

Year 9 2025

School Information and Assessment Booklet

2025 Stage 4 School Information and 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 studying Stage 4 (Years 7 and 8) at Temora High School.

The booklet provides information on

- Course requirements
- 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 2024 tasks. 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



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ALL	STAFF	STUDENTS	PARENTS/CARERS
Advocate for our school. Build and maintain rapport with all members of the school community. Use manners and appropriate language. Arrive to classes and meetings on time. Own your behaviour (restorative approach) — acknowledge, apologise, reflect, and improve. Demonstrate school pride. Celebrate success. Celebrate diversity. Respect other's boundaries. Report bullying, and cyberbullying. Report anti-social behaviour.	Teaching Staff Know students and how they learn. Know the content and how to teach it. Plan for and implement effective teaching and learning. Create and maintain supportive and safe learning environments. Assess, provide feedback and report on student learning. Engage in professional learning. Engage professionally with colleagues, parents/carers and the community. Non-Teaching Staff Engage in professional learning. Provide assistance with: school routines, classroom activities, operating and maintaining classroom and office equipment, issue learning materials with the support of the classroom teacher, the care and management of students with disabilities and additional learning and support needs, administration.	Adhere to the NSW DoE Behaviour Code for Students Attend school every day. Wear correct uniform. Be in the right place, at the right time. Devices off and locked away in bags during the day. Complete set tasks in a timely manner and attempt extension activities. Accept and use feedback effectively to improve work. Be organised – enter the classroom prepared to learn with required equipment and prepare proactively for learning. Persevere – attempt challenging situations willingly and use initiative to try different strategies to overcome challenges. Build positive relationships – speak respectfully and listen when others are speaking. Show empathy to teacher and students. Respect learning environment – use equipment for the correct and intended purpose and contribute actively to a safe learning environment. Be self-directed – ask questions for clarification where necessary and reflect meaningfully on your learning. Work collaboratively – take turns when contributing and show leadership in group situations.	Work in partnership with the school to support your child to behave positively and respectfully. 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 Understand the education goals and aspirations of your child (academic, social, wellbeing or beyond). Find ways to reinforce learning at home by engaging with your child's interests and what they are learning at school. Work together with educators and staff to support your child's development, for example attending student-parent/carerteacher opportunities) Respectfully share compliments, feedback or suggestions through the school or other channels of feedback, for example: Monthly P&C Meetings (in abeyance) or Parent/Carer Forums – once per term.

OUR ROUTINES



OUR RO	The source entered	
CLASSROOM	PLAYGROUND	PUBLIC
 Line up outside the classroom Equipment out at the start of the lesson Teacher-led check in Hats and beanies are for the playground - no hoods anywhere Wait to be dismissed Eat only at break times 	 Place rubbish in the bins provided Use toilets for their intended purpose Say please and thank you When the warning bell rings, make sure you have eaten, gone to the toilet and filled your drink bottle up 	Be respectful to other people's property Leave the area you visit the same way you found it, or better



WHO TO CONTACT

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.



YEAR ADVISERS

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.



Year 8 - Mrs Pattingale

Year 9 - Ms New

Year 10 - Mrs Kemp

Year 11 - Mr Kilgannon

Year 12 - Ms Bruce









HEAD TEACHERS

Contact a head teacher if your child is experiencing ongoing difficulties in a particular subject.



English, HSIE, LOTE

Maths, CAPA Ms Riley

Science, PDHPE



TAS. VET

Learning and Support





GIRLS AND ROYS ADVISERS

The Boys and Girls Advisers offer advice and support and support students overcome personal and school issues.

Mrs Willoughby and Mr Blackwell





ANTI-RACISM CONTACT OFFICERS

The ARCO support anti-racism education in the school and promotes upstander responses to incidents of

Mrs Willoughby and Mr Hawken







STUDENT SUPPORT OFFICER

The SSO works to support the wellbeing and mental health needs of students.

Megan



SCHOOL COUNSELLOR

The School Counsellor support students by providing a psychological counselling. assessment and intervention service



ABORIGINAL EDUCATION COORDINATOR

The AEC: works with First Nations students and their families to support learning and wellbeing; and supports teaching staff to embed Aboriginal

Stewart



CAREERS ADVISER

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



LIRRARIAN

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



FIRST AID OFFICER

The First Aid Officer administers first aid to students and should be contacted if your child requires prescribed medication at school.



LEARNING AND SUPPORT TEACHERS

The LaST provides support for students with additional learning and support needs.

Mrs Krause and Mrs Matthews





SRC COORDINATORS

The SRC Coordinators lead the school's Student Representative Council

Ms Wilton and Mr Lloyd





PRINCPAL

Contact the Principal if you have a very specific problem or require special information.

Mr Pattingale



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 Manchui

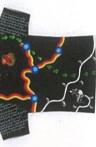




WEAR CORRECT UNIFORM







Team shirt - anyone Aboriginal Education



Footwear must meet WHS requirements

Year group jumper or shirt

sloppy joe jumper 11-12

Black polar fleece/

Black polo shirt 11-12

Plain black straight skirt

Plain black tailored or loosefitting pants

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.
- is not to be worn on excursions, other than for Riverina and State Riverina merchandise (without hoods) may be worn on Wednesdays only but 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 5977 1289





Trophies & Embroidery

BULLYING HOW TO





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
- Deputy Principal Mrs Muller and Mr Manchur Mr Kemp
 - Principal Mr Pattingale
- · Any of your teachers
- · You can also report to your parents or family who · Any staff member you are comfortable talking to can then contact the school via phone: 6977 1988 or

email: temora-h.school@det.nsw.edu.au

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 Report

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





AT THS OUR DEVICES ARE

OFF + LOCKED AWAY

























CONSEQUENCES

- Device stored at the front office, parent/carer contacted to collect device (applies to all steps below)
- Interview with Deputy Principal, parent/carer contacted, Formal Caution to Suspend issued.
- 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 <u>Racism. No Way!</u> 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

SMStext 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	11.50am - 12.50pm	11.50am - 12.50pm
Period 4	12.50pm - 1.50pm	12.50pm - 1.50pm	Sport	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 trave lling 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**.



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#	Approx Cost*	Excursion Coordinator
Year 7	Orientation Camp 3 days, 2 nights	Term 1 Week 6	\$450	Mrs J Wiencke
Year 8	Day Excursion 1 day	Term 4 Week 6-8	\$200	Year Adviser
Year 9	Adventure Camp 3 days, 2 nights	Term 3 Week 1-2	\$700	Mrs L Krause
Year 10	Day Excursion 1 day	Term 4 Week 6-8	\$200	Year Adviser
Year 11	Life Ready 3 days, 2 nights	Term 1 Week 2-4	\$450	Miss Voerman
Year 12	Senior Sneak 1 day	Term 3 Week 10	\$200	Year Adviser
Years 9-11^	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.

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:

Intellectual	Creative	Socio-emotional	Physical
 Virtual Stem Academy 	Riverina Dance Festival	 School Captains and 	• State Representative
 Science and Engineering 	Dance Ensemble	Prefects	Teams
Challenge	• Temora High School Musical	 Sport House Leaders 	• Riverina
 Aurora College 	Temora's Got Talent	Student	Representative
■ Da Vinci Decathlon	Riverina Drama Camp	Representative	Teams
Careers – University, TAFE,	• School Band/s	Council	School
Trade and Career Expo	Drama Ensemble		Representative
	Dramatic Minds Festival		Teams
	State Drama Festival		Canola Cup
	Vocal Group		

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.

^{*}Approx Cost is the cost of the excursion from the previous year.

[^] First offered to Years 9-11. Year 12 ineligible due to HSC exams. Year 8 if numbers permit.

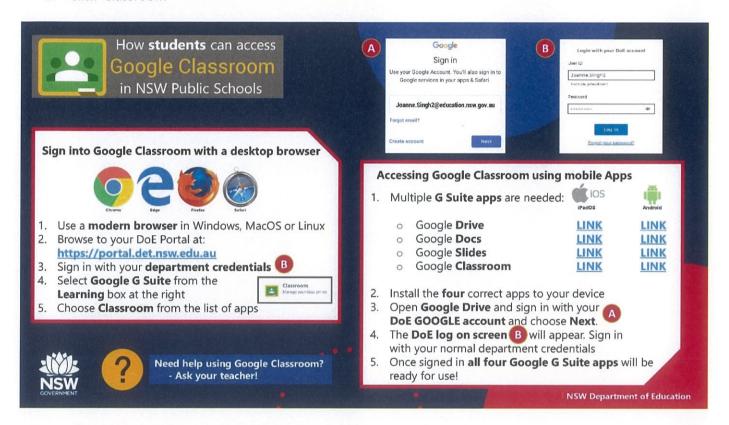
Google Classroom

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'



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 <u>not</u> 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 you 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:

- 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:

Tiger Moth	Spitfire	Wirraway
Surname A-F	Surname G-M	Surname N-Z
Colour - Yellow	Colour - Green	Colour - Blue

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 cooperation 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.









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

- Bottom: Plain black THS shorts, or pants/skirt
- Shirt: Red polo shirt (with embroidered THS logo),
 Aboriginal Education Team shirt
- Jumper: 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
- Undershirt: Red/black
- Headwear: Wide brimmed hats, caps, beanies (no offensive or inappropriate logos/slogans)
- Shoes: Meet WHS requirements, enclosed leather

Senior Uniform

- Bottom: Plain black THS shorts, or pants/skirt
- Shirt: Black polo shirt (with embroidered THS logo), Aboriginal Education Team shirt
- Jumper: 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
- Undershirt: Black/white
- Headwear: Wide brimmed hats, caps, beanies (no offensive or inappropriate logos/slogans)
- Shoes: Meet WHS requirements, enclosed leather

Formal uniform: White blouse/buttoned up shirt, black tailored pants/skirt, black leather shoes, THS blazer and tie (loaned from Administration Office)

* 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.

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...

I am late to school	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.
I am late for class	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.
I feel sick at school	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.
l lose my timetable	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.
I am lost	Any member of staff is able to help you or seek assistance from the Administration Office.
I need to leave the school grounds	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.
I have lost something at school	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.
I am not in correct uniform	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.
I am having trouble with another student	Speak to your Year Adviser, Girls Adviser or Boys Adviser. Also, any member of staff will be able to help you.
I want to go to the toilet during class	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.
I would like to get a locker to store my things	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

Access to students and staff	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.
Communication between home and school	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.
Change of details	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.
Early leave pass	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.
Home Group/Roll marking	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.
Illegal items	Any items which are illegal are not to be brought to school (this includes cigarettes, ecigarettes, 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.
Mobile phones and digital devices	See information earlier in this booklet regarding THS's 'Off and Locked Away' procedure.
School website and Facebook page	<u>www.temora-h.schools.nsw.gov.au</u> 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.

Sick at school	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.
Student newsletter	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.
Supervision of students	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.
Textbooks	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.
THS Newsletter	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.

© NSW Department of Education



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

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.













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.

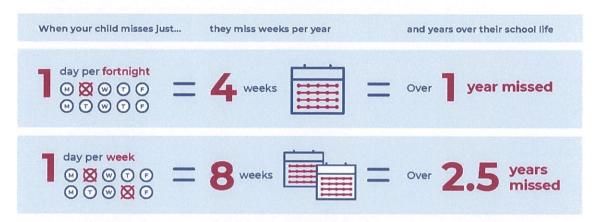
Working in Partnership

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...



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.

Bronchitis	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.
Chickenpox (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.
Conjunctivitis	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.
Diarrhoea (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.
Fever	A temperature of 38.5°C or more in older infants and children.	until temperature is normal.
Gastroenteritis	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.
German measles (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.
Glandular Fever (Mononucleosis, EBV infection)	Symptoms include fever, headache, sore throat, tiredness, swollen nodes.	unless they're feeling unwell.
Hand, Foot and Mouth Disease (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.
Hayfever (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.
Head lice or nits* [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.



Information provided by NSW Health.
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Hepatitis A	Often none in young children; sudden onset of fever, loss of	2
	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.
Hepatitis 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. first outbreak) and no symptoms.
Impetigo (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.
Influenza	Sudden onset fever, runny nose, sore throat, cough, muscle aches and headaches.	until well.
Measles	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.
Meningococcal Disease	Sudden onset of fever and a combination of headache, neck, stiffness, nausea, vomiting, drowsiness or rash.	Seek medical attention immediately. Patient will need hospital treatment. Close contacts receive antibiotics.
Molluscum Contagiosum	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.	
Mumps	Fever, swollen and tender glands around the jaw.	for 9 days after onset of swelling.
Ringworm* [tinea corporis]	Small scaly patch on the skin surrounded by a pink ring.	for 24 hours after fungal treatment has begun.
Runny nose or common cold		unless there are other symptoms such as fever, sore throat, cough, rash or headache. Check with school.
Scabies*	Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes.	until 24 hours after treatment has begun.
Shigella	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.
Slapped Cheek Syndrome [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.
Whooping Cough (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.
Worms (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 4 Assessment Information

Stage 4 Grades

Each semester, students receive a school report that indicates achievement in each course on the A-E grade scale. Throughout the year, teachers collect information on the achievement of each student. Below is the NSW Education Standards Authority (NESA) Common Grade Scale.

- 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.
- 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.
- 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.
- The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- 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

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 from Year 8, as offered by the school.

Life Skills

Students with disability can complete the <u>Life Skills</u> 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.

Stage 4 (Years 7 and 8) 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), may receive
 zero (0) marks, which may affect eligibility for dux, academic achievement and first in course awards. Submitted work
 will be marked according to the task marking rubric.
- 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 you are unexpectedly absent on the day of a task and you have a genuine reason for your absence (e.g., your parent/carer has contacted the school to explain that your are sick) you will not be penalised. 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.
- An unjustified absence will result in a 10% deduction of marks for every school day the task is late. A zero mark will be recorded for not making a genuine attempt at an assessment task within 10 school days.
- After 10 school days, if a student has not submitted a task a Faculty Warning Notification may be sent home. The teacher
 may also make contact with parents/carers via phone or email prior to this time.
- Students who are found to have plagiarised from texts or the internet will receive marks for the parts of the task they
 have composed themselves. The classroom teacher will communicate via phone the concern with parents/carer before
 sending a Faculty Warning Notification. A re-submission of the task will also need to be completed by the date set by
 the head teacher and classroom teacher. Failed technology may lead to penalties you are responsible for checking that
 your digital file is compatible with school technology.
- 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.

The use of **Generative Artificial Intelligence** (Al 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 Al 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 be 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 examyou must approach the subject Head Teacher.

What you CAN bring into the exam room

- a clear plastic bag/sleeve to carry the following approved equipment:
 - black pens (use for all exams, unless instructed to use a pencil)
 - o pencils (must be at least 2B), erasers and a sharpener
 - a ruler marked in millimetres and centimetres
 - highlighter pens
- a clear bottle of water with no label
- a non-programmable watch, which you must take off, place on your desk and not touch during the exam
- certain equipment that is listed on the exam cover page is allowed for specific exams (scientific calculators must be approved models only)

What you are NOT allowed to bring into the exam room

- school bag must be placed where instructed by the teacher
- mobile phones these must be switched off, in your Yondr pouch and in your bag)
- programmable watches, e.g., smart watches
- any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
- paper or any printed or written material (including your exam timetable)
- dictionaries (except in language exams, if allowed)
- correction fluid or correction tape
- a pencil case (other than a clear plastic bag/sleeve)

It is your responsibility to make sure that your equipment is in good working order. You cannot borrow equipment during exams.

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.

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?
- <u>How</u> 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 <u>US</u>, writes about the <u>development of Florida's child protection</u> <u>legislation</u> 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 <u>UK and Australia</u> 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, <u>Jones (1999)</u> a practicing social worker in <u>New South Wales</u>, argues that social workers usually practice a form of social work which is <u>politically weak and unhelpful</u>. He refers to <u>reallife case studies from across Australia</u> 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 <u>complete review of social work practice</u> in Australia but also believes that this is unlikely to occur because of the entrenchment of social work in the Australian psyche.

^{*}Words <u>underlined</u> 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
		I used AI in the following ways:
		(i) generate ideas or structure suggestions, for assistance with understanding core concepts, or other substantial foundational and preparatory activity for the assessment
		l used Consensus (https://consensus.app/search/) and Scite (https://scite.ai/) to find relevant academic literature and
		ExplainPaper(https://www.explainpaper.com/dashboard) to help understand the arguments in the sources. I used GoodAI to create an outline (2 iterations)
	I used [insert Al system(s) and link] to [specificuse of generative artificial intelligence] [number of iterations/drafts]. The tool was	(ii) generate text, rewrite, rephrase and/or paraphrase a portion of this
	used to provide [describe content used in task]. The output from this tool was modified by [explain use].	assessment. I used Microsoft Word with copilot assisting to prepare the essay drafts
ΑΙ	Monash University, 2024, Acknowledging the use of generative artificial intelligence, 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. (accessed 16th October 2024)	(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.
		(iii) generate some other aspect of the submitted assessment. I tried Microsoft Excel with copilot assisting to make the graphs but found GraphMaker (https://www.graphmaker.ai/) 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.
		Monash University, 2024, Acknowledging the use of generative artificial intelligence, https://www.monash.edu/student-academic-success/build-digital-capabilities/create-online/acknowledging-he-use-of-generative-artificial-intelligence#:~:texplain-acksolousgested%20format%34,modified%20by%20%5Bexplain%20use%5D.faccessed 16th October 2024)
		(accessed 16th October 2024)

	Author's surname, Author's first name initial. Date of publication, <i>Title</i> . 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.
Book	For books with two authors:	Townsend, S. and Young, C. 2003, A World of Recipes: Vietnam, Heinemann Library, Oxford.
	For books with more than three authors:	Kenworthy, Gary. et al. 1996, Examining the Evidence: History, Archaeology and Science, Jacaranda Press, Milton, Qld.
	For books with no author but an editor:	Healey, K. (ed.) 1993, Human Rights, Spinney Press, Wentworth Falls, NSW.
Encyclopaedia	Title of encyclopaedia. Date. Volume. Publisher, Place of publication. Page numbers.	World Book Encyclopaedia. 2005. Vol. 18, World Book Inc., Chicago. p.728.
Periodical (magazine)	Author's surname, Author's first name initial, Date, 'Title of article', <i>Periodical</i> , 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.
Newspaper article (no author named)	'Title of Article'. Date. <i>Newspaper</i> , Edition date, Page numbers.	'The Hyatt Formula: Breaking the Mould'. 1988. <i>The Australian</i> , August 19, p. 24.
Internet site Note: if no date of placement on the internet for site is given, write n.d.	Author/Source, Year put on the web, <i>Title of page, URL (accessed <date>)</date></i>	Board of Studies, 1997, <i>Guidelines for the new Senior English Syllabus</i> , http://boardofstudies.com.au (accessed 12 September 2006)
(i.e. no date) Personal Email	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 th April, 2005.



THS SCOPE AND SEQUENCE

Stage 5 Assessment Overview 2025

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

= Year 10 classes

	_	
	Week 11	9 English
	Week 10	Child Studies Commerce Dance Food Tech History Elec Music PDM PASS STEM Visual Arts
classes	Week 9	9 History 9 Maths 10 English 10 PDHPE
- Ical To classes	Week 8	9 PDHPE 9 Science 10 History 10 Science
- וכמו כ כומפפרם	Week 7	Agriculture
	Week 6	10 Maths PASS
חווכם כוככנוגר	Week 5	
المراجع المراج	Week 4	Ind Tech – Auto Ind Tech - Metal Ind Tech - Timber
0.1000	Week 3	
	Week 2	
	Week 1	
		Term 1

9 History 10 Science Music Week 3 Ind Tech - Timber	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Week 2 Week 3 Week 5 Week 6 Week 6 Week 7 Week 9 Week 9 Ind Tech - Timber 9 Science Child Studies 9 Maths 9 PDHPE Dance 9 English Drama 10 Maths 10 PDHPE Food Tech 9 Geography Ind Tech - Metal 10 Geography Ind Tech - Metal 10 PDHPE PDM STEM Visual Arts		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
9 Science Child Studies 9 Maths 9 PDHPE Dance 9 English Drama 10 Maths 10 PDHPE Food Tech 9 Geography 10 Science History Elec 10 English Ind Tech – Auto 10 Geography Ind Tech – Metal 10 PDHPE PDM STEM Visual Arts	eek 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
						THE REAL PROPERTY AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSONS AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSONS AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSONS AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSONS AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSON NAMED IN COLUMN TRANSPORT NAMED IN COLUMN TWO PERSON NAMED	The state of the s			

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

* Classwork for all subjects – ongoing assessment



THS ASSESSMENT SCHEDULE English – Year 9 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 11	25
2	Drama Task	EN5-RVL-01, EN5-URA-01, EN5-ECA-01, EN5-ECB-01	Term 2 Week 10	25
м	Poetry Task	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECB-01	Term 3 Week 9	25
4	Genre Task	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01	Term 4 Week 3	25
				100%



THS SCOPE AND SEQUENCE English – Year 9 2025



									STATE OF THE PARTY	The state of the s	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
I	Unit title: Novel Study	vel Study									
w.	Overview: Stu	udents study of t	Overview: Students study of the novel and examine how the narrative is constructed to show themes, as well as the use of connotation, imagery and symbols.	amine how the	narrative is co	instructed to sh	ow themes, as	well as the use	of connotation	, imagery and s	symbols.
Ter	They will com	pose critical and	They will compose critical and creative responses that demonstrate their understanding of these concepts.	nses that demo	instrate their un	nderstanding of	these concept	ts.)	
	Syllabus Outco	omes: EN5-RVL-	Syllabus Outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	I, EN5-URB-01,	EN5-ECA-01						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	_
	Unit title: Drama Study	ia Study									-
7 1	Overview: Stude	Overview: Students study either a Shakespearean play, such as Macbeth or Taming of the Shrew, and associated representations. They study the characterisation	a Shakespearear	n play, such as Μα	acbeth or Tamin	g of the Shrew, a	ind associated re	presentations. The	ney study the cha	aracterisation	
nıa	of the protagon	of the protagonist and supporting characters to understand how to create in-depth, complex characters, and point of view. Students create a representation of a	g characters to u	inderstand how t	o create in-dept	h, complex chara	acters, and point	of view. Students	create a repres	entation of a	
T	character and re	character and reflect on the choices they made.	ces they made.								
	Syllabus outcon	Syllabus outcomes: EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-URA-01, EN	15-URC-01, EN5-E	CA-01, EN5-ECB-	.01					

Week 10	Vriting				
Week 9	Unit title: Genre Study: Crime Writing				
Week 8	Unit title: Genr	begins			
Week 7		r voice to	nine these texts		
Week 6		Overview: Students examine songs and other poetry to understand how and why people use their voice to	echniques and learn how to examine these texts		B-01
Week 5		and how and why	techniques and le		-ECA-01, EN5-ECI
Week 4		oetry to understa	s well as poetry t	s of protest.	N5-URB-01, EN5
Week 3	Poetry	ongs and other po	ive techniques, a	e their own work	1, ENS-URA-01, E
Week 2	Unit title: Voices of Protest in Poetry	dents examine so	protest. They examine persuasive techniques, as well as poetry t	for meaning, and how to create their own works of protest.	Syllabus outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01
Week 1	Unit title: Voic	Overview: Stud	protest. They e	for meaning, a	Syllabus outco
	3	w.	ΙĐΙ		

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ל	+-	Unit title: Genr	Jnit title: Genre Study: Crime Writing	Vriting							
w.	[11	Overview: Stude	Overview: Students complete a study of the crime genre. They explore the conventions of the genre and how these are utilised in short stories, TV and film and	study of the crim	e genre. They ex	plore the conver	itions of the gen	re and how these	e are utilised in s	nort stories, TV a	nd film and
191	ופו	visually through	visually through posters, advertisements and book jackets. They learn how to utilise the genre through their own creative writing.	sements and boo	ok jackets. They le	earn how to utili	se the genre thr	ough their own c	reative writing.		
		Syllabus outcon	iyllabus outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-URA-01, EN	15-URB-01, EN5-L	JRC-01, EN5-ECA	1-01, EN5-ECB-01				



THS ASSESSMENT SCHEDULE Geography – Year 9 2025



Semester 2

Task No.	Task Name	Outcomes	Time	Weighting
1	Sustainable Biomes Task	GE5-3, GE5-5, GE5-8	Term 3 Week 9	20
2	Changing Places Task	GE5-6, GE5-7, GE5-8	Term 4 Week 4	50
				100%



THS SCOPE AND SEQUENCE Geography – Year 9 2025



Semester 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3	Unit title: Envir	Unit title: Environmental Change and Management and Geographic Tools Continuum	e and Managem	ent and Geograp	ohic Tools Contin	mnn				
ш	Overview: Stude	Overview: Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging	understanding of	f the functioning	of environments	and the scale of	human-induced	environmental c	hange challengin	
Ter	sustainability. T	sustainability. They explore worldviews influencing approaches to environmental use and management. Students will also engage with different geographical	Idviews influenci	ng approaches to	environmental	use and manage	ment. Students w	vill also engage w	ith different geo	graphical
	tools. These inc	tools. These include maps, fieldwork, graphs and statistics, spatial technologies, and visual representations.	work, graphs and	statistics, spatial	l technologies, ar	nd visual represe	ntations.)	
	Syllabus outcorr	Syllabus outcomes: GF5-2, GF5-3, GF5-4, GF5-5, GF5-7, GF5-8	3 GF5-4 GF5-5	GF5-7 GF5-8						

MAGEN T	MACCH &	Week 3	Week 4	3	c vaa		Week 6	Week 6 Week 7	Week 5 Week 6 Week 7 Week 8 Week 9
Unit title: Human Wellbeing	an Wellbeing								
Overview: Stude	ents examine th	Overview: Students examine the nature of, and differences in, I	differences in, hu	man wellbeing a	nd development	that exis	t within	t within and between co	human wellbeing and development that exist within and between countries. They describe ways of
measuring hum	an wellbeing an	measuring human wellbeing and development to reveal spatial	o reveal spatial va	al variations and develop explanations for differences.	elop explanation	ns for dif	ferences	ferences.	ferences.
Syllabus outcon	nes: GE5-1, GE5-	Syllabus outcomes: GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	GE5-8						



THS ASSESSMENT SCHEDULE History – Year 9 2025



Semester 1

- H	: -			
lask No.	Task Name	Outcomes	Time	Weighting
1	Making a Better World Task	HT5-4, HT5-6, HT5-9	Term 1 Week 9	20
2	Australians at War Task	HT5-1, HT5-2, HT5-5, HT5-10	Term 2 Week 3	20



THS SCOPE AND SEQUENCE History - Year 9 2025



Semester 1

Week 7 Week 8 Week 9 Week 10 Week 11	Nation) Unit title: Depth Study 3:	led to the Industrial Revolution or the impact of the Industrial	War – World Wars I and II	
Week 5 Week 6 Week 7	olution AND Making a	the Industrial Revolu		
Week 4 Week 5	Unit title: Depth Study 1: Making a better World? (The Industrial Revolution AND Making a Nation)	gical advances that led to	nd the world.	6, HT5-9, HT5-10
2 Week 3	.: Making a better Wo	y either the technolo	ment of peoples arou	1, HT5-2, HT5-4, HT5-
Week 1 Week 2	Init title: Depth Study 1	Overview: Students study either the technological advances that	Revolution on the movement of peoples around the world.	Syllabus outcomes: HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10
	Ţ	uJe	T	S

Veek 3 Week 4 Week 5	Unit title: Depth Study 3: Core Study: Australians at War – World Wars I and II (cont)	Overview: Students study an overview of the causes of both wars and where Australians fought. They explore the scope and nature of warfare, significant events	and experiences and the impact of war on Australia, including the ANZAC legend.	Syllabus outcomes: HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10
Week 3 Week 4	udy: Australians at War - World	view of the causes of both wars	f war on Australia, including the	HT5-4, HT5-5, HT5-7, HT5-9, HT
Week 1 Week 2	itle: Depth Study 3: Core Stu	iew: Students study an over	periences and the impact o	us outcomes: HT5-1, HT5-2.



THS ASSESSMENT SCHEDULE Mathematics – Year 9 Core 2025

Took No	Total Money		i	
I ASK INO.	l ask Name	Outcomes	Time	Weighting
1	Assignment Indices and Financial Mathematics	MAO-WM-01, MA5-IND-P-01, MA5-IND-P-02, MA5-FIN-C-01, MA5-FIN-C-02	Term 1 Week 9	20
2	Semester 1 Examination	MAO-WM-01, MA5-IND-P-01, MA5-IND-P-02, MA5-MAG-C-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-ALG-C-01	Term 2 Week 4	30
ю	Assignment Trigonometry	MA0-WM-01, MA5-TRG-C-01, MA5-TRG-C-02	Term 3 Week 6	20
4	Semester 2 Examination	MAO-WM-01, MA5-PRO-C-01, MA0-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA0-WM-01, MA5-DAT-C-01	Term 4 Week 2	30





THS SCOPE AND SEQUENCE Mathematics – 9 Core 2025



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 Week 11	/eek 11
	Indices A + B + C				Financial Mathematics A + B	atics A + B				Numbers of Any Magnitude	nitude
	Overview: develop in	ndex laws; establish t	Overview: develop index laws; establish the meaning of a zero index; apply the	index; apply the	Overview: solve problems involving earning money; use published tables to calculate	oblems involving e	earning money; us	e published table	s to calculate	Overview: describe measurements	easurements
	index laws to simplify	y algebraic expression	index laws to simplify algebraic expression; apply index laws with negative-	ith negative-	tax payable and net earnings; apply the simple interest formula to solve problems both	t earnings; apply t	he simple interest	formula to solve	problems both	in a variety of contexts; determine	ts; determine
[u	integer indices; simp	lify algebraic fraction	integer indices; simplify algebraic fractions involving indices; factorise algebraic	actorise algebraic	algebraically and graphically; calculate the cost of buying on terms; examine different	raphically; calculat	te the cost of buyi	ng on terms; exar	nine different	the absolute error and percentage	d percentage
uu	expressions; expand	binomial products; fa	expressions; expand binomial products; factorise monic quadratic trinomial	atic trinomial	ways of spending money; establish and use the compound interest formula to solve	noney; establish a	nd use the compo	und interest forn	ula to solve	error; estimate and round	punc
϶T	expressions; define a	and describe real, rati	expressions; define and describe real, rational and irrational numbers; convert	umbers; convert	problems; recognise that compound interest is a repeated percentage increase at the	se that compound	interest is a repea	ted percentage in	ncrease at the	numbers; express numbers in	mbers in
	recurring decimals; ic	dentify and apply sur-	recurring decimals; identify and apply surd notation; expand and simplify	nd simplify	end of each period; establish and use the depreciation formula to solve problems.	I; establish and use	the depreciation	formula to solve	problems.	scientific notation. Syllabus	llabus
	expressions with sure	ds; rationalise denon	expressions with surds; rationalise denominators; evaluate numerical	merical	Syllabus outcomes: MA0-WM-01, MA5-FIN-C-01, MA5-FIN-C-02	: MAO-WM-01, MA	45-FIN-C-01, MA5-	FIN-C-02		outcomes: MA0-WM-01, MA5-	-01, MAS-
	expressions. Syllabus	s outcomes: MAO-WA	expressions. Syllabus outcomes: MAO-WM-01, MA5-IND-C-01, MA5-IND-P-01,	MAS-IND-P-01,						MAG-C-01	
	MAS-IND-P-02			Charles of the Control of the Contro							

0	for F sults S:	
Week 10	vents in the II outcomes shabilities of dependent compare re us outcome.	
Week 9	ent and dependent essinvolving; record alts, determine the propriments involving incitions to validate and ty experiment. Syllab	
Week 8	Probability A Overview: describe independent and dependent events in the context of chance experiments involving; record all outcomes for multistage chance experiments; determine the probabilities of outcomes for multistage experiments involving independent events; design and use simulations to validate and compare results of a hypothesis on a probability experiment. Syllabus outcomes: MAO-WM-01, MA5-PRO-C-01	
Week 7	Probability A Overview: des context of che multistage ch outcomes for events; desigr of a hypothes	
W	teps Inations Aing one In word Into	
Week 6	involving up to 3 st ides; solve linear eq ear equations involv quations arising fror g from substitution 40-WM-01, MA5-EC	
Week 5	Equations A Overview: solve linear equations involving up to 3 steps including pronumerals on both sides; solve linear equations with grouping symbols; solve linear equations involving one algebraic fraction; solve linear equations arising from word problems; solve equations arising from substitution into formulas. Syllabus outcomes: MAO-WM-01, MA5-EQU-C-01	
Week 4	Equations A Overview: so including pre with groupir algebraic fra problems; so formulas. Sy	
Week 3	Algebraic Techniques A Overview: operate with and simplify algebraic fractions with numerical denominators; expand and simplify algebraic expressions; expand binomial products. Syllabus outcomes: MAO-WM-01, MAS-ALG-C-01	
Week 2	Algebraic Techniques A Overview: operate with and simplify algebraic fractions with numerical denominators; expand and simplify algebraic expressions; expand binomial products. Syllabus outcomes: MAO-WM-01, MAS-ALG-C-01	
Week 1	Algebraic Techniques A Overview: operate with and s numerical denominators; exp expressions; expand binomial MAO-WM-01, MA5-ALG-C-01	
	Term 2	

				A STATE OF THE PROPERTY OF THE PARTY OF THE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Trigonometry A + B	3				Data Analysis A				
	Overview: identify a	Overview: identify and define the trigonometric ratios for right-angled triangles and use	nometric ratios for ri	ght-angled triangles	and use	Overview: identify and calculate the standard deviation; determine the five-number summary and	d calculate the sta	indard deviation; det	ermine the five-num	ber summary and
Eu	trigonometric notat	trigonometric notation; find approximations of trig ratios; find the size of an angle using digital	tions of trig ratios; fi	nd the size of an ang	le using digital	graphical representations; determine the interquartile range; compare range and interquartile	ions; determine th	ne interquartile range	e; compare range an	d interquartile
err	tools; select and use	tools; select and use appropriate trig ratios to find unknown side lengths and angles; solve	tios to find unknowr	side lengths and ang	gles; solve	range; interpret box plots; identify skewness and symmetry. Syllabus outcomes:MAO-WM-01,	olots; identify skev	vness and symmetry.	Syllabus outcomes:1	MAO-WM-01,
T	problems in a variet	problems in a variety of contexts; identify angles of elevation and depression and	fy angles of elevatio	n and depression and	d solve related	MAS-DAT-C-01				
	problems using trig;	problems using trig; identify, describe, convert and compare true bearings and compass bearings.	convert and compare	e true bearings and α	ompass bearings.					
	Syllabus outcomes:	Syllabus outcomes: MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02	TRG-C-01, MA5-TRG	-C-02						
					Control of the Contro					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
t	Properties of Geometrical Figures A	etrical Figures A				Area and Surface Area A	rea A	N N	Volume A	
u	Overview: identify a	and describe the prop	perties of similar fig	Overview: identify and describe the properties of similar figures; determine the scale factor for	cale factor for	Overview: calculate	Overview: calculate the area of composite		Overview: find the volume of composite	of composite
ııə	similar polygons and	d circles; find unknov	wn sides in similar p	similar polygons and circles; find unknown sides in similar polygons using scale factor or	ctor or	figures; calculate su	figures; calculate surface areas – right prisms,		prisms, right prisms and cylinders; solve	nders; solve
1	proportion; interpre	et scales on maps, ph	otographs, plans o	proportion; interpret scales on maps, photographs, plans or drawings and apply this to solve	this to solve	cylinder; create and	cylinder; create and rearrange nets of right		practical problems related to volumes and	o volumes and
	problems involving	scale drawings. Sylla.	bus outcomes: MAC	problems involving scale drawings. Syllabus outcomes: MAO-WM-01, MA5-GEO-C-01	7-01	prisms. Syllabus out	prisms. Syllabus outcomes: MA0-WM-01, MA5-		capacities. Syllabus outcomes: MAO-WM-01,	:S: MA0-WM-01,
						ARE-C-01		N	MAS-VOL-C-01	



THS ASSESSMENT SCHEDULE Mathematics – Year 9 Path 2025

	Task Name	Outcomes	Time	Weighting
	Assignment Indices and Financial Mathematics	MAO-WM-01, MA5-IND-P-01, MA5-IND-P-02, MA5-FIN-C-01, MA5-FIN-C-02	Term 1 Week 9	20
	Semester 1 Examination	MAO-WM-01, MA5-IND-P-01, MA5-IND-P-02, MA5-MAG-C-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-ALG-C-01	Term 2 Week 4	30
	Assignment Trigonometry	MA0-WM-01, MA5-TRG-C-01, MA5-TRG-C-02	Term 3 Week 6	20
*	Semester 2 Examination	MAO-WM-01, MAS-PRO-C-01, MAO-WM-01, MAS-TRG-C-01, MAS-TRG-C-02, MAO-WM-01, MAS-DAT-C-01	Term 4 Week 2	30



THS SCOPE AND SEQUENCE Mathematics — 9 Path 2025



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 Week 11	Week 11
	Indices A + B + C				Financial Mathematics A + B	matics A + B			Numbers of	Numbers of Any Magnitude	
	Overview: develop inde	ex laws; meaning of a zer	Overview: develop index laws; meaning of a zero index; apply the index laws to simplify algebraic	to simplify algebraic	Overview: solve prob	lems involving earning	money; use published	Overview: solve problems involving earning money; use published tables to calculate tax	Overview: descril	Overview: describe measurements in a variety of contexts;	variety of contexts;
T	expression and with ne	gative-integer indices; si	expression and with negative-integer indices; simplify algebraic fractions involving indices;	olving indices;	payable and net earn	payable and net earnings; apply the simple interest formula to solve problems both	nterest formula to so	ve problems both	determine the ab	determine the absolute error and percentage error; estimate	ntage error; estimate
111	factorise algebraic expr	ressions; expand binomia	factorise algebraic expressions; expand binomial products; factorise monic quadratic trinomial	uadratic trinomial	algebraically and grap	algebraically and graphically; calculate the cost of buying on terms; examine different	ost of buying on term	s; examine different	and round numb	and round numbers; express numbers in scientific notation.	n scientific notation.
19	expressions; define and	d describe real, rational a	expressions; define and describe real, rational and irrational numbers; convert recurring	rt recurring	ways of spending mo	ways of spending money; establish and use the compound interest formula to solve	he compound interes	t formula to solve	Syllabus outcome	Syllabus outcomes: MAO-WM-01, MAS-MAG-C-01	MAG-C-01
1	decimals; identify and a	apply surd notation; expa	decimals; identify and apply surd notation; expand and simplify expressions with surds;	with surds;	problems; recognise	that compound interes	t is a repeated percen	problems; recognise that compound interest is a repeated percentage increase at the end	Logarithms (/	Logarithms (Advanced/Extension)	ion)
	rationalise denominato	ationalise denominators: evaluate numerical expressions	xpressions		of each period; estab	each period; establish and use the depreciation formula to solve problems.	iation formula to solv	e problems.	Overview: define	Overview: define a logarithm; represent expressions in index	expressions in index
	Syllabus outcomes: MA	0-W/M-01 MA5-IND-C-0	Syllabus outcomes: MAO-W/M-01 MAS-IND-C-01 MAS-IND-P-02	202	Syllabus outcomes: N	Syllabus outcomes: MAO-WM-01, MAS-FIN-C-01, MAS-FIN-C-02	C-01, MAS-FIN-C-02		form as logarithn	form as logarithms; describe graphical relationships; apply the	elationships; apply the
	diagon outcomes, my	יייים אווי-טייי, ואואי סייי	יי, ואואס ביים און ואים ביים און האים ביים ביים האים ביים ביים ביים ביים ביים ביים ביים ב	70.					laws of logarithm	laws of logarithm; explain logarithmic scales.	cales.
									Syllabus outcome	Syllabus outcomes: MAO-WM-01, MA5-LOG-P-01	LOG-P-01

1 NO	
week 10 coord all outcomes for es of outcomes for ign and use simulations; and 2-way tables; use set tatements; identify and 2-way tables and Venn 0-P-01	Week 10
t and dependent events; redetermine the probabilitie gindependent events; desibetween Venn diagrams a between Venn diagrams and describe conditional stally exclusive events; use 2 oblems.	Week 9
Week 8 Week 9 Week 10 Probability A + B Overview: describe independent and dependent events; record all outcomes for multistage chance experiments; determine the probabilities of outcomes for multistage experiments involving independent events; design and use simulations; construct, interpret and convert between Venn diagrams and 2-way tables; use set language and notation; identify and describe conditional statements; identify and describe mutually and non-mutually exclusive events; use 2-way tables and Venn diagrams to solve probability problems. Syllabus outcomes: MAO-WM-01, MAS-PRO-C-01, MAS-PRO-P-01	Week 8
/ Y	Week 7
Equations A + B Overview: solve linear equations involving up to 3 steps including pronumerals on both sides; solve linear equations with grouping symbols; solve linear equations involving one algebraic fraction; solve linear equations arising from word problems; solve equations arising from substitution into formulas. solve monic quadratic equations by factorisation; solve cubic equations of the form ax³ = c; solve linear inequalities and graph their solution. Syllabus outcomes: MA0-WM-01, MA5-EQU-C-01, MA5-EQU-P-01	Week 6
Fquations A + B Overview: solve linear equations involving up to 3 steps including both sides; solve linear equations with grouping symbols; solve line involving one algebraic fraction; solve linear equations arising from problems; solve equations arising from substitution into formulas, quadratic equations by factorisation; solve cubic equations of the solve linear inequalities and graph their solution. Syllabus outcomes: MAO-WM-O1, MAS-EQU-C-O1, MA5-EQU-P-O1	Week 5
3	Week 4
Week 1 Week 2 Week 3 Algebraic Techniques A + B B Overview: operate with and simplify algebraic fractions with numerical denominators; expand binomial products; simplify algebraic expressions; expand binomial products; simplify algebraic fractions involving indices; use the 4 operations with algebraic fractions; factorise algebraic expressions involving indices; factorise monic quadratic trinomial expressions. Syllabus outcomes: MAO-WM-01, MA5-ALG-C-01, MA5-ALG-P-01	Week 3
Week 1 Week 2 Week 3 Algebraic Techniques A + B Overview: operate with and simplify algebraic fractions with numerical denominators, expand and simplify algebraic expressions; expand binot products, simplify algebraic fractions involving indices; use the 4 operat algebraic fractions; factorise algebraic expressions involving indices; factorise algebraic expressions. Syllabus outcomes: MAO-WM-01, MA5-ALG-C-01, MA5-ALG-P-01	Week 2
Algebraic Techniques A + B Overview: operate with and simplify alg denominators; expand and simplify alg products; simplify algebraic fractions in algebraic fractions; factorise algebraic e monic quadratic trinomial expressions. Syllabus outcomes: MAO-WM-01, MAS-	Week 1
Term 2	

		1	1000	
Week 10	ohical representations;		Week 10	site prisms, right prisms ns related to volumes A5-VOL-C-01
Week 9	number summary and grainterpret box plots; identify	CHARLES OF STREET	Week 9	Volume A Overview: find the volume of composite prisms, right prisms and cylinders; solve practical problems related to volumes and capacities Syllabus outcomes: MAO-WM-01, MA5-VOL-C-01
Week 8	determine the five- nterquartile range; ir		Week 8	
Week 7	Data Analysis A Overview: identify and calculate the standard deviation; determine the five-number summary and graphical representations; determine the interquartile range; compare range and interquartile range; interpret box plots; identify skewness and symmetry. Syllabus outcomes: MAO-WM-01, MA5-DAT-C-01		Week 7	Area + Surface Area A Overview: calculate the area of composite figures; calculate surface areas – right prisms, cylinder; create and rearrange nets of right prisms Syllabus outcomes: MAO-WM-01, MAS-ARE-C-01
Week 6	Data Analysis A Overview: identify and calculate the standard dev determine the interquartile range; compare range symmetry. Syllabus outcomes: MAO-WM-01, MA5-DAT-C-01		Week 6	Area + Surface Area A Overview: calculate the area surface areas – right prisms, nets of right prisms Syllabus outcomes: MAO-WN
Week 5	otation; find ratios to find d depression and earings.		Week 5	figures; use tests for ar figures; use tests for ar figures to solve olive interior and/or plly theorems with Euclidean geometry. IEO-P-01, MAS-GEO-P-
Week 4	riangles and use trigonometric ; select and use appropriate trig is; identify angles of elevation a ire true bearings and compass b		Week 4	Properties of Geometrical Figures B + C (Advanced/Extension) Overview: identify congruent and similar figures; use tests for congruent and similar triangles; use similar figures to solve problems involving areas and volumes; solve interior and/or exterior angles of polygons; prove and apply theorems with quadrilaterals; solve problems relating to Euclidean geometry. Syllabus outcomes: MAO-WM-O1, MAS-GEO-P-O1, MAS-GEO-P-
Week 3	for right-angled trian, using digital tools; sele variety of contexts; id povert and compare tr		Week 3	
Week 2	Trigonometry A + B Overview: identify and define the trigonometric ratios for right-angled triangles and use trigonometric notation; find approximations of trig ratios; find the size of an angle using digital tools; select and use appropriate trig ratios to find unknown side lengths and angles; solve problems in a variety of contexts; identify angles of elevation and depression and solve related problems using trig; identify, describe, convert and compare true bearings and compass bearings. Syllabus outcomes: MA5-TRG-C-01, MA0-WM-01, MA5-TRG-C-02		Week 2	Properties of Geometrical Figures A Overview: identify and describe the properties of similar figures; determine the scale factor for similar polygons and circles; find unknown sides in similar polygons using scale factor or proportion; interpret scales on maps, photographs, plans or drawings and apply this to solve problems involving scale drawings. Syllabus outcomes: MAO-WM-01, MA5-GEO-C-01
Week 1	Trigonometry A + B Overview: identify and de approximations of trig rat unknown side lengths anc solve related problems us Syllabus outcomes: MAS-1		Week 1	Properties of Geometrical Figures A Overview: identify and describe the properties of figures; determine the scale factor for similar poly and circles; find unknown sides in similar polygon scale factor or proportion; interpret scales on ma photographs, plans or drawings and apply this to problems involving scale drawings. Syllabus outcomes: MAO-WM-01, MA5-GEO-C-01
	E m19T			Term 4
		i.		



THS ASSESSMENT SCHEDULE

Personal Development Health & Physical Education (PDHPE) – Year 9 2025

Task No.	Task Name	Outcomes	Time	Weighting
	It's your Move (Theory)	PD5- 5, PD5-6	Term 1 Week 8	25
2	Aquatics, Athletics, Gymnastics (Practical)	PD5-8, PD5-11	Term 2 Week 5	25
8	Best Version of Me (Theory)	PD5-1, PD5-9, PD5-10	Term 3 Week 7	25
	Practical Assessment Target Games, Invasion Games, Lifelong Recreational Games (Practical)	PD5-4, PD5-8	Term 4 Week 2	25



THS SCOPE AND SEQUENCE



Personal Development, Health & Physical Education (PDHPE) Year 9 2025

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.

k9 Week 10 Week 11		Overview: Through practical application students develop their self-management and interpersonal skills to enable them to advocate and take positive action	Ith safety, wellbeing and			4
Week 8 Week 9 Week 10		ills to enable them to advoc	towards community health promotion. students design and implement actions to enhance and support their own and other's health safety, wellbeing and			Unit title: Athletics PD5-4
Week 7		terpersonal ski	ice and suppor			
Week 6		agement and in	ctions to enhan			
Week 5		their self-mana	d implement a			
Week 4		idents develop	dents design an	>	5-8	ies
Week 3		application stu	promotion. stud	participation in a lifetime of physical activity	Syllabus outcomes: PD5-2, PD5-7 PD5-6, PD5-8	Unit title: Practical: Net/Racquet/Wall Games
Week 2	your move	rough practical	munity health	in a lifetime of	omes: PD5-2, P	actical: Net/Rac
Week 1	Unit title: It's your move	Overview: Th	towards com	participation	Syllabus outco	Unit title: Pra
		Ţ	uı) T		

Week 9 Week 10		Overview: This unit focuses on students developing an understanding of Sexual health and orientation. Students will analyse a range of issues relating to sexual	health including relationships, influences on health decision making and sexual health issues affecting young people. Students will be required to think analytically	about their attitudes, behaviours and possible consequences related to sexual health. Students will develop strategies to promote health and safe behaviours			
Week 8		will analyse a range of	le. Students will be re	gies to promote healt			es PD5-4
Week 7		entation. Students v	fecting young peop	s will develop strate	uations.		Unit title: Practical: Team Games PD5-4
5 Week 6		cual health and ori	ual health issues af	al health. Student	roles and feelings in difficult situations.		Unit title: Pr
x 4 Week 5		derstanding of Sex	n making and sext	es related to sexu	ions, roles and fee		1
ek 3 Week 4		developing an un	on health decision	ssible consequent	gies to justify opin		atus PD 5.5, PD5-1
Week 2 Week 3	th	suses on students	nships, influences	ehaviours and po	า as well as strateย	5-3, PD5-10	mnastics – Appara
Week 1 We	Unit title: Sex: The Truth	rview: This unit for	Ith including relatio	ut their attitudes, k	regarding sexual health as well as strategies to justify opinions,	Syllabus outcomes: PD5-3, PD5-10	Unit title: Practical: Gymnastics - Apparatus PD 5.5, PD5-11
۸	Unit	Ove	E heal	abor	rega	Sylla	Unit

Week 1Week 2Week 3Week 4Week 5Week 5Week 5Week 7Week 9Week 10Unit title: Best Version of Me Overview: Enhancing personal strengths, exploring personal strengths, exploring personal identity to promote the health, safety and wellbeing of themselves and others. students develop strategies to manage change, challenges, power abuse and violence and learn how to protect themselves in a range of situations.Syllabus outcomes: PD5-1, PD5-9, PD5-10Unit title: Practical: Invasion/Cooperative Games PD5-4Unit title: Practical: Target Games PD5-4Unit title: Practical: Invasion Vooperative Games PD5-4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
t	Unit title: Don't	Unit title: Don't Call Me Crazy								
ш	Overview: In th	is unit students p	propose strategie	s to improve the	ir own and othe	rs wellbeing. Stu	Overview: In this unit students propose strategies to improve their own and others wellbeing. Students explore the characteristics of resilient people and the skills	e characteristics o	of resilient peopl	e and the skills
[er	that enhance re	that enhance resilience and well-being.	-being.							
L	Syllabus outcon	syllabus outcomes: PD5-1, PD5-9	6							
	Unit Title: Pract	Unit Title: Practical: Lifelong Physical Activity/ rec games PD5-8	sical Activity/ red	games PD5-8		Unit Title:	Unit Title: PD5-8 Practical: Aquatics - Recreational Water Sports PD5-8	Aquatics - Recrea	itional Water Sp	orts PD5-8



THS ASSESSMENT SCHEDULE Science – Year 9 2025

Task No.	Task Name	Outcomes	Time	Weighting
1	Assessment Task: Living World	SC5 -14LW, SC5 – 15LW	Term 1 Week 8	25
2	Assessment Task: Chemical World	SC5-7WS, SC5-9WS, SC5-16CW	Term 2 Week 4	25
m	Independent Research Project (IRP)	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS	Term 3 Week 4	25
4	Yearly Examination	SC5-10PW, SC5-14LW, SC5-16CW	Term 4 Week 3	25



THS SCOPE AND SEQUENCE Science – Year 9 2025



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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 Week 9	Week 9	Week 10	Week 11
τ	Unit title: L	Unit title: Living World								Unit title: Che	Unit title: Chemical World
w.	Overview: S	tudents learn tha	at Multicellula	r organisms rely	Overview: Students learn that Multicellular organisms rely on coordinated and interdependent internal systems to respond to	id interdepend	lent internal sys	stems to respo	nd to		8
Ter	changes in t	changes in their environment. They discover that conserving and I	t. They discov	er that conservir	ig and maintaining	the quality ar	maintaining the quality and sustainability of the environment	of the environ	ment		
	requires scie	entific understant	ding of intera	ctions within, the	requires scientific understanding of interactions within, the cycling of matter and the flow of energy through ecosystems.	and the flow o	of energy throu	gh ecosystems.			
	Syllabus out	Syllabus outcomes: SC5-14LW	>								

Week 10		riodic Table.	itv.	
Week 9		ments in the Pe	entific communi	
Week 8		organise the ele	eview by the sci	·
Week 7		vn properties to	gh a process of r	
Week 6		d use these knov	l over time throu	
Week 5		Overview: Students learn about the atomic structure and properties of elements and use these known properties to organise the elements in the Periodic Table.	Students begin to recognise that the scientific understanding changes and is refined over time through a process of review by the scientific community.	
Week 4		ucture and proper	understanding ch	
Week 3	ont)	it the atomic stri	at the scientific	
Week 2	Unit title: Chemical World (Cont)	dents learn abou	ι to recognise th	Syllabus outcomes: SC5-16CW
Week 1	Unit title: Che	Overview: Stu	Students begir	Syllabus outco
	71	suu	T	

	Week 1	Wook 2	Mook 3	Mook A	Mook E	Mooke	1 Tools 7	Moole 0	Marie O	14/1.40
	4 40000	A WOOM	MACCING	MCCN+	Meen	MEERO	Week /	Meek o	week 9	Week 10
8	Independent R	ndependent Research Project (IRP):	: (IRP):	Unit title: Physical World	sical World					
ш	Overview: Stud	Overview: Students complete a scientific	scientific	Overview: Ener	Overview: Energy transfer through different mediums can be explained using wave and particle models. Scientific	different mediums	can be explaine	d using wave ar	nd particle mode	els. Scientific
ſer	investigation or	nvestigation on the energy found in food.	nd in food.	understanding	understanding of current electricity has resulted in technological developments designed to improve the efficiency	has resulted in te	chnological deve	lopments desig	ned to improve	the efficiency
L	Syllabus outcon	Syllabus outcomes: SC5-4WS, SC5-5WS, SC5-	.5-5WS, SC5-	in generation a	in generation and use of electricity.		,			
	6WS, SC5-7WS			Syllabus outcor	Syllabus outcomes: SC5-10PW					
			Y							

	Week 1	Week 7	Week 3	Wook 4	Mook 5	Mook	Mook 7	1 O Joole	Mook	Moch 10
	1 ::00	- 10000	CHOOL	THE STATE OF THE S	MACCHO	MEENO	Ween /	MEERO	Week 3	Week TO
b	Unit title: Phys	Unit title: Physical World (Cont)	ıt)	Unit title: Earth	and Space					
w.				Overview: The th	Overview: The theory of plate tectonics explains global patterns of geological activity and continental movement.	onics explains glol	bal patterns of ge	sological activity	y and continent	al movement.
Ter				People use scien	People use scientific knowledge to evaluate claims, explanations or predictions in relation to interactions	evaluate claims, e	explanations or p	redictions in re	lation to interac	ctions
				involving the atn	involving the atmosphere, biosphere, hydrosphere and lithosphere.	re, hydrosphere a	nd lithosphere.			
				Syllabus outcomes: SC5-13ES	es: SC5-13ES					



THS ASSESSMENT SCHEDULE Agriculture - Stage 5 2025

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

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THS SCOPE AND SEQUENCE Agriculture — Stage 5 2025



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.

week 1 nit title: Beef	Week 1 Week 2 Unit title: Beef Cattle Overview: Students investiga	Week 1 Week 2 Week 3 Week 4 W Unit title: Beef Cattle Overview: Students investigate the physiology and management	Week 4	Week 5	Veek 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11	Week 7	Week 8	Week 9	Week 10	Week 11
and unde	erstand how mannes: AG5-1, AC	TEYS and understand how management of herds affects consumer products. Syllabus outcomes: AG5-1, AG5-4, AG5-7, AG5-10, AG5-14	erds affects cor 35-10, AG5-14	sumer produc	ts.	Niverilla. Studi	ents will nave u	e opportunity	to investigate id	ocal busii

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Unit title: Canola Production	ola Production								
uu	Overview: Stud	Overview: Students investigate the growth stages of canola and learn the best management practices to achieve a productive crop and achieve profitability	he growth stage:	s of canola and le	arn the best ma	inagement pract	ces to achieve a p	roductive crop	and achieve pro	itability.
€T	Students will be	Students will be required to apply a wide range of practical skills and technology throughout this unit	ly a wide range o	f practical skills a	ind technology t	hroughout this u	nit.		-	
	Syllabus outcor	Syllabus outcomes: AG5-1, AG5-2 AG5-4, AG5-6, AG5-8, AG5-9	2 AG5-4, AG5-6,	AG5-8, AG5-9						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
74	Unit title: Techr	Unit title: Technology in Agriculture	lture							
ern	Overview: Stud	lents develop an	Overview: Students develop an understanding of the range of eme	f the range of em	erging technolog	gies aimed at im	proving producti	ierging technologies aimed at improving productivity, profitability or sustainability in agricultura	or sustainability	in agricultural
T	production systems.	ems.								
	C. IIIahana	704 6 704		(

| Syllabus outcomes: 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
	Tic Tac Toe Task – Preparing for Parenthood	CS5-5, CS5-8	Term 1 Week 10	25
	Cultural Activity Box – Children and Culture	CS5-2, C5-4, CS5-9	Term 2 Week 9	25
	Book Creation- Growth and Development	CS5-1, CS5-4, CS5-12	Term 3 Week 5	25
	Children's Party – Food and Nutrition	CS5-2, CS5-5, CS5-12	Term 4 Week 4	25





THS SCOPE AND SEQUENCE Child Studies – Stage 5 2025



Week 9 Week 10 Week 11	Unit title: Module 3 Family Interactions				
			le in the		
Week 6 Week 7 Week 8		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		
Week 6		me a parent and	ally manage an		
Week 5		ecision to becor	acity to potenti		
Week 4	po	al or couple's de	nance their capa		·11, CS5-12
Week 3	g for Parenthou	nce an individua	skills which en!		5-8, CS5-9, CS5-
Week 2	Unit title: Module 1 Preparing for Parenthood	ctors that influe	place. Develop		Syllabus outcomes: CS5-7, CS5-8, CS5-9, CS5-11, CS5-12
Week 1	Unit title: Mo	Overview: Fac	that may take	future.	Syllabus outco
	τ	w.	Ter		

		1 1 1 1 1 1		THE REAL PROPERTY OF THE PARTY						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Module 3: Family Interactions (cont)	le 3: Family Inte	ractions (cont)		Unit title: Module 10: Children and Culture	le 10: Children	and Culture			
7 1	Overview: Family roles and responsibilities to develop their	y roles and respo	onsibilities to dev	elop their	Overview: Throu	ugh the explorat	Overview: Through the exploration of different cultures, students develop an understanding of	ultures, students	develop an unde	rstanding of
ern	understanding o	f the impact pare	understanding of the impact parents, family members and	bers and	how cultural pra	actices and tradit	how cultural practices and traditions influence the health and wellbeing of children. They also	e health and wel	Ibeing of childre	n. They also
T	significant other:	s have on a child	significant others have on a child's development.		describe how ch	vildcare services	describe how childcare services can play an active role in increasing knowledge and appreciation	e role in increasir	ng knowledge an	dappreciation
	Syllabus outcom	es: CS5-2, CS5-3,	Syllabus outcomes: CS5-2, CS5-3, CS5-6, CS5-7, CS5-8, CS5-9,	55-8, CS5-9,	of cultural differences.	rences.)	-
	CS5-12				Syllabus outcorr	Syllabus outcomes: CS5-2, CS5-8, CS5-9, CS5-11	, CS5-9, CS5-11			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 6 Week 7	Week 8	Week 9	Week 10
8	Unit title: Module 5 Growth and Development	le 5 Growth and	Development						Unit title: Module 9 Food and	le 9 Food and
ııı	Overview: Grown	Overview: Growth and developmental milestones and influences	ental milestones	and influences o	on children are expected to progress through and the	cted to progr	ess through and	the	Nutrition	
ĐΤ	characteristics associated with each stage.	ssociated with ea	ich stage.)			
	Syllabus outcomes: CS5-1, CS5-2, CS5-5, CS5-6, CS5-8, CS5-11	es: CS5-1, CS5-2,	CS5-5, CS5-6, CS	5-8, CS5-11						

	Week 1	Week 2	Week 3	Wook 4	Wook 5	Mook	7 Jooly 7	O JOUNT	Mooko	14/221.40
		- 10000	Cupan	THE WALLEY		MACCH O	Week /	Week o	week 3	Week 10
	Unit title: Mode	Unit title: Module 8 Food and Nutrition (cont)	utrition (cont)			Unit title	2: Childcare Serv	Unit title: Childcare Services and Career Opportunities	Opportunities	
tu	Overview: Stude	ents develop their	r knowledge of tl	he nutritional nee	Overview: Students develop their knowledge of the nutritional needs of children with		v: Children servic	Overview: Children services available in the community; rights and	ie community; r	ights and
ern	reference to cui	reference to current dietary guidelines. Contemporary issues related to food and	elines. Contempo	orary issues relate	ed to food and	responsi	bilities of childca	responsibilities of childcare providers; careers and opportunities in	eers and opport	unities in
T	nutrition are ex	amined, along wit	th necessary con	siderations that s	nutrition are examined, along with necessary considerations that should be made when	_	6.			
	planning food fα	planning food for children on special occasions.	cial occasions.			Syllabus	outcomes: CS5-3	Syllabus outcomes: CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10	S5-8, CS5-9, CS5	-10
	Syllabus outcon	Syllabus outcomes: CS5-2, CS5-5, CS5-8, CS5-11, CS5-12	CS5-8, CS5-11, C	55-12						



THS ASSESSMENT SCHEDULE Commerce – Stage 5 2025

Task No.	Task Name	Outcomes	Timo	Moistanio
			allill.	Silliligiam
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





THS SCOPE AND SEQUENCE Commerce — Stage 5 2025



Week 11 Overview: 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 Week 10 Week 9 Week 8 Week 7 Week 6 and financial nature and assess responsible financial management strategies. Week 5 Week 4 Unit title: Core 1 Consumer and Financial Decisions Week 3 Week 2 Week 1 Term 1

Syllabus outcomes: COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9

Week 9 Week 10		Overview: Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the		
Week 8		ironmental cons		
Week 7		, ethical and env	consumers.	
Week 6		s including social,	strategies that sellers use to promote products and maximise sales and evaluate the impact on consumers.	M4-9
Week 5		ods and services	ales and evaluate	1-7, COM4-8, CO
Week 4		and selling of go	and maximise sa	Syllabus outcomes: COM4-1, COM4-2, COM4-4, COM4-6, COM4-7, COM4-8, COM4-9
Week 3	g and Selling	the promotion	omote products	OM4-2, COM4-4
Week 2	Unit title: Option 3: Promoting and Selling	Jents investigate	sellers use to pr	mes: COM4-1, C
Week 1	Unit title: Opti	Overview: Stud	strategies that	Syllabus outcor
	71	uus	T	

Week 1 V	Unit title: Option 4 Running a Business	view: Students i	ning and running	bus outcomes: C
Week 2	unning a Bu	nvestigate h	g a business.	OM4-1, COI
Week 3	siness	ow entrepreneu	They investigate	M4-2 COM4-4 C
Week 4		rial attributes an	key issues and p	Syllabus outcomes; COM4-1, COM4-2, COM4-6, COM4-7, COM4-8, COM4-9
Week 5		d dispositions co	rocesses relatec	COM4-8 COM
Week 6		intribute to busi	to the various a	6-7
Week 7		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.	
Week 8		examine the co	g a business.	
Week 9		nsiderations invo		
Week 10		lved when		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Unit title: Core	Unit title: Core 4 Law, Society and Political Involvement	nd Political Invol	lvement						
mı	Overview: Stude	ents develop an	understanding of	Overview: Students develop an understanding of how laws affect	individuals and g	groups and regul	t individuals and groups and regulate society, and how individuals and groups participate in the	how individuals a	nd groups partic	ipate in the
€T	democratic pro	cess. Students ex	amine various le	democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues	systems and lear	n how strategies	are used to reso	lve contentious l	egal and politica	lissues
	Syllabus outcon	nes: COM5-1, CO	M5-2, COM5-3, (Syllabus outcomes: COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	. COM5-6. COM	5-7. COM5-8. CC)M5-9			



THS ASSESSMENT SCHEDULE Dance — Stage 5 2025

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





THS SCOPE AND SEQUENCE Dance – Stage 5 2025



Week 11 (characteristics, historical developments and its relationship to music). Students will explore different styles of jazz in practical work, which will include looking at 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 Week 10 Week 9 Week 8 Week 7 Week 6 Week 5 Week 4 Week 3 Syllabus outcomes: 5.1.1; 5.1.2; 5.1.3 Week 2 dance composition. Unit title: Jazz It Up Week 1 Term 1

Week 10		ance		
Week 9		. Exploration of d	ice meaning.	
Week 8		wn performance	ire used to enhar	
Week 7		n 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.	
Week 6		nce Practice, in 1	lements of danc	
Week 5		ody and Safe Da	standing of the ϵ	
Week 4		g of the human b	uilding an under	2
Week 3		eir understandin	in emphasis on b	5.2.1; 5.3.1; 5.3
Week 2	and Sound	Overview: Students will build their understanding of the human	Il continue with a	Syllabus outcomes: 5.1.1; 5.1.2; 5.2.1; 5.3.1; 5.3.2
Week 1	Unit title: Safe and Sound	Overview: Stude	composition wil	Syllabus outcon
	7	aua	T	

Week 10		rt form and	
Week 9		of dance, using art as stimulus. Students will look at the development of dance as an art form and	
Week 8		t the developmer	
Week 7		udents will look at	
Week 6		rt as stimulus. Stu	
Week 5		of dance, using a	
Week 4			
Week 3		Overview: Learning will focus on composition and the elements	
Week 2	Art of Dance	ning will focus or	seminal artists in dance history.
Week 1	Unit title: The Art of Dance	Overview: Lear	seminal artists
	21	mıe	T

Syllabus outcomes: 5.1.3; 5.2.2; 5.2.3; 5.3.3

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 Week 10 Week 9 Week 8 Week 7 Week 6 Week 5 duos and trios) in composition and look at dance partners of renown. Week 4 Week 3 Unit title: Pas de Deux (a dance for 2) Syllabus outcomes: 5.1.2; 5.2.2; 5.3.1 Week 2 Term 4



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
8	Design Folio	5.1.3, 5.1.4, 5.2.2, 5.3.3	Term 4 Week 3	30





THS SCOPE AND SEQUENCE Drama – Stage 5 2025



Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11	Unit title: Introduction Games, Elements of Drama, Intro to Unit Title: Theatrical Movement & Performance	Overview: This unit explores movement-based storytelling through the techniques of physical theatre. Basel	-	ents of			enh	5.3.1 Syllabus outcomes: 511 513 521 522
Week 3 Week 4	es, Elements of Drama, Intro students in foundational dra	Overview: This unit engages students in foundational drama	skills through theatre games, exploration of the elements of	gbooking. Students will	develop skills through practical activities, while learning to	xperiences.	2.1.5.3.1	
Week 1 Week 2	nit title: Introduction Game	Logging	verview: This unit engages s	ills through theatre games,	drama, and introduction to logbooking. Students will	evelop skills through practica	reflect on and analyse their experiences.	Syllabus outcomes: 5.1.1, 5.2.1, 5.3.1
	5	O .	Į u	ern	T p	de	re	Sy

Week 7 Week 8 Week 9 Week 10	Unit title: Theatrical Styles	unit focuses on duologues as a key performance tool for developing History	ve performance skills. Students	bring a script to life, and	nd subtext.	
Week 5 Week 6	ologues	s unit focuses on duologues as a key	in, 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
ek 3 Week 4	Unit title: Duologues	Overview: This	characterisation	will explore ho	effectively con	Syllabus outco
Week 2 Week 3	Unit title: Theatrical Movement &	cont)				
Week 1	Unit title: The	Performance (cont)	erı	1		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Theat	Unit title: Theatrical Styles History (cont)	ry (cont)			Unit title: Playb	Unit title: Playbuilding and Design	Zu Zu		
e u	Overview: This u	Overview: This unit explores the evolution of theatrical styles and their influence on	volution of theatr	ical styles and the	eir influence on	Overview: This u	nit explores the p	Overview: This unit explores the process of devising theatre, fostering collaboration,	theatre, fostering	collaboration,
ern	contemporary pe	contemporary performance. Students will engage with key historical movements in	nts will engage w	ith key historical		creativity, and se	If-expression as s	creativity, and self-expression as students develop an original play. Through	n original play. Th	rough
1	theatre, including	theatre, including Melodrama, Realism, and Absurdism, analysing their conventions,	lism, and Absurdi	sm, analysing the	ir conventions,	teamwork, leade	rship, and constru	teamwork, leadership, and constructive feedback, they build confidence,	ey build confider	ice,
	performance teci	performance techniques, and cultural contexts.	iral contexts.		3	responsibility, an	responsibility, and problem-solving skills.	g skills.		
	Syllabus outcom	Syllabus outcomes: 5.2.1, 5.2.2, 5.2.3, 5.3.1 5.2.2, 5.2.3, 5.3.1	.2.3, 5.3.1 5.2.2,	5.2.3, 5.3.1		Syllabus outcom	ies: 5.1.1, 5.1.2, 5	Syllabus outcomes: 5.1.1, 5.1.2, 5, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.3	.1, 5.2.3, 5.3.3	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Playb	Unit title: Playbuilding and Design	5.			Unit title: Come	Unit title: Comedy and Improvisation	ation		
t u	Overview: This u	Overview: This unit explores the process of devising theatre, fostering collaboration,	ocess of devising	theatre, fostering	; collaboration,	Overview: This	Overview: This unit develops students' skills in improvisation and comedy, focusing	dents' skills in imp	rovisation and co	medy, focusing
err	creativity, and se	creativity, and self-expression as students develop an original play. Students explore	udents develop a	n original play. St		on spontaneity,	on spontaneity, characterisation, and comedic timing. Through improvisation games,	ind comedic timin	g. Through impro	visation games,
1	personal and soc	personal and social themes, deepening their understanding of theatre	ning their underst	anding of theatre	as a	students will ref	students will refine their ability to think quickly, collaborate, and entertain an	think quickly, coll	aborate, and ente	ertain an
	transformative storytelling tool.	torytelling tool.				audience.				
	Syllabus outcom	Syllabus outcomes: 5.1.1, 5.1.2, 5, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.3	, 5.1.3, 5.1.4, 5.2	.1, 5.2.3, 5.3.3		Syllabus outcon	Syllabus outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.3, 5.3.3	5.2.1, 5.2.3, 5.3.3		



THS ASSESSMENT SCHEDULE Food Technology – Stage 5 2025

Task No.	Task Name	Outcomes	Time	Weighting
	Food For Specific Needs 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	Food Service and Catering 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
8	Food Trends 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	Yearly Examination Multiple choice Short answer responses Extended response	FT5-6, FT5-7, FT5-12, FT5-13	Term 4 Week 2	20



THS SCOPE AND SEQUENCE Food Technology – Stage 5 2025



Week 11 circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious Week 10 Overview: Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical Week 9 Week 8 Week 7 Week 6 Week 5 foods to meet specific food needs in various circumstances. Week 4 Week 3 Unit title: Food for Specific Needs Week 2 Week 1 Term 1

Syllabus outcomes: FT5-1, FT5-6, FT5-7, FT5-8, FT5-9, FT5-11, FT5-12

Week 10		udents	tunities.		
Week 9		employment. S	oloyment oppor		
Week 8		both food and	investigate emp	ctions.	
Week 7		Overview: Food service and catering are important areas of the food industry. They provide people with both food and employment. Students	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.	
Week 6		stry. They prov	icross a variety	ing for small or	-13
Week 5		f the food indu	al operations a	priate for cater	10, FT5-12, FT5-
Week 4		portant areas o	and their ethic	ng foods appro	-4, FT5-5, FT5-1
Week 3	Catering	catering are im	tering ventures	ife and appeali	5-2, FT5-3, FT5
Week 2	Unit title: Food Service and Catering	od service and	examine food service and catering ventures and t	and prepare sa	Syllabus outcomes: FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-10, FT5-12, FT5-13
Week 1	Unit title: Foo	Overview: Foc	examine food	Students plan	Syllabus outco
	7	, w.	ıəT		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
8	Unit title: Food Trends	d Trends								
E W	Overview: Foc	od trends influe	Overview: Food trends influence food selection,		e and food pre	sentation. Stud	dents examine	food service and food presentation. Students examine historical and current food trends and	irrent food trei	lds and
Ter	explore factor	's that influence	their appeal a	explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary	Students plan	, prepare and	present safe, al	opealing food the	nat reflects con	temporary
	food trends.									

Syllabus outcomes: FT5-2, FT5-3, FT5-4, FT5-5, FT5-8, FT5-9, FT5-10, FT5-11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
t	Unit title: Foc	Unit title: Food for Special Occasions	ccasions							
w.	Overview: Foo	Overview: Food is an important component of many s	ant component	of many specia	special occasions. Students explore a range of special occasions including social, cultural,	dents explore	a range of spec	cial occasions in	cluding social,	cultural,
ιэΤ	religious, hist	orical and famil	y. They examin	e small and larg	religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special	g establishmen	ts. Students pla	an and prepare	safe food for s	pecial
	occasions, de	monstrating ap	propriate food-	handling and p	occasions, demonstrating appropriate food-handling and presentation skills.	ls.				

Syllabus outcomes: FT5-6, FT5-7, FT5-12, FT5-13



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
m	Presentation	HTES-1, HTES-6, HTES-8, HTES-9, HTES-10	Term 3 Week 8	25
4	Yearly Examination	HTE5-2, HTE5-3, HTE5-4, HTE5-7, HTE4-9	Term 4 Week 2	30



THS SCOPE AND SEQUENCE History Elective – Stage 5 2025



Week 11 Overview: Students undertake an historical inquiry into the depiction of Roman times and the gladiatorial games through the study of primary and secondary Week 10 Week 9 Week 8 Week 7 Week 6 Week 5 Week 4 Syllabus outcomes: HTE5-1, HTE5-2, HTE5-6, HTE5-8 Unit Title: Games & Gladiators – Film in History Week 3 Week 2 Week 1 sources. Term 1

Week 10		and legacy.	
Week 9		t, technology	
Week 8		structure, conflic	
Week 7		society. Including daily lives, religion, politics, social structure, conflict, technology and legacy.	
Week 6		aily lives, religior	
Week 5		iety. Including d	
Week 4	eties		
Week 3	nd Modern Socie	depth, the major 5-3, HTE5-4, HTE	
Week 2	ent, Medieval, a	Overview: Students explore, in-depth, the major features of a Syllabus outcomes: HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10	
Week 1	Unit Title: Ancient, Medieval, and Modern Societies	Overview: Studi Syllabus outcom	
	71	Term	

Week 1	Unit Title: The	Overview: Stu	human societies.	Syllabus outco
Week 2	Unit Title: Thematic Studies – Crime & Punishment through the	Overview: Students apply their understanding of history, continuity and change by exploring the role, purpose, and evolving nature of crime and punishment	ies.	Syllabus outcomes: HTES-1, HTES-6, HTES-8, HTES-9, HTES-10
Week 3	rime & Punishm	understanding of		5-6, HTE5-8, HTE
Week 4	ent through the	history, continui		5-9. HTE5-10
Week 5	Ages	ty and change by		
Week 6		exploring the r		
Week 7		ole, purpose, and		
Week 8		l evolving nature		
Week 9		of crime and pur		
Week 10		nishment in		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
t	Unit Title: Ther	Unit Title: Thematic Studies – Animals through History	nimals through	History						
ııı	Overview: Stud	ents explore the	animals that hav	Overview: Students explore the animals that have played crucial ro	oles in the devel	opment of huma	roles in the development of human society and the changing relationship humanity has with	e changing relation	onship humanity	has with
T e	plants and anin	plants and animals throughout our history.	ur history.							
	Syllabus outcor	Syllabus outcomes: HTE5-1, HTE5-6, HTE5-8, HTE5-9, HTE5-10	5-6, HTE5-8, HTE	5-9, HTE5-10						



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

Task No.	Task Name	Outcomes	Time	Weighting
1	Safety Induction – Onguard	IND5-1	Term 1 Week 4	10
2	Automotive Electrical Completion (100hr Service Procedures)	INDS-1, INDS-3, INDS-4, INDS-7, INDS-10	Term 2 Week 2	30
м	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



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Industrial Technology (Automotive) – Stage 5 2025

Week 10 Week 11	rs)		Students will experience the proper technique for connecting electrical components including soldering and the use		
Week 9	Unit title: Automotive Electrical (Service procedures for student beginning the first 100 hours)	Overview: Students will do basic testing of electrical circuits and reading of circuit diagrams.	nponents including		
Week 8	udent beginnin	and reading of	ng electrical cor		0
Week 5 Week 6 Week 7	ocedures for st	lectrical circuits	ue for connecti		Syllabus outcomes: IND5-1, IND5-3, IND5-4, IND5-7, IND5-10
Week 6	rical (Service pr	asic testing of e	proper techniq		ND5-3, IND5-4,
	tomotive Electr	dents will do b	experience the	nectors.	omes: IND5-1, I
Week 4	Unit title: Au	Overview: Stu	Students will	plug type connectors.	Syllabus outco
Week 3	-	pui	ites using		
Week 2	Unit title: Safety Orientation	Overview: Safety induction and	completion of Onguard updates using	online subscription service.	omes: IND5-1
Week 1	Unit title: Safe	Overview: Saf	completion of	online subscri	Syllabus outcomes: IND5-1
	τ	w.	Ter		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
z u	Unit title: Aut	Unit title: Automotive Electrical (cont)	al (cont)	Unit title: Resto	oration Project 1					
ern				Overview: Stude	nts will be giver	n a restoration ta	dents will be given a restoration task on one of the schools ongoing projects. These tasks may vary	schools ongoing	projects. These to	asks may vary
1				from panel beati	ing / spray paint	ting to reassemb	iting / spray painting to reassembly and electrical work.	ork.		
				Syllabus outcom	es: IND5-1, IND	Syllabus outcomes: IND5-1, IND5-2, IND5-4, IND5-6, IND5-7	5-6, IND5-7			

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6	Jnit title: Restoration Project 1 (cont)				
5 Week 6					
Week 7	Unit title: Resto	Overview: Stude	the schools ong	beating / spray	Syllabus outcon
Week 8	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
Week 9		a restoration ta	ese tasks may va	embly and electr	-5, IND5-8, IND5
Week 10		sk on one of	ry from panel	ical work.	6-9. IND5-10

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



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

Task No.	Task Name	Outcomes	Time	Weighting
1	Safety Induction – Onguard	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
ю	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	INDS-1, INDS-10	Term 2 Week 2 Term 4 Week 4	10



THS SCOPE AND SEQUENCE Industrial Technology (Metal) – Stage 5 2025



Week 4 Week 5 Week 6 Week 7 box dents produce a folio of work progress and manufacture a folional manufacture and manufacture	ek 4 Week 5 Week 6 Week 7 Week 8	a folio of work progress and manufacture a functioning toolbo	ek 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Incoduce a folio of work progress and manufacture a functioning toolbox. Incoduce a folio of work progress and manufacture a functioning toolbox. Incoduce a folio of work progress and manufacture a functioning toolbox.
Overview: Students produce a folio of work progress and manufacture a fi	ce a folio of work progress and manufacture a functioning tool	ce a folio of work progress and manufacture a functioning toolbox.	ce a folio of work progress and manufacture a functioning toolbox.
ork progress and manufacture a f	ork progress and manufacture a functioning tool	ork progress and manufacture a functioning toolbox.	ork progress and manufacture a functioning toolbox.
week 7 nanufacture a fu	Neek 7 Week 8 nanufacture a functioning too	Week 7 Week 8 ann facture a functioning toolbo	Week 7 Week 8 Week 9 anufacture a functioning toolbox.
	Week 8	Week 8 Week 9 unctioning toolbox.	Week 9

k8 Week9 Week10		owl.
Week 8		ricate a fire bo
Week 7		gress and fabi 05-8, IND5-10
Week 6		olio of work pro 5-3, IND5-7, INI
Week 5	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 4	Unit title: Fire	Overview: Stud Syllabus outcor
Week 3		
Week 2	box (cont)	
Week 1	Unit title: Toolbox (cont)	
		Tern

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
21	Unit title: Fire Bowl (cont	owl (cont)				Unit title: Layout Punch	: Punch				
ule						Overview: Studer	Overview: Students produce a folio of work progress and manufacture a	o of work progre	ss and manufact	ure a	
T						functioning layout punch.	ıt punch.				
						Syllabus outcomes: IND5-1, IND5-2, IND5-4, IND5-5, IND5-6, IND5-8, IND5-10	ss: IND5-1, IND5-2	2, IND5-4, IND5-5	, IND5-6, IND5-8	, IND5-10	

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Week 10	
Week 9	
Week 8	
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Week 6	
Week 5	
Week 4	
Week 3	
Week 2	ut Punch (cont)
Week 1	Unit title: Layout Punch (cont)
	Term 4



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

Task No.	Task Name	Outcomes	Time	Weighting
1	Safety Induction – Onguard	IND5-1	Term 1 Week 4	10
2	Project 1 Completion Mark	INDS-1, INDS-3, INDS-5, INDS-7, IND5-8	Term 2 Week 2	20
ю	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



THS SCOPE AND SEQUENCE Industrial Technology (Timber) – Stage 5 2025



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	- C - C C C C C C C C C	A facility						0 400	- Curan	AACCU TO
	Nail box Project (cont.)	t (cont.)				Unit title: Laptop Desk	ာp Desk			
7						Overview: Stude	Overview: Students produce a folio of work progress and manufacture a Laptop	lio of work progi	ess and manufac	ture a Laptop
w.						Desk. This is a d	Desk. This is a design that requires plan interpretation and accuracy in marking	es plan interpret	ation and accura	cy in marking
ιəΤ						out. Drilling and	out. Drilling and aligning of holes for pivoting parts is a test of this accuracy. It is	for pivoting par	ts is a test of this	accuracy. It is
						a challenging de	a challenging design that they can modify with a laser engraved pattern.	n modify with a	laser engraved pa	ittern.
						Syllabus outcon	Syllabus outcomes: IND5-2, IND5-3, IND5-7, IND5-8, IND5-10	-3, IND5-7, IND5	-8, IND5-10	

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1	esk (cor	
Week 1	Laptop Desk (cont.)	
	Term 3 م	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Unit title: Advanced Project	anced Project								
n 1	Overview: Proj	ect choice with s	Overview: Project choice with student group (new or continuing) based on skill assessed during previous projects. This will allow extension work for advanced	w or continuing)	based on skill as:	sessed during pr	evious projects.	This will allow ex	ension work for	advanced
T	students, or an	alternate projec	students, or an alternate project for students still developing. Students will produce a folio of work progress for the project of choice.	Il developing. Stud	dents will produc	ce a folio of worl	k progress for the	project of choic	ai	
	Syllabus outcor	mes: IND5-1, IND	Syllabus outcomes: IND5-1, IND5-2, IND5-4, IND5-5, IND5-6, IND5-0	5-5, IND5-6, IND5-	∞-					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
က	Jazz Music: Group Performance and Improvisation	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



THS SCOPE AND SEQUENCE Music – Stage 5 2025



k 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Illearn about Rock Music through studying and comparing different styles, artists and composers. They will explore mprovisation.	Week 10 Week 11		nology in Rock		
k2 Week 3 Week 4 Illearn about Rock Music through study mprovisation.			Il explore tech		
k2 Week 3 Week 4 Illearn about Rock Music through study mprovisation.			sers. They w		
k2 Week 3 Week 4 Illearn about Rock Music through study mprovisation.	Week		s and compo		
k 2 Week 3 Week 4 Illearn about Rock Music through study mprovisation.	Week 7		t styles, artist		
k 2 Week 3 Week 4 Illearn about Rock Music through study mprovisation.	Week 6		nparing differen		
Rock Music Students will learn about Rock Music through st the role of improvisation. Itcomes: 5.1, 5.2, 5.3, 5.11, 5.12	1000		udying and com		
Rock Music Students will learn about Rock M the role of improvisation.	Week 4		lusic through st		
Rock Music Students will lear the role of improvitcomes: 5.1, 5.2,	Week 3		n about Rock N	visation.	5.3, 5.11, 5.12
Str. Str.	Week 2	ck Music	idents will lear	e role of impro	omes: 5.1, 5.2,
Week 1 Unit title: F Overview: 9 Music and 7 Syllabus ou	Week 1	Unit title: Rock Music	Overview: Stu	Music and the	Syllabus outco

Week 1 Week 2	Unit title: Music of a Culture	Overview: Students will investigate a non-western culture of t	
Week 3		ate a non-wester	
Week 4		rn culture of thei	
Week 5		r own choice. St	
Week 6		tudents will be a	
Week 7		their own choice. Students will be analysing how the Concepts of Music are manipulated and	
Week 8		Concepts of Mu	
Week 9		sic are manipul	
Week 10		ated and	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3	Unit title: Jazz Music	Music								
uJ	Overview: Swul	ng rhythms, sync	Overview: Swung rhythms, syncopation, call & response, ternary	ssponse, ternary i	form and improv	isation are all sig	inificant aspects	form and improvisation are all significant aspects of the Jazz genre that students will investigate in	that students wi	linvestigate in
ЭΤ	class. Within th	is topic students	class. Within this topic students will complete a Case Study of Miles Davis with a focus on Modal Jazz.	Case Study of Mile	es Davis with a fe	ocus on Modal Ja	IZZ.)		
	Syllabus outcon	Syllabus outcomes: 5.1, 5.2, 5.3, 5.4	5.4							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Unit title: Australian Music	ralian Music								
ııı	Overview: Stude	ents will analyse	Overview: Students will analyse how Australian musicians manipu	nusicians manipu	late the Concep	ts of Music from	sulate the Concepts of Music from a variety of pieces from the Australian Music landscape,	s from the Austr	alian Music land	scape,
€T	including music	including music from Aboriginal artists.	artists.							
	Syllabus outcom	syllabus outcomes: 5.7, 5.8, 5.9, 5.10, 5.11	5.10, 5.11							



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

l ask Name Outc	Outc	Outcomes	Time	Weighting
Collection of Portraits 5.1, 5	5.1, 5	5.1, 5.2, 5.3, 5.4	Term 1 Week 10	25
Black and White Photography Poster Designs 5.1, 5.2, 5.3, 5.4, 5	5.1, 5.2, 5.3, 5.4, 5	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
Calendar Designs 5.1, 5.2, 5.3, 5.4, 1	5.1, 5.2, 5.3, 5.4,	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
Visual Journal with a collection of photographs 5.1, 5.2, 5.3, 5.4,	5.1, 5.2, 5.3, 5.4,	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







Photographic & Digital Media – Stage 5 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 Week 11	Week 11
τ	Unit title: Coll	Unit title: Collection of Portraits	aits								
ш	Overview: Stu	dents explore p	Overview: Students explore photography as an artistic medium,	an artistic medi	um, learning to	use digital can	neras and indus	try standard so	, learning to use digital cameras and industry standard software. Students complete a range of	ts complete a r	ange of
Ter	photographic	and digital task	photographic and digital tasks to expand their skills, integrating the Conceptual Framework and the Frames to develop their artistic practice. The Principles of	ir skills, integral	ing the Concep	tual Framewor	k and the Fram	es to develop t	heir artistic pra	ctice. The Princ	iples of
	Design in phot	tography will as	Design in photography will assist students in their photography	their photograp	ohy knowledge and skills.	and skills.					
	Syllabus outco	Syllabus outcomes: 5.1, 5.2, 5.3, 5.4	5.3, 5.4								

Week 5 Week 6 Week 7 Week 8		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	Students explore the artmaking practice of famous artists and photographers using the Conceptual		
Week 4		ery and French	ers and labels. S		
Week 3	raphy	k and White imag	restaurants. Research into Art Deco styles in posters and labels.		5.8
Week 2	Unit title: Black & White Photography	ents explore Black	search into Art De		Syllabus outcomes: 5.1, 5.2, 5.4, 5.8
Week 1	Unit title: Black	Overview: Stude	restaurants. Res	Framework.	Svllabus outcom

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
8 1	Unit title: Calendar Designs	ndar Designs								
uli	Overview: Stude	ents create a cale	endar based on n	Overview: Students create a calendar based on nature and the en	_	ents explore ima	ironment. Students explore image manipulations to enhance their photographs.	to enhance thei	r photographs.	
€T	Students utilise	digital photogra	phy techniques t	o create images t	that appeal to an	audience and co	Students utilise digital photography techniques to create images that appeal to an audience and communicate their artistic intent as a photographer.	artistic intent as	s a photographe	
	Overview: Sylla	Overview: Syllabus outcomes: 5.4, 5.5, 5.6, 5.7, 5.10	.4, 5.5, 5.6, 5.7, 5	5.10						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ל	Unit title: Visua	al Journal with a	Unit title: Visual Journal with a collection of photographs	otographs						
ııı	Overview: Stude	ents look at still	life and the arran	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.	g at photograph	ly using a variety	of camera shots	and angles to cre	ate mood and a	tmosphere.
ĐΤ.	Students collate	e their best phot	ographs for their	Students collate their best photographs for their folio to form part	t of their folio submission	ubmission.				
	Syllabus outcon	Syllahus outcomes: 55 56 57 58 59	5859							



Physical Activity and Sports Studies (PASS) – Stage 5 2025 THS ASSESSMENT SCHEDULE

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
ю	Nutrition and Physical Activity Meal Plan Task	PASS5-1, PASS5-2, PASS5-8, PASS5-10	Term 3 Week 10	30





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

Week 9 Week 10 Week 11		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	ces.	
Week 8		the impact technolo	at propose Aborigina	experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.	
Week 7		tudents assess	pportunities tha	iginal authored	
Week 6		vity and sport. S	performers. O	the use of Abor	
Week 5		in physical activ	varticipants and	nd guidance or	
Week 4	erformance	chnology plays	and equity for p	consultation a	5-10
Week 3	cipation and Pe	ates the role te	nave on access	ate community	PASSS-7 PASS
Week 2	Unit title: Technology, Participation and Performance	is module evalu	echnology can	equire appropri	Syllabus outcomes: PASS5-6 PASS5-7 PASS5-10
Week 1	Unit title: Te	Overview: Thi	implications t	experiences n	Syllabus outco
	τ	w.	ιэΤ		

Week 10	a	
Wee	un a largo	
Week 9	ement skills to r	
Week 8	levelop and impl	
Week 7	event. They also c	
Week 6	in organising a large-scale sport event. They also develop and implement skills to run a large	
Week 5	in organising a l	
Week 4	nd roles involved blic schools. PASS5-10	
Week 3	the processes ar and Temora Puk \SSS-7, PASSS-8,	
Week 2	Unit title: Event Management Overview: Students investigate the processes and roles involved sporting event for Temora High and Temora Public schools. Syllabus outcomes: PASS5-5, PASS5-7, PASS5-8, PASS5-10	
Week 1	Unit title: Even Overview: Stud sporting event Syllabus outcor	
	Term 2	

Week 8 Week 9 Week 10		we look at the types and amount of food needed for your body to function optimally during on products and weight maintenance/ loss.	
Week 7		t of food needed for nce/ loss.	
Week 6		ypes and amount weight maintena	
Week 5		we look at the ty in products and v	
Week 4		ns unit nutritio	
Week 3	Activity	Overview: Food is necessary for the body to function in this unit we look at the types and amount of food rephysical activity. Nutrition planning for activity, marketed nutrition products and weight maintenance/loss. Syllabus outcomes: PASS5-1, PASS5-2, PASS5-8, PASS5-10	
Week 2	Unit title: Nutrition and Physical Activity	d is necessary to . Nutrition plann nes: PASS5-1, PA	
Week 1	Unit title: Nutri	Overview: Food physical activity Syllabus outcom	
	3	Term	

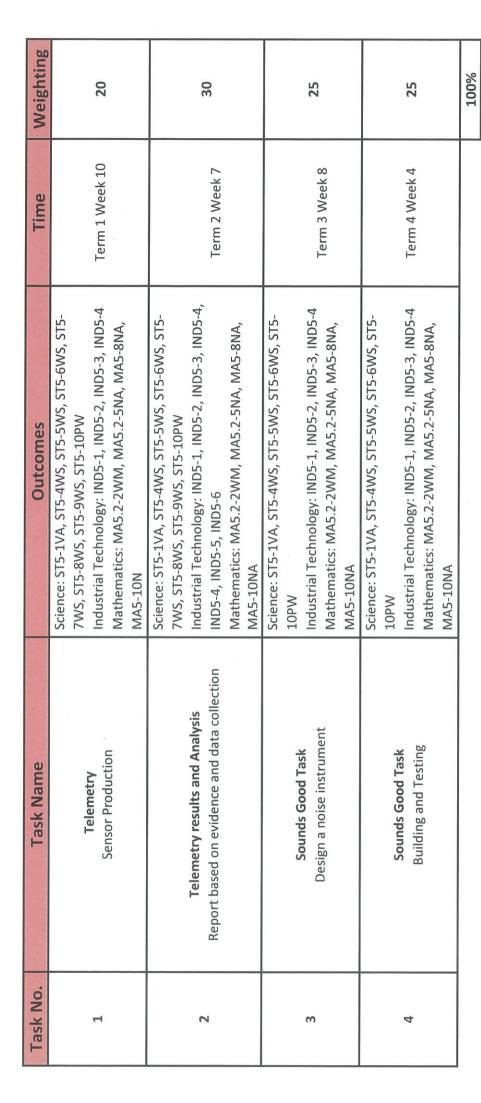
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
								0 40000	2000	ALCEN TO
1	Unit title: Physi	ical Activity and	Unit title: Physical Activity and Sport for Specific Groups	c Groups						
7		•	•							
w	Overview: This	module investiga	ates physical activ	Overview: This module investigates physical activity and sport for a specific group from an historical perspective and the ways in which this group participates in	a specific group	from an historic	al perspective an	d the ways in wh	ich this group na	rticipates in
L)			-				od dpo 10	- Conding
ə	physical activity	v and sport. Stud	ents examine cur	physical activity and sport. Students examine current challenges facing this group and advocate ways this group can enhance their physical activity and sport	acing this group a	and advocate wa	ays this group cal	n enhance their p	hysical activity a	nd sport
L))		-			
	participation									
		000000000000000000000000000000000000000		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						

Syllabus outcomes: PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-7



THS ASSESSMENT SCHEDULE

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







The second second second second second	Week 9 Week 10 Week 11		Il factors affect	vestigated thre)				
NOT SELECT SERVICE CONTRACTOR	Week		nvironmenta	delled and in					
Control Control Control Control			on and the e	s will be mod					4
	Week 7 Week 8		power producti	neration optior			ST5-10PW,	IND5-4,	8NA, MA5-10N
	_		ate alternative	a. Electricity ge	analysis.		5WS, ST5-6WS,	VD5-2, IND5-3,	5.2-5NA, MA5-8
	Week 6	try	ts will investiga	tion in Australi	ents and data	S:	ST5-4WS, ST5-	logy: IND5-1, IN	5.2-2WM, MA
	Week 5	Unit title: Telemetry	Overview: Students will investigate alternative power production and the environmental factors affecting	electricity production in Australia. Electricity generation options will be modelled and investigated through	scientific experiments and data analysis.	Syllabus outcomes:	Science: ST51VA, 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
	Week 4	'n			SC	Sy	Sc	<u>u</u>	Σ
	Week 3		d completion	subscription s					
	Week 2	Unit title: Safety Orientation	Overview: Safety induction and completion of	Onguard updates using online subscription service.	mes: IND5-1				
	Week 1	Unit title: Safe	Overview: Safe	Onguard updat	Syllabus outcomes: IND5-1				
				Ţυ	ern	T			

Week 10	
Week 9	
Week 8	
Week 7	
Week 6	
Week 5	
Week 4	33
Week 3	
Week 2	metry (cont)
Week 1	Unit title: Tele
7	Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Sounds Good!	ds Good!								
3	Overview: Stude	ents will explore	the science of so	und, including its	production, pro	pagation, percep	Overview: Students will explore the science of sound, including its production, propagation, perception, and manipulation. They will investigate the physics of	lation. They will	investigate the	ohysics of
ш	sound waves, th	sound waves, the biology of hearing, and the technology used to	ring, and the tech	nology used to n	ecord, transmit,	record, transmit, and reproduce sound.	onnd.			
ler	Syllabus outcomes:	nes:								
L	Science: ST5-1V	Science: ST5-1VA, ST5-4WS, ST5-5WS, ST5-6WS, ST5-7WS, ST5-8WS, ST5-9WS, ST5-10PW,	-5WS, ST5-6WS, S	ST5-7WS, ST5-8W	S, ST5-9WS, ST5	-10PW,				
	Industrial Techn	Industrial Technology: IND5-1, IND5-2, IND5-3, IND5-4	ND5-2, IND5-3, IN	D5-4						
	Mathematics: N	Mathematics: MAS 2-2WM MAS 2-5NA MAS-8NA MAS-10NA	5 2-5NA MA5-8N	IA MAS-10NA						



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



THS SCOPE AND SEQUENCE Visual Arts – Stage 5 2025



1	Week 1 Week Unit title: Book Design	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 Week 11	Week 11
, w	Overview: Stu	Overview: Students explore the history of book illustration and the influence of Surrealism. Researching famous artists Salvador Dali, and Joan Miro and other	ne history of boo	ok illustration a	nd the influenc	e of Surrealism	. Researching fa	amous artists Sa	alvador Dali, an	d Joan Miro an	d other
Ter	major artists c	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	rrealism. The Co	onceptual Fram	ework and the	Frames are use	d to assist stud	ents in their un	derstanding of	artists and the	ir art making
	practice. Pain	practice. Painting and mixed media techniques and skills will be	media techniqu	es and skills wil	l be explored to	explored to make recycled artists books.	l artists books.				
	Syllabus outco	Syllabus outcomes: 5.1, 5.4, 5.6, 5.7	.6, 5.7								

Week 1 Week 2	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	Cyllabius outsomos: E 1 E 2 E 2
Week 3		Japanese woodbloc	des and hot air ballc	2 2 2 2
Week 4		k carving and des	ons. Students cre	
Week 5		igns will assist st	eate their own 3	
Week 6		udents to create	D sculpture usin	
Week 7		3D recycled pap	screate their own 3D sculpture using recycled paper.	
Week 8		er sculptures. In		
Week 9		spiration and re		
Week 10		earch into		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3	Unit title: Mini	Init title: Mini Body of Work								
mı	Overview: Stu	Overview: Students choose a focus artist or movement of their	cus artist or mov	vement of their c	hoice and respor	nd to their artist	choice and respond to their artistic practice through the creation of an independent artwork	h the creation of	an independent	artwork.
)T	Syllabus outcor	Syllabus outcomes: 5.1, 5.2, 5.3, 5.6, 5.9	5.6, 5.9							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
t	Unit title: Poster Designs	er Designs								
uu	Overview: Stud	ents research the	art movements	Overview: Students research the art movements Art Deco and Art	Nouveau. Maga	zine covers and	poster designs fr	Nouveau. Magazine covers and poster designs from past eras form part of their folio work.	m part of their fo	lio work.
ĐΙ	Reseach into th	e artist William N	Jorris and his de	Reseach into the artist William Morris and his designs will assist students to create a range of artworks including painting on canvas and mixed media.	udents to create	e a range of artw	orks including pa	ainting on canvas	and mixed medi	a.
	Syllabus outcon	Syllabus outcomes: 5.2, 5.4, 5.6, 5.8, 5.10	5.8, 5.10							