and Culture</b> Overview: Through the exploration of different cultures, students develop an understanding of how cultural practices and traditions influence the health and wellbeing of children. They also describe how childcare services can play an active role in increasing knowledge and appreciation of cultural differences. Syllabus outcomes: CS5-2, CS5-8, CS5-9, CS5-11										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit title: Module 5 Growth and Development</b> Overview: Growth and developmental milestones and influences on children are expected to progress through and the characteristics associated with each stage. Syllabus outcomes: CS5-1, CS5-2, CS5-5, CS5-6, CS5-8, CS5-11										
								Unit title: Module 9 Food and Nutrition		

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit title: Module 8 Food and Nutrition (cont)</b> Overview: Students develop their knowledge of the nutritional needs of children with reference to current dietary guidelines. Contemporary issues related to food and nutrition are examined, along with necessary considerations that should be made when planning food for children on special occasions. Syllabus outcomes: CS5-2, CS5-5, CS5-8, CS5-11, CS5-12										
								<b>Unit title: Childcare Services and Career Opportunities</b> Overview: Children services available in the community; rights and responsibilities of childcare providers; careers and opportunities in childcare Syllabus outcomes: CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10		





**THS ASSESSMENT SCHEDULE**  
**Commerce – Stage 5 2025**



Task No.	Task Name	Outcomes	Time	Weighting
1	Consumer and Financial Decisions Task	COM5-2, COM5-8	Term 1 Week 10	25
2	Promoting and Selling Task	COM5-5, COM5-7	Term 2 Week 6	25
3	Running a Business Task	COM5-5, COM5-6, COM5-9	Term 3 Week 10	25
4	Yearly Examination	COM5-1, COM5-8	Term 4 Week 2	25
				100%



## THIS SCOPE AND SEQUENCE

### Commerce – Stage 5 2025

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: Core 1 Consumer and Financial Decisions</b></p> <p><b>Overview:</b> Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.</p> <p><b>Syllabus outcomes:</b> COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</p>										

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Unit title: Option 3: Promoting and Selling</b></p> <p>Overview: Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the strategies that sellers use to promote products and maximise sales and evaluate the impact on consumers.</p> <p>Syllabus outcomes: COM4-1, COM4-2, COM4-4, COM4-6, COM4-7, COM4-8, COM4-9</p>										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Unit title: Option 4 Running a Business</b></p> <p>Overview: Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.</p> <p>Syllabus outcomes: COM4-1, COM4-2, COM4-4, COM4-6, COM4-7, COM4-8, COM4-9</p>										

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit title: Core 4 Law, Society and Political Involvement</b> <b>Overview:</b> Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues <b>Syllabus outcomes:</b> COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9									





## THS ASSESSMENT SCHEDULE Dance – Stage 5 2025



Task No.	Task Name	Outcomes	Time	Weighting
1	<b>Jazz It Up</b> Performance work and report	5.1.1; 5.1.2; 5.1.3	Term 1 Week 10	20
2	<b>Safe and Sound</b> Self-reflection task and performance	5.1.1; 5.2.1; 5.3.1; 5.3.2	Term 2 Week 8	20
3	<b>The Art of Dance</b> Group composition and journal	5.1.3; 5.2.2; 5.2.3; 5.3.3	Term 3 Week 8	20
4	<b>Pas de Deux</b> Group performance and theory task	5.1.2; 5.2.2; 5.3.1	Term 4 Week 4	20
Ongoing	<b>Classwork</b>	5.1.2; 5.2.1; 5.2.2; 5.4.1	Ongoing	20
				100%



## THS SCOPE AND SEQUENCE

### Dance – Stage 5 2025

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: Jazz It Up</b></p> <p>Overview: Students explore the elements of dance with a focus on Jazz as a dance style. The unit will include looking at the development of Jazz as a genre (characteristics, historical developments and its relationship to music). Students will explore different styles of jazz in practical work, which will include looking at dance composition.</p> <p>Syllabus outcomes: 5.1.1; 5.1.2; 5.1.3</p>										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: Safe and Sound</b></p> <p>Overview: Students will build their understanding of the human body and Safe Dance Practice, in relation to their own performance. Exploration of dance composition will continue with an emphasis on building an understanding of the elements of dance and how they are used to enhance meaning.</p> <p>Syllabus outcomes: 5.1.1; 5.1.2; 5.2.1; 5.3.1; 5.3.2</p>										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: The Art of Dance</b></p> <p>Overview: Learning will focus on composition and the elements of dance, using art as stimulus. Students will look at the development of dance as an art form and seminal artists in dance history.</p> <p>Syllabus outcomes: 5.1.3; 5.2.2; 5.2.3; 5.3.3</p>										
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: Pas de Deux (a dance for 2)</b></p> <p>Overview: This unit will focus on partner work and how dance styles use partnering (ballroom and contemporary dance). Students will explore group design (use of duos and trios) in composition and look at dance partners of renown.</p> <p>Syllabus outcomes: 5.1.2; 5.2.2; 5.3.1</p>										





**THS ASSESSMENT SCHEDULE**  
**Drama – Stage 5 2025**



Task No.	Task Name	Outcomes	Time	Weighting
1	Duologue Performance and Logbook	5.1.3, 5.2.3, 5.3.3	Term 2 Week 8	30
2	Group Performance, Logbook and Reflection	5.1.1, 5.1.2, 5.2.1, 5.3.1	Term 3 Week 5	40
3	Design Folio	5.1.3, 5.1.4, 5.2.2, 5.3.3	Term 4 Week 3	30
				100%



## THS SCOPE AND SEQUENCE

### Drama – Stage 5 2025



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<b>Unit title: Introduction Games, Elements of Drama, Intro to Logging</b>				<b>Unit Title: Theatrical Movement &amp; Performance</b>						
	Overview: This unit engages students in foundational drama skills through theatre games, exploration of the elements of drama, and introduction to logbooking. Students will develop skills through practical activities, while learning to reflect on and analyse their experiences.  Syllabus outcomes: 5.1.1, 5.2.1, 5.3.1				Overview: This unit explores movement-based storytelling through the techniques of physical theatre, Basel masks, and circus performance. Students will develop their expressive movement skills, learning to communicate character, emotion, and narrative within an ensemble. Through mask work, students will refine their ability to use body language, gesture, and spatial awareness to create compelling performances. The exploration of circus techniques such as balance, coordination, and ensemble movement will further enhance their physical control and stage presence.  Syllabus outcomes: 5.1.1, 5.1.3, 5.2.1, 5.2.3, 5.3.1, 5.3.2						

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Theatrical Movement & Performance (cont)			Unit title: Duologues Overview: This unit focuses on duologues as a key performance tool for developing characterisation, dramatic tension, and collaborative performance skills. Students will explore how actors use voice and movement to bring a script to life, and effectively communicate relationships, emotions, and subtext. Syllabus outcomes: 5.1.3, 5.2.3, 5.3.3						
Unit title: Theatrical Styles History										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Theatrical Styles History (cont)					Unit title: Playbuilding and Design				
	Overview: This unit explores the evolution of theatrical styles and their influence on contemporary performance. Students will engage with key historical movements in theatre, including Melodrama, Realism, and Absurdism, analysing their conventions, performance techniques, and cultural contexts.  Syllabus outcomes: 5.2.1, 5.2.2, 5.2.3, 5.3.1 5.2.2, 5.2.3, 5.3.1					Overview: This unit explores the process of devising theatre, fostering collaboration, creativity, and self-expression as students develop an original play. Through teamwork, leadership, and constructive feedback, they build confidence, responsibility, and problem-solving skills.  Syllabus outcomes: 5.1.1, 5.1.2, 5, 5.1.3, 5.1.4, 5.2.1 5.2.3, 5.3.3				

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit title: Playbuilding and Design</b> Overview: This unit explores the process of devising theatre, fostering collaboration, creativity, and self-expression as students develop an original play. Students explore personal and social themes, deepening their understanding of theatre as a transformative storytelling tool. Syllabus outcomes: 5.1.1, 5.1.2, 5, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.3					<b>Unit title: Comedy and Improvisation</b> Overview: This unit develops students' skills in improvisation and comedy, focusing on spontaneity, characterisation, and comedic timing. Through improvisation games, students will refine their ability to think quickly, collaborate, and entertain an audience. Syllabus outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.3, 5.3.3				





## THS ASSESSMENT SCHEDULE Food Technology – Stage 5 2025



Task No.	Task Name	Outcomes	Time	Weighting
1	<b>Food For Specific Needs</b> Funtiki World Tour Report Skills Based assessment	FT5-1, FT5-6, FT5-7, FT5-8, FT5-9, FT5-11, FT5-12	Term 1 Week 10	30
2	<b>Food Service and Catering</b> Welcome to Yum-Town Pop Up Eatery Food Truck Design Portfolio and Skills based assessment	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-10, FT5-12, FT5-13	Term 2 Week 5	20
3	<b>Food Trends</b> Freak Shake Frenzy Practical and Food Trends Magazine Article	FT5-2, FT5-3, FT5-4, FT5-5, FT5-8, FT5-9, FT5-11	Term 3 Week 8	30
4	<b>Yearly Examination</b> Multiple choice Short answer responses Extended response	FT5-6, FT5-7, FT5-12, FT5-13	Term 4 Week 2	20
				100%



## THIS SCOPE AND SEQUENCE

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: Food for Specific Needs</b></p> <p>Overview: Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.</p> <p>Syllabus outcomes: FT5-1, FT5-6, FT5-7, FT5-8, FT5-9, FT5-11, FT5-12</p>										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: Food Service and Catering</b></p> <p>Overview: Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.</p> <p>Syllabus outcomes: FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-10, FT5-12, FT5-13</p>										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: Food Trends</b></p> <p>Overview: Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.</p> <p>Syllabus outcomes: FT5-2, FT5-3, FT5-4, FT5-5, FT5-8, FT5-9, FT5-10, FT5-11</p>										
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: Food for Special Occasions</b></p> <p>Overview: Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.</p> <p>Syllabus outcomes: FT5-6, FT5-7, FT5-12, FT5-13</p>										





**THS ASSESSMENT SCHEDULE**  
**History Elective – Stage 5 2025**



Task No.	Task Name	Outcomes	Time	Weighting
1	Source Based Research Task	HTE5-1, HTE5-2, HTE5-6, HTE4-7, HTE5-8	Term 1 Week 10	20
2	Portfolio	HTE5-1, HTE5-3, HTE5-4, HTE5-5, HTE5-8	Term 2 Week 9	25
3	Presentation	HTE5-1, HTE5-6, HTE5-8, HTE5-9, HTE5-10	Term 3 Week 8	25
4	Yearly Examination	HTE5-2, HTE5-3, HTE5-4, HTE5-7, HTE4-9	Term 4 Week 2	30
				100%



THS SCOPE AND SEQUENCE  
History Elective – Stage 5 2025

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<b>Unit Title: Games &amp; Gladiators – Film in History</b> Overview: Students undertake an historical inquiry into the depiction of Roman times and the gladiatorial games through the study of primary and secondary sources. Syllabus outcomes: HTE5-1, HTE5-2, HTE5-6, HTE5-8										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit Title: Ancient, Medieval, and Modern Societies</b> Overview: Students explore, in-depth, the major features of a society. Including daily lives, religion, politics, social structure, conflict, technology and legacy. Syllabus outcomes: HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit Title: Thematic Studies – Crime &amp; Punishment through the Ages</b> Overview: Students apply their understanding of history, continuity and change by exploring the role, purpose, and evolving nature of crime and punishment in human societies. Syllabus outcomes: HTE5-1, HTE5-6, HTE5-8, HTE5-9, HTE5-10										
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit Title: Thematic Studies – Animals through History</b> Overview: Students explore the animals that have played crucial roles in the development of human society and the changing relationship humanity has with plants and animals throughout our history. Syllabus outcomes: HTE5-1, HTE5-6, HTE5-8, HTE5-9, HTE5-10										





**THS ASSESSMENT SCHEDULE**  
**Industrial Technology (Automotive) – Stage 5 2025**



Task No.	Task Name	Outcomes	Time	Weighting
1	Safety Induction – Ongoing	IND5-1	Term 1 Week 4	10
2	Automotive Electrical Completion (100hr Service Procedures)	IND5-1, IND5-3, IND5-4, IND5-7, IND5-10	Term 2 Week 2	30
3	Restoration Project 1 Progress (100hr Small Motor Mechanics)	IND5-1, IND5-2, IND5-4, IND5-6, IND5-7	Term 3 Week 8	20
4	Restoration Project 1 Completion and Folio (100hr Small Motor Mechanics)	IND5-3, IND5-5, IND5-8, IND5-9, IND5-10	Term 4 Week 3	30
Ongoing	Theory Booklet	IND5-1, IND5-10	Term 2 Week 2 Term 4 Week 4	10
				100%



THS SCOPE AND SEQUENCE

**Industrial Technology (Automotive) – Stage 5 2025**

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<b>Unit title: Safety Orientation</b> Overview: Safety induction and completion of Ongoing updates using online subscription service. Syllabus outcomes: IND5-1			<b>Unit title: Automotive Electrical (Service procedures for student beginning the first 100 hours)</b> Overview: Students will do basic testing of electrical circuits and reading of circuit diagrams. Students will experience the proper technique for connecting electrical components including soldering and the use of plug type connectors. Syllabus outcomes: IND5-1, IND5-3, IND5-4, IND5-7, IND5-10							

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Automotive Electrical (cont)			Unit title: Restoration Project 1							
			<p>Overview: Students will be given a restoration task on one of the schools ongoing projects. These tasks may vary from panel beating / spray painting to reassembly and electrical work.</p> <p>Syllabus outcomes: IND5-1, IND5-2, IND5-4, IND5-6, IND5-7</p>							

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Restoration Project 1 (cont)							Unit title: Restoration Project 2			
							Overview: Students will be given a restoration task on one of the schools ongoing projects. These tasks may vary from panel beating / spray painting to reassembly and electrical work.			
							Syllabus outcomes: IND5-3, IND5-5, IND5-8, IND5-9, IND5-10			

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Restoration Project 2 (cont)										





**THS ASSESSMENT SCHEDULE**  
**Industrial Technology (Metal) – Stage 5 2025**



Task No.	Task Name	Outcomes	Time	Weighting
1	Safety Induction – Ongoing	IND5-1	Term 1 Week 4	10
2	Project 1 Completion Mark	IND5-1, IND5-3, IND5-5, IND5-7, IND5-8	Term 2 Week 2	30
3	Project 2 Completion Mark	IND5-2, IND5-3, IND5-7, IND5-8, IND5-10	Term 3 Week 8	20
4	Project 3 Completion Mark	IND5-2, IND5-4, IND5-5, IND5-6, IND5-8	Term 4 Week 3	30
Ongoing	Theory Booklet	IND5-1, IND5-10	Term 2 Week 2 Term 4 Week 4	10
				100%



## THIS SCOPE AND SEQUENCE

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Unit title: Safety Induction - Onguard Overview: Safety induction and completion of Onguard. Syllabus outcomes: IND 5.1	Unit title: Toolbox Overview: Students produce a folio of work progress and manufacture a functioning toolbox. Syllabus outcomes: IND5-1, IND5-3, IND5-5, IND5-7, IND5-8								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 10
Term 2	Unit title: Toolbox (cont)	Unit title: Fire Bowl Overview: Students produce a folio of work progress and fabricate a fire bowl. Syllabus outcomes: IND5-2, IND5-3, IND5-7, IND5-8, IND5-10								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 10
Term 3	Unit title: Fire Bowl (cont)	Unit title: Layout Punch Overview: Students produce a folio of work progress and manufacture a functioning layout punch. Syllabus outcomes: IND5-1, IND5-2, IND5-4, IND5-5, IND5-6, IND5-8, IND5-10								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 10
Term 4	Unit title: Layout Punch (cont)									





THS ASSESSMENT SCHEDULE  
Industrial Technology (Timber) – Stage 5 2025



Task No.	Task Name	Outcomes	Time	Weighting
1	Safety Induction – Ongoing	IND5-1	Term 1 Week 4	10
2	Project 1 Completion Mark	IND5-1, IND5-3, IND5-5, IND5-7, IND5-8	Term 2 Week 2	20
3	Project 2 Completion Mark	IND5-2, IND5-3, IND5-7, IND5-8, IND5-10	Term 3 Week 3	30
4	Project 3 Completion Mark	IND5-2, IND5-4, IND5-5, IND5-6, IND5-8	Term 4 Week 3	30
Ongoing	Theory Booklets	IND5-1, IND5-10	Term 2 Week 2 Term 4 Week 4	10
				100%



## THIS SCOPE AND SEQUENCE

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<b>Unit title: Safety Orientation</b> Overview: Safety induction and completion of Ongaard. Syllabus outcomes: IND5-1		<b>Unit title: Nail Box Project</b> Overview: Students produce a folio of work progress and manufacture of a Nail box focusing on a variety of joint types. Joints include Mortise & Tenon, Bridle, Dovetail, and other basic joints. Syllabus outcomes: IND5-1, IND5-3, IND5-5, IND5-7, IND5-8								

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Nail Box Project (cont.)					<p><b>Unit title: Laptop Desk</b></p> <p>Overview: Students produce a folio of work progress and manufacture a Laptop Desk. This is a design that requires plan interpretation and accuracy in marking out. Drilling and aligning of holes for pivoting parts is a test of this accuracy. It is a challenging design that they can modify with a laser engraved pattern.</p> <p>Syllabus outcomes: IND5-2, IND5-3, IND5-7, IND5-8, IND5-10</p>				

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Laptop Desk (cont.)</b>										

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Unit title: Advanced Project</b></p> <p>Overview: Project choice with student group (new or continuing) based on skill assessed during previous projects. This will allow extension work for advanced students, or an alternate project for students still developing. Students will produce a folio of work progress for the project of choice.</p> <p>Syllabus outcomes: IND5-1, IND5-2, IND5-4, IND5-5, IND5-6, IND5-8</p>										





## THS ASSESSMENT SCHEDULE Music – Stage 5 2025



Task No.	Task Name	Outcomes	Time	Weighting
1	Rock Music: Group Performance	5.1, 5.2, 5.3, 5.11, 5.12	Term 1 Week 10	20
2	Music of a Culture: Aural Analysis Extended Response	5.7, 5.8, 5.10, 5.11, 5.12	Term 2 Week 3	25
3	Jazz Music: Group Performance and Improvisation	5.1, 5.2, 5.3	Term 3 Week 10	25
4	Australian Music: Composition	5.7, 5.8, 5.9, 5.10	Term 4 Week 3	30
				100%



## THS SCOPE AND SEQUENCE

### Music – Stage 5 2025

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Rock Music										
	Overview: Students will learn about Rock Music through studying and comparing different styles, artists and composers. They will explore technology in Rock Music and the role of improvisation. Syllabus outcomes: 5.1, 5.2, 5.3, 5.11, 5.12										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Music of a Culture										
	Overview: Students will investigate a non-western culture of their own choice. Students will be analysing how the Concepts of Music are manipulated and applied within the music studied. Syllabus outcomes: 5.7, 5.8, 5.10, 5.11, 5.12										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Jazz Music										
	Overview: Swung rhythms, syncopation, call & response, ternary form and improvisation are all significant aspects of the Jazz genre that students will investigate in class. Within this topic students will complete a Case Study of Miles Davis with a focus on Modal Jazz. Syllabus outcomes: 5.1, 5.2, 5.3, 5.4										
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Australian Music										
	Overview: Students will analyse how Australian musicians manipulate the Concepts of Music from a variety of pieces from the Australian Music landscape, including music from Aboriginal artists. Syllabus outcomes: 5.7, 5.8, 5.9, 5.10, 5.11										





THS ASSESSMENT SCHEDULE  
**Photography & Digital Media (PDM) – Stage 5 2025**

Task No.	Task Name	Outcomes	Time	Weighting
1	Collection of Portraits	5.1, 5.2, 5.3, 5.4	Term 1 Week 10	25
2	Black and White Photography Poster Designs	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Term 2 Week 8	25
3	Calendar Designs	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Term 3 Week 8	25
4	Visual Journal with a collection of photographs	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Term 4 Week 4	25
				100%



## THIS SCOPE AND SEQUENCE

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: Collection of Portraits</b></p> <p>Overview: Students explore photography as an artistic medium, learning to use digital cameras and industry standard software. Students complete a range of photographic and digital tasks to expand their skills, integrating the Conceptual Framework and the Frames to develop their artistic practice. The Principles of Design in photography will assist students in their photography knowledge and skills.</p> <p>Syllabus outcomes: 5.1, 5.2, 5.3, 5.4</p>										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<p><b>Unit title: Black &amp; White Photography</b></p> <p>Overview: Students explore Black and White imagery and French Poster Designs from 1920's and 1930's. Students create a range of poster designs for cafes and restaurants. Research into Art Deco styles in posters and labels. Students explore the artmaking practice of famous artists and photographers using the Conceptual Framework.</p> <p>Syllabus outcomes: 5.1, 5.2, 5.4, 5.8</p>										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<p><b>Unit title: Calendar Designs</b></p> <p>Overview: Students create a calendar based on nature and the environment. Students explore image manipulations to enhance their photographs. Students utilise digital photography techniques to create images that appeal to an audience and communicate their artistic intent as a photographer.</p> <p>Overview: Syllabus outcomes: 5.4, 5.5, 5.6, 5.7, 5.10</p>										
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<p><b>Unit title: Visual Journal with a collection of photographs</b></p> <p>Overview: Students look at still life and the arrange image. Looking at photography using a variety of camera shots and angles to create mood and atmosphere. Students collate their best photographs for their folio to form part of their folio submission.</p> <p>Syllabus outcomes: 5.5, 5.6, 5.7, 5.8, 5.9</p>										





## THS ASSESSMENT SCHEDULE

### Physical Activity and Sports Studies (PASS) – Stage 5 2025



Task No.	Task Name	Outcomes	Time	Weighting
1	Technology Participation and Performance Technology Research and Design Task	PASS5-6, PASS5-7, PASS5-10	Part A - Term 1 Week 6 Part B - Term 1 Week 10	35
2	Red Day Event Management Part A – Session Plan 20% Part B - Post Event Reflection 15%	PASS5-5, PASS5-7, PASS5-8, PASS5-10	Part A - Term 2 Week 6 Part B - Term 2 Week 10	35
3	Nutrition and Physical Activity Meal Plan Task	PASS5-1, PASS5-2, PASS5-8, PASS5-10	Term 3 Week 10	30
				100%



THS SCOPE AND SEQUENCE

**Physical Activity and Sports Studies (PASS) - Stage 5 2025**

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<b>Unit title: Technology, Participation and Performance</b> Overview: This module evaluates the role technology plays in physical activity and sport. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Syllabus outcomes: PASS5-6, PASS5-7, PASS5-10										

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Unit title: Event Management</b></p> <p>Overview: Students investigate the processes and roles involved in organising a large-scale sport event. They also develop and implement skills to run a large sporting event for Temora High and Temora Public schools.</p> <p>Syllabus outcomes: PASS5-5, PASS5-7, PASS5-8, PASS5-10</p>										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit title: Nutrition and Physical Activity</b> Overview: Food is necessary for the body to function in this unit we look at the types and amount of food needed for your body to function optimally during physical activity. Nutrition planning for activity, marketed nutrition products and weight maintenance/ loss. Syllabus outcomes: PASS5-1, PASS5-2, PASS5-8, PASS5-10									

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit title: Physical Activity and Sport for Specific Groups</b> <b>Overview:</b> This module investigates physical activity and sport for a specific group from an historical perspective and the ways in which this group participates in physical activity and sport. Students examine current challenges facing this group and advocate ways this group can enhance their physical activity and sport participation <b>Syllabus outcomes:</b> PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-7									





## THS ASSESSMENT SCHEDULE



### STEM (Science, Technology, Engineering, Mathematics) – Stage 5 2025

Task No.	Task Name	Outcomes	Time	Weighting
1	<b>Telemetry</b> Sensor Production	Science: ST5-1VA, ST5-4WS, ST5-5WS, ST5-6WS, ST5-7WS, ST5-8WS, ST5-9WS, ST5-10PW Industrial Technology: IND5-1, IND5-2, IND5-3, IND5-4 Mathematics: MA5.2-2WM, MA5.2-5NA, MA5-8NA, MA5-10N	Term 1 Week 10	20
2	<b>Telemetry results and Analysis</b> Report based on evidence and data collection	Science: ST5-1VA, ST5-4WS, ST5-5WS, ST5-6WS, ST5-7WS, ST5-8WS, ST5-9WS, ST5-10PW Industrial Technology: IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6 Mathematics: MA5.2-2WM, MA5.2-5NA, MA5-8NA, MA5-10NA	Term 2 Week 7	30
3	<b>Sounds Good Task</b> Design a noise instrument	Science: ST5-1VA, ST5-4WS, ST5-5WS, ST5-6WS, ST5-10PW Industrial Technology: IND5-1, IND5-2, IND5-3, IND5-4 Mathematics: MA5.2-2WM, MA5.2-5NA, MA5-8NA, MA5-10NA	Term 3 Week 8	25
4	<b>Sounds Good Task</b> Building and Testing	Science: ST5-1VA, ST5-4WS, ST5-5WS, ST5-6WS, ST5-10PW Industrial Technology: IND5-1, IND5-2, IND5-3, IND5-4 Mathematics: MA5.2-2WM, MA5.2-5NA, MA5-8NA, MA5-10NA	Term 4 Week 4	25
				100%



## STEM (Science, Technology, Engineering, Mathematics) – Stage 5 2025

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Telemetry (cont)										

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit title: Sounds Good! (cont)										





THS ASSESSMENT SCHEDULE  
Visual Arts – Stage 5 2025



Term	Task Name	Outcomes	Time	Weighting
1	Book Designs	5.1, 5.4, 5.6, 5.7	Term 1 Week 10	25
2	Mixed Media	5.1, 5.2, 5.3, 5.5	Term 2 Week 5	25
3	Mini Body of Work	5.1, 5.2, 5.3, 5.6, 5.9	Term 3 Week 8	25
4	Poster Designs	5.2, 5.4, 5.6, 5.8, 5.10	Term 4 Week 4	25
				100%



## THIS SCOPE AND SEQUENCE

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Book Design Overview: Students explore the history of book illustration and the influence of Surrealism. Researching famous artists Salvador Dali, and Joan Miro and other major artists connecting to Surrealism. The Conceptual Framework and the Frames are used to assist students in their understanding of artists and their art making practice. Painting and mixed media techniques and skills will be explored to make recycled artists books. Syllabus outcomes: 5.1, 5.4, 5.6, 5.7										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Mixed Media Overview: Investigation into Japanese woodblock carving and designs will assist students to create 3D recycled paper sculptures. Inspiration and research into Asian Arts including lampshades and hot air balloons. Students create their own 3D sculpture using recycled paper. Syllabus outcomes: 5.1, 5.2, 5.3, 5.5										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Mini Body of Work Overview: Students choose a focus artist or movement of their choice and respond to their artistic practice through the creation of an independent artwork. Syllabus outcomes: 5.1, 5.2, 5.3, 5.6, 5.9										
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Poster Designs Overview: Students research the art movements Art Deco and Art Nouveau. Magazine covers and poster designs from past eras form part of their folio work. Research into the artist William Morris and his designs will assist students to create a range of artworks including painting on canvas and mixed media. Syllabus outcomes: 5.2, 5.4, 5.6, 5.8, 5.10										