

# Hurlstone Agricultural High School

## Information Booklet 2025



EXCELLENCE | OPPORTUNITY | LEADERSHIP | COMMUNITY



## Welcome to Hurlstone

### Principal's Message

Welcome to Hurlstone Agricultural High School

Hurlstone Agricultural High School is a unique and dynamic institute which honours our 118 years of history, while also leading and innovating for the future. As a residential, agricultural selective school, we support students to thrive and flourish, providing rigorous academic pathways and hands-on, real-world experiences. Students graduate from Hurlstone Agricultural High School as resilient, thoughtful, and skilled individuals ready to make meaningful contributions to their communities.

At Hurlstone, we pride ourselves on being more than just a school; we are a community. Recent developments in our facilities, including new residential accommodations and a renovated farm, mark an exciting new chapter for the school. These upgrades underscore our commitment to delivering a 21st-century agricultural education, where all students can explore sustainable agriculture and innovative technologies within a real-world context.

Our vision is to prepare young people for a future where adaptability, critical thinking, and a sense of responsibility are essential. Here at Hurlstone, students have the opportunity to excel academically, cultivate practical skills in agriculture, and develop values of integrity, resilience, and respect. We foster a learning environment that encourages curiosity, compassion, and leadership, preparing our graduates to excel across a diverse range of fields.

As the relieving principal, I am dedicated to ensuring that each student feels supported, challenged, and inspired during their time here. I invite parents, carers, and students to actively engage with our school community, as it is through strong partnerships that we build the foundation for success.

Thank you for choosing Hurlstone Agricultural High School. I look forward to a productive and inspiring year ahead as we work together to cultivate a future grounded in excellence and opportunity.

Warm regards,  
Mr. Elley  
Relieving Principal



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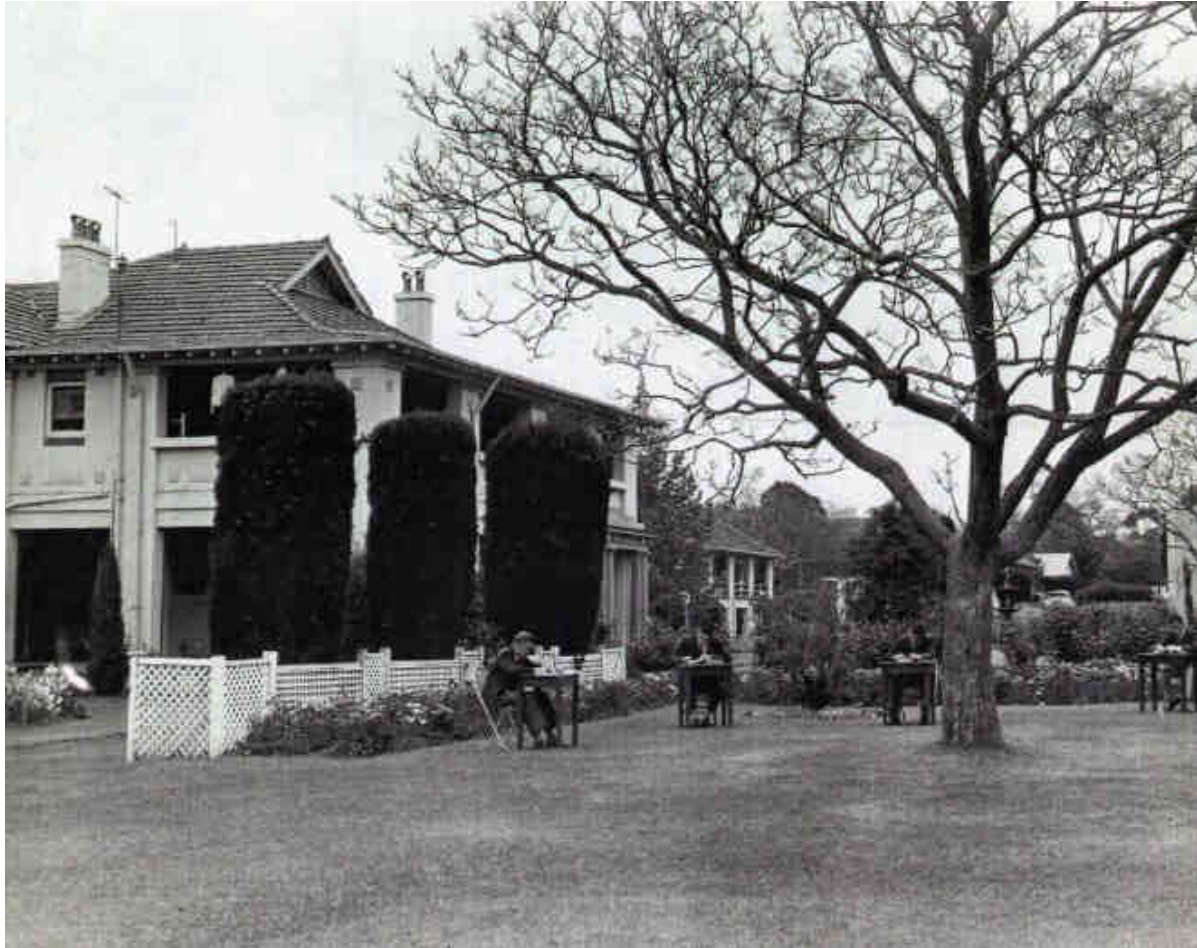
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## Introduction to Hurlstone

### About our School



Hurlstone was originally located near Old Canterbury Road at Ashfield. Trinity Grammar School now stands on the ground where Hurlstone began.

The land had been owned by a Pitt St. Minister, Reverend John Graharn and when he wished to return home to England in 1874, he sold the land to John Kinloch, a teacher who had been born in Dublin, Ireland in 1832. His father, a Scotsman, had been a piano tuner whose work took him across Britain. On one trip to England, he met and married Helen Hurlstone.

John Kinloch had been one of the first graduates of Sydney University and was earning a living as a tutor preparing students for university matriculation. He was also a keen sportsman and played cricket for NSW. In 1859 in a match against Victoria he took 8 wickets for 70 runs over two innings. He bowled 'straight, swift, underhand grounders'. (Much like Glenn McGrath, but lower.)

He had a lifelong ambition to set up his own school and this he did in 1878. He had named his land the Hurlstone Estate after his mother who had died of influenza in 1849 when he was only 16. He also named the school after her: – the Hurlstone School and College. Four acres were set aside for a house, school, cricket and gymnastic grounds and 16 acres for recreation and a pony run.

Subjects at the Hurlstone School included English Grammar and Composition, Reading Aloud, Mathematics, Physics, Bookkeeping, Gymnastics, Surveying and French. Resident boarders had to pay 150 pounds per year (about \$300). This was a lot of money when the average wage was about \$200 per year.

Within two years Kinloch was forced to sell the College. He couldn't attract enough students to make the school pay. Perhaps the price was too high and the school was quite a distance from the university and public transport was not available.

To get his money back Kinloch planned to break the Estate up and sell it in residential blocks. However the NSW Government bought up the whole area and Hurlstone School and College became Hurlstone Teacher Training College of Female Teachers for the next 24 years.

By 1907 the NSW Government wanted to give the community an agricultural school to allow 'more of our people to fit themselves for the agricultural life.' The government decided to use the vacant Women Teachers' Training College at Summer Hill on the old Hurlstone site for this purpose. Sydney Teachers College had been established in 1906 and the female teacher trainees had moved there. The 27 acres near Ashfield Railway station seemed perfect for the new agricultural school.

The new school was called the Hurlstone Agricultural Continuation School; it was for those who wanted to continue their schooling after primary school. Large numbers of children in those days did not continue schooling after Year 6. In 1910 less than 5% of the school population in NSW went to schools which were after primary level.

The course at Hurlstone was only for two years. The purpose of the continuation school was 'to prepare students for farm pursuits and for admission to Hawkesbury Agricultural College'. This was revolutionary at the time – no other school in the state had courses in agriculture. Farming was considered to be something you learned at home, not in the classroom.

The first Principal was Frank McMullen who had taught for 20 years in various NSW schools from Broken Hill to Lindfield. He had no experience in agriculture yet managed to draw up a syllabus for the agricultural school. His wife ran the boarding school, and all Hurlstone teachers were expected to live in and supervise the boys outside school hours. They were not paid anything extra for this.



The school building in 1940



The farm in 1984

## Admission to Hurlstone

### A School, A Farm, A Home

Hurlstone Agricultural High stands proud as one of the state's finest schools. The school's rich culture underpins its success. At Hurlstone you find a culture based upon pride, striving for personal excellence, caring for and supporting fellow students and valuing community service.

The emphasis at Hurlstone is on the pursuit of academic excellence and the school's record in this area is outstanding. The school has more to offer than just the academics. Students can develop skills in a wide range of sports. Other activities available to students include public speaking and debating as well as the creative and performing arts by joining one of the school's art clubs, bands, vocal ensembles or drama groups. There is also an emphasis on school and community service through membership of the school's Interact club and its involvement in several charity drives and environment improvement projects.

Students value the emphasis the school places on leadership development. Prefects, two student councils, a senior leadership group, the rural youth club, and cadets provide both character and leadership development opportunities.

There is no doubt that the greatest source of pride at Hurlstone lies in the overall quality of the students it produces. Over many decades the students have earned the school its great reputation. Wherever they go, Hurlstone students receive accolades for their personal qualities. They demonstrate wholesome values, initiative and independence. They are proud, confident and articulate young men and women but at the same time are caring and very supportive of each other. They provide proof that while there is an emphasis for striving for individual excellence, the development of the whole person is never forgotten at Hurlstone.



## School Motto

### Pro Patria



### *“For My Country”*

The first principal of Hurlstone Agricultural High School, Mr Frank McMullen, decided that the school motto would be "Pro Patria", meaning "living for our fatherhood".

Mr McMullen used this meaning due to the fact that the school was only 7 years young when World War 1 broke out. At this time, in 1914, 350 students were enrolled at the school and 137 Alumni enlisted, 10 died in action.

The term "*Pro Patria*" comes from a poem "Clifton Chapel" written by **Henry Newbolt**:

*"God send you fortune: yet be sure,  
Among the lights that gleam and pass,  
You'll live to follow none more pure  
Than that which gleams on yonder pass.  
'Qui procul hinc', the legend's writ,  
The frontier grave is far away,  
'Qui ante diem periit,  
Sed miles, sed pro patria"*

### Clifton Chapel

This is the Chapel: here, my son,  
Your father thought the thoughts of  
youth,  
And heard the words that one by one  
The touch of Life has turned to truth.  
Here in a day that is not far  
You too may speak with noble ghosts  
Of manhood and the vows of war  
You made before the Lord of Hosts.

To set the cause above renown,  
To love the game beyond the prize,  
To honour, while you strike him down,  
The foe that comes with fearless eyes;  
To count the life of battle good,  
And dear the land that gave you birth,  
And dearer yet the brotherhood  
That binds the brave of all the earth.

My son, the oath is yours: the end  
Is His, Who built the world of strife,  
Who gave His children Pain for friend,  
And Death for surest hope of life.  
To-day and here the fight's begun,  
Of the great fellowship you're free;  
Henceforth the School and you are one,  
And what You are, the race shall be.

God send you fortune: yet be sure,  
Among the lights that gleam and pass,  
You'll live to follow none more pure  
Than that which glows on yonder brass:  
"Qui procul hinc", the legend's writ, —  
The frontier-grave is far away  
"Qui ante diem periit:  
Sed miles, sed pro patria."

[Henry Newbolt](#)

## The Crest

The crest was designed by a parent of Hurlstone during McMullens era.

**See information below of the representation of the school crest:**

- Four stars represent the Southern Cross constellation
- Lion represents our connection to England. The golden lion guards over the royal bloodline
- The red cross represents the battle lines of war time
- The sheep represent the schools' local connection to John Macarthur who was a pioneer merino sheep breeder in Camden
- The wheat represents our long history as an agricultural school in growing our own wheat in the early years.

## The School Colours

- Yellow/gold represents the colour of wheat grown at the school.
- Blue
- Red represents the battle lines in wartime

## Hurlstone War Cry



“

Hurlstone, Hurlstone, "Yes we are"  
Cheer-o-Woka, Cheer-o-Woka ego hah,  
Anthrophothoguy, Kings of Hurlstone  
Warrah, warrah, yah yah yah  
Cheers for the hoopra, hoopra, hoopra  
Tap-a-go-yah!



Hurlstone War Cry Plaque – Donated by Year 12

## School Song



Come gather round Hurlstonians and sing with all your heart.

It's here we learn about life's ways And how to play our part.

It's here we learn about the land That gave us all your start.

We are glad that we belong to Hurlstone.

### CHORUS

**Hurrah, hurrah for the plough and the harrow and the hoe.**

**Hurrah, hurrah for the wheat in the waving row. And when we're out upon our own**

**The good results will show**

**What we have learned at dear old Hurlstone.**

Now you should see our sporting teams when they achieve their goals.

They try their best and tear it in with all their hearts and souls. While on the field the other

side lie round in countless shoals

When the blue, red and gold play up for Hurlstone.

### CHORUS

And here's to those who've gone before to fortune and to fame,

All fiercely proud Hurlstonians Who've won for us a name

And in the years that are to come, we hope to do the same,

For the honour of our great school, Hurlstone

### CHORUS

*The **school song** was written in 1912 by alumni Gerald Digby.  
It is written to the music of "Marching through Georgia", a song  
written by Henry Clay Work in 1865 to mark the end of the American Civil war.*

## Contacting the School

### General Enquiries



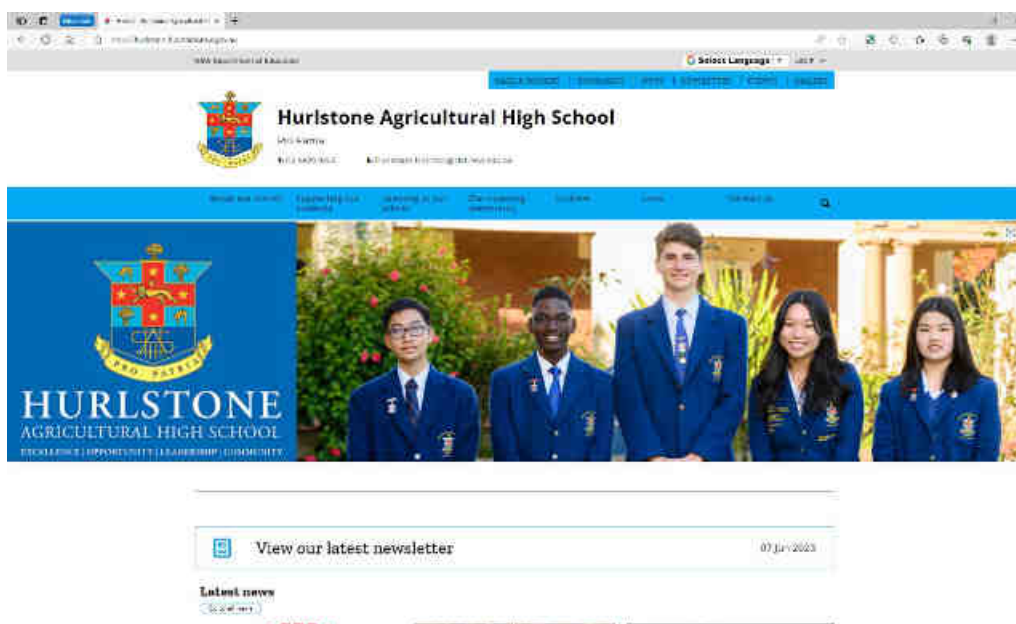
**Day School:** 02 9829 9222  
**Duty Room:** 02 9829 9232



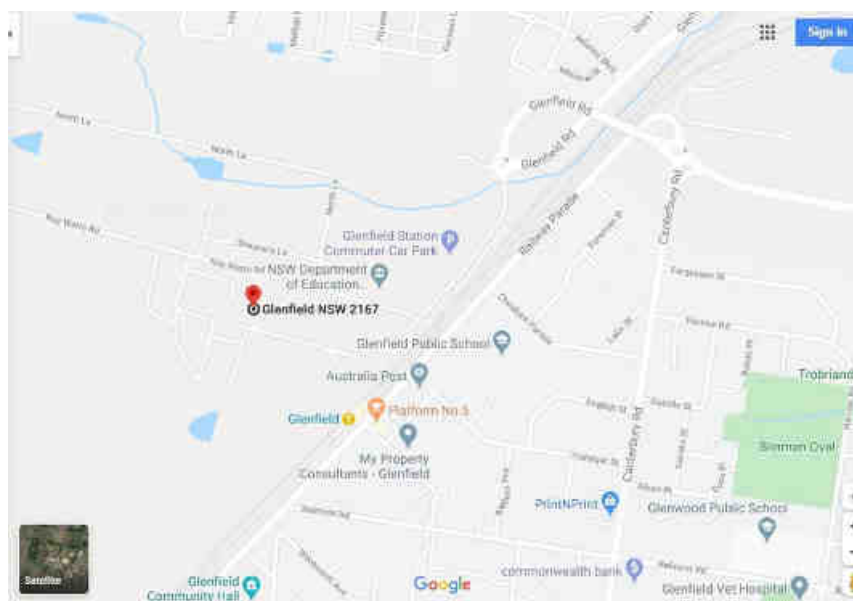
**E:** [hurlstone-h.school@det.nsw.edu.au](mailto:hurlstone-h.school@det.nsw.edu.au)



**W:** <https://hurlstone-h.schools.nsw.gov.au/>



**Location:** Roy Watts Road Glenfield NSW 2167



## School Hours

Each school determines its hours to suit local needs and meet required teaching and learning times.

The timetable follows a Day 1 to Day 10 system. With each day having 4 periods, except for Wednesday which has 3 periods for juniors, and two periods for seniors.

**School hours are:**

- 8:40 am to 3:05 pm
- 8:40 am to **1:05 pm** on a **Wednesday**

**Break times:**

- **Recess** – 20 mins
- **Transition** – 5 mins
- **Lunch** – 40 mins

Usually, students are not permitted on school premises until half an hour before the start of school and must leave when the school day ends. Students must have a permission note signed by a parent and approved by the school if leaving the premises during the school day.

## Bell Times

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	8:40 – 10:00	8:40 – 10:00	8:40 – 10:00	8:40 – 10:00	8:40 – 10:00
RECESS	10:00 – 10:20	10:00 – 10:20	10:00 – 10:20	10:00 – 10:20	10:00 – 10:20
2	10:20 – 11:40	10:20 – 11:40	10:20 – 11:40	10:20 – 11:40	10:20 – 11:40
TRANSITION	11:40 – 11:45	11:40 – 11:45	11:40 – 11:45	11:40 – 11:45	11:40 – 11:45
3	11:45 – 1:05	11:45 – 1:05	11:45 – 1:05	11:45 – 1:05	11:45 – 1:05
LUNCH 1	1:05 – 1:25	1:05 – 1:25		1:05 – 1:25	1:05 – 1:25
LUNCH 2	1:25 – 1:45	1:25 – 1:45		1:25 – 1:45	1:25 – 1:45
4	1:45 – 3:05	1:45 – 3:05		1:45 – 3:05	1:45 – 3:05

Assembly Bell Times	
Period 1	8.40am - 9.50am
Assembly	9.50am – 10.30am
Recess	10.30am – 10.50am
Period 2	10.50am – 12pm
Transition	12pm – 12.05pm
Period 3	12.05pm – 1.15pm
Lunch 1	1.15pm – 1.35pm
Lunch 2	1.35pm – 1.55pm
Period 4	1.55pm – 3.05pm

## Staff and Leadership

### Get to know our school staff. We're all here to help.

Our professional, university-educated teachers encourage students to develop a love of learning and a desire to succeed. They maintain the highest integrity and concern for your child's wellbeing.

The principal is responsible for the educational leadership and management of our school. If you would like to speak to the principal, please contact us to make an appointment.

Our school administrative staff can answer inquiries or direct you to the appropriate staff member for help.

## Senior Executive Team

### Principal

Mr Thomas Elley (Rel.)

### Deputy Principals

Ms M Pham

Mr S Krishan

Mr S Vasiliou (Rel.)

Ms R Ross

Ms S Davis

### School Administrative Manager

Mrs Linda Waltho (Rel.)

### Business Services Manager

Mr P Dait

## Executive Team

### Head Teachers

#### Administration/LOTE/ Careers

Mr R Craig

#### Agriculture

Mrs K Johnston

#### CAPA

Ms J Ross

#### English

Mr P Van Der Kley

#### Future Focus

Mr K Ajam

#### HSIE

Mr S Cavallaro

#### Mathematics

Ms P Biczó

#### PDHPE

Mr B Wilson

#### Science

Mr T Trotter (Rel.)

#### TAS

Ms J Johnson

#### Teaching and Learning

Mrs P Frank (Rel.)

Ms Caitlin Irvine (Rel.)

#### Welfare – Years 7, 8 & 9

Mr S Al-Seblani

#### Welfare – Years 10, 11 & 12

Ms S Elderton (Rel.)

## Teaching Staff

### Admin/LOTE/Careers

**Mr R Craig**

Mrs E Eun

Mrs M Hewett

### Agriculture

**Mrs K Johnston**

Ms E Kissel

Mr G McAlpin

Ms T Robertson

Ms N Westerhof

Ms S Nitto

### CAPA

**Ms J Ross**

Mr R Craig

Ms M Connell

Mr M Musico

Ms W Wuhrer

Mr J Zahija

### Careers

Ms R Keegan

### English

**Mr P Van Der Kley**

Mr P Best

Ms S Elderton

Mr M Holmes

Ms C James

Mr A Salopek

Ms L Skola

Ms M Sproule

### HSIE

**Mr S Cavallaro**

Miss A Benyamin

Mrs E Giannopoulos

Mr R Mackinder

Mr P Pittas

Mr K Ajam

### Library

Ms M Myles

### Mathematics

**Mrs P Biczó**

Mrs D Crancher

Mrs S Gutesa

Mr B Hoang

Mr G Huxley

Mr D Potaczala

Mr G Rawson

Mrs M Sabah

Mrs T Tarannum

Miss K Tat

Ms L Yuen

### PDHPE

**Mr B Wilson**

Mr S Al-Seblani

Ms M Barry

Mr A Wilson

Ms L Kim

### Science

**Mr T Trotter (Rel.)**

Mr S Chandra

Mr D Coombes

Ms E Crichton

Mr K Morante

Mr N Mahfouz

Mr R Plumb

Ms A Rampal

Mr S To

### TAS

**Mrs J Johnson**

Ms E Hildago

Mr D Nand

Ms L Wheeler

Mr M Zarzour

Mr A Piscioneri

### Teaching & Learning

**Mrs P Frank**

**Mrs C Irvine**

## Schools Excellence in Action

Planning and reporting help us meet the needs of our community, improve the quality of teaching and enhance outcomes for all our students.

### School plan

We have developed a Strategic Improvement Plan (SIP) in consultation with our community, identifying student outcomes and connected to a budget.

The **School Excellence Framework** (SEF) underpins our school planning and reporting approach. The framework provides a clear description of the key elements of high-quality practice across learning, teaching and leading.

The SIP is a working document that details the steps our school will take to improve learning outcomes, and the achievement and growth of all students. To ensure continuous improvement, the SIP reflects where our school is at and how it will further improve learning, teaching and leading.

It demonstrates our alignment and our commitment to excellence as part of public education in NSW to ensure a profound difference to the ongoing growth and development of our students.

Download our current and previous school plan/s:

- [2023-2026 Strategic Improvement Plan \(PDF 3.8 MB\)](#)
- [2021-2024 Strategic Improvement Plan \(PDF 3.9 MB\)](#)
- [2018-2020 School Plan \(PDF 3.8 MB\)](#)



### School annual report

The annual report provides an account of our operations and achievements throughout the year. It's the result of rigorous self-assessment by staff, parents and carers, as well as student leaders.

Annual report (download from the school website) shows detailed account of:

- the progress we have made to provide high-quality educational opportunities for every child as set out in the school plan
- the impact of our strategies for improved learning
- the benefit to all students from resources including equity funding
- our operations and achievements throughout the year.

## Welfare

For your information, the following staff are your points of call for anything welfare and wellbeing related to your child.

If you have any subject concerns, please contact the classroom teacher or Head Teacher.

### 2025 Year Advisors

#### Year 7

Mr J Zahija

#### Year 8

Mr B Hoang

#### Year 9

Mr P Best

#### Year 10

Mr M Holmes

#### Year 11

Ms S Elderton

#### Year 12

Mr M Zarzour

### 2025 Deputy Principal Areas

#### Year 7 & 10

Mr S Vasiliou

#### Year 8 & 11

Mr S Krishan

#### Year 9 & 12

Ms M Pham

#### Project Officer ACIP

Ms R Ross

#### Boarding ACIP

Ms S Davis

### Head Teachers of Welfare

#### Welfare – Years 7, 8 & 9

Mr S Al-Seblani

#### Welfare – Years 10, 11 & 12

Ms S Elderton

### Student Support

#### Aboriginal Contact Officer

Mr K Morante

#### Anti-racism Officer

Ms H Jan

Mr N Mahfouz

Ms M Pham

#### Supervisor of Female Students

Ms A Benyamin

#### Student Support Officer

Mrs Ashlie Riley

#### School Counsellor

Ms O Chung

Ms R Calleja

## Head Teacher of Welfare

Head Teacher of Welfare is responsible for:

- Liaising with Year Advisers, Head Teacher KLAS, Head Teacher Administration, School Counsellors and Deputy Principal Wellbeing.
- Leading the Wellbeing program in Years 7 – 10.
- Providing guidance to Year Advisers regarding students of concern.
- Liaising with outside agencies to support our students.
- Being an advocate to all students.
- Attending parent meetings when necessary.

## School Support Officer

Who am I?

Ashlie O'Neill, Student Support Officer.

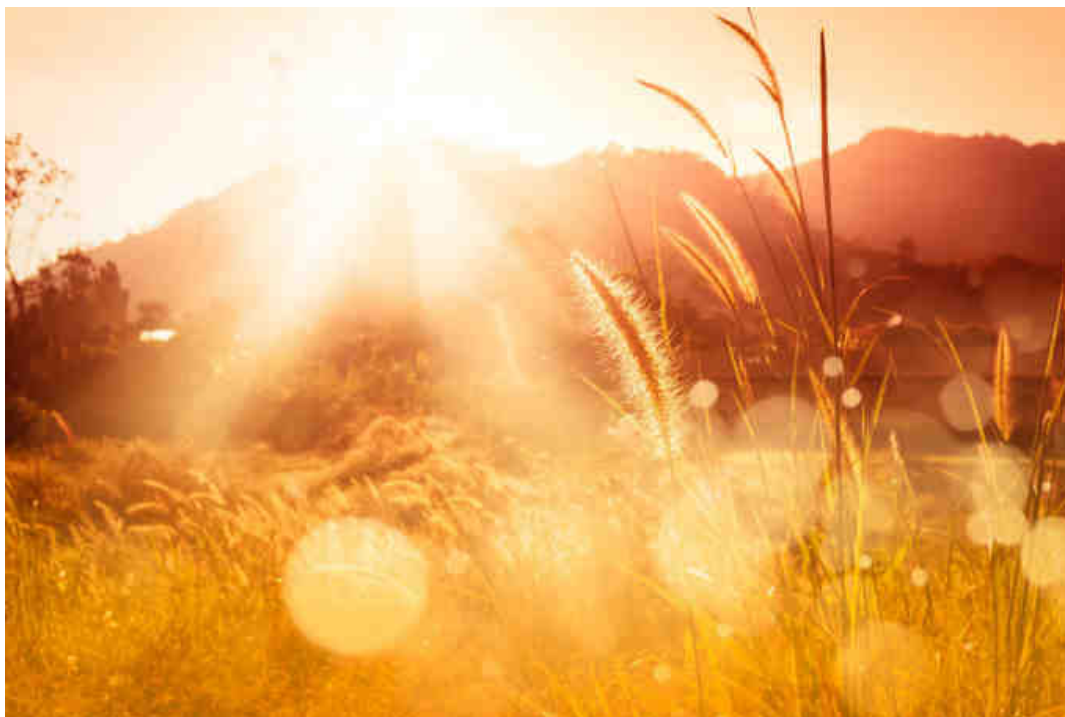
What do I do?

I will be working alongside the wellbeing team and the school counselling service to help students feel safe, supported, and motivated. I can support students with issues like friendship issues, stress, motivation etc. I will also be implementing evidence based whole school wellbeing programs and will be running small group activities (for which parental permission will be sought out).

DoE NSW  
School Support  
Officer  
[Click Here](#)

How can students talk to me?

If your child would like to speak to me, they have the option of swinging by my office at school (Wellbeing Centre) or they can let the front office staff know that they would like to speak to me. If you would like your child to speak to me, you can talk to a deputy principal about this.



## School Counselling Services

School counselling staff are members of the school learning and support team.

A teacher may recommend the service by referring a student to the school's learning and support team. As a parent or carer, you may refer your child directly to the school counselling service. Students can also self-refer to the service.

**The school counselling service can:**

- support students who are worrying about schoolwork, friends, getting in trouble at school or feeling down
- help parents and carers make decisions about your child's education
- assess a student's learning and behaviour
- help teachers and students identify and address disabilities that may affect learning
- liaise with other agencies regarding student wellbeing.
- School counselling is confidential.

**DoE NSW**  
**Disability, learning**  
**and support – roles**  
**& responsibilities**  
[Click Here](#)



**DoE NSW**  
**Student wellbeing –**  
**counselling and**  
**psychology services.**  
[Click Here](#)

## Contacting our School Counsellor

The school counselling service provides short-term counselling for students at school. The counselling team is available to help support students experiencing stress, anxiety, family difficulties, etc. and help develop strategies with students and families to manage these issues. The school counselling service also offers psychological testing (e.g. cognitive testing and tests of emotional and behavioural functioning), where appropriate, to support student learning and wellbeing.

The counselling team can liaise with other services that support families, including external psychologists and medical professionals. Where ongoing support is needed, the counselling team can help students and their families connect to other helpful services in the community (e.g., psychological services, family support, disability services, etc.)

Students can refer themselves to the school counselling service through their Year Advisor, or privately by placing their details in the counsellor's referral box (located opposite the HT of Administration office). The school counselling service is confidential and information is not shared without consent. As mandatory reporters, however, there are specific circumstances where information must be disclosed (e.g. where someone's safety is at risk).

If you are concerned about the wellbeing of your child, it would be helpful to discuss this with the student's Year Advisor, and a meeting with the school counselling team can be organised.

If you require some support or information about mental health, below is a list of telephone, counselling and family support services that are free and open to the public.

### Reach Out:

Online mental health service that provides practical support, tools and tips to help young people get through day-to-day issues and tough times. It includes information and resources available for parents to help them support their teenagers.

#### Reach Out:

Helps young people get through day to day issues and tough times

[Click Here](#)

### Headspace:

Face-to-face counselling and mental health support to young people between the ages of 12 to 25. The service also offers free online and telephone counselling support.

#### Headspace:

Face to Face counselling and mental health support to young people

[Click Here](#)

**Phone: 1300 737 616**

### Kid's Helpline:

Free online and phone counselling, 24 hours a day, 7 days a week for young people aged 5 to 25. It includes online resources for children, adolescents and parents about a range of topics such as managing stress, coping with emotions and bullying.

#### Kid's Helpline:

Free online and phone counselling, 24 hours a day, 7 days a week

[Click Here](#)

**Phone: 1800 551 800**

### Parent Line:

Offers professional help, parenting advice and referrals to local mental health services. Available to everyone in NSW and operates 7 days a week.

#### Parent Line:

Professional help, parenting advice and referrals to local mental health services

[Click Here](#)

**Phone: 1300 1300 52**

## Mental Health Line:

Offers professional help, advice and referrals to local mental health services. Available to everyone in NSW and operates 24 hours a day, 7 days a week.

**Phone: 1800 011 511**

## Child and Adolescent Mental Health Services:

Provides support and treatment to children, adolescents and their families with a range of difficulties that are seriously impacting on their mental health and emotional wellbeing. Referrals can be made by a child, young person, parents and caregivers, a General Practitioner, health professional or the child/young person's school. For advice, assessment and referral information call The Mental Health Line (free call) on **1800 011 511**

## Family Referral Service (FRS):

This service links families with the most suitable support service in their local areas. Services including; domestic violence support services (including counselling), housing or accommodation services, financial assistance, counselling and mediation, parenting struggles and support services (including parenting programs), mental health support services and culturally appropriate support services.

**Phone: 1300 244 826**

**Mental Health Line:**  
Professional help,  
advice and referrals  
to local mental  
health services

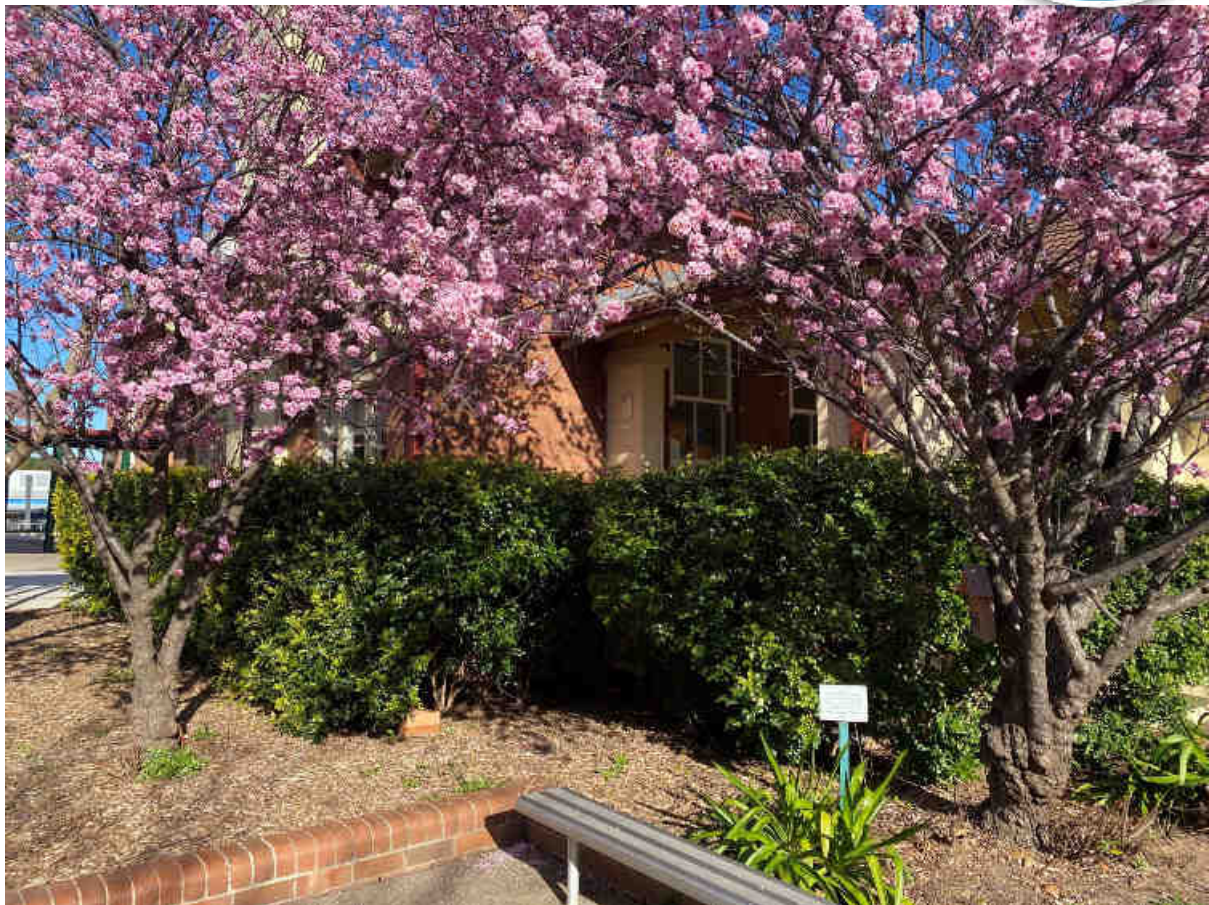
[Click Here](#)

**Child & Adolescent  
Mental Health Services:**  
Provides support for  
children, adolescents  
and their families

[Click Here](#)

**Family Referral  
Services:**  
Links families with the  
most suitable support  
service in local areas

[Click Here](#)



# Supporting Our Students

## Student health and safety

We are committed to ensuring a safe and happy environment for your child.

**We support your child's health and safety through a range of strategies including:**

- the behaviour code for students, which outlines the standards of behaviour expected in all NSW public schools
- anti-racism education
- anti-bullying programs
- conflict resolution and mediation training
- peer support
- road safety education
- the Healthy School Canteen Strategy

**DoE NSW**  
**Student**  
**Wellbeing**  
[Click Here](#)



**Select images below for more information:**



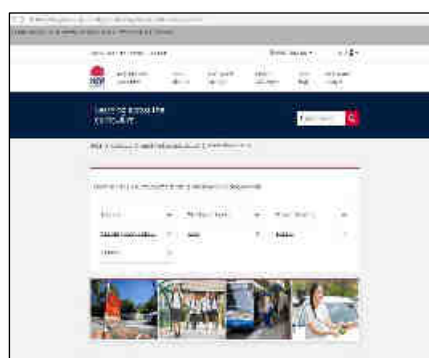
**Behaviour code**



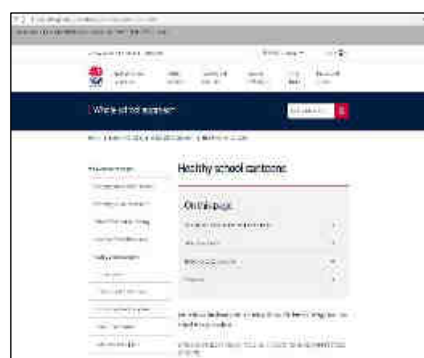
**Anti-racism**



**Anti-bullying programs**



**Road safety education**



**Healthy school canteen**

**Like all NSW public schools, we promote the healthy development of students through:**

- school programs and practices that protect and promote health and safety
- supporting individual students who need help with health issues
- providing first aid and temporary care of students who become unwell or who have an accident at school.

## Student wellbeing

We provide safe learning and teaching environments to encourage healthy, happy, successful and productive students.

The department is committed to creating quality learning opportunities for children and young people. These opportunities support wellbeing through positive and respectful relationships and fostering a sense of belonging to the school and community.

The **Wellbeing Framework for Schools** helps schools support the cognitive, physical, social, emotional and spiritual development of students and allow them to connect, succeed and thrive throughout their education.

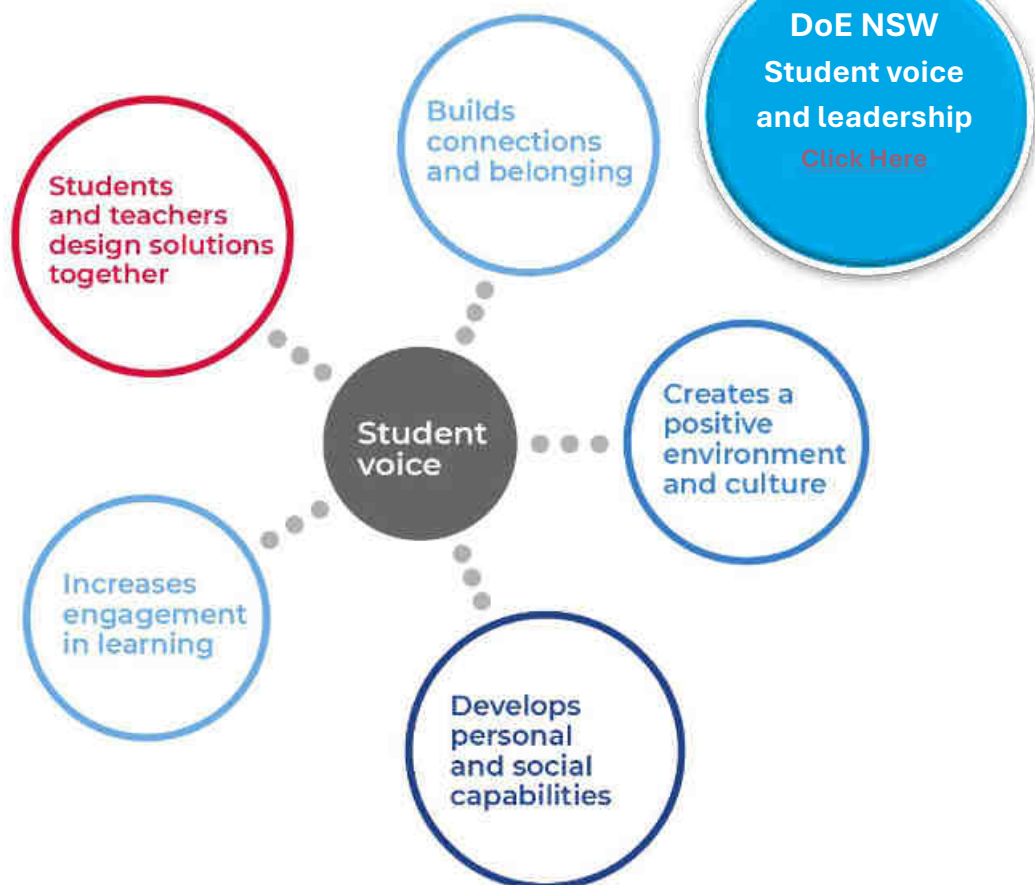
**DoE NSW  
Wellbeing  
framework for  
schools**  
[Click Here](#)

## Student leadership

Student leadership helps young people find their voices, participate in decision-making, and understand their rights and responsibilities as active citizens. It helps students have a real impact on their learning and school environment and prepares them to participate meaningfully in their community.

Students can be leaders in the classroom, through their actions in the playground, through their support for others, or their involvement in academic, sporting, cultural or local community events or projects.

## For more information about opportunities in



## NSW Public Schools: Removing Barriers to Girls' Education

In an effort to remove barriers to education for female students, the NSW Government has implemented the 'Menstrual Hygiene Program' across all NSW public schools. This program will provide students with free pads and tampons. In our social context we are generally privileged and may not face severe implications when experiencing periods, however this program is contributing towards an effort to ensure that no matter what your individual situation and circumstances are, having a period will not be a barrier to education. The vending machines will be placed in various female bathrooms across the school grounds. If you would like more information about this program, you can visit the NSW Government's website here to access an information flyer:

<https://www.schoolinfrastructure.nsw.gov.au/what-we-do/we-look-after-our-schools/menstrual-hygiene-program.html>



## Student Adviser Girls

The Student Adviser Girls (SAG) is a part of the HAHS Welfare Team and collaborates and consults with other members of this team. The role of the SAG is to support and counsel girls dealing with matters including; female issues, personal hygiene, social matters, positive behaviour and general presentation.

The SAG is available to work closely with individual female students and all interaction is underpinned by trust and respect, always mindful and sensitive to the particular needs of an individual and the demands and expectations a student may face.

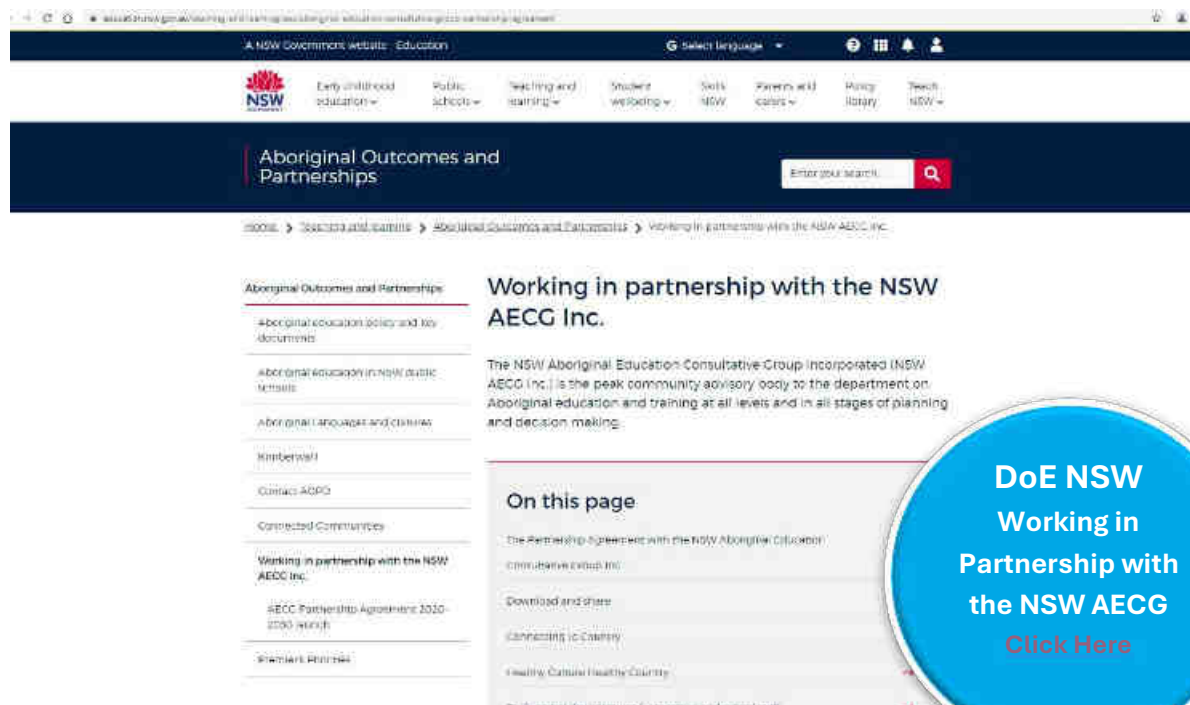
Female students are encouraged and supported to assume responsibility, develop resilience and approach life with confidence. Access is provided to mentoring programs for female students and opportunities to enhance female students learning and readiness for life after school. Being female is celebrated as female students strive for whatever they desire and achieve their aspirations.

Teacher: Ms A Benyamin

# Aboriginal Education

## Partnership Agreement 2020-2030, Walking Together, Working Together

The Partnership Agreement 2020-2030, *Walking Together, Working Together* between the NSW Department of Education and the NSW Aboriginal Education Consultative Group (NSW AECG) aims to ensure that every Aboriginal child and young person in NSW achieves their potential through education. It recognises the NSW AECG as the peak community advisory body to the department on Aboriginal education at all levels and in all stages of planning and decision making.



# Parent, Carers and The Community

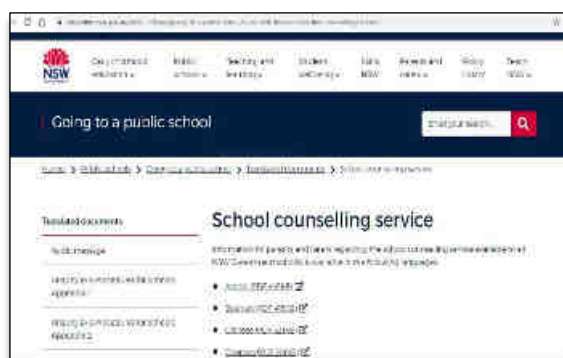
As a parent or carer, you're an important part of the school community. NSW public schools offer a range of services to support you and your family.

## Counselling for families

School counsellors can assist when families undergo a trauma or big change. Contact the school to make an appointment on 9829 9222 or via email [hurlstone-h.school@det.nsw.edu.au](mailto:hurlstone-h.school@det.nsw.edu.au).

Information for parents and carers regarding the school counselling service available to all NSW Government schools is available in the following languages.

Select images below for more information:



DoE - Translated documents - School Counselling



NSW Health – Mental Health Line

Outside of the education system, free telephone counselling services are available to support families who may be going through a difficult time.

- Lifeline - 24-hour telephone counselling service - 13 11 14
- MensLine Australia – External link -24-hour telephone counselling service for men - 1300 789 978
- Parent line External link – 24-hour advice and information service. 1300 1300 52.



Lifeline



MensLine Australia



## Interpreting and translations

We will help you communicate with our schools. If you'd like an interpreter for a school meeting, let your school know and they'll arrange one, if available.

If you don't speak or understand English well and want to contact us, call TIS National on 131 450 and ask for an interpreter in your language. The operator will call the school and get an interpreter to help. This service is free.

For more information, listen in your language, select image below.

Visit the department's translated documents section for important information that's relevant for your child's education in many languages.

Chúng tôi có thể giúp quý phụ huynh liên lạc với nhà trường. Nếu quý vị cần thông dịch viên để phiên dịch trong một cuộc họp phụ huynh, xin vui lòng cho nhà trường biết để sắp xếp.

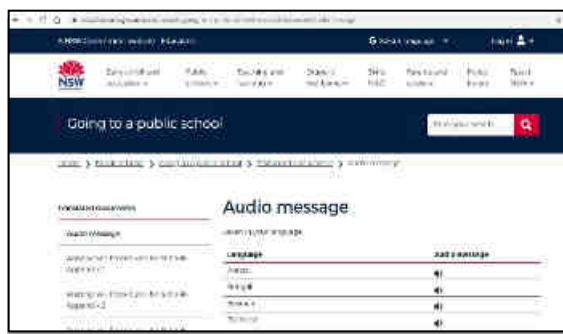
Nếu quý phụ Huynh cần liên lạc với nhà trường nhưng không nói hoặc không hiểu tốt tiếng Anh, vui lòng gọi TIS National ở số 131 450 và yêu cầu gặp thông dịch viên cho ngôn ngữ của quý vị. Nhân viên tổng đài sẽ liên lạc với nhà trường và nối máy với thông dịch viên để hỗ trợ. Đây là dịch vụ miễn phí.

Để biết thêm thông tin, hoặc nghe thông tin bằng ngôn ngữ của quý vị, xin chọn ảnh bên dưới.

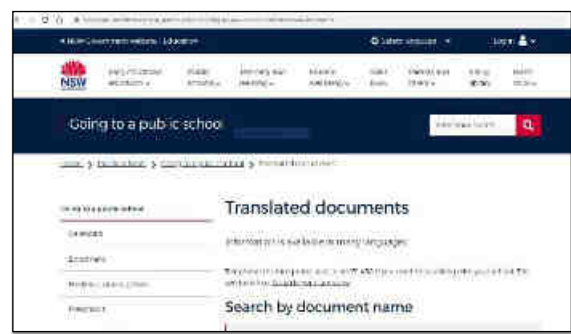
Truy cập mục văn bản đã được dịch ra nhiều thứ tiếng (Translated Documents) trên trang web của Bộ Giáo Dục để xem thông tin quan trọng liên quan tới việc học của con cái quý vị.

我们将帮助您与我们沟通。如果您在学校开会时需要一名翻译员，请告诉学校，如果有的话，他们会帮您安排。如果您不懂英文或英文说得不好，请致电131450给TIS National，并告诉他们你需要的翻译员，接线员会请一名翻译员给你提供帮助将致电学校。这项服务是免费的。

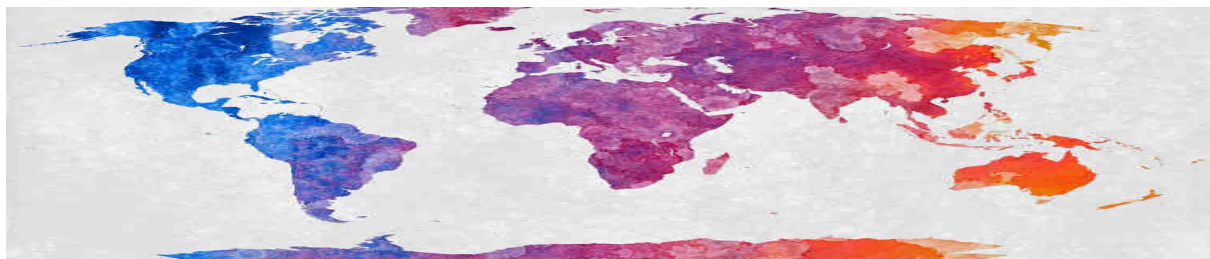
有关更多信息，请用您的语言收听，请选择下面的图片。访问该部门的翻译文件部分 (Translated Documents)，有多种语言可以获取与您孩子教育相关的重要信息。



DoE - Listen in your Language – Audio message



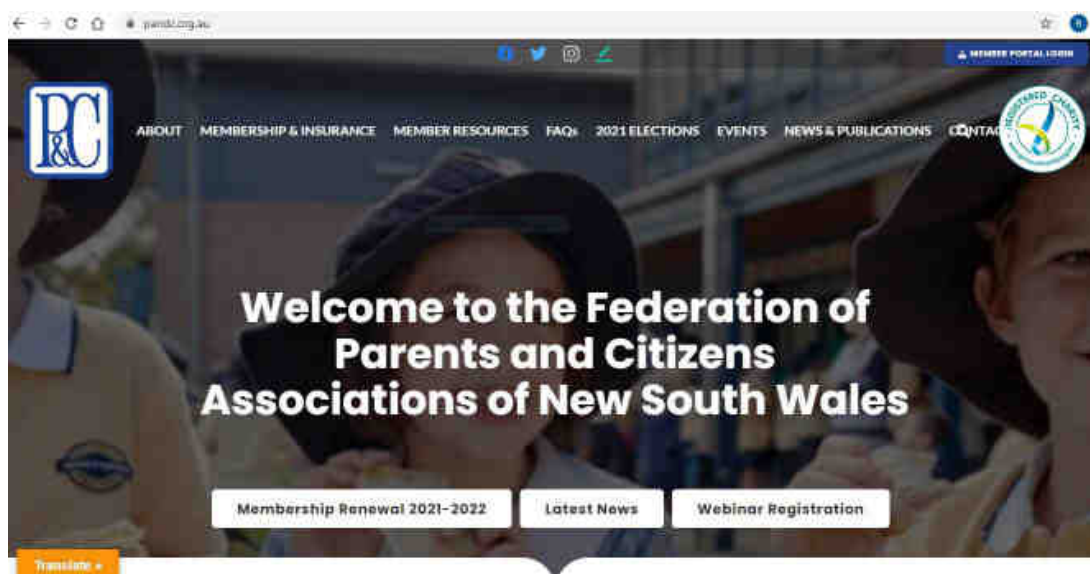
DoE – Translated Documents



## Parents and Citizens' Association (P&C)

The Parents and Citizens' Association External link (P&C) is made up of parents and carers, your child's schoolteachers and community members. The P&C meets regularly to contribute to decision-making, developing policies and management plans as well as fundraising. Select image below for further information.

The email address for our P&C is [hahighschoolPandC@gmail.com](mailto:hahighschoolPandC@gmail.com)



## Communication to Parents

### Emails

Emails will be sent home from the school regarding events, excursions and opportunities. Please ensure your details are kept up to date and check them regularly. You can update your contact email addresses by contacting the front office: [hurlstone-h.school@det.nsw.edu.au](mailto:hurlstone-h.school@det.nsw.edu.au)

### Website

On the school website you can find information regarding the latest achievements, news, events, make a payment, newsletter, social media and gallery.



Please see following link to access the school website: <https://hurlstone-h.schools.nsw.gov.au/>

## Facebook

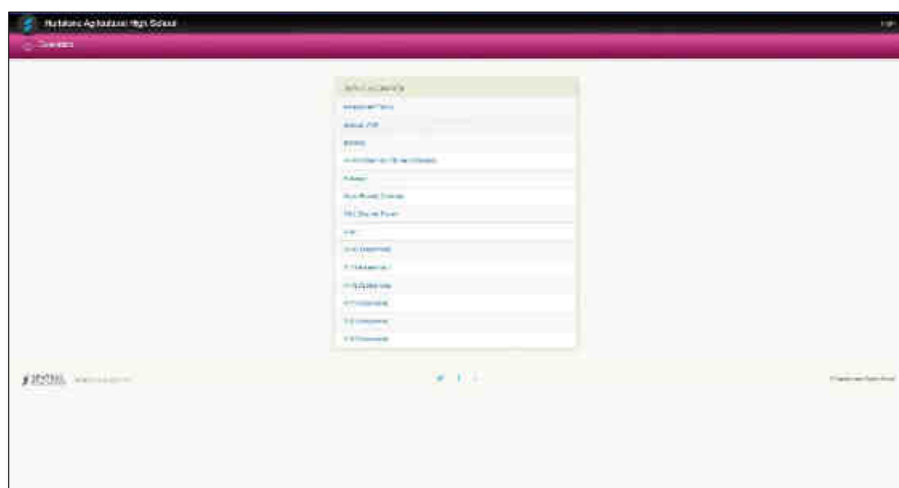
The school is regularly keeping it's Facebook page updated with the exciting things happening at Hurlstone.



HAHS  
Facebook  
[Click Here](#)

## School Calendar

Can be viewed at the Hurlstone **Sentral Student/Parent Portal** on



HAHS  
Calendar  
[Click Here](#)



# Teaching and Learning

## Head Teacher of Teaching and Learning Faculty

The Hurlstone Agricultural Teaching and Learning faculty (T&L) is committed to supporting students – particularly those who need more help or experience disadvantage – to take part in education and move from school into the workplace or further educational pathways with ease and confidence.

We work with all faculties across the school with the aim of developing teaching and learning programs that utilize student strengths and foster engagement in learning. **Our aim is to produce students with the skills and capabilities to thrive in a rapidly changing and interconnected world.**

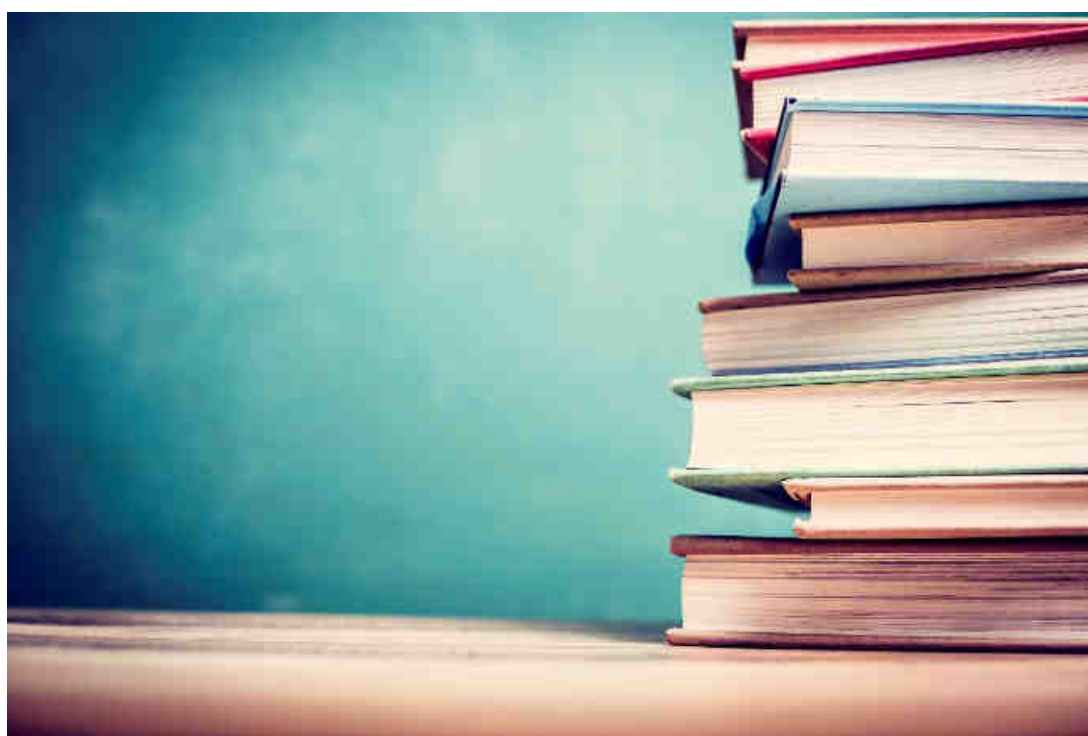
The T&L faculty supports the development of strengths of our high potential and gifted students, alongside the teachers of HAHS.

Our faculty includes our SLSO's (Student learning support officers); part-time LST (literacy and numeracy support teacher) and Head Teacher.

Students are:

- Supported in the classroom for learning activities
- able to access disability provisions for fair access to curriculum and assessment
- Able to receive tailored support for transitions to high school or senior school
- Supported in development of ILP (individual learning plans) to support the development or student learning goals.

The T&L faculty facilitate school wide programs such as gathering data using the Tell Them from Me programs, running parent information evenings, HSC (Higher School Certificate) Minimum Standards support, supporting Step up to Senior school and subject selection.



## Starting a new high school

Starting high school is an exciting time, for students and their parents.

Going to high school will be a new experience for your child. The school is likely to be much bigger than the primary school and your child may feel a little insecure at first. Instead of being a senior in a small school, they are now a beginner in a big school. However, it is also an exciting time with many opportunities and a broader curriculum.

### New experiences

From Day 1, there will be many changes to get used to including having a number of different teachers and different classrooms, often spread across a larger campus. Set class periods on particular subjects may also be of a longer duration than in primary school. Students carry around notes and books, sometimes heavy, from class to class.

### New teachers

In high school students usually have 8 or more teachers and a student or year adviser to coordinate their activities. There are also head teachers for different key learning areas and classmates can vary from class to class.

### New subjects

Year 7 students will be introduced to subjects they haven't experienced before. They will also be expected to be more independent, self-reliant and self-motivated than in primary school. Lessons will often be more student-centred, and teachers will become resources and guides, rather than instructors.

### Timetables

Students are given timetables with subjects, times and room locations listed. They need to check their timetables each night to make sure they have the correct books, equipment and homework completed for the next day's classes. Reading and understanding timetables can take some time to get used to and moving from room to room might unsettle and tire them. Students will be issued Student Planners that will be an important organisational tool that should be packed in their bags each day.

### New friends

Making new friends can be a daunting task for Year 7 students. Students often come from a variety of primary schools and they may find themselves in classes filled with children they don't know. Fitting in is often important to Year 7 students – finding people they like and who share their interests helps motivate them and increase their self-esteem. Discuss their new school experiences each day, the people they've met or observations they've made – that way there is an awareness of difficulties when they arise rather than when it's too late.

### SchoolTV

Hurlstone subscribes to SchoolTV to support families with professional advice on transitions and several other issues that they may come across.

**Click Image to view SchoolTV**

**DoE NSW**  
**Starting**  
**high school**  
[Click Here](#)



**DoE NSW**  
**Getting ready**  
**for**  
**high school**  
[Click Here](#)



## Homework

The amount of time that students are expected to spend on homework will depend upon the age, ability, home environment and extracurricular activities of students, including family and cultural obligations. It is important that students of all ages have opportunities for free time, leisure and physical activities outside of school.

Homework is an integral part of the learning process and is reflected in faculty policies across all curriculum areas:

- Homework should be stimulating and challenging
- Students should expect homework from their subjects and understand the reasons for it
- All homework should be followed up in class
- All students should maintain their student planner supplied by the school.
- It is the responsibility of all teachers to foster in their students an association of academic success with systematic planned study.



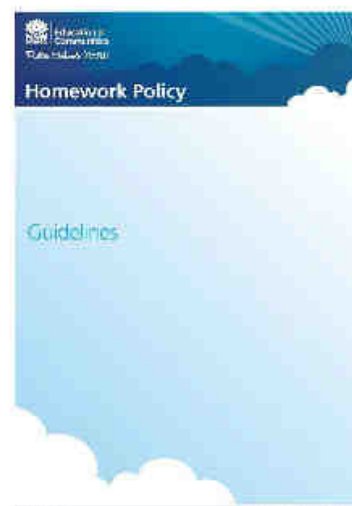
### The three main types of homework are:

- Practice exercises
- Preparatory homework
- Extension assignments

Homework should be recorded in their student planner. The planner should be checked each evening and during class time.

It is important that students arrange their activities in priority order. This list should include activities and commitments not related to schoolwork, since these must also be taken when planning the program for a week. Wide reading experience is essential for the full development of our students.

Students should record homework and plan completion of assessment tasks using their student planners and establish priorities for each homework and study session.



## Helping students with homework

Homework is often a revision of what is covered in class. As well as regular weekly homework, your child may have assessments such as assignments or projects with due dates.

A key to success is being organised. To avoid Thursday night meltdowns about incomplete homework, read our homework tips.

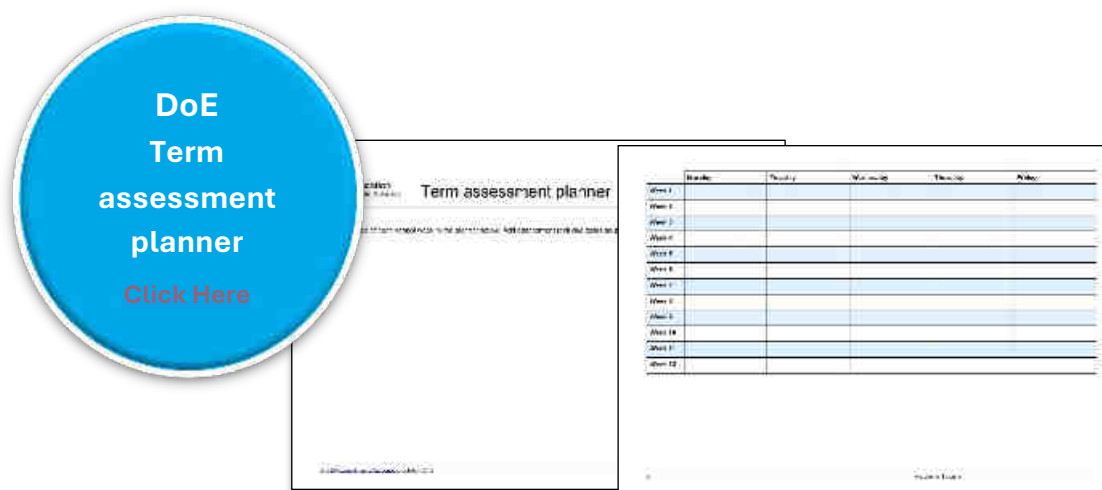
### Tips for all ages

These tips are relevant for all students Kindergarten to Year 12.

Ask your child about their homework, know what they are learning about and when assignments are due.

Use our **term assessment planner** to record when assessments and exams are scheduled so you can help your child prepare in advance. Make to-do lists to spread out the workload and record tasks in their student planners.

Get into a routine of doing homework at a set time, ideally a little each day.



**Have a set place where the kids can do their homework, with the equipment they'll need:**

- pens and pencils
- highlighters
- scissors
- glue
- scrap paper
- ruler
- calculator
- printing paper
- computer and internet access
- a printer

Turn mobiles to aeroplane mode or off so there are no disruptions.

If there's no set homework, encourage your child to do some reading. For younger children, it's great for them to read aloud to you. For older kids, ask them to tell you about what they have been reading.

Don't jump in and give answers. Homework is about helping kids become independent learners.

Encourage your child to start assignments as soon as they receive them – this will reduce any night-before stress. Your child needs to do their own projects and assignments. There's no point submitting work done by anyone other than the student. Teachers need to know what students can do independently. If your child is having difficulty with their homework, contact their class teacher for help.

## Studying at high school

Once in high school, regular study becomes more important. Study time is completely different to doing set homework.

Students in high school should regularly review work covered in class, summarise key ideas and do additional reading and research on topics, as well as practice tasks such as essays and maths problems.

## Suggestions for effective study

There is no one 'best' way to study. Students often find different methods and times to study to suit themselves. The key is regular study, not cramming before a test or exam.

**Some suggestions for effective study time include:**

- no mobile device use – no social media, messaging or calls during study time
- utilise the school planner to record or prioritise the tasks to be completed.
- finish any homework for the day before starting study – remember they are separate
- focus on one topic at a time
- highlight class notes or handouts
- prepare summaries in your own words to revise concepts and skills learnt in class
- draw diagrams, mind maps or brainstorms to show the main ideas and links between them
- explain a topic or key concept to someone else
- prepare glossaries of technical language for the topic or course, include examples of appropriate use
- memorise short quotes
- read summaries aloud – you can record yourself and play them back while travelling
- write key concepts on flash cards with an explanation on the back to use for quick recall testing
- read widely about topics being studied – add any new information or quotes to your summary (remember, when you use words or passages from a source such as a book, article or website you must reference them and use quotation marks).



The best study is active study – not just reading pages and pages of notes. Try creating summaries and lists, drawing mind maps, practising answering questions, teaching someone else about a topic and so on. Active study helps move content from short-term to long-term memory. When reading over notes, try to read them aloud.

## Study timetable

A study timetable can be useful to help high school students plan time each week revising work covered in class.

Select the link below to see an **example of a completed study timetable** for a Year 11 student.

DoE  
Example of a  
study timetable

[Click Here](#)

This is a thumbnail of a completed study timetable. It features a header with 'DoE Education' and 'Study timetable'. Below the header, there is a table with columns for 'Time', 'Periods', 'Subjects', 'End time', 'Start time', 'End time', 'Start time', and 'Subjects'. The table is filled with various subjects and times, with some cells highlighted in different colors (blue, green, red, yellow) to represent different subjects or activities.

This is another thumbnail of a completed study timetable. It has a similar layout to the first one, with columns for 'Time', 'Periods', 'Subjects', 'End time', 'Start time', 'End time', 'Start time', and 'Subjects'. The table is filled with various subjects and times, with some cells highlighted in different colors (blue, green, red, yellow) to represent different subjects or activities.

## Make your own study timetable

See below details to download or print the **Study timetable**

DoE  
Download the  
Study  
timetable

[Click Here](#)

This is a thumbnail of a blank study timetable template. It features a header with 'DoE Education' and 'Study timetable'. Below the header, there is a table with columns for 'Time', 'Periods', 'Subjects', 'End time', 'Start time', 'End time', 'Start time', and 'Subjects'. The table is empty, with only the headers and some light blue shading for the rows.

Fill in regular activities such as school, sport, part-time jobs and so on. Don't forget to include meal times and time to travel to activities.

Students should discuss how much time to spend studying with their teachers. Older students will be spending 1 to 2 hours on each subject each week. This will increase as they get closer to the HSC.

Think about the best time to study. Some kids prefer to get straight into it after the after-school snack, to get it out of the way. Others like to chill before dinner and get into their school work in the evening. Identify the most effective time.

Block out chunks of time on the Study timetable to study at the identified most effective times. Some subjects will require more time than others – use the advice of the class teacher. Don't forget to consider the school timetable when you are creating a study timetable – it might be a bit much to do 2 hours of physics on the same day as a double period. Don't forget any subjects – even the 'easiest' will require revision in Years 11 and 12.

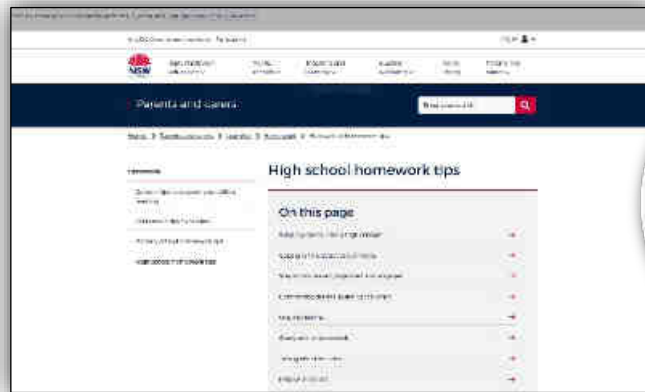
Colour code the chunks of time for different subjects.

Allow a break of at least 5 to 10 minutes each hour.

Trial the study timetable for a fortnight and see if it is realistic. There's no point having a study timetable that isn't followed.

Be realistic, some days there will be a pile of homework or family events which means a day off study. If your child can stick to their study timetable 70 to 80% of the time, they are on their way to success.

For more ways to support your child, visit the department's website **Homework - High school homework tips** section.



**DoE**  
**Homework -**  
**Highschool**  
**homework tips**  
[Click Here](#)

## Technology

### BYOD

Bring your own device (BYOD) refers to students bringing a personally owned device to school for the purpose of learning. A personally owned device is any technology device brought into the school and is owned by a student or the student's family.

Hurlstone Agricultural High School is committed to providing supportive and engaging learning environments throughout the day and boarding school. We value the rich and deep learning experiences that technology can provide in a stimulating and challenging academic environment and in supporting communication and collaboration in a residential setting.

Our school acknowledges the educational value of digital devices and online services in supporting and enhancing educational outcomes and student wellbeing. We also recognise they may cause harm if used inappropriately and that we need to support our students to use them in safe, responsible and respectful ways



## Student Use of Digital Devices and Online Services

This procedure provides a consistent framework for the safe, responsible and respectful use of digital devices and online services by students in our school. It sets out the shared responsibilities of school staff, students and parents and carers. It also provides a framework to manage potential risks to student safety and wellbeing.

This procedure covers student use of digital devices and online services in school-related settings, including on school grounds, at school-related activities and outside of school where there is a clear and close connection between the school and the conduct of students. This procedure covers the use of school-provided and personal digital devices and all online services.



## Student Internet Code of Behaviour

As a user of the Hurlstone Agricultural High School and DoE intranet, a code of conduct binds all students and staff.

### STUDENTS WILL:

- Use computers and communication devices appropriately and with respect. Users are to report any damage or malfunction their teacher or to the computer coordinator immediately
- Report the discovery of a virus to the teacher/computer coordinator immediately
- Report any security issues to the network administrator immediately. Users must abide by existing federal and state laws in force regarding electronic communication
- Use the computer and network resources, intranet and internet for educational benefit only. Computers are not to be used for commercial or political purposes
- Not create, locate, view, print, install, download nor distribute inappropriate material or data
- Respect the confidentiality of others and not attempt to gain un-authorised access to school, student or staff data
- Use appropriate language in communication through computers to other people
- Abide by the rules of copyright in using and/or copying materials. Students are not to submit work that has been copied directly from electronic resources without appropriate referencing or appropriate acknowledgment.
- A user who breaches the Code of Conduct will have his/her access privileges denied for a time deemed appropriate by the principal or computer coordinator.

## Device Specifications

Please read the device specifications or contact the school before purchasing a device. The device specifications can be found in Appendix 3 of the 'Student Use of Digital Devices and Online Services Procedure'

If you have feedback regarding the procedure, please complete the **short survey** by selecting the image below.



Appendix 3: Device Specifications

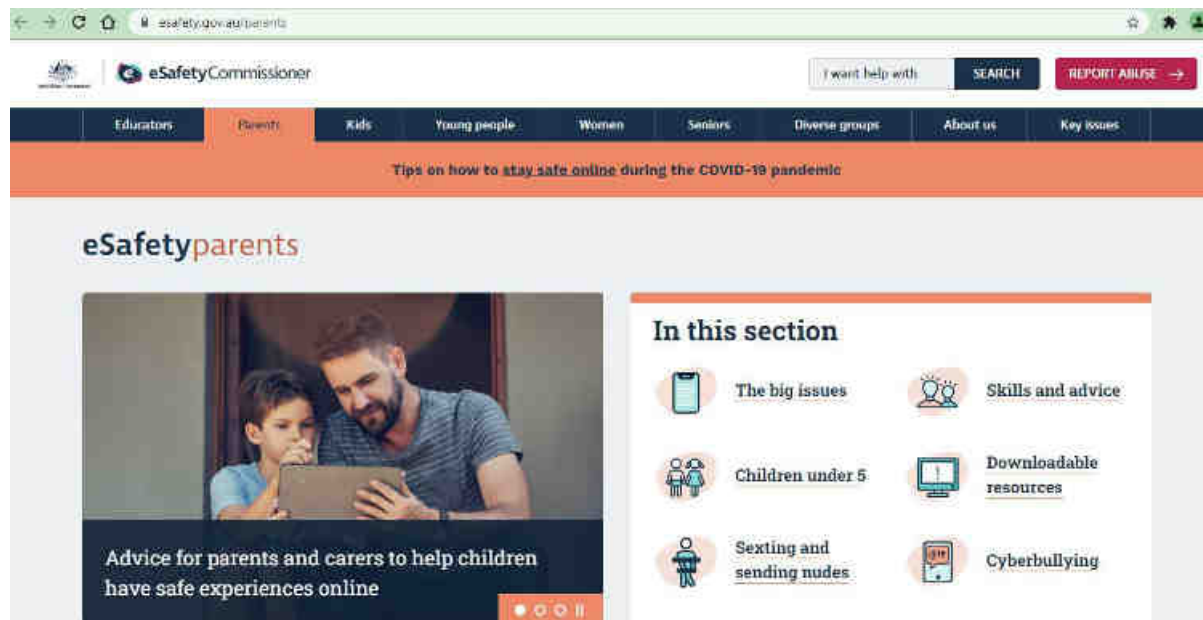


Short Survey – regarding the procedure

## Cyber Safety

The Australian Government - E-Safety Commissioner has provided a resource for parents in supporting their children using online technologies in a safe manner.

Please visit the **iParent website** for more information.



eSafety Commissioner – Parent Website – Cyber Safety

## Mobile Phones & Other Electronic Devices

Hurlstone Agricultural High embraces emerging digital technologies and encourages its teachers and students to look for ways of using them to enhance teaching and learning. The availability and appropriate use of these resources provide opportunities that can contribute to students' development.

Hurlstone Agricultural High School acknowledges that students may need to be in possession of a range of devices at school. Students are urged to use them responsibly.



## Student Leaders



### 2024 - 2025 Leadership Team Executive

#### School Captains

Kevin Frances

Michelle Tran

#### Vice Captains

Olivia Wright

Amelia Ta

#### Boarder Captains

Lorenzo Ierano

Anna-Rose Ward

#### Student Leaders

Shreyan Addanki

Raifah Rahman

Waliba Azam

Tegan Tran

Aaron Vinoy

Emily Nguyen

Arnav Mane

Suzanne Phan

Samuel Zhang

Christian Treffiletti

Arosh Kazi

Jim Ma

Anika Kaher

Iden Apicella



## Student Representative Council



## SRC Mission Statement

*“Pro Discipulus” - By the students, for the students.*

The Hurlstone SRC strives to represent the voice of the student body and foster a connected and inclusive school community. Our mission is to promote student engagement through events, programs, and initiatives that reflect the diverse needs of our school. The SRC works collaboratively with all year groups, staff, and senior executives to organise meaningful activities that build school spirit and ensure all voices are heard.

Being part of the SRC provides students with opportunities to develop leadership, communication, organisation, and teamwork skills. Our team is passionate about making a positive impact on the school community and takes pride in creating opportunities for everyone to participate and thrive.

Our team consists of 48 students from Years 7–11, elected by their peers and teachers. The SRC meets weekly during Thursday lunchtimes and stays actively connected throughout the week to plan and execute initiatives.

### APPLICATION AND VOTING PROCESS:

- At the beginning of Term 2, **Mr Ajam** sends out application forms via email and Sentral for students in Years 7–11.
- Students must complete the application by the stated deadline and respond to questions highlighting their leadership qualities and how they can contribute as an SRC member.
- **Mr Ajam** reviews all applications and shortlists viable candidates.
- Candidates from each year group are included in a Google form sent to their grade for voting. For instance, all Year 8 candidates will be listed on a form shared with Year 8 students and staff to vote for their preferred representatives.
- Staff and students have a set deadline to submit their votes.
- After the deadline, **Mr Ajam** tallies the votes.
- The SRC team is selected as follows:
  - 8 students from each grade (Years 7–9) are chosen based on the highest votes.
  - 12 students from each grade (Years 10 and 11) are selected in the same way.
- Successful applicants receive a congratulatory email from **Mr Ajam**. The final SRC team is then announced to the school via email and Teams.

**Teacher:** Mr Khaled Ajam

## 2025 SRC Representatives

### 2025 Year 7 \*SRC

Ethan Lui

Anthony Phan

Aedan Ly

Jackie Tran

Chloe Tran

Cassandra Heng

Chloe Nguyen

Willson Quach

### 2025 Year 8 \*SRC

Bobby Nguyen

Cappi Tran-Nguyen

Zayan Ansari

Madeline Nguyen

Abhishek Vinoy

Nathan Cepillo

Elouise Tan

Davitah Seneviratne

### 2025 Year 9 \*SRC

Vijay Vo

Vishnu Madhu

Sophie Truong

Steven Shaji Thomas

Hamza Hossen

Alicia Bonney Joseph

Malisa Seng

Cindy Nguyen

2025 Year 10 \*SRC

Anh Quynh Dang

Ethan Godly

Aditya Kashid

Dylan Vu Nguyen

Aahan Verma

Chloe Luu

Tejas Srinivasan

Advik Ajithkumar

Samuel Chen

Anika Shinde

Zarif Rahman

Lowenna Wong

*"The best way to predict your  
future is to create it"*

*Abraham Lincoln*

## Careers

### Information

Careers Education responds to a rapidly changing world to ensure students are equipped for an uncertain and unpredictable future. Students are encouraged and supported to assume responsibility as they engage in real life learning opportunities to develop resilience and life long career competencies.

Careers Education at HAHS is concerned with the development of knowledge, skills and attitudes through a planned program of learning experiences in educational and training settings which will assist students to make informed decisions about their life, study and/or work options and enable effective participation in their working life.

The Careers Adviser is available to work with all students, staff and parents who require their services. This is a specialist role and requires training and regular professional learning to ensure the accuracy and relevance of the service provided.

**The Careers program at HAHS includes:**

- Access to equity schemes
- Addressing student enquiries
- Assisting in the preparation of resumes and applications
- Building skills and general capabilities needed for future study and work
- Circulation of career and further study information
- Counselling and advice in individual appointments
- Creation of action plans
- Direction to relevant career education platforms and initiatives
- Explanation of the ATAR, the role of UAC and pathways to university
- Facilitating contact with employers, industries and professional organisations
- Guiding student transition from school to further education or work
- Liaising with further study institutions
- Lessons for Careers in Year 10 PDHPE
- Management of external study students
- Organisation of careers events and guest speakers
- Preparing students for interviews
- Presenting a broad and stimulating range of challenging and rewarding study and career options that reflect student abilities and interests
- Producing Careers Newsletters
- Promotion of programs & services
- Provision of relevant and worthwhile learning opportunities
- Reporting on careers literature and updates
- Sharing resources
- Supporting students during subject selection



**Careers  
Information**

## Jobjump

Jobjump is a Careers Website to which HAHS pays an annual subscription fee for all students, parents and staff. To access the user name is: Hurlstone Agricultural High School and the password is: stone. Once a user is logged in they will be asked to create a personal account that will be available until the end of the first year after leaving school.

This site provides information about careers and career decision making, university entry and scholarships and subject selection. Career education activities to support students include a Careers Quiz, E Work Experience and a Resume Builder. Links are provided to the Good Universities Guide, a comprehensive list of services and an ATAR and University Course Sorter that works hand in hand with the UAC Guide. Jobjump provides an interactive yearly calendar that can be personalised for an individual's career interests and a Careers News Bulletin is delivered weekly with a wide range of events, opportunities and activities relevant to Career planning and decision making.

## Distance Education

Single course provision with Distance Education is available for Stage 5 and 6 students who cannot study a course they want (other than a language) in their home school. Students must meet specific guidelines to be eligible for distance education and these are outlined in the information handbook. Students who study a single course at Distance Education continue to study the rest of their courses at their home school. At HAHS applications are managed by the Careers Adviser and authorised by the Principal. Applications should be submitted by the due date (usually mid November) in the year prior to beginning study. This is to make sure students can begin course work at the commencement of the school year. Distance Education fees must be submitted to the HAHS accounts office to complete the enrolment process.

Students who study with Distance Education may learn in many ways: through online lessons, written materials, web lessons, email and phone. Students also engage in learning through videoconferencing, online forums, study days and excursions.

## NSW School of Languages

NSW School of Languages caters for students in Years 9 to 12 who attend a school which does not offer a language that they wish to study. The NSW School of Languages offers study in the following languages: Chinese, French, German, Indonesian, Italian, Japanese, Korean, Latin, Modern Greek, Portuguese, Russian, Spanish. Students participate in on-line learning with regularly scheduled phone lessons with their teacher. Students also attend study days and excursions with NSW School of Languages.

Students wishing to study with NSW School of Languages must meet specific enrolment criteria that is outlined in their enrolment procedures handbook. At HAHS applications are managed by the Careers Adviser and authorised by the Principal. Applications should be submitted by the due date (usually mid November) in the year prior to beginning study. This is to make sure students can begin course work at the commencement of the school year. NSW School of Languages fees must be submitted to the HAHS accounts office to complete the enrolment process.



## Saturday School of Community Languages

Saturday School of Community Languages (SSCL) is a NSW Department of Education secondary school that provides face-to-face languages education in NSW. SSCL offers courses in 26 languages to students wishing to study their background language. There are twelve SSCL centres in Sydney. Students at SSCL follow the NSW Education Standards Authority (NESA) syllabuses. Courses are offered for the Record of School Achievement (RoSA) and the Higher School Certificate (HSC). All Year 12 languages are Board Endorsed Courses that can contribute towards an HSC.

There are no fees associated with enrolling at SSCL. Classes are held every Saturday morning during the school term. Applications are made directly to Saturday School of Community Languages. At HAHS the Careers Adviser will assist SSCL students and ensure that students are entered with NESA.

## EVET Senior Pathways: TAFE and NSW Health (Nursing)

Externally delivered HSC Vocational Education and Training Courses (EVET) are courses developed or endorsed by the NSW Education Standards Authority (NESA) and delivered by Registered Training Organisations (RTO). At HAHS the RTOs that students most frequently choose to study with are TAFE and NSW Health. Studying with an RTO involves the student in an adult learning environment. Work placement is a mandatory component of many VET Board Endorsed Courses.

The HAHS Careers Adviser can submit a student's expression of interest in an EVET course and ensure that students are entered with NESA when they are enrolled.

### TAFE

Students can gain workplace skills and experience to help launch their career by enrolling in a TAFE NSW delivered Vocational Education and Training (TVET) course.

TVET courses are 'dual accredited' courses – meaning they count as units of study towards both HSC and a nationally recognised Vocational Education and Training (VET) qualification (i.e. a Certificate or Statement of Attainment). They are available across a wide range of industries and most TVET courses also provide credit towards further TAFE NSW or university studies.

### NSW Health

Students have the opportunity to start training for a career in the health sector while completing their HSC. NSW Health is the RTO currently delivering the Human Services, Nursing 360hr course program (assisting in nursing work in acute care) for students to complete a Certificate III in Health Services Assistance. All students will be required to undertake professional placements in a Local Health District hospital.

## Duke of Edinburgh Award

The Duke of Edinburgh's Award is an internationally recognised youth development program. The Award provides a framework for young Australians aged 14-24 to explore their full potential regardless of their location or circumstance. Participants achieve success through participation in the Award as they are encouraged to realise their ambitions and to change their world. The program equips, engages and empowers young people as they undertake a variety of voluntary and challenging activities.

The Award is comprised of three levels, each progressively more challenging and requiring a greater time commitment. Bronze is for those over 14 years of age, those over 15 years can move onto Silver and Gold is for participants over 16 years. Participants are required to complete four sections at each level: Voluntary Service, Skill, Physical Recreation and Adventurous Journey. Gold level participants also complete a Residential Project. Duke of Ed participants move beyond their comfort zones and gain a sense of real achievement and self-confidence.

## Orienteering

Orienteering is part athletics, part geography, part maths, part problem solving. Using a special map, students navigate their way around a course set through parkland and/or bush. At the race start students receive a map with their course pre-marked on it. They must then navigate to all the checkpoints in order and proceed to the finish. Completion times range from 20 - 50 minutes. Students move at their own pace: walk, jog or run.

Each year Hurlstone Agricultural High School participates in the Regional Championship, which is held at Lake Alexandra Reserve, Mittagong. This event is designed to test competitive orienteers and also cater for newcomers. An Orienteering NSW coach provides training prior to the event and students participate in both an individual event and a relay challenge.

Orienteering is a sport that challenges both the body and the mind. It's also loads of fun!



## Library

### Stanley Cook Memorial Library

The school library supports the mission of the school by offering students a unique space to source information and research, to study and to select leisure reading material. The aim of the Library is to provide a welcoming and supportive environment and a positive reading culture within the school. The Library is available for all students and has an extensive collection of over 15,000 resources. These resources include the latest fiction (including Manga), Non-Fiction, Reference, Junior and Senior Study Guides and Magazines (including Cosmos, New Scientist).

All students are issued with a photo ID card which doubles as a Library card for Library borrowing. Students themselves are able to browse the Library catalogue, reserve and renew books, through the Library operating system 'Oliver' which is accessible via their Student Portal.

**The library is a place where you can expect:**

- The Teacher Librarian and library officer to assist students to use library facilities and resources
- Guidance throughout the process of completing assigned tasks
- Supporting student reading needs such as related texts for Senior English and the Premier's Reading Challenge
- 3 Separate Closed Reserve collections: Junior, Preliminary and HSC that contain a wide range of textbooks and Study Guides that may be borrowed for five days
- Students may borrow four fiction and four non-fiction books for two weeks
- Laptops for students to use for assessment tasks and research
- A Photocopier and colour printer
- Study rooms for group study (priority for senior students)
- A quiet area for independent study
- Chess and card games are available at recess and lunch

The Library is open before school at **8:30am** and is open after school until **5:30pm**.

The library closes at **3:00pm on a Friday**.

***The Library welcomes book requests and suggestions from students.***



## Curriculum – Year 7 – 10

### Courses

## Agriculture

### Board Developed Course

#### Course numbers:

- 1605 Agricultural Technology 200 hours
- 1606 Agricultural Technology 100 hours
- 1607 Agricultural Technology Life Skills 200 hours
- 1608 Agricultural Technology Life Skills 100 hours

#### Exclusions

Students may not access both the Agricultural Technology Years 7–10 outcomes and content and the Agricultural Technology Life Skills outcomes and content.

#### Course Description

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The Agricultural Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

#### What Students Learn

The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied.

Students undertake a range of practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

#### Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students with disability require adjustments and/or additional support in order to engage in practical experiences.

Agricultural Technology Years 7–10 may be studied as a 100-hour course or as a 200-hour course in Stage 4/5.

**100-hour course**

Students undertaking the 100-hour course are required to complete Core A:

**Core A**

- Introduction to Agriculture AND
- Plant Production 1 AND
- Animal Production 1.

**200-hour course**

Students undertaking the 200-hour course are required to complete Core A AND Core B:

**Core A**

- Introduction to Agriculture AND
- Plant Production 1 AND
- Animal Production 1

**Core B**

- Agricultural Systems and Management AND
- Plant Production 2 AND/OR
- Animal Production 2.

**For the most up to date information please select link below to view live website:**

[NESA – Agriculture Years 7 - 10](#)



Hydroponic channels leafy greens



Year 8 lettuces growing

# English

## Board Developed Course

### Course numbers:

- 300 English
- 302 English Life Skills

### Exclusions

Students may not access both the English Years 7–10 outcomes and content and the English Life Skills outcomes and content.

### Course Description (Years 7 – 10)

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

The English Years 7–10 course includes Life Skills outcomes and content for students with disability.

### What Students Learn

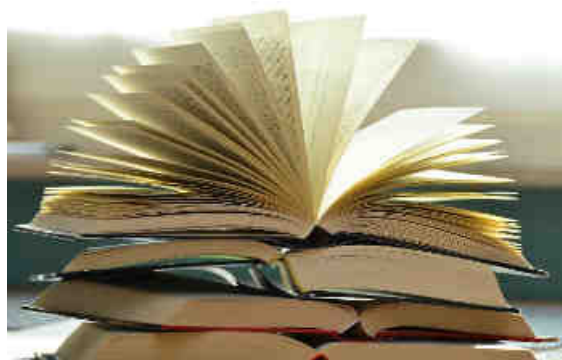
Students develop their knowledge, understanding and skills so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They analyse texts, evaluating content, differentiating between fact and opinion and challenging points of view. Through responding to and composing texts students develop an understanding of themselves and their relationships with others and the world. They reflect on their own and others' learning, assessing learning strategies and purposes to adapt to new contexts.

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. They use various strategies to shape their texts with accuracy, clarity and coherence. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

### Course requirements

In each Stage students study a wide range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts for critical analysis, interpretation and pleasure. They respond to texts that are widely regarded as quality literature, Australian literature, including texts by and about Aboriginal and/or Torres Strait Islander People(s), and texts from different cultures and times that offer a variety of perspectives.

In Stage 5 students must study a Shakespearean drama.



**For the most up to date information please select link below to view live website:**

[NESA – English – Years 7 – 10](#)

# HSIE

## Commerce - Elective

### Major and Minor – Years 9 - 10

#### Board Developed Course

#### Course numbers:

- 430 Commerce 200 hours
- 431 Commerce 100 hours

#### Exclusions

Students may not access both the Commerce Years 7–10 outcomes and content and the Commerce Life Skills outcomes and content.

#### Course description

The study of Commerce in Stage 5 provides students with the knowledge, skills, understanding and values that form the foundation on which people make sound decisions on consumer, financial, business, economic, legal and employment issues. By studying Commerce, students develop an understanding of the processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way. Student learning in Commerce promotes critical thinking and the opportunity to participate in the community.

The course is designed to cater to a wide range of learning styles that include a variety of text types, research skills, the use of information technology and oral presentations.

#### What students learn

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

#### Course requirements

Students are expected to participate in the course through wide reading and observation in the media. Access to newspapers, the internet, business commentary and current affairs, would be an advantage.

Students may undertake either 100 or 200 hours of study in Commerce in Years 9 - 10 (Stage 4 and/or Stage 5).

**For the most up to date information please select link below to view live website:**

[NESA – HSIE – Commerce Elective](#)



## Geography

### Mandatory - (Years 7 - 10)

#### Board Developed Course

##### Course numbers:

- 4015 Geography

##### Exclusions

Students may not access both the Geography Years 7–10 outcomes and content and the Geography Life Skills outcomes and content.

##### Course description (Years 7–10)

Geography develops in students an interest in and engagement with the world. Through geographical inquiry students will develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

The Geography Years 7–10 course includes Life Skills outcomes and content for students with disability.

##### Years 7–8

In Years 7–8, students will have the opportunity to explore geographical processes that influence the features of places and environments across a range of scales. They investigate how places are valued differently and interconnections within environments and between people, places and environments. Students learn about geographical phenomena, the liveability of places, and management strategies.

##### Years 9–10

In Years 9–10, students will have the opportunity to explain geographical processes that transform places and environments, and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.

##### What students learn

Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.



The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations.

##### Course requirements

Fieldwork is an essential part of the study of Geography. All students must undertake fieldwork in Stage 4 and Stage 5.

**For the most up to date information please select link below to view live website:**

[NESA – HSIE – Geography](#)

## History

### Mandatory - Years 7 – 10

#### Board Developed Course

##### Course numbers:

- 4007 History

##### Exclusions

Students may not access both the History Years 7–10 outcomes and content and the History Life Skills outcomes and content.

##### Course description

History develops in students an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 7–10 History syllabus.

The History Years 7–10 course includes Life Skills outcomes and content for students with disability.

##### What students learn

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

##### Years 7–8

In Years 7–8, students explore the nature of history, how historians investigate the past and the importance of conserving our heritage, including the heritage of Aboriginal and Torres Strait Islander Peoples. Aspects of the ancient, medieval and early modern world are studied, including daily life, beliefs and values, law and religion. The nature of colonisation and contact history may also be investigated. One ancient Asian society is a mandatory study.

##### Years 9–10

In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

##### Course requirements

All students must complete a site study in Stage 4 and in Stage 5.

**For the most up to date information please select link below to view live website:**

[NESA – HSIE – History – Years 7 - 10](#)

## History - Elective

### Major and Minor – Years 9 - 10

#### Board Developed Course

##### Course numbers:

- 450 History Elective 200 hours
- 451 History Elective 100 hours

##### Exclusions

Students may not access both the History Elective Years 7–10 outcomes and content and the History Elective Life Skills outcomes and content.

##### Course description

This course is structured to enable students to acquire the historical skills, knowledge & understanding and values & attitudes essential to an appreciation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history. This course is designed to follow on from the work studied in Stage 4 (years 7 & 8) and contributes to the benefits gained by student of history in preparing them to be informed and active citizens in our changing world.

##### What students learn

Students explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Students undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students develop an understanding of historical concepts such as empathetic understanding, significance and contestability. They apply research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

##### Course requirements

Students may undertake either 100 or 200 hours of study in History Elective in Stage 4 and/or Stage 5.

The History Elective course consists of three topics which include a range of options for study.

A **100-hour** course should be structured in the following way:

- ONE option from each of Topics 1, 2 and 3 must be studied

##### 200-hour course

A **200-hour** course should be structured in the following way:

- ONE option from each of Topics 1, 2 and 3 **AND**
- at least TWO other options from any of the topics.

##### Topics

- Topic 1: History, Heritage and Archaeology
- Topic 2: Ancient, Medieval and Modern Societies
- Topic 3: Thematic Studies

Topics may be integrated in teaching and learning programs.

**For the most up to date information please select link below to view live website:**

[NESA – HSIE – History Elective – Years - 9 – 10](#)

# CAPA

## Drama - Elective

Board Developed Course

### Major and Minor – Years 9 - 10

#### Course numbers:

- 2010 Drama 200 hours
- 2011 Drama 100 hours
- 2012 Drama Life Skills 200 hours
- 2013 Drama Life Skills 100 hours

#### Exclusions

Students may not access both the Drama Years 7–10 outcomes and content and the Drama Life Skills outcomes and content.

#### Course description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

#### What students learn

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

#### Course requirements

Students may undertake either 100 or 200 hours of study in Drama in Stage 4 and/or Stage 5 (**Years 9 and 10**).

**For the most up to date information please select link below to view live website:**

[NESA – CAPA – Drama Elective - Years 9 - 10](#)



## Music

### Board Developed Course

## Mandatory – Years 7 - 8

### Course numbers:

- 2051 Music 100 hours
- 2053 Music Life Skills 100 hours

### Exclusions

Students may not access both the Music Years 7–10 outcomes and content and the Music Life Skills outcomes and content.

### Mandatory course – Years 7 - 8

The **Mandatory course** is taught as a coherent study of 100 hours. The Mandatory course is studied in **Years 7 and 8**.

### Course Description

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.



Student playing guitar

### What Students Learn

In the Mandatory, students study the concepts of music (duration, pitch, dynamics and expressive techniques, tone, colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture.

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

### Course requirements

The Music Years 7–10 Syllabus contains both Mandatory and Elective courses.

**For the most up to date information please select link below to view live website:**

[NESA – CAPA – Music – Years 7 – 8](#)

## Music- Elective

### Board Developed Course

## Major and Minor – Years 9 - 10

### Course numbers:

- 2050 Music 200 hours
- 2051 Music 100 hours
- 2052 Music Life Skills 200 hours
- 2053 Music Life Skills 100 hours

### Exclusions

Students may not access both the Music Years 7–10 outcomes and content and the Music Life Skills outcomes and content.

### Elective course - -Years 9 - 10

The **Elective course** can be studied for 100 or 200 hours in Stage 5 (**Years 9 and 10**). Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

### Course Description

The Stage 5 Music syllabus focuses on providing opportunities to study both theoretical and practical components that cater for a wide range of students' needs, abilities and interests. Participation in the course provides many opportunities for students to enhance and refine their own musical skills and confidence levels with the study of a wide variety of styles, practical activities and workshops.

The course provides for both the average person with an interest in Music as well as the gifted student. It enables students to develop the competence and confidence in themselves to enhance their lifestyle and their opportunities for a plethora of careers.

### What Students Learn

In the Elective course, students study the concepts of music (duration, pitch, dynamics and expressive techniques, tone, colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

### Course requirements

The Music Years 7–10 Syllabus contains both Mandatory and Elective courses.

**For the most up to date information please select link below to view live website:**

[NESA – CAPA – Music – Years 9 – 10](#)



## Photography and Digital Imaging - Elective

Board Developed Course

### Major and Minor – Years 9 - 10

#### Course numbers:

- 2080 Photographic and Digital Media 200 hours
- 2081 Photographic and Digital Media 100 hours
- 2082 Photographic and Digital Media Life Skills 200 hours
- 2083 Photographic and Digital Media Life Skills 100 hours

#### Exclusions

Students may not access both the Photographic and Digital Media Years 7–10 outcomes and content and the Photographic and Digital Media Life Skills outcomes and content.

#### Course description

The broad areas of photography and digital media are extremely relevant to our contemporary existence. Much of our knowledge of the world and notions of cultural and self-identity come from the photographic and digital images that permeate the domains of visual arts, design, television, film, video, internet, mass media and multimedia.

This course builds on the mandatory Visual Arts course studied in Years 7 and 8. It allows opportunities for students to investigate photographic and digital media in greater depth than through the Visual Arts elective course. The major elective course allows for a more complex and sophisticated study than the 100 hour course.

#### What students learn

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.

Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

#### Course requirements

Photographic and Digital Media is an elective course that can be studied for 100 or 200 hours at any time after the completion of the Visual Arts 100-hour mandatory course.

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal

**For the most up to date information please select link below to view live website:**

[NESA – CAPA - Photographic and Digital Media – Elective - Years 9 – 10](#)

## Visual Arts

### Board Developed Course

## Mandatory – Years 7 - 8

### Course numbers:

- 2061 Visual Arts 100 hours
- 2063 Visual Arts Life Skills 100 hours

### Exclusions

Students may not access both the Visual Arts Years 7–10 outcomes and content and the Visual Arts Life Skills outcomes and content.

### Mandatory course – Years 7 - 8

The Mandatory course is taught as 100hrs of study in **Years 7 and 8**. This is a requirement for eligibility for the award of the Record of School Achievement (RoSA).

### Course description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

### What students learn

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists, including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

### Course requirements

The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective courses.

**For the most up to date information please select link below to view live website:**

[NESA – CAPA – Visual Arts – Years 7 – 10](#)

## Visual Arts - Elective

Board Developed Course

### Major and Minor – Years 9 - 10

#### Course numbers:

- 2060 Visual Arts 200 hours
- 2061 Visual Arts 100 hours
- 2062 Visual Arts Life Skills 200 hours
- 2063 Visual Arts Life Skills 100 hours

#### Exclusions

Students may not access both the Visual Arts Years 7–10 outcomes and content and the Visual Arts Life Skills outcomes and content.

#### Elective course – Years 9 - 10

The **Elective course** can be studied for 100 or 200 hours in Stage 5 (**Years 9 and 10**).

Students may not commence study of the elective course until they have completed the requirements of the mandatory course.

#### Course description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

#### What students learn

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists, including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

#### Course requirements

The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective courses.

**For the most up to date information please select link below to view live website:**

[NESA – CAPA – Visual Arts – Elective - Years 9 – 10](#)

# LOTE

## Japanese

### Mandatory (Year - 8)

#### Board Developed Course

#### Course number

- 931 Japanese - 100 hours

#### Course description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

#### What students learn

##### Modern languages

Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts.

They develop an understanding of the language system including sound, writing, grammar and text structure.

Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.

Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using the language.

Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

#### The Language

The language to be studied and assessed is the modern standard version of Japanese.

Students should be aware of formal and informal levels of language used in daily life. This includes the use of colloquialisms, where appropriate, and an awareness of regional differences. The three Japanese writing scripts of *hiragana*, *katakana* and *kanji* will be studied as part of this syllabus.

#### The Learners of Japanese

Students come to the learning of languages with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in Japanese or in a different language. Students may have engaged with Japanese in formal or less formal contexts, or they may have been exposed to a language through family members or in-country experience. Students start school as mono-, bi- or plurilinguals.

Mandatory study of a language occurs in Stage 4. However, students may commence their study of a language at any point along the K–10 continuum.

#### The learners of Japanese include students:

- learning Japanese as a second or additional language
- with prior learning and/or experience who may have:
  - undertaken a significant school-based learning program in Australia
  - had exposure to Japanese language and culture and may engage in some active but predominantly receptive use of Japanese (including dialects and variants of Japanese)
- with a background in the language who have had their primary socialisation as well as initial literacy development and primary schooling in Japanese

For the most up to date information please select link below to view live website:

[NESA – Japanese – Mandatory – Year 8](#)

## Japanese - Elective

### Minor & Major (Years 9 – 10)

#### Board Developed Course

##### Course numbers:

- 930 Japanese Elective 200 hours
- 931 Japanese Elective 100 hours

##### Course description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

##### What students learn

##### Modern languages

Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts.

They develop an understanding of the language system including sound, writing, grammar and text structure.

Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.

Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using the language.

Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

##### The Language

The language to be studied and assessed is the modern standard version of Japanese.

Students should be aware of formal and informal levels of language used in daily life. This includes the use of colloquialisms, where appropriate, and an awareness of regional differences. The three Japanese writing scripts of *hiragana*, *katakana* and *kanji* will be studied as part of this syllabus.

##### The Learners of Japanese

Students come to the learning of languages with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in Japanese or in a different language. Students may have engaged with Japanese in formal or less formal contexts, or they may have been exposed to a language through family members or in-country experience. Students start school as mono-, bi- or plurilinguals.

Mandatory study of a language occurs in Stage 4. However, students may commence their study of a language at any point along the K–10 continuum.

##### The learners of Japanese include students:

- learning Japanese as a second or additional language
- with prior learning and/or experience who may have:
- undertaken a significant school-based learning program in Australia
- had exposure to Japanese language and culture and may engage in some active but predominantly receptive use of Japanese (including dialects and variants of Japanese)
- with a background in the language who have had their primary socialisation as well as initial literacy development and primary schooling in Japanese

For the most up to date information please select link below to view live website:

[NESA – Japanese – Elective – Years 9 -10](#)

## Korean - Elective

### Minor (Year 10)

#### Board Developed Course

#### Course numbers:

- 941 Korean Elective 100 hours

#### Course description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

#### What students learn

##### Modern languages

Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts.

They develop an understanding of the language system including sound, writing, grammar and text structure.

Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.

Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using the language.

Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

#### The Language

The language to be studied and assessed is the modern standard version of Korean.

Students should be aware of casual, formal and informal levels of language used in daily life. This includes the use of colloquialisms and honorifics which are one of the important features of Korean. In writing, only the *Hangeul* script will be used.

#### The Learners of Korean

Students come to the learning of languages with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in Korean or in a different language. Students may have engaged with Korean in formal or less formal contexts, or they may have been exposed to a language through family members or in-country experience. Students start school as mono-, bi- or plurilinguals.

#### The learners of Korean include students:

- learning Korean as a second or additional language
- who have undertaken a significant school-based learning program in Australia
- with exposure to Korean language and culture who may engage in some active but predominantly receptive use of Korean (including dialects and variants of Korean)
- who have had their primary socialisation as well as initial literacy development and primary schooling in Korean

**For the most up to date information please select link below to view live website:**

[NESA – Elective – Korean – Year 10](#)

# Mathematics

## Board Developed Course

### Course numbers:

- 323 Mathematics

### Exclusions

Students may not access the Mathematics Years 7–10 outcomes and content.

### Course Description (Years 7 – 10)

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought, and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

### What students learn

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

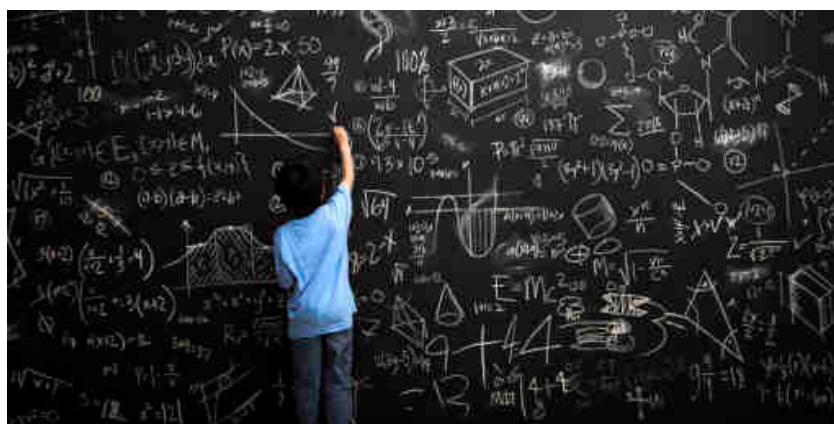
They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.

### Course requirements

Nil

**For the most up to date information please select link below to view live website:**

[NESA – Mathematics – Years 7 -10](#)



## PDHPE

### Personal Development, Health and Physical Education

#### Mandatory - Years 7 – 10

##### Course numbers:

- 2420 Personal Development, Health and Physical Education 200 hours
- 2421 Personal Development, Health and Physical Education 100 hours

##### Course description

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

The PDHPE Years 7–10 Syllabus includes Life Skills outcomes and content for students with disability.

##### What students learn

The PDHPE K–10 Syllabus is organised into three content strands with a focus on three PDHPE skill domains. All students should be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

##### Health, Wellbeing and Relationships

Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

##### Movement Skill and Performance

Students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

##### Healthy, Safe and Active Lifestyles

Students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Throughout the course, students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for the health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.

### Course requirements

PDHPE is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

All three strands must be taught in each year from Kindergarten to Year 10, providing opportunities to develop the knowledge, understanding and skills in both health and physical education. Equal emphasis should be given across health and physical education concepts. Students should be provided with opportunities to develop PDHPE skills from each domain across each year of learning.

Developing movement skills and participating in physical activity are integral to the PDHPE K–10 Syllabus. Students should be provided with the opportunity to participate in physical activity on a weekly basis as a minimum part of the PDHPE syllabus. For some students with disability, teachers will need to consider relevant and appropriate adjustments to movement experiences.

**For the most up to date information please select link below to view live website:**

[NESA – PDHPE Years 7 – 10](#)



## Physical Activity and Sports Studies - Elective Minor & Major (Years 9 – 10)

### Course numbers:

- 38100 Physical Activity and Sports Studies 200 hours
- 38101 Physical Activity and Sports Studies 100 hours

### Course description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

### What students learn

The course includes modules selected from each of the following three areas of study:

#### Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

#### Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

#### Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

#### Throughout the course, students develop knowledge, understanding and skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

### Course requirements

Students may undertake either 100 hours or 200 hours of study in Physical Activity and Sports Studies in Stage 4 and/or Stage 5. The outcomes and content have been designed at a Stage 5 level.

#### 100-hour course

A 100-hour course should be structured in the following way:

- Address all outcomes and include a minimum 15 hours' study of a Board developed module from each of the THREE areas of study, with all content from these modules being taught.
- Schools can include ONE school-developed module to address an area not covered in the Board developed Physical Activity and Sports Studies modules.
- School-developed modules should be of a minimum 15 hours' and maximum 30 hours' duration.

#### 200-hour course

A 200-hour course should be structured in the following way:

- Address all outcomes and include a minimum 20 hours' study of a Board developed module from each of the THREE areas of study, with all content from these modules being taught.
- Schools can include TWO school-developed modules to address an area not covered in the Board developed Physical Activity and Sports Studies modules.
- School-developed modules should be of a minimum 15 hours' and maximum 30 hours' duration.

**For the most up to date information please select link below to view live website:**

[NESA – PASS Years 7 – 10](#)



Students completing a sports drink



Skeleton required for the Year 10 PASS anatomy lab exam.



# Science

## Board Developed Course

### Course number:

- 350 Science

### Exclusions

Students may not access both the Science Years 7–10 outcomes and content and the Science Life Skills outcomes and content.

### Course Description

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

The Science Years 7–10 course includes Life Skills outcomes and content for students with disability.

### What students learn

Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

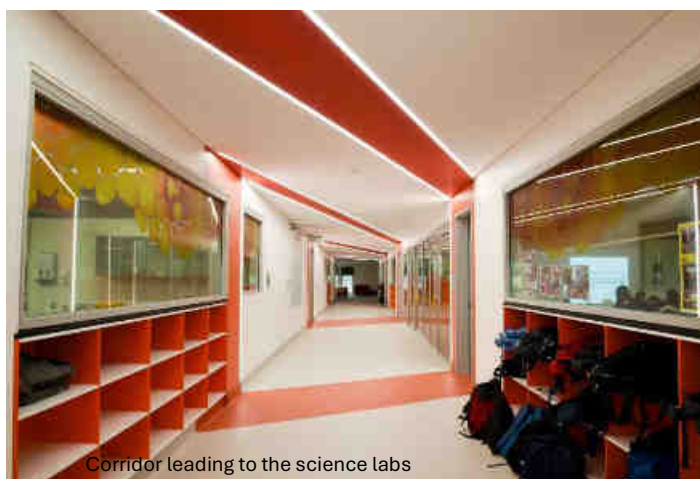
Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions, making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

### Course requirements

At least 50% of the course time will be allocated to hands-on practical experiences. All students are required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve hands-on practical investigation. At least one Stage 5 project will be an individual task.

**For the most up to date information please select link below to view live website:**

[NESA – Science – Y7 - 10](#)



Corridor leading to the science labs

# TAS

## Technology Mandatory

### Mandatory – Years 7 - 8

#### Board Developed Course

#### Course numbers

- 4030 Technology Mandatory
- 16686 Technology Mandatory Life Skills

#### Exclusions

Students may not access both the Technology Mandatory Years 7–8 outcomes and content and the Technology Mandatory Life Skills outcomes and content.

#### Course Description

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

The Technology Mandatory Years 7–8 course includes Life Skills outcomes and content for students with disability.

#### What students learn

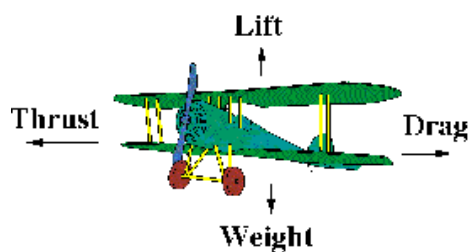
Students develop knowledge and understanding of the four Technology contexts through the Design and Production of solutions to meet identified needs or opportunities.

In Agriculture and Food Technologies students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.

The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and deconstruct real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey. Students are provided with opportunities to develop fluency in a general-purpose programming language and use these skills to solve information problems and to automate repetitive tasks.

The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions. They are led to understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions.

The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation. These are applied when they produce products to satisfy identified needs and opportunities.



Aerodynamics

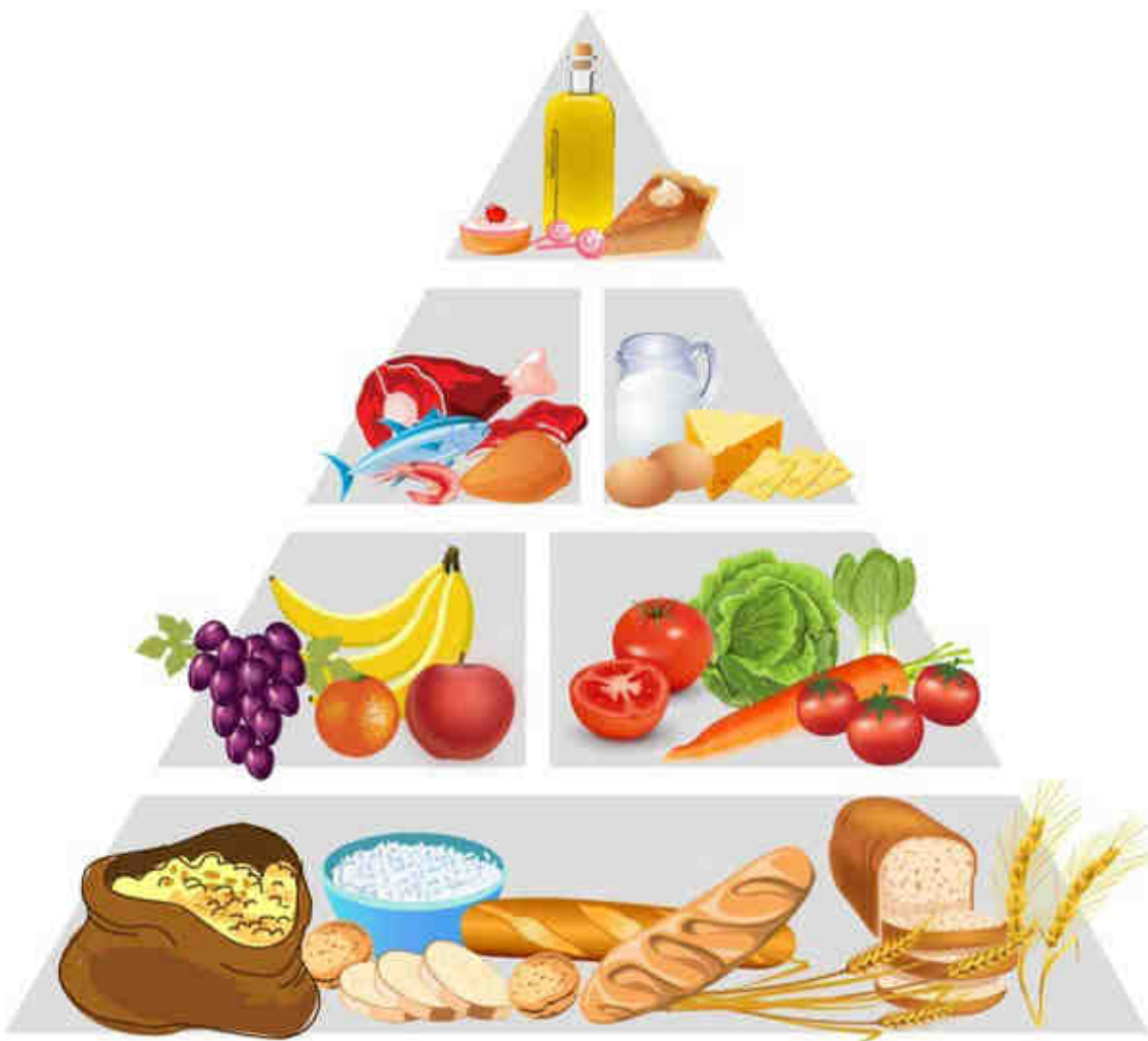
### Course requirements

The following requirements apply to the study of Technology Mandatory in Years 7–8:

- All four technology contexts must be delivered across Years 7–8.
- Digital Technologies must be delivered for a minimum of 50 indicative hours.
- At least four design projects must be produced across Years 7–8, one for each of the four contexts.
- If technology contexts are combined, a single design project that addresses each context may be undertaken. This combined project must provide opportunities to assess student achievement of the specific context outcomes.
- At least four design and production folios must be developed across Years 7–8.
- Practical Lessons- Leather shoes and apron must be worn in the Food lab and Workshop.

**For the most up to date information please select link below to view live website:**

[NESA – Technology Mandatory – Years 7 - 8](#)



Food pyramid

## Food Technology - Elective

### Major and Minor – Years 9 – 10

#### Board Developed Course

##### Course numbers:

- 1625 Food Technology 200 hours
- 1626 Food Technology 100 hours

##### Exclusions

Students may not access both the Food Technology Years 7–10 outcomes and content and the Food Technology Life Skills outcomes and content.

##### Course description

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene, safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.



Cakes by Year 9 students

##### What students learn

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

**Students learn about food through the following focus areas:**

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.

## Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. In practical lessons leather shoes and an apron must be worn.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Food Technology Years 7–10 may be studied as a 100-hour course or as a 200-hour course in Stage 4/5.

## 100-hour course

Students undertaking the 100-hour course are required to complete THREE to FOUR focus areas.

## 200-hour course

Students undertaking the 200-hour course are required to complete SIX to EIGHT focus areas.

**For the most up to date information please select link below to view live website:**

## NESA Food Technology – Minor – Years 9 -10



# Industrial Technology – Engineering – Elective

## Major and Minor – Years 9 – 10

### Board Developed Course

#### Course numbers:

- 1809 Engineering 100 hours
- 1808 Engineering 200 hours

#### Course description

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

The Engineering 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms.

These are enhanced and further developed through the study of specialist modules in:

- Alternative Energy
- Control Systems
- School-Developed Module
- Transport

Practical projects should reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- a range of devices and appliances
- electronic and mechanical control systems
- programmable microcontrollers
- robotics projects
- small structures
- small vehicles

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

#### Course requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

#### 100-hour course

Students undertaking the 100-hour course in each focus area are required to complete the core module.

#### 200-hour course

Students undertaking the 200-hour course in each focus area are required to complete the core module PLUS specialised module(s).

**For the most up to date information please select link below to view live website:**

[NESA – TAS – Industrial Technology – Engineering](#)

## Computer Technology – Elective

### Minor and Major – Years 9 – 10

#### Board Developed Course

#### Course Description

Studying Computing Technology enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

Computing Technology focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.



When studying Computing Technology, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

#### What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

#### The topics to be studied within this course are chosen from 6 focus areas:

- Enterprise information systems: Modelling networks and social connections
- Enterprise information systems: Designing for user experience
- Enterprise information systems: Analysing data
- Software development: Building mechatronic and automated systems
- Software development: Creating games and simulations
- Software development: Developing apps and web software

#### What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

#### Course requirements

Computer Technology is an elective course that may be studied **for 100 or 200 hours for**

**Stage 5.** It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*.

**For the most up to date information please select link below to view live website:**

[NESA – TAS – Computer Technology](#)



# Textiles Technology

## Minor - Years 9 - 10

### Board Developed Course

#### Course numbers:

- 1901 Textiles Technology 100 hours

#### Course description

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

#### What students learn

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

- Apparel
- Furnishings
- Costume
- Textile Arts
- Non-apparel.

Project work enables students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study – Design, Properties and Performance of Textiles, Textiles and Society – are covered.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating. Students learn about Work Health and Safety issues, and learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

#### Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Textiles Technology Years 7–10 may be studied as a 100-hour course or as a 200-hour course in Stage 4/5.

#### 100-hour course

Students undertaking the 100-hour course are required to complete:

- a minimum of TWO units of work, with each unit being developed from a different focus area

**For the most up to date information please select link below to view live website:**

[NESA – TAS – Textiles Technology – Years 9 - 10](#)

## Curriculum – Year 11 - 12

### Courses

## Agriculture

**Board Developed Course**

**Course number(s):**

- 11010 Agriculture (2 units – Preliminary)
- 15010 Agriculture (2 units – HSC)

**Prerequisites:** Nil

**Corequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** No

**Exclusions**

- 16681 Agriculture Life Skills (2 units – Preliminary)
- 16681 Agriculture Life Skills (2 units – HSC)
- 16686 Technology Life Skills (2 units – Preliminary) (where Agriculture is undertaken within the course)
- 16686 Technology Life Skills (2 units – HSC) (where Agriculture is undertaken within the course)

**Course Description**

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

**What students learn**

**Preliminary course**

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

**HSC course**

**Core (80%)**

- Plant/Animal Production (50%)
- Farm Product Study (30%)

**Elective (20%)**

Choose ONE of the following electives to study:

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

**Course requirements**

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

For the most up to date information please select link below to view live website:

[NESA – Agriculture – Years 11 - 12](#)



The farm and calves at our school

# CAPA

## Ceramics – Year 11

### Content Endorsed Course

#### Course number(s):

- 35026 Ceramics (1 unit – Preliminary)

#### Prerequisites: Nil

#### Eligibility: Nil

#### Study via self-tuition: No

#### Exclusions

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

#### Course description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found, and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

Students studying this course should gain increased accomplishment and independence in their representation of ideas in ceramics and understand and value how ceramics, as a field of practice, invites different interpretations and explanations.

#### What students learn

##### Modules include:

- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media
- Ceramics Project

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module, Ceramics Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

#### Course requirements

Students must study the 'Introduction to Ceramics' and the WHS modules.

The Process Diary is to be included in assessment.

**For the most up to date information please select link below to view live website:**

[NESA –CAPA –Ceramics – Years 11](#)

## Drama

### Board Developed Course

#### Course number(s):

- 11090 Drama (2 units – Preliminary)
- 15090 Drama (2 units – HSC)

**Prerequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** No

#### Exclusions:

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

#### Course description

Students in this subject learn how to make, perform and critically study Drama. It is a collaborative artform that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing and communicating social and cultural values.

#### What students learn

##### Preliminary course

Students engage with these components through collaborative and individual experiences.

Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance, and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

##### HSC course

Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

#### Group Performance

Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

#### Individual Project

Students demonstrate their expertise in a particular area. They choose one project from:

- Critical Analysis
- Design
- Performance
- Script-writing
- Video Drama.

#### Topics

- Australian Drama and Theatre (Core)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

### Course requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

**For the most up to date information please select link below to view live website:**

[NESA – CAPA – Drama – Years 11 -12](#)



# Music 1

## Board Developed Course

### Course number(s):

- 11280 Music 1 (2 units – Preliminary)
- 15290 Music 1 (2 units – HSC)

### Prerequisites: Nil

### Eligibility: Nil

### Study via self-tuition: No

### Exclusions:

- 11290 Music 2 (2 units – Preliminary)
- 15300 Music 2 (2 units – HSC)
- 15310 Music Extension (1 unit – HSC)

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

### Course description

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

### What students learn

#### Preliminary Course

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

#### HSC Course

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

### Course requirements

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

**For the most up to date information please select link below to view live website:**

[NESA – CAPA – Music 1 – Years 11 – 12](#)

## Music 2

### Board Developed Course

#### Course number(s):

- 11290 Music 2 (2 units – Preliminary)
- 15300 Music 2 (2 units – HSC)

**Prerequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** No

#### Exclusions:

- 11280 Music 1 (2 units – Preliminary)
- 15290 Music 1 (2 units – HSC)

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

#### Course description

While the course builds on the Stages 4 and 5 Music course, it also caters for students with less experience in Music.



CAPA evening 2021 - Students performing onstage

#### Preliminary Course

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600–1900. The Additional Topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.

While the course builds on the Stages 4 and 5 Music course, it also caters for students with less experience in Music.

### HSC Course

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. The Additional Topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

### Course requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.

Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC.

The additional topic studied in the HSC must be different to the topic studied in the Preliminary course.

Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work.

All students will be required to develop a composition portfolio for the core composition.

**For the most up to date information please select link below to view live website:**

[NESA – CAPA – Music 2 – Years 11 -12](#)



## Photography, Video and Digital Imaging

### Content Endorsed Course

#### Course number(s):

- 35225 Photography, Video and Digital Imaging (1 unit – Preliminary)

#### Prerequisites: Nil

#### Eligibility: Nil

#### Study via self-tuition: No

#### Exclusions

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

#### Course Description

Photography and its products are an integral part of our lives. We view significant events in snapshots and on the television news. We study pictures that figure prominently in newspapers and holiday brochures. We see satellite photographs of cloud cover on television weather reports and we know the surface of Mars and the moons of Jupiter from computer enhanced images transmitted through space. We take x-ray photographs of our interiors to a doctor for interpretation. Photocopiers are standard office equipment and our mobile phone camera records our experiences and enables us to share these with the world through social media.

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgement.

#### What students learn

##### Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

##### Modules include:

- Practice
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts
- Individual/collaborative project

An Occupational Health and Safety Module is mandatory. The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

#### Course requirements

Students study 3-6 modules in addition to the mandatory WHS module. Students are required to keep a diary for the duration of the course.

#### For the most up to date information please select link below to view live website:

[NESA – CAPA – Photography, Video and Digital Imaging](#)

## Visual Arts

### Board Developed Course

#### Course number(s):

- 11380 Visual Arts (2 units – Preliminary)
- 15400 Visual Arts (2 units – HSC)

#### Prerequisites: Nil

#### Eligibility: Nil

#### Study via self-tuition: No

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

#### Exclusions

Works developed for assessment in any of the Board Endorsed Courses in Ceramics; Photography, Video and Digital Imaging; and Visual Design are not to be used either in full or in part for assessment in Visual Arts.

#### Course description

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students are exposed to diverse media and techniques in the Preliminary course, where they are progressively encouraged specialise and become more autonomous. This culminates in the production of a body of work that reflects the student's knowledge and understanding of their world and the artworld.

Students critically investigate artists, artworks, critics and historians from Australia as well as those from other cultures, traditions and times.

#### What students learn

##### Preliminary course

From the preliminary course:

- Students learn and apply a variety of artmaking techniques using a range of media. They develop artworks that are based on predetermined themes.
- The history of art, including art movements, artists and artworks is studied.
- Students learn to engage with diverse artworks from a critical perspective.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

##### HSC course

From the HSC course:

- An autonomous "Body of Work" is produced. This artwork or series of works should exhibit conceptual strength and meaning in its exploration of an individually chosen theme in addition to technical resolution in the self-selected media.
- Students construct thematic historical narratives from intensive case studies of art history and criticism. These have included in the past, "Art and Technology", "Abstraction and Spirituality", "Representations of Gender", "Art and Censorship", "The Audience of Art" and "Myth Making in the Australian Landscape".
- Students engage with diverse artworks from a critical perspective.

**Course requirements****Preliminary course:**

- The creation of artworks in at least 2 expressive forms and the use of a Visual Arts Process Diary
- A broad investigation of ideas in art criticism and art history

**HSC course:**

- The development of a Body of Work and the documentation of the process in a Visual Arts Process Diary
- A minimum of 5 Historical/critical Case Studies (4–10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history

**For the most up to date information please select link below to view live website:**

[NESA – CAPA – Visual Arts – Years 11 – 12](#)



## Visual Design

### Board Developed Course

#### Course number(s):

- 35100 Visual Design (1 unit – Preliminary)

#### Prerequisites: Nil

#### Eligibility: Nil

#### Study via self-tuition: No

#### Exclusions

Projects developed for assessment in one subject are not to be used either in full, or in part, for assessment in any other subject.

#### Course description

Designed images and objects such as ceramics, jewellery, clothing, furniture, posters, publications and the built environments are closely related to the works produced by artists. These can communicate ideas about our world and ourselves; use visual conventions to define and build social identity and may have aesthetic and spiritual dimensions. They also employ similar materials and technologies.

The difference lies in the utilitarian functions of these design works: we sit in them, wear them and drink out of them — functions which designers must take into account. This difference is implicit in such terms as crafts and applied arts that have been used to discriminate between the images and objects designed in response to these needs and those produced by artists.

In this course, students may form ideas and produce artworks and objects in a range of fields that can include: graphic design, ceramics, jewellery, wearables, product design and interior/exterior design.

#### What students learn

Modules may be selected in any of the four broad fields of:

- Graphic Design (illustration, cartooning and commercial publications)
- Wearable Design (body ornamentation, including non-traditional jewelry and clothing)
- Product Design (packaging and furniture design)
- Interior/Exterior Design (architecture, stage sets and interior design)

The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

#### Course requirements

Students study 3-6 modules in addition to the mandatory WHS module. Students are required to keep a diary for the duration of the course.

**For the most up to date information please select link below to view live website:**

[NESA – CAPA – Visual Design – Years 11](#)

# English

## English Standard

### Board Developed Course

#### Course number(s):

- 11130 English Standard (2 units – Preliminary)
- 15130 English Standard (2 units – HSC)

#### Prerequisites: Nil

#### Corequisites: Nil

#### Eligibility: Nil

#### Study via self-tuition: Yes

#### Exclusions

- |  |   |
|--|---|
| • 11140 English Advanced (2 units – Preliminary) | • 15140 English Advanced (2 units – HSC)        |
| • 11165 English EAL/D (2 units – Preliminary)    | • 15155 English EAL/D (2 units – HSC)           |
| • 11150 English Extension (1 unit – Preliminary) | • 15160 English Extension 1 (1 unit – HSC)      |
| • 15170 English Extension 2 (1 unit – HSC)       | • 30105 English Studies (2 units – Preliminary) |
| • 15126 English Studies (Exam) (2 units – HSC)   |   |
| • 16601 E  |   |

#### Course Description

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

#### What students learn

##### Year 11 course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- In two additional modules: Close Study of Literature, and Contemporary Possibilities students explore and examine texts and analyse aspects of meaning.

##### Year 12 course

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which Module A : language, identity & culture, Module B: Critical study of literature & Module C: The craft of writing, emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

### Course requirements

#### Across the English Standard Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

#### Year 11 course

##### Students are required to study:

- one complex multimodal or digital text in Module A , Contemporary Possibilities. This may include the study of film.
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional texts and textual forms.

#### Year 12 course

##### Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences.

**For the most up to date information please select link below to view live website:**

[NESA – English – English Standard – Years 11 - 12](#)



## English Advanced

### Board Developed Course

#### Course number(s):

- 11140 English Advanced (2 units – Year 11)
- 15140 English Advanced (2 units – Year 12)

#### Prerequisites: Nil

#### Corequisites: Nil

#### Eligibility: Nil

#### Study via self-tuition: Yes

#### Exclusions

- |  |  |
|--|--|
| • 11165 English EAL/D (2 units – Year 11)          | • 15155 English EAL/D (2 units – Year 12)    |
| • 11130 English Standard (2 units – Year 11)       | • 15130 English Standard (2 units – Year 12) |
| • 30105 English Studies (2 units – Year 11)        | • 15125 English Studies (2 units – Year 12)  |
| • 15126 English Studies (Exam) (2 units – Year 12) |  |

#### Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

#### What students learn

##### Year 11 course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.



### Year 12 course

- The HSC Common Content consists of one module Texts and Human Experiences common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.

### Course requirements

**Across the English Advanced Stage 6 course students are required to study:**

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

### Year 11 course

**Students are required to study:**

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional texts and textual forms.

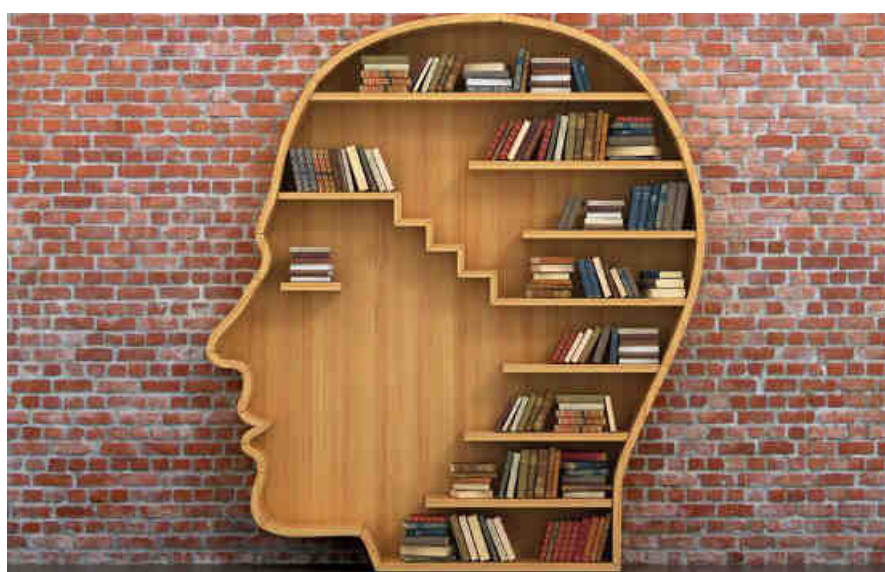
### Year 12 course

**Students are required to study:**

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film or media or a nonfiction text OR may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences.

**For the most up to date information please select link below to view live website:**

[NESA – English – English Advanced – Years 11 - 12](#)



## English Extension

### Board Developed Course

#### Course number(s):

- 11150 English Extension (1 unit – Year 11)
- 15160 English Extension 1 (1 unit – Year 12)
- 15170 English Extension 2 (1 unit – Year 12)

#### Prerequisites:

- 11150 English Extension (1 unit – Year 11) prerequisite for English Extension 1 in Year 12
- 15160 English Extension 1 (1 unit – Year 12) prerequisite for English Extension 2

#### Corequisites:

- 11140 English Advanced (2 units – Year 11)
- 15140 English Advanced (2 units – Year 12)

#### Eligibility: Nil

#### Study via self-tuition: Yes

#### Exclusions

- |  |  |
|--|--|
| • 11165 English EAL/D (2 units – Year 11)          | • 15155 English EAL/D (2 units – Year 12)    |
| • 11130 English Standard (2 units – Year 11)       | • 15130 English Standard (2 units – Year 12) |
| • 30105 English Studies (2 units – Year 11)        | • 15125 English Studies (2 units – Year 12)  |
| • 15126 English Studies (Exam) (2 units – Year 12) |  |

#### Course Description

The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

#### What Students Learn

##### Year 11 course

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

The course has one mandatory module: Texts, Culture and Value as well as a related research project.

**Year 12 course*****English Extension 1***

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

**The electives are:**

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds

***English Extension 2***

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

**Course requirements**

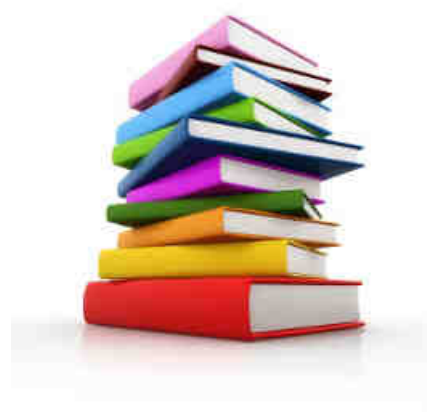
Across Stage 6 the selection of texts should give students experience of the following as appropriate:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

**Year 11 course**

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

**Year 12 course*****English Extension 1***

Students are required to study:

- at least THREE prescribed texts for the elective study which must include two print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

**English Extension 2**

Students are required to:

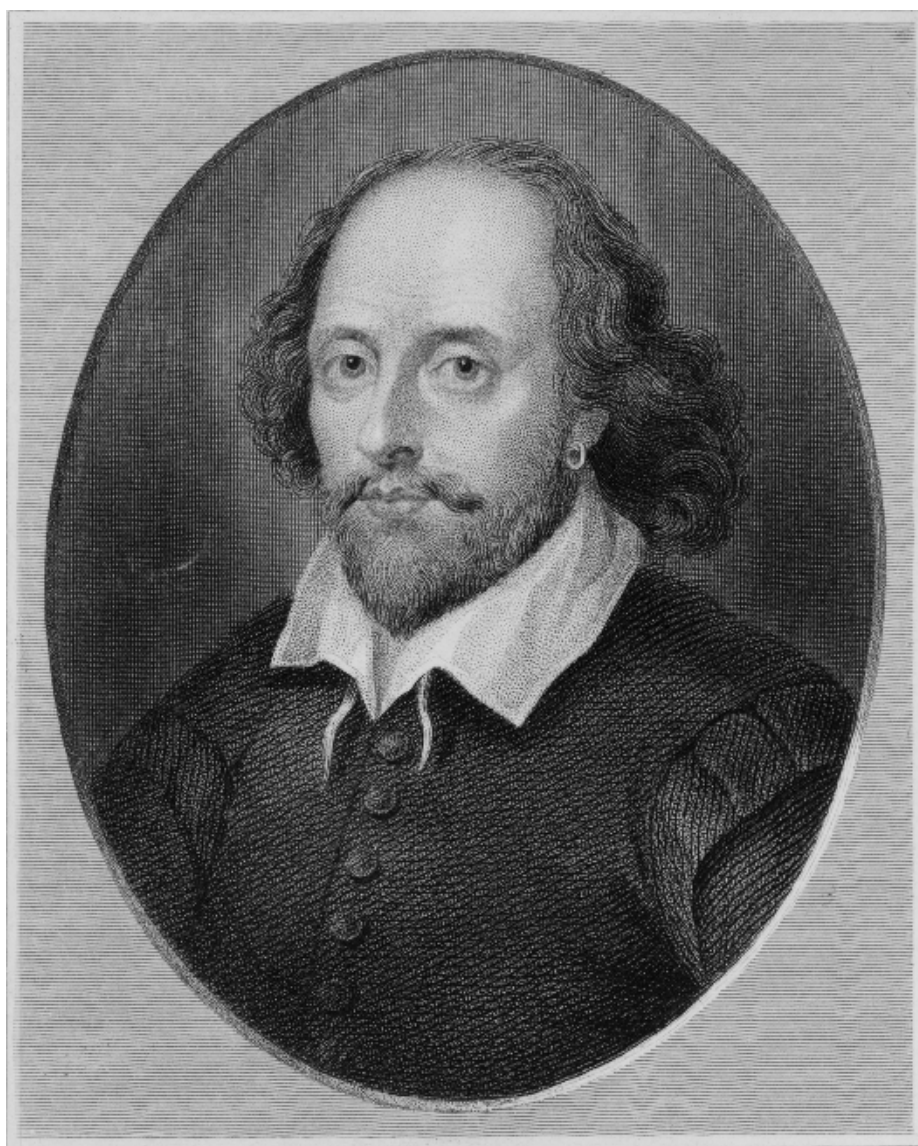
- complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

**For the most up to date information please select link below to view live website:**

[NESA – English – English Extension – Years 11 - 12](#)



# HSIE

## Ancient History

### Board Developed Course

#### Course number(s):

- 11020 Ancient History (2 units – Year 11)
- 15020 Ancient History (2 units – Year 12)

#### Prerequisites: Nil

#### Corequisites: Nil

#### Eligibility: Nil

#### Study via self-tuition: Yes

#### Exclusions:

- 16672 Ancient History Life Skills (2 units – Year 11)
- 16672 Ancient History Life Skills (2 units – Year 12)
- 16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Ancient History is undertaken within the course)
- 16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Ancient History is undertaken within the course)

#### Course description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

#### What students learn

##### Year 11 course

The Year 11 course comprises three sections:

- Investigating Ancient History
  - Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies
- Features of Ancient Societies
  - Students study at least two ancient societies
- Historical Investigation

Historical concepts and skills are integrated with the studies undertaken in Year 11.

##### Year 12 course

The Year 12 course comprises four sections:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- One ‘Ancient Societies’ topic
- One ‘Personalities in their Times’ topic
- One ‘Historical Periods’ topic

Historical concepts and skills are integrated with the studies undertaken in Year 12.

### Course requirements

#### Year 11 course

In the Year 11 course, students undertake at least TWO case studies:

- One must be from Egypt, Greece, Rome or Celtic Europe, and
- One must be from Australia, Asia, the Near East or the Americas.

#### Year 12 course

The course requires study from at least TWO of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

See the Ancient History Stage 6 syllabus for further information regarding course requirements.

**For the most up to date information please select link below to view live website:**

[NESA HSIE – Ancient History – Years 11-12](#)



Aboriginal wall painting

## Business Studies

### Board Developed Course

#### Course number(s):

- 11040 Business Studies (2 units – Preliminary)
- 15040 Business Studies (2 units – HSC)

**Prerequisites:** Nil

**Corequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** Yes

#### Course description

Business Studies investigates the role, operation and management of businesses within our society. Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. Conceptually, it offers focus areas and perspectives ranging from the planning of a small business to the broad roles of management, operations, finance, human resources, marketing and the impact of the global business environment.

Business case studies are embedded in the course to provide a stimulating and relevant framework for students to apply theoretical concepts encountered in the business environment. Students utilise business-related skills to investigate businesses to assess and evaluate business performance.

Through the incorporation of contemporary business theories and practices the course provides rigour and depth. This lays an excellent foundation for students either in further tertiary study or in future employment.

#### What students learn

##### Preliminary course

- Nature of Business: The role and nature of business
- Business Management: The nature and responsibilities of management
- Business Planning: Establishing and planning a small to medium enterprise

##### HSC course

- Operations: Strategies for effective operations management
- Marketing: Development and implementation of successful marketing strategies
- Finance: Financial information in the planning and management of business
- Human Resources: Human resource management and business performance

#### Course requirements

In the Preliminary course students undertake a major research project on either a real and/or hypothetical business.

**For the most up to date information please select link below to view live website:**

[NESA HSIE – Business Studies – Years 11 – 12](#)

## Economics

### Board Developed Course

#### Course number(s):

- 11110 Economics (2 units – Preliminary)
- 15110 Economics (2 units – HSC)

**Prerequisites:** Nil

**Corequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** Yes

#### Course description

Economics provides an understanding for students about many aspects of the economy and its operation that frequently dominate the media and politics. Economics is distinctive because of the range of issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC Courses should have knowledge and skills enabling them to:

- Comprehend the background and implications of contemporary economic issues,
- Discuss appropriate policies to solve economic problems and issues,
- Understand what a change in interest rates, share value or the value of the Australian dollar means to individuals and the economy,
- Identify fluctuations in the global and Australian economies and their likely effects on businesses,
- Understand reasons for changes in employment patterns,
- Identify, using economic thinking, appropriate strategies to protect the natural environment.

Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.

#### What students learn

##### Preliminary course

- Introduction to Economics: The nature of economics and the operation of an economy
- Consumers and Business: The role of consumers and business in the economy
- Markets: The role of markets, demand, supply and competition
- Labour Markets: The workforce and role of labour in the economy
- Financial Markets: The financial market in Australia, including the share market
- Government in the Economy: The role of government in the Australian economy

##### HSC course

- The Global Economy: Features of the global economy and globalisation
- Australia's Place in the Global Economy: Australia's trade and finance
- Economic Issues: Issues including growth, unemployment, inflation, wealth and management
- Economic Policies and Management: The range of policies to manage the economy

#### Course requirements

See the Economics Stage 6 syllabus for information regarding course requirements.

**For the most up to date information please select link below to view live website:**

[NESA – HSIE – Economics – Years 11 -12](#)

# Geography

## Board Developed Course

### Course number(s):

- 11190 Geography (2 units – Preliminary)
- 15190 Geography (2 units – HSC)

### Prerequisites: Nil

### Corequisites: Nil

### Eligibility: Nil

### Study via self-tuition: Yes

### Course description

Geography is the study of the earth and its people. Geographers investigate the environment including the biophysical interactions within it and the variety of cultural, social, political and economic activities.

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

### What students learn

#### Preliminary Course

- Earth's Natural Systems
- People, Patterns and Processes
- Human-environment Interactions
- Geographical investigation

#### HSC Course

- Global Sustainability
- Rural and Urban Places
- Ecosystems and Global Biodiversity

### Course Requirements

Twelve (12) hours of fieldwork are mandatory in both Year 11 and Year 12.

**For the most up to date information please select link below to view live website:**

[NESA -HSIE – Geography – Years 11 - 12](#)

## History Extension

### Board Developed Course

#### Course number(s):

- 15280 History Extension (1 unit – Year 12)

#### Prerequisites:

Either of the following is a prerequisite for entry into Year 12 History Extension:

- 11020 Ancient History (2 units – Year 11)
- 11270 Modern History (2 units – Year 11)

#### Corequisites:

Either of the following is a co-requisite for Year 12 History Extension:

- 15020 Ancient History (2 units – Year 12)
- 15270 Modern History (2 units – Year 12)

#### Eligibility: Nil

#### Study via self-tuition: No

#### Course description

The HSC History Extension Course is about the nature of history, and how and why historical interpretations, developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

#### What students learn

##### Year 12 course

The course comprises two sections.

#### Constructing History

Key questions

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Case studies

- Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

History Project

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

#### Course requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

See the History Extension Stage 6 (Year 12) syllabus for further information regarding course requirements.

**For the most up to date information please select link below to view live website:**

[NESA – HSIE – History Extension – Years 11 - 12](#)

## Legal Studies

### Board Developed Course

#### Course number(s):

- 11220 Legal Studies (2 units – Preliminary)
- 15220 Legal Studies (2 units – HSC)

#### Prerequisites: Nil

#### Corequisites: Nil

#### Eligibility: Nil

#### Study via self-tuition: Yes

#### Course description

The Preliminary course develops students' knowledge and understanding of the nature and social functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in societies influence law reform.

#### What students learn

##### Preliminary course

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

##### HSC course

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order

Each topic's themes and challenges should be integrated into the study of the topic.

#### Course requirements

See the Legal Studies Stage 6 syllabus for information regarding course requirements.

**For the most up to date information please select link below to view live website:**

[NESA – HSIE – Legal Studies – Years 11 - 12](#)

## Ethics Olympiad 2021 Senior Team

**SENIOR TEAM: Year 11 – 1st in State**  
Bharathi, Venny, Mikuland, Kimberly and Miya




### What is the Ethics Olympiad?

The Ethics Olympiad is a competitive yet collaborative event in which students analyse and discuss real-life ethical issues. It is not a debate, but rather a discussion of different viewpoints between teams that encourage thinking from different perspectives. Teams present a certain stance using ethical theories but can also adapt to the discussion and change their views based on new points from other teams. Teams were judged based on their arguments, responses to the other team's arguments, and respectfulness.

### Our story

When we heard Mr Pham sending a call out for S-Senior Ethics, we thought it was just good to be true – we were all very interested in ethics and we thought it would be a really good opportunity to discuss and consider different viewpoints. Soon, we got to understand our team dynamic in preparation for the competition day and we spent a lot of time discussing our views on each of the 8 cases, including a trip to the library. Through all of this we were able to bond as a team and help each other out and were ultimately successful, because we won the state round!

### What did we achieve?

We came first in the state round, winning the gold medal! We also received an honourable mention from the judges themselves who gave a lot of valuable feedback to improve. Along with learning a lot about ethical theory and how to write arguments, we were able to broaden our viewpoints and gain more confidence in our expression. Winning was a very welcome surprise, and we felt glad that our hard work in preparing for the competition paid off! Thank you to Ms Elderton and Ms Pham for supervising and bring the competition to Hurlstone.



### How can you help next time?

We would gladly appreciate if the Hurlstone community would continue to support our involvement in the Ethics Olympiad. We ourselves are currently preparing for the International round and we'll keep you posted on our progress. In the meantime, keep an eye out for any fundraising events we have planned for next year's Ethics Olympiad, and students should definitely consider participating next year!

Year 11 – Ethics Olympiad 2021 Senior Team – 1<sup>st</sup> in State

## Modern History

**Board Developed Course.**

**Course number(s):**

- 11270 Modern History (2 units – Year 11)
- 15270 Modern History (2 units – Year 12)

**Prerequisites:** Nil

**Corequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** Yes

### Course description

The Year 11 Course is designed to provide students with opportunities and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

### What students learn

#### Year 11 course

The Year 11 course comprises three sections.

##### *Investigating Modern History*

- Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.

##### *Historical Investigation*

##### *The Shaping of the Modern World*

- At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

#### Year 12 course

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946
- One 'National Studies' topic
- One 'Peace and Conflict' topic
- One 'Change in the Modern World' topic

Historical concepts and skills are integrated with the studies undertaken in Year 12.

### Course requirements

#### Year 11 course

In the Year 11 course, students undertake at least TWO case studies.

- One case study must be from Europe, North America or Australia, AND
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

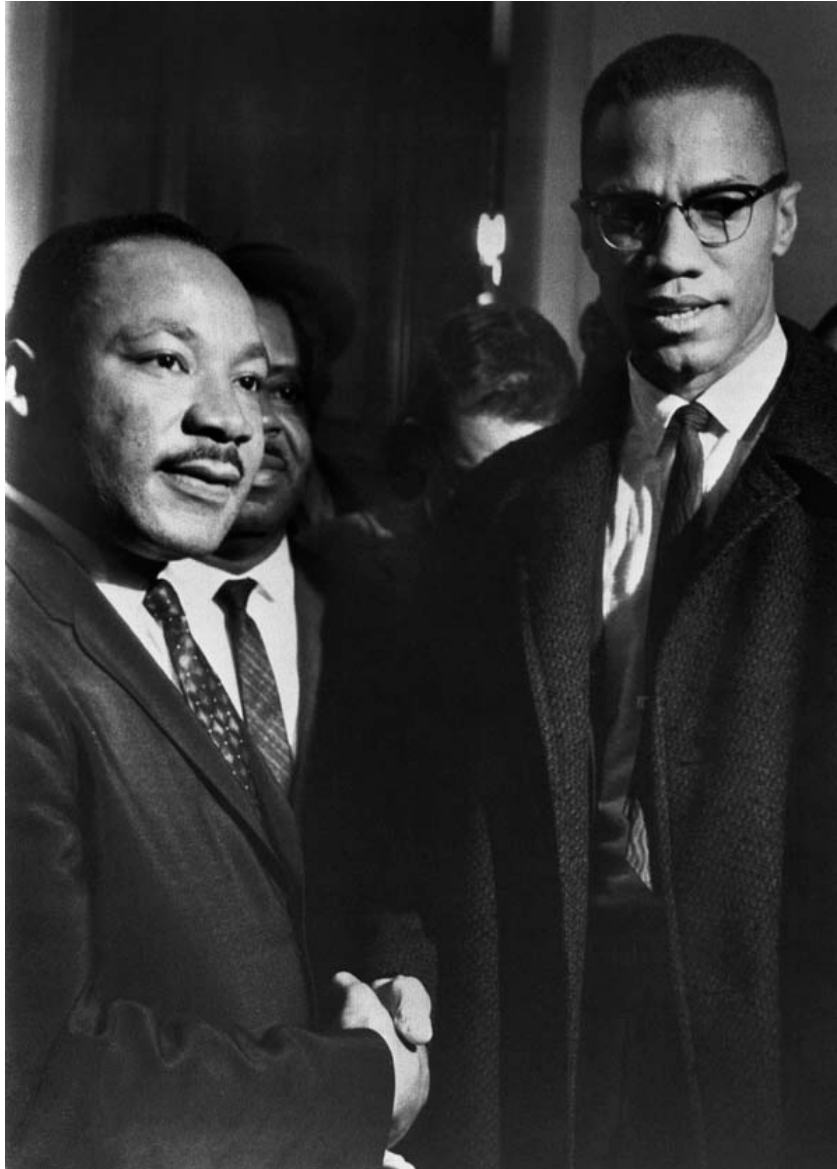
#### Year 12 course

Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

See the Modern History Stage 6 syllabus for further information regarding course requirements.

For the most up to date information please select link below to view live website:

[NESA – HSIE – Modern History – Year 11 -12](#)



Martin Luther King Jr and Malcolm X- Two individuals that can be studied in Modern History

## Society & Culture

**Board Developed Course.**

**Course number(s):**

- 11330 Society and Culture (2 units – Preliminary)
- 15350 Society and Culture (2 units – HSC)

**Prerequisites:** Nil

**Corequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** No

### Course description

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP).

### What students learn

#### Preliminary course

- The Social and Cultural World: The interactions between persons and groups within societies
- Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

#### HSC course

##### Core

- Social and Cultural Continuity and Change: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP): An individual research project

##### Depth Studies

TWO to be chosen from:

- Popular Culture: The interconnection between popular culture, society and the individual
- Belief Systems and Ideologies: The relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion: The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity: The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

### Course requirements

Completion of the Personal Interest Project.

See the Society and Culture Stage 6 syllabus for further information regarding course requirements.

**For the most up to date information please select link below to view live website:**

[NESA – HSIE – Society and Culture – Years 11-12](#)

# Studies of Religion 1

## Board Developed Course

### Course number(s):

- 11350 Studies of Religion I (1 unit – Preliminary)
- 15370 Studies of Religion I (1 unit – HSC)

**Prerequisites:** Nil

**Corequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** Yes

### Exclusions

- 11360 Studies of Religion II (2 units – Preliminary)
- 15380 Studies of Religion II (2 units – HSC)

### Course requirements

See the Studies of Religion Stage 6 syllabus for information regarding course requirements.

### Course description

Studies of Religion promotes an understanding and critical awareness of the nature and significance of religion, and the influence of belief systems and religious traditions on individuals and society. The course acknowledges religion as a distinctive answer to the human need for meaning in life.

The course acknowledges that there are many ways of studying religion. It investigates the significance and role of religion in society. The course enables students who live in a multi-faith and multi-cultural society to progress from a broad understanding of religious traditions to specific studies within these traditions.

### What students learn

#### Preliminary course

##### ***Nature of Religion and Beliefs***

- The nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life

##### ***Two Religious Traditions Studies*** from Buddhism, Christianity, Hinduism, Islam, Judaism

- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.

#### HSC course

##### ***Religion and Belief Systems in Australia post-1945***

- Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

##### ***Two Religious Traditions Depth Studies*** from Buddhism, Christianity, Hinduism, Islam, Judaism

- Significant people and ideas
- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

For the most up to date information please select link below to view live website:

[NESA -HSIE – Studies of Religion 1 -Year 11 – 12](#)



# LOTE

## Japanese Continuer's

### Board Developed Course

#### Course Number(s)

- 11750 Preliminary course number (2 units)
- 15830 HSC course number (2 units)

**Prerequisites:** Nil

**Corequisites:** Nil

#### Eligibility

Strict eligibility rules apply to [Language] Continuers courses where a [Language] in Context and/or a [Language] and Literature course exists. Refer to [Languages courses eligibility rules](#).

**Study via self-tuition:** Yes

#### Exclusions

- 11740 Japanese Beginners (2 units – Preliminary)
- 15820 Japanese Beginners (2 units – HSC)
- 11757 Japanese in Context (2 units – Preliminary)
- 15837 Japanese in Context (2 units – HSC)
- 11765 Japanese and Literature (2 units – Preliminary)
- 15845 Japanese and Literature (2 units – HSC)

#### Course Description

The Preliminary Course focuses on the theme “The Individual” and includes the topics of personal world and daily life. Students’ skills will be developed through listening, speaking, reading and writing tasks. Students will learn the necessary vocabulary and grammar to communicate fluently in Japanese on a variety of topics and will also gain an insight into Japanese culture.

The HSC Course focuses on three prescribed themes and associated topics. “The Individual” is studied in greater detail. The other two themes are “The Japanese-Speaking Communities” and “The Changing World”. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills

#### What students learn

##### Modern Languages

The Preliminary and HSC courses have prescribed themes as their organisational focuses:

- The Individual
- The Japanese-speaking communities
- The changing world

Each Modern Languages Continuers syllabus has mandatory topics related to these themes.

##### Students study:

- literary features
- context
- historical, religious and cultural references
- ideas, beliefs, arguments and practices
- language and linguistic features of these texts

Students develop skills in translating unseen texts and analysing language features.

## Preliminary

### Modern Languages

Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

## HSC

### Modern Languages

Students gain insight into the culture and language of Japanese-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

### Course requirements

Completion of the 2 unit Preliminary course is a prerequisite study to the 2 unit HSC course

**For the most up to date information please select link below to view live website:**

[NESA – LOTE – Japanese Continuers – Years 11 – 12](#)



Year 9 students attending a Japanese excursion

## Korean Beginners

### Board Developed Course

#### Course Number(s)

- 11780 Preliminary course number (2 units)
- 15870 HSC course number (2 units)

**Prerequisites:** Nil

**Corequisites:** Nil

#### Eligibility

Strict eligibility rules apply to the study of this subject. Refer to [Languages courses eligibility criteria](#).

**Study via self-tuition:** Yes

#### Exclusions

- 11790 Korean Continuers (2 units – Preliminary)
- 15880 Korean Continuers (2 units – HSC)
- 11797 Korean in Context (2 units – Preliminary)
- 15887 Korean in Context (2 units – HSC)
- 11805 Korean and Literature (2 units – Preliminary)
- 15895 Korean and Literature (2 units – HSC)

#### Course description

The Korean Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Korean at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Korean language, either spoken or written.

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Korean and their knowledge and understanding of language and culture.

In the HSC course students will extend and refine their communication skills in Korean in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

#### What students learn

Topics studied through two interdependent perspectives, the personal world and the chosen Korean communities, provide contexts in which students develop their communication skills in Korean and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of Korean will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Korean-speaking communities through the study of a range of texts.

#### Preliminary and HSC

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Korean.

#### Topics

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| • Family life, home and neighbourhood | • People, places and communities   |
| • Education and work                  | • Friends, recreation and pastimes |
| • Holidays, travel and tourism        | • Future plans and aspirations     |

#### Course requirements

Nil.

**For the most up to date information please select link below to view live website:**

[NESA – LOTE – Korean Beginners – Years 11 - 12](#)

# Mathematics

## Mathematics Standard 2

### Board Developed Course

#### Course number(s):

- 11236 Mathematics Standard (2 units – Year 11)
- 15236 Mathematics Standard 2 (2 units – Year 12)

#### Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

#### Corequisites: Nil

#### Eligibility: Nil

#### Study via self-tuition: Yes

#### Exclusions:

- |  |   |
|--|---|
| • 15231 Mathematics Standard 1 (2 units – Year 12) | • 15232 Mathematics Standard 1 (Exam) (2 units – Year 12) |
| • 11255 Mathematics Advanced (2 units – Year 11)   |   |
| • 11250 Mathematics Extension (1 unit – Year 11)   | • 15255 Mathematics Advanced (2 units – Year 12)          |
| • 15250 Mathematics Extension 1 (1 unit – Year 12) |   |

#### Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

All students studying the mathematics standard 2 course will sit for an HSC examination.

#### What students learn

##### The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies

- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

### Year 11 Course

The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics.

#### **Topic: Algebra**

- Formulae and Equations
- Linear Relationships

#### **Topic: Measurement**

- Applications of Measurement
- Working with Time

#### **Topic: Financial Mathematics**

- Money Matters

#### **Topic: Statistical Analysis**

- Data Analysis
- Relative Frequency and Probability

### Year 12 Course

The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic 'Networks'.

#### **Topic: Algebra**

- Types of Relationships

#### **Topic: Measurement**

- Non-right-angled Trigonometry
- Rates and Ratios

#### **Topic: Financial Mathematics**

- Investments and Loans
- Annuities

#### **Topic: Statistical Analysis**

- Bivariate Data Analysis
- The Normal Distribution

#### **Topic: Networks**

- Network Concepts
- Critical Path Analysis

### Course requirements

Nil

For the most up to date information please select link below to view live website:

[NESA – Mathematics - Mathematics Standard 2 – Years 11 -12](#)

## Mathematics Advanced

### Board Developed Course

#### Course number(s):

- 11255 Mathematics Advanced (2 units – Year 11)
- 15255 Mathematics Advanced (2 units – Year 12)

#### Prerequisites:

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, and the following substrands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

and at least some of the content from the following substrands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes.

#### Corequisites: Nil

#### Eligibility: Nil

#### Study via self-tuition: Yes

#### Exclusions:

- |   |  |
|---|--|
| • 11236 Mathematics Standard (2 units – Year 11)          | • 15231 Mathematics Standard 1 (2 units – Year 12) |
| • 15232 Mathematics Standard 1 (Exam) (2 units – Year 12) | • 15236 Mathematics Standard 2 (2 units – Year 12) |

#### Course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

All students studying the Mathematics Advanced course will sit for an HSC examination.

#### What Students Learn

##### Students:

- develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques
- develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data, statistics and probability
- develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations

- develop the ability to interpret and communicate mathematics logically and concisely in a variety of forms.
- will experience content in the course in familiar and routine situations as well as unfamiliar situations.
- will be provided with regular opportunities involving the integration of technology to enrich the learning experience

### Year 11 course

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.

#### **Topic: Functions**

- Working with Functions

#### **Topic: Trigonometric Functions**

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

#### **Topic: Calculus**

- Introduction to Differentiation

#### **Topic: Exponential and Logarithmic Functions**

- Logarithms and Exponentials

#### **Topic: Statistical Analysis**

- Probability and Discrete Probability Distributions

### Year 12 course

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic 'Financial Mathematics' in place of 'Exponential and Logarithmic Functions'.

#### **Topic: Functions**

- Graphing Techniques

#### **Topic: Trigonometric Functions**

- Trigonometric Functions and Graphs

#### **Topic: Calculus**

- Differential Calculus
- Applications of Differentiation
- Integral Calculus

#### **Topic: Financial Mathematics**

- Modelling Financial Situations

#### **Topic: Statistical Analysis**

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

### Course requirements

Nil

For the most up to date information please select link below to view live website:

[NESA – Mathematics – Mathematics Advanced – Years 11 -12](#)

# Mathematics Extension 1

## Board Developed Course

### Course number(s):

- 11250 Mathematics Extension (1 unit – Year 11)
- 15250 Mathematics Extension 1 (1 unit – Year 12)

### Prerequisites:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

### Corequisites:

- 11255 Mathematics Advanced (2 units – Year 11)
- 15255 Mathematics Advanced (2 units – Year 12)

### Eligibility: Nil

### Study via self-tuition: Yes

### Exclusions:

- |   |  |
|---|--|
| • 11236 Mathematics Standard (2 units – Year 11)          | • 15231 Mathematics Standard 1 (2 units – Year 12) |
| • 15232 Mathematics Standard 1 (Exam) (2 units – Year 12) | • 15236 Mathematics Standard 2 (2 units – Year 12) |

### Course description

The study of Mathematics Extension 1 in Stage 6 enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.

The Mathematics Advanced Year 11 course will be taught concurrently with this course.

Students will experience content in the course in familiar and routine situations as well as unfamiliar situations.

Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience.

### What students learn

#### The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality

- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

### **Year 11 course**

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.

#### **Topic: Functions**

- Further Work with Functions
- Polynomials

#### **Topic: Trigonometric Functions**

- Inverse Trigonometric Functions
- Further Trigonometric Identities

#### **Topic: Calculus**

- Rates of Change

#### **Topic: Combinatorics**

- Working with Combinatorics

### **Year 12 Course**

The Mathematics Extension 1 Year 12 course content includes the Topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different Topics.

#### **Topic: Proof**

- Proof by Mathematical Induction

#### **Topic: Vectors**

- Introduction to Vectors

#### **Topic: Trigonometric Functions**

- Trigonometric Equations

#### **Topic: Calculus**

- Further Calculus Skills
- Applications of Calculus

#### **Topic: Statistical Analysis**

- The Binomial Distribution

### **Course requirements**

Nil

**For the most up to date information please select link below to view live website:**

[NESA – Mathematics – Mathematics Extension 1 – Years 11 -12](#)

## Mathematics Extension 2

### Board Developed Course

#### Course number(s)

- 15260 Mathematics Extension 2 (1 unit – Year 12)

#### Prerequisites

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced Year 12 course and the Mathematics Extension 1 Year 12 course.

#### Corequisites

- 11255 Mathematics Advanced (2 units – Year 11)
- 15255 Mathematics Advanced (2 units – Year 12)
- 11250 Mathematics Extension (1 unit – Year 11)
- 15250 Mathematics Extension 1 (1 unit – Year 12)

#### Eligibility: Nil

#### Study via self-tuition: Yes

#### Exclusions

- 11236 Mathematics Standard (2 units – Year 11)
- 15231 Mathematics Standard 1 (2 units – Year 12)
- 15232 Mathematics Standard 1 (Exam) (2 units – Year 12)
- 15236 Mathematics Standard 2 (2 units – Year 12)

#### Course description

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.

All students studying the Mathematics Extension 2 course will sit for an HSC examination.

#### What students learn

##### The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration

- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

### Year 12 course

The Mathematics Extension 2 course comprises five Topics, with the Topics divided into Subtopics.

#### **Topic: Proof**

- The Nature of Proof
- Further Proof by Mathematical Induction

#### **Topic: Vectors**

- Further Work with Vectors

#### **Topic: Complex Numbers**

- Introduction to Complex Numbers
- Using Complex Numbers

#### **Topic: Calculus**

- Further Integration

#### **Topic: Mechanics**

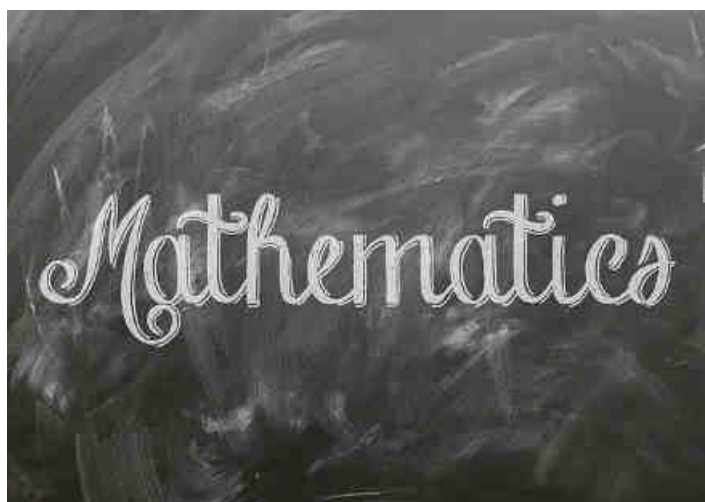
- Applications of Calculus to Mechanics

### Course requirements

Nil

**For the most up to date information please select link below to view live website:**

[NESA – Mathematics – Mathematics Extension 2 – Years 11 -12](#)



## PDHPE

### Health and Movement Science (replacing PDHPE)

#### Board Developed Course

#### Course number(s):

- 11390 Health and Movement Science (2 units – Preliminary)
- 15410 Health and Movement Science (2 units – HSC)

#### Course description

Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement. While there is tremendous opportunity for good health, there are numerous conflicting influences on lifestyle, which are impacting health outcomes. In this syllabus, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance, and develop the skills to enhance movement for themselves and others throughout their lifetime.

The study of health sciences draws on epidemiology, dimensions and determinants of health, and social justice principles. This enables students to think critically about the equity, access and sustainability of health and wellbeing for individuals and communities. Health promotion is explored as a way to improve health for individuals and communities. Students investigate the United Nations Sustainable Development Goals (SDGs), which represent an ambitious vision of a healthier, more prosperous, inclusive and resilient world. The World Health Organization (WHO) views health promotion as a means to achieving the SDGs.

Participation in physical activity plays a significant role in improving the health and wellbeing of individuals and communities. Learning in, through and about the movement sciences involves exploring and thinking critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention and rehabilitation. Acquiring the knowledge and skills to be physically active can optimise individual and team performance and develop positive movement habits across the lifespan.

Health and Movement Science builds on the foundational knowledge, understanding and skills developed in the PDHPE K–10 course. This syllabus is underpinned by the 5 propositions.

The course provides opportunities to explore areas of interest in greater depth and apply health and movement concepts to various contexts and groups. To equip students to navigate the dynamic nature of health and movement, emphasis is given to developing skills of collaboration, analysis, communication, creative thinking, problem-solving and research.

#### What students learn

##### Preliminary course

The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.

Health and Movement Science	Indicative hours
Health for individuals and communities	40
The body and mind in motion	40
Collaborative Investigation	20
Depth studies (a minimum of 2)	20

***Health for individuals and communities***

This focus area explores the meanings of health from different perspectives. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status.

Health for Individuals and Communities has a focus on the health of young people, with students having the opportunity to research a selected health issue of interest. They analyse the skills needed to protect and enhance the health and wellbeing of themselves and others.

Students explore how government and non-government organisations can advocate and support the health of young people. They explore health promotion as a way to improve health and are introduced to the United Nations Sustainable Development Goals (SDGs) as a framework that demonstrates the complexity and interconnectedness of strategies needed to improve the health of Australians.

***The body and mind in motion***

This focus area enables students to investigate how body systems influence and respond to movement, and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body physiologically adapts to training.

Students consider how movement skills are acquired, developed and improved, by exploring the characteristics of learners, the acquisition of skill, practice methods, performance elements and feedback. They investigate the relationship between performance and psychological factors, including motivational strategies, and the impact communities of exercise can have on participation and performance.

***Collaborative Investigation***

The Collaborative Investigation provides opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers.

Throughout the Collaborative Investigation, students are provided with opportunities to positively interact with others and work collaboratively to reach agreements and decisions. They develop skills to negotiate plans and tasks, distribute leadership, create and maintain a positive group environment, and give and receive feedback.

The Collaborative Investigation provides students with the opportunity to adopt an informed point of view when responding, by speculating, critiquing, analysing, interpreting and constructing possible meanings for their own and others' health, physical activity levels and performance.

***Depth studies***

The requirements for the Depth Studies include:

- a total of 20 hours of in-class time allocated in Health for Individuals and Communities and/or The Body and Mind in Motion
- a minimum of 2 Depth Studies
- knowledge and understanding, and skill outcomes, to be addressed in each depth study.

**HSC course**

The Year 12 course comprises 3 components. Students are required to study all 3 components of the course.

<b>Health and Movement Science</b>	<b>Indicative hours</b>
Health in an Australian and global context	45
Training for improved performance	45
Depth studies (a minimum of 2)	30

***Health in an Australian and global context***

In this focus area, students explore how healthy Australians are by comparing the health status of Australians within and across population groups. They evaluate the health status of Australians relative to other Organisation for Economic Co-operation and Development (OECD) countries and draw conclusions that could be applied to enhance the health of Australians.

Students examine major chronic conditions, diseases and injury, and the impact these conditions can have on the healthcare system. They explore the impact of a growing and ageing population. Students evaluate the healthcare system in Australia and explore the roles government and non-government organisations play in improving health. Students investigate changes and challenges to the health system, including the impact of emerging technologies and treatments, digital health and big data.

Students investigate actions needed to promote and improve the health of Australians by investigating how the SDGs can inform strategies to improve the health status of a community.

Some aspects of the Year 11 Health for Individuals and Communities content will be further investigated in this focus area, in particular the current health status of Australians, groups experiencing inequities in health and the SDGs.

***Training for improved performance***

In this focus area, students investigate the significance of Training for Improved Performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations.

Students compare training plans and programs for recreational or elite individuals and groups, applying their understanding of biomechanics, injury prevention, training methods and technology to analyse how athletes can train for sustained movement and performance. Students explore the importance of nutrition, and how nutrition and supplementation affect an individual's performance. They compare the dietary requirements of athletes from different sports.

***Depth studies***

The requirements for the Depth Studies include:

- a total of 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance
- a minimum of 2 Depth Studies
- knowledge and understanding, and skill outcomes, to be addressed in each depth study
- one depth study must be formally assessed as a school-based assessment task.

**Course requirements**

The Year 11 Preliminary course may include a first aid course and a 3 day camp, each with associated costs.

**For the most up to date information please select link below to view live website:**

[NESA - PDHPE - Health and Movement Science - Years 11 - 12](#)

## Sport, Lifestyle and Recreation (1 Unit)

### Content Endorsed Course

#### Course number(s):

- 35014 Sport, Lifestyle and Recreation Studies (1 unit – Preliminary)

#### Course description

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision makers.

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

This course involves a large practical component through which students develop skills in a wide variety of sports and athletic pursuits.

#### What students learn

The course aims to:

- develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation
- promote an understanding of the requirements for healthy living
- develop a deeper understanding of the interaction between society, sport, recreation and fitness
- identify how sport influences and affects various groups and sections of our society
- provide students with a greater understanding of their physical and sporting potential

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:

- |  |  |
|--|--|
| • Aquatics                                 | • Athletics                              |
| • Dance                                    | • First Aid and Sports Injuries          |
| • Fitness                                  | • Games and Sports Applications          |
| • Gymnastics                               | • Healthy Lifestyle                      |
| • Individual Games and Sports Applications | • Outdoor Recreation                     |
| • Resistance Training                      | • Social Perspectives of Games and Sport |
| • Sports Administration                    | • Sports Coaching and Training           |

#### Course requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered.

Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules.

The table below explains the requirements for the 1 unit or 2-unit course, depending on the way in which the course is delivered.

**For the most up to date information please select link below to view live website:**

[NESA – PDHPE – Sports, Lifestyle and Recreation Studies – Years 11 - 12](#)



Year 11 students are preparing for a 3 day hike into the mountains of the South Coast of NSW

# Science

## Biology

### Board Developed Course

#### Course number(s):

- 11030 Biology (2 units – Year 11)
- 15030 Biology (2 units – Year 12)

#### Prerequisites: Nil

#### Corequisites: Nil

#### Pattern of study:

A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

#### Eligibility: Nil

#### Study via self-tuition: No

#### Course description

Biology explores the levels of organisation of life, from the molecular level through cellular to higher levels of organisational structure and function, which exhibit evolution as a common source of unity and diversity. It develops students' understanding of the interactions within and between organisms and between organisms and their environment.

The Biology course leads to the development of and understanding, of the utilisation and manipulation of living things by the human species. Biology assists us to recognise our responsibility to conserve, protect, maintain and improve the quality of all environments.

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

This course can also satisfy the prerequisite requirements for studying the 1 unit Extension Science Course in Year 12.

#### What students learn

##### Year 11 course

The Year 11 course consists of four modules:

- **Module 1** Cells as the Basis of Life
- **Module 2** Organisation of Living Things
- **Module 3** Biological Diversity
- **Module 4** Ecosystem Dynamics

**Year 12 course**

The Year 12 course consists of four modules:

- **Module 5** Heredity
- **Module 6** Genetic Change
- **Module 7** Infectious Disease
- **Module 8** Non-infectious Disease and Disorders

**Course requirements**

The Preliminary course includes a mandatory field study.

Practical experiences should occupy a minimum of 35 hours across Preliminary and 35 hours across the HSC course.

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

**For the most up to date information please select link below to view live website:**

[NESA – Science -Biology – Years 11 - 12](#)



# Chemistry

## Board Developed Course

### Course number(s):

- 11050 Chemistry (2 units – Year 11)
- 15050 Chemistry (2 units – Year 12)

### Prerequisites: Nil

### Corequisites: Nil

### Pattern of study:

A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

### Eligibility: Nil

### Study via self-tuition: No

### Course description

The study of Chemistry involves students working individually and with others in practical, field and interactive activities that are related to the theoretical concepts considered in the course. It is expected that students studying chemistry will apply investigative and problem-solving skills, effectively communicate information and understanding and appreciate the contribution that a study of chemistry make to their understanding of the world.

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals, which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

This course can also satisfy the prerequisite requirements for studying the 1 unit Science Extension Course in Year 12.

### What students learn

#### Year 11 course

The Year 11 course consists of four modules:

- **Module 1** Properties and Structure of Matter
- **Module 2** Introduction to Quantitative Chemistry
- **Module 3** Reactive Chemistry
- **Module 4** Drivers of Reactions

### Year 12 course

The Year 12 course consists of four modules:

- **Module 5** Equilibrium and Acid Reactions
- **Module 6** Acid/base Reactions
- **Module 7** Organic Chemistry
- **Module 8** Applying Chemical Ideas

### Course requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**For the most up to date information please select link below to view live website:**

[NESA – Science – Chemistry – Years 11 - 12](#)



Year 12 Chemistry students recently participated in the NSW Titration competition at Sydney University

# Earth and Environmental Science

## Board Developed Course

### Course number(s):

- 11100 Earth and Environmental Science (2 units – Year 11)
- 15100 Year 12 Earth and Environmental Science (2 units – Year 12)

### Prerequisites: Nil

### Corequisites: Nil

### Pattern of study:

A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

### Eligibility: Nil

### Study via self-tuition: No

### Course description

The Earth and environmental science course would interest students who enjoy the multidisciplinary connections of all major strands of science as it draws on evidence from every science discipline to build a big picture understanding of our Earth and our interactions with it.

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interactions with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

This course can also satisfy the prerequisite requirements for studying the 1 unit Extension Science Course in Year 12

### What students learn

#### Year 11 course

The Year 11 course consists of four modules:

- **Module 1** Earth's Resources
- **Module 2** Plate Tectonics
- **Module 3** Energy Transformations
- **Module 4** Human Impacts

#### Year 12 course

The Year 12 course consists of four modules:

- **Module 5** Earth's Processes
- **Module 6** Hazards
- **Module 7** Climate Science
- **Module 8** Resource Management

### Course requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

**For the most up to date information please select link below to view live website:**

[NESA – Science – Earth and Environmental Science– Years 11 - 12](#)

## Investigating Science

### Board Developed Course

#### Course number(s):

- 11215 Investigating Science (2 units – Year 11)
- 15215 Investigating Science (2 units – Year 12)

#### Prerequisites: Nil

#### Corequisites: Nil

#### Pattern of study:

A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

#### Eligibility: Nil

#### Study via self-tuition: No

#### Exclusions

- 16642 Investigating Science Life Skills (2 units – Year 11)
- 16642 Investigating Science Life Skills (2 units – Year 12)

#### Course description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

#### What students learn

##### Year 11 course

The Year 11 course consists of four modules:

- **Module 1** Cause and Effect – Observing
- **Module 2** Cause and Effect – Inferences and Generalisations
- **Module 3** Scientific Models
- **Module 4** Theories and Laws

##### Year 12 course

The Year 12 course consists of four modules:

- **Module 5** Scientific Investigations
- **Module 6** Technologies
- **Module 7** Fact or Fallacy?
- **Module 8** Science and Society

### Course requirements

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**For the most up to date information please select link below to view live website:**

[NESA – Science – Investigating Science– Years 11 - 12](#)

# Physics

## Board Developed Course

### Course number(s):

- 11310 Physics (2 units – Year 11/12)
- 15330 Physics (2 units – Year 11/12)

### Prerequisites: Nil

### Corequisites: Nil

### Pattern of study:

A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

### Eligibility: Nil

### Study via self-tuition: No

### Course description

The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

### What students learn

#### Year 11 course

The Year 11 course consists of four modules:

- **Module 1** Kinematics
- **Module 2** Dynamics
- **Module 3** Waves and Thermodynamics
- **Module 4** Electricity and Magnetism

#### Year 12 course

The Year 12 course consists of four modules:

- **Module 5** Advanced Mechanics
- **Module 6** Electromagnetism
- **Module 7** The Nature of Light
- **Module 8** From the Universe to the Atom

### Course requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**For the most up to date information please select link below to view live website:**

[NESA – Science – Physics– Years 11 - 12](#)

## Science Extension

### Board Developed Course

#### Course number(s):

- 15345 Science Extension (1 unit – Year 12)

**Prerequisites:** Study of at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 and continue the study of at least one of these science courses throughout Year 12.

**Corequisites:** One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

#### Pattern of study:

A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

**Eligibility:** Nil

**Study via self-tuition:** No

#### Course description

Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

#### What students learn

- **Module 1** The Foundations of Scientific Thinking
- **Module 2** The Scientific Research Proposal
- **Module 3** The Data, Evidence and Decisions
- **Module 4** The Scientific Research Report

#### Course requirements

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

**For the most up to date information please select link below to view live website:**

[NESA – Science – Science Extension– Years 11 - 12](#)

# TAS

## Design and Technology

### Board Developed Course

#### Course number(s):

- 11080 Design and Technology (2 units – Preliminary)
- 15080 Design and Technology (2 units – HSC)

**Prerequisites:** Nil

**Corequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** No

#### Course description

Design and Technology Stage 6 is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.

The students relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects. The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation students will be able to identify the factors underlying the success of an innovation; analyse ethical issues in relation to the innovation; and discuss the impact of innovation on Australian society. They may also be able to apply processes similarly in the exploration and development of the major design project.

#### What students learn

##### Preliminary course

The Preliminary course involves a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Students must participate in hands-on, practical activities to achieve the outcomes of this course. Students should develop their knowledge of their activities within industrial and commercial settings which support design and technology and relate these processes to those used in their own designing and processing. Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio, which may be in a variety of forms.

##### HSC course

The HSC course includes the development and realisation of the major project, a case study of an innovation and other teaching and learning activities. The comprehensive study of design and the processes of designing and producing studied in the Preliminary course are synthesised and applied. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. The wide range of skills and knowledge gained in the Preliminary course are utilised in their project.

#### Course requirements

Students must complete all assessment tasks and projects.

**For the most up to date information please select link below to view live website:**

[NESA – TAS – Design and Technology – Years 11 - 12](#)

# Enterprise Computing

## Board Developed Course

### Course number(s):

- 11175 Enterprise Computing (2 units – Preliminary)
- 15175 Enterprise Computing (2 units – HSC)

**Prerequisites:** Nil

**Corequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** No

### Course description

*Enterprise Computing 11–12* enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills.

Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives.

Enterprise Computing encourages the understanding of the implications of responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions.

### What students learn

#### Preliminary course

The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.

#### **Preliminary Course Topics**

- Interactive Media and the User Experience
- Networking Systems and Social Computing
- Principles of Cybersecurity

#### HSC course

The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

#### **HSC Course Topics**

- Data Science
- Data Visualisation
- Intelligent Systems
- Enterprise Project

**Course requirements**

There is no prerequisite study for this course. Students must complete all assessment tasks and projects.

**For the most up to date information please select link below to view live website:**

[NESA – TAS – Enterprise Computing – Years 11 - 12](#)

## Engineering Studies

### Board Developed Course

#### Course number(s):

- 11120 Engineering Studies (2 units – Preliminary)
- 15120 Engineering Studies (2 units – HSC)

#### Prerequisites: Nil

#### Corequisites: Nil

#### Eligibility: Nil

#### Study via self-tuition: Yes

#### Exclusions: Nil

#### Course description

Engineering Studies aims to make practical sense of the principles of Physics, Chemistry and Drawing as they apply to the design and manufacture of everyday items, such as bicycles, bridges, lawnmowers and so on. It offers an understanding of engineering, architecture and applied science.

The Preliminary and HSC courses cover five specific areas: engineering mechanics; material science; graphics; applications; and engineering focus modules.

Students will critically analyse objects to answer questions such as: how an object is used and how has this affected its shape; how an object is made, and what is it made from, and why; how the object could be improved; and how can an object be drawn so that someone can make it.

#### What students learn

##### Preliminary course

Students undertake the study of 4 compulsory modules:

- **THREE application modules** based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:
  - Engineering Fundamentals
  - Engineered Products
  - Braking Systems
- **ONE focus module** relating to the field of Biomedical Engineering.

##### HSC course

Students undertake the study of 4 compulsory modules:

- **TWO application modules** relating to the fields of:
  - Civil Structures
  - Personal and Public Transport
- **TWO focus modules** relating to the fields of:
  - Aeronautical Engineering
  - Telecommunications Engineering.

#### Course requirements

##### Preliminary course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking Systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.

##### HSC course

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

**For the most up to date information please select link below to view live website:**

[NESA – TAS – Engineering Studies – Years 11 - 12](#)

## Food Technology

### Board Developed Course

#### Course number(s):

- 11180 Food Technology (2 units – Preliminary)
- 15180 Food Technology (2 units – HSC)

**Prerequisites:** Nil

**Corequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** No

#### Course description

Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia. The syllabus provides students with a broad knowledge of food technology. The factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. The structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product. Contemporary nutrition issues are raised, investigated and debated. This knowledge enables students to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers. Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

#### What students learn

##### Preliminary course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

##### HSC course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

#### Course requirements

The *Food Technology Stage 6 Syllabus* includes a Preliminary course of 120 hours (indicative time) and an HSC course of 120 hours (indicative time). It is a mandatory requirement that students undertake practical activities. In order to meet the course requirements, students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the learn to section of each strand.

**For the most up to date information please select link below to view live website:**

[NESA – TAS – Food Technology – Years 11 - 12](#)

# Hospitality

## Board Developed Course

### Hospitality is a Dual Accredited Vocational Course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation (ATAR) and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality

<https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

### It is a Competency Based Course

The units the student achieves will be recorded regularly by the class teacher. This log book is maintained electronically throughout the course. Students will complete assessment tasks in order to demonstrate knowledge and skills so that competencies can be signed off. At each reporting period students will be informed of the units of competence they have completed.

### It has TAFE credit transfer and recognition

This means that students beginning a TAFE course after completing the H.S.C. will not have to complete all of the preliminary subjects for that TAFE course. This may also lead to a traineeship or an apprenticeship in the hospitality industry because, by undertaking this course at school, the student is demonstrating to employers in that industry that they are keen and committed to pursuing a career in that field. These H.S.C. modules will also be very attractive to employers of casual staff while students are completing their secondary studies.

### What students learn

#### Preliminary course

- Participate in safe work practices
- Use Hygiene practices for food safety
- Participate in safe food handling practices
- Prepare and present sandwiches
- Interact with customers
- Show social and cultural sensitivity

#### HSC course

- Source and use information on the hospitality industry
- Prepare and serve non-alcoholic beverages
- Work effectively with others
- Serve Food and beverage
- Use hospitality skills others

### Course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

Students are required to conform to industry dress standards. A chef's uniform will need to be purchased and there will be a subject fee to cover the cost of the food.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate Examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

**For the most up to date information please select link below to view live website:**

[NESA – TAS – Hospitality – Years 11 - 12](#)

## Textile and Design

### Board Developed Course

#### Course number(s):

- 11370 Textiles and Design (2 units – Preliminary)
- 15390 Textiles and Design (2 units – HSC)

**Prerequisites:** Nil

**Corequisites:** Nil

**Eligibility:** Nil

**Study via self-tuition:** No

#### Course description

The Textiles and Design Stage 6 Syllabus provides a curriculum structure that reflects the important role that textiles play in society. Textiles protect, provide comfort, have social meaning, respond to cultural influences and perform a range of necessary functions in the textiles industry and other industries.

This syllabus investigates the science and technology of textiles through a study of properties and performance, allowing students to make informed consumer choices in the textiles area. Technological and practical skills are developed and enhanced through the use of textile-related technologies, including those that are computer-based. The concept of design elements and principles, as being both functional and aesthetic and as part of the creative design process, are examined within the specialised field of textiles.

This course investigates textiles in society and promotes a greater understanding of the significance of different cultures and their specific use of textile materials.

Through the area of study relating to the Australian Textile, Clothing, Footwear and Allied Industries, the course offers students the opportunity to explore advances in technology, current issues facing the industry and employment opportunities.

Textiles and Design develops a body of knowledge, skills and values that contribute to the overall education of students and which can provide opportunities for small business and leisure activities useful throughout life. It develops student creativity and project management skills that promote self-esteem and satisfaction. Students develop an understanding that textiles in industry, small business and in leisure activities has an emphasis on project work and students emulate this through the designing, planning and manufacturing of a Major Textiles Project.

#### What students learn

##### Preliminary course

- Design
- Properties and Performance of Textiles
- The Australian Textile, Clothing, Footwear and Allied Industries
- Preliminary Textile Project 1, Preliminary Textile Project 2

##### HSC course

- Design
- Properties and Performance of Textiles
- The Australian Textile, Clothing, Footwear and Allied Industries
- Major Textiles Project

#### Course requirements

The *Textiles and Design Stage 6 Syllabus* includes a Preliminary course of 120 hours (indicative time) and an HSC course of 120 hours (indicative time).

It is a mandatory requirement that students undertake practical activities.

Students will demonstrate the development of manipulative, graphical, communication, research, decision-making, management and manufacturing skills

**For the most up to date information please select link below to view live website:**

[NESA – TAS – Textile and Design – Years 11 - 12](#)



## Sport Overview

### Carnivals

Term 1	Term 2	Term 1
Swimming	Athletics	Cross Country

#### Attendance at all carnivals is compulsory

Students are allocated a sporting house in Year 7 in which they remain until they leave school. Students are encouraged to wear these colours at carnivals.



### Houses

Red	Green	Yellow	Blue
Farrer	Lachlan	Macarthur	Wentworth

### Knock-Out Teams

Hurlstone enters teams in a variety of state knock out competitions. Details of these are posted on the sports noticeboard regularly, announced in daily notices and placed on MS Teams. These teams may be based on year group or age and may be boys/girls or mixed.



## Zone and Regional Trials

Hurlstone belongs to Hume Zone and Sydney South West region (SSW). Both organisations host trials for their representative teams. These are advertised to students using MS Teams and the sports notice board.

## Weekly Sport

Students will participate in their weekly sport session on Thursdays.

- Period 1 – Year 7
- Period 2 – Year 8
- Period 3 – Year 9
- Period 4 – Year 10

All students in years 7-10 are to wear their sports uniform to school on Thursdays.

Students in years 11 & 12 are to wear their full school uniform, not sports uniform.

All sports are conducted at school.

Information and permission notes are sent to parents toward the end of each year for the following year. Year 7 will receive this in the first week of school.

Students who cannot participate in sport due to injury or illness are to submit evidence to the office prior to sport.

Students will participate in sport on a rotational basis, completing 2 weeks at each sport, then moving on to a different sport. A sample rotation is provided below and is subject to change.



Term 1	Term 2	Term 3	Term 4
<b>Badminton</b> Hall	<b>Table Tennis</b> Hall	<b>Frisbee</b> Oval	<b>Oz tag</b> Oval
<b>Walking</b> Cross Country course	<b>Futsal</b> Courts	<b>Grass Soccer</b> Oval	<b>Lacrosse</b> Oval
<b>Cricket</b> Grass near Hall	<b>European Handball</b> Courts	<b>Netball</b> Courts	<b>3 Tee Tee-Ball</b> Oval
<b>Basketball</b> COLA	<b>Basketball</b> COLA	<b>Tchoukball</b> Courts	<b>Cricket</b> Oval
<b>Volleyball</b> Volleyball Courts	<b>Touch Football</b> Oval	<b>Walking</b> School grounds	<b>European Handball</b> Courts



## Co-curricular and Extra Curricular Programs

Hurlstone offers a number of programs that enhance and complement our classroom learning experiences in a broad range of activities. These programs play an important role in the holistic development of our students while fostering self-discipline, responsibility, leadership, and teamwork.

We encourage all students to participate in the various activities on offer.

### Cadets

**Age group: 13 – 18 Years of age**

#### Purpose

The Australian Defence Force Cadets (ADF Cadets) are a personal development program for young people, conducted by the Australian Defence Force in cooperation with the community, which benefits the Nation by developing an individual's capacity to contribute to society, fostering an interest in Defence Force careers, and developing ongoing support for Defence.

#### Goals

**Conduct a creative personal development program in a military environment that:**

- Extends individuals beyond their self-imposed limits,
- Develops an understanding of the balance between personal freedoms and choice and the responsibilities that they bring
- Promotes self-reliance, self-esteem and self-discipline
- develops and recognises a broad range of skills including leadership and teamwork.

**Contribute to social development by:**

- Encouraging pride in self, community and the nation,
- Equipping young people to be better citizens,
- Encouraging a volunteer ethos,
- Developing work and life skills, and
- Providing a supportive and safe environment.



**Contribute to the development of the ADF through:**

- Enhancing Defence's reputation in the community,
- Maintaining Service customs traditions and values,
- Understanding what Defence does, and
- Demonstrating a return on the Defence Organisation's investment by promoting career opportunities within

**Contact the Cadet Unit:** Ric Vincenti or Vivien Tang

**Email:** Rick.Vincenti@armycadets.gov.au *(for information regarding signing up to Cadets)*

**Meeting:** Thursday from 3:05 - 6:00 pm *(students meet at 3:05pm, commence training at 3:30pm)*

**Where:** COLA



## Environment Committee

For the past 11 years, Hurlstone's Environment Committee has been actively reducing the school environmental impact and raising awareness. We are passionate about environmental issues such as climate change and have taken part in Climate Justice Summits, meeting with our local MP to talk about solar, rally's for solar on schools and Repower campaigns with the Australian Youth Climate Coalition (AYCC).

We would like to invite you to join our amazing team.



**Contact:** Sam To

**Meeting:** Tuesday recess in Rm 32

## Interact

Founded in 1991, Hurlstone INTERACT is Rotary International's service club for young people from Years 7 to 12. We work in conjunction with Ingleburn Rotary to raise funds and awareness for local, national, and international causes. Some of our work in the past has included fundraising for the Cancer Council, Heart Foundation, Bandana Day, World's Greatest Shave and the assembly of Birthing Kits for mothers in developing countries. At Hurlstone INTERACT, students are empowered to advocate for change on social justice issues, learn the importance of developing leadership skills and demonstrate helpfulness and respect for others.

**Contact:** Mr Ryan Mackinder

**Executive Meeting:** Monday Lunch

**General Meeting:** Wednesday Recess



2019 World's Greatest Shave Volunteers

## Rural Youth

Hurlstone encourages students to become involved in many different types of enterprises around the school, with Rural Youth students involved in, Sheep, Pigs, Dairy, Beef and Poultry showing, but also in judging and handling competitions at shows: such as the Sydney Royal Easter Show, Canberra Royal and Dubbo Show. HAHS rural youth team, organise and facilitate the Aryshire Calf day in conjunction with Country Fair.

The Royal Australian Show Society of NSW has many competitions throughout New South Wales, which involves students in –

- Grain Judging
- Dairy Judging
- Poultry Judging
- Fruit and Vegetable Judging
- Beef Judging
- ☐ Pig Judging

This program provides invaluable opportunity for students to gain practical experience, develop hands on skills, work in a team environment, accept responsibility, mix with “industry experts” and make contacts useful for future employment.

**Contact:** Ms Nicolet Westerhof

**Meetings:** Monday and Tuesday afternoons after school



The HAHS Dubbo sheep show team 2023

## School Orchestra

The orchestra is one of the largest and most active programs on offer at Hurlstone. With more than 100 students being involved in rehearsals each week and performances at all the major school events, the group is well respected in South West Sydney as one of the premier school ensembles.

Hurlstone has an extensive instrumental and orchestral program that caters to all students of all levels of musical experience. The instrumental programs that are on offer are:

- School Orchestra
- Brass Quintet
- Stage Band
- Year Ensembles (Year 8, Year 9 and Year 10)
- Chamber Orchestra
- Clarinet Quintet
- String Ensemble

**Contact:** Ms Wendy Wuhler

**To join, meet with Ms Wuhler in the Music staff room**

## Instrumental Tutorials

Tutorials are offered for some instruments.

There are two types - professional and program tutorials. Professional tutorials are given by specialist teachers and incur a fee.

## Events Management Team

The events management team manage the sound, lighting and projection for all school events in Edmonson Hall as well as around the school. They are a dedicated team who lead the operation of live audio mixing, programming of our lighting desk and lighting fixtures and live video mixing and production.

**Co-ordinator:** Mr Robert Craig



## SRC

“Pro Discipulus” - **For the students by the students.**

- Focuses on representing and advocacy for students
- Holds events supporting wellbeing such as Jump Rope for Heart, Multicultural Day, Talent Quest

**Contact:** Mr Khaled Ajam

**Applications open in Term 2**



## Scholarships and Awards

Our students can take advantage of several scholarship and award opportunities.

### Janine Best Memorial Scholarship

The Janene Best Memorial Scholarship is awarded to two students going into the senior school. Recipients of the scholarships are viewed as all-rounders who have proven they possess strong academic ability, leadership qualities, public speaking skills, and school spirit. The award commemorates the memory of Janene Best who was a member of the English and History staff at Hurlstone from 1981 until her medical retirement at the end of 1992.

See front  
office for  
more  
details

### The John Edmondson VC Memorial Scholarship

The John Edmondson V.C. Memorial Club has been a marvellous supporter of Hurlstone for several years. For many years the club provided our Parents and Citizens' Association the use of its auditorium and an adjacent preparation room for the annual Debutante Ball at no charge; members of the club board also helped us host our official ball guests. On ANZAC Day and on Remembrance Day, the club also welcomes and entertains the school's representatives at very pleasant functions after the sub-branch's ceremonies.

In 1996 the John Edmondson V.C. Memorial Club decided to pledge \$5,000 per year for ten years to fund John Edmondson V.C. Memorial Club Scholarships for Hurlstone students. In 2007, the Club's Directors pledged to extend the scholarships beyond the original 10 year commitment. The scholarships, which range in value from \$200 to \$500, help the school to foster the development of young men and women who will provide our society the quality of leadership that will ensure the sort of future for which men like John Edmondson were prepared to sacrifice their lives.

Any student may apply for consideration for a scholarship. Scholarship applicants are considered in terms of their personal qualities, their attitude to their studies, their extra-curricular involvement and their community service records. The willingness of the students to do things for others in their own time is of major interest to the committee which considers applications.

See front  
office for  
more  
details

### NSW School Nanga Mai Awards

The Nanga Mai Awards are an annual event organised by Aboriginal Education and Communities Directorate. The awards recognise and celebrate innovation, excellence and educational achievement in Aboriginal education in NSW public schools, school communities and department directorates.

NSW School  
Nanga Mai  
Awards  
[Click Here](#)

Premier's  
Reading  
Challenge  
[Click Here](#)

### Premier's Reading Challenge

This Premier's Reading Challenge encourages students from Kindergarten to Year 9 to develop a love of reading and plays an important role in developing literacy.

## Premier's Debating Challenge

The Premier's Debating Challenge is open to students from Year 5 to 12. Teams compete in a round robin series of debates against other schools. The winners go on to compete at regional and state level to determine the eventual state champion.

**Premier's  
Debating  
Challenge**

[Click Here](#)

## Public speaking competitions

The Arts Unit offers public speaking competitions for NSW school students. Each competition is a great opportunity for students to develop their speechwriting and presentation skills while representing their schools in a state-wide competition.

**Public  
Speaking  
Competitions**

[Click Here](#)

## Premier's Anzac Memorial Scholarships

The Premier's Anzac Memorial Scholarships are an opportunity to visit significant overseas sites associated with Australia's participation in war for Years 10 and 11 students in selected schools.

Further information is available via the school's website.

**Premier's  
Anzac Memorial  
Scholarships**

[Click Here](#)

## Public Education Foundation

Public Education Foundation student scholarships play two roles: to help students overcome barriers to achievement created by social and economic disadvantage, and to acknowledge and reward academic excellence. We offer scholarships for students in the following areas: disability, Indigenous, performing arts, refugees, primary and secondary schooling, and tertiary transition.

**Public  
Education  
Foundation**

[Click Here](#)

f t in [SUBSCRIBE TO OUR NEWSLETTER](#) [Apply for a scholarship](#) [Orders / How](#) [Contact us](#)

**PUBLIC EDUCATION  
FOUNDATION** We give life-changing scholarships

[Home](#) [About Us](#) [Scholarships](#) [Success Stories](#) [Get Involved](#) [Advocacy](#) [News & Events](#) [Contact](#)

**Student Scholarships**

The Public Education Foundation has a range of scholarships to help young people at public schools reach their potential.

**Our scholarships to support students from 2022 are now open!!!!**

Check the table below for details on available scholarships, and click on each scholarship for further information.

- Scholarships for students moving on to tertiary education in 2022 will close midnight 3 August 2021.\*\*
- Scholarships for secondary school students will close midnight 14 September 2021.\*\*
- Scholarships for out-of-state students will close midnight 31 September 2021.\*\*

## Playground Areas

The different playground areas are:	Activities in the playground areas are limited as follows:
<b>Area A</b> - Cottage lawn	Out of bounds
<b>Area B</b> - Donut quadrangle	Passive area – Handball on chess board only
<b>Area C</b> - Main quadrangle	Handball only
<b>Area D</b> - Canteen	Line up behind the red line and politely wait to be served
<b>Area E</b> - COLA	Ball games at the discretion of staff on duty
<b>Area F</b> - Tennis courts, basketball courts, and cricket nets	Ball games at the discretion of staff on duty.
<b>Area G</b> – STEM Lawn	Out of bounds

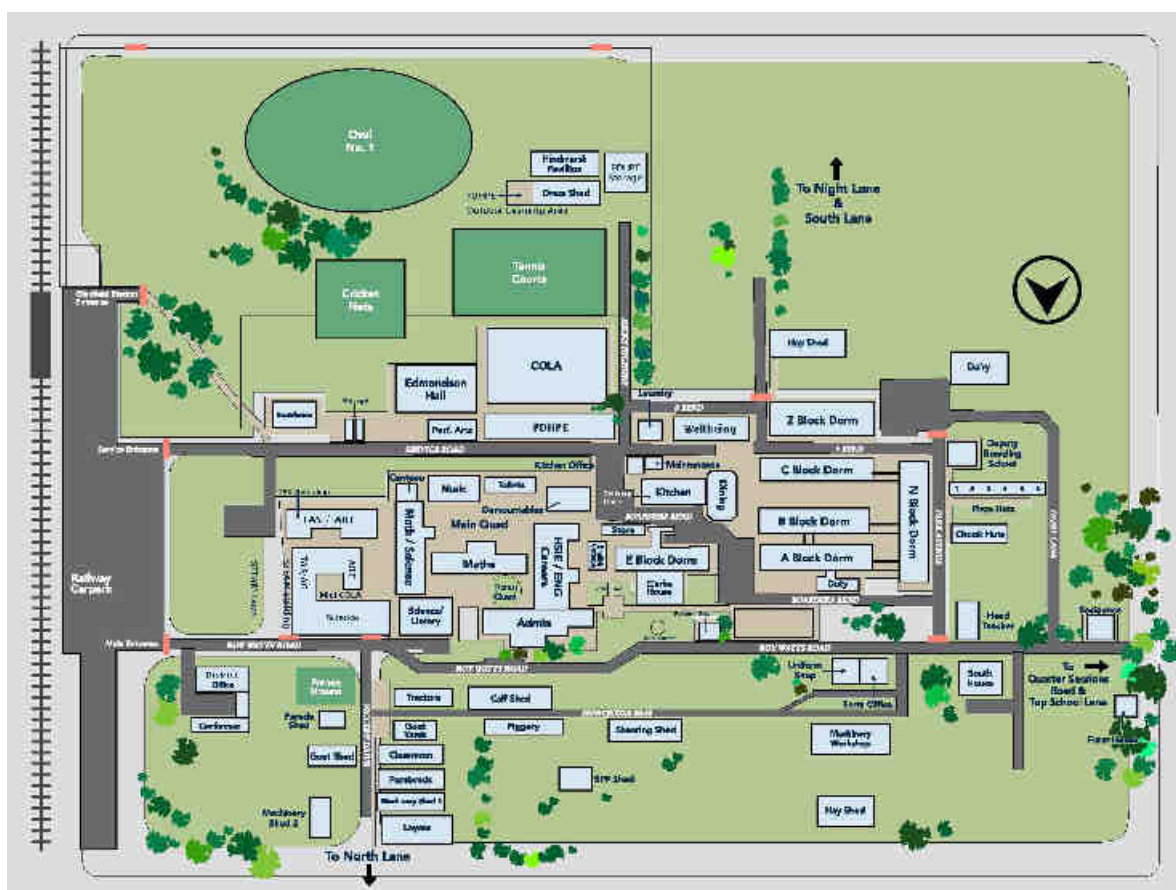
*\*No kicking of footballs or tackling permitted*



## Aerial view of grounds



## School map



## Travelling to School

### Train

Passengers alight at Glenfield Station that is served by the metropolitan railway network from the Cumberland, Inner West & Leppington, Airport & South Line & Southern Highlands train lines.

For more  
information on  
NSW  
Transport  
[Click Here](#)

### Applying for a Student Opal Card

The School Student Transport Scheme (SSTS) gives eligible school students free or concession travel between home and school on public transport in NSW, including metro, train, bus, ferry and light rail services.

Depending on where you're travelling, you may receive a free school travel pass, School Opal card or both.

#### Secondary School Students from Year 7 to 12 are eligible if:

They are a resident of NSW or an overseas student who is eligible for free government education

The straight-line distance from their home address to school is more than 2 km, or

The walking distance from home to school is 2.9 km or further.

#### Free or subsidised school travel is available for eligible students through:

School Opal cards provides free school travel and can be used as a School Term Bus Pass, for travel within the Opal network. Apply through the [School Student Transport Scheme \(SSTS\) website](#)



School travel pass provides free travel on NSW TrainLink Regional services and long -distance coach services for boarding school students.

If you don't qualify for free travel to and from school, you may be eligible to purchase a [School Term Bus Pass](#).

Purchase a  
School Term  
Bus Pass  
[Click Here](#)

For all the information, to apply and for replacement cards, visit the [School Student Transport Scheme \(SSTS\) website](#).

### Student Code of Conduct when Travelling

When travelling between home and school, students must adhere to various regulations regarding passenger behaviour and the codes of conduct for travel using public transport. For more information on this, please visit [Student-Code-Conduct](#)

## Road

Access to the school by road is from Glenfield Road. Taking the exit near the Hurlstone 'Welcome Sign' at the roundabout near the railway overpass. The School is situated on Roy Watts Road. The different sections of the school are signposted. Senior students may submit a completed application form to DP of Administration that is signed by a parent/guardian and the student. The "Permission to Drive to School" form can be collected from the front office.

If passengers are permitted they are to be listed on the application form. The passenger's parents are also required to sign the form.

The completed application forms are to be handed into the Deputy Principal (Day School), along with a copy of:

- Students driver's license
- Registration papers
- Vehicle insurance

The application will be reviewed by the deputy principal. If approved, a "Student Parking Pass" will be issued to the student seeking permission. The pass is to be displayed on the dashboard of the car each day the vehicle is parked at the school.

Student's vehicles are to be parked down along Roy Watts Road, east of the staff car park.

### Code of Behaviour

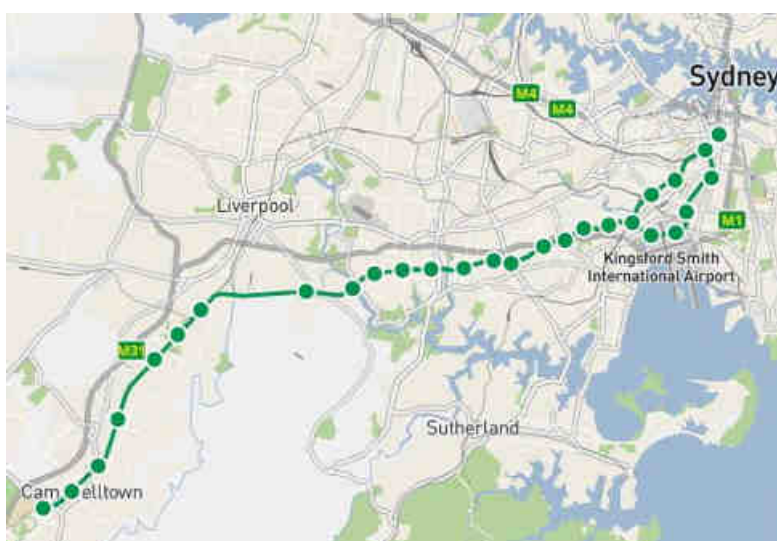
The school policy requires students to:

- Act in a responsible manner at all times when using the vehicle
- Keep the vehicle off the school grounds - only park in designated areas
- Only carry passengers as nominated by their parents
- Only use the car to come to and from school at the start and end of the school day
- Display the Student Parking Authority Pass at all times



## Air

Situated on the Airport & South train line, we are ideally positioned 7 stops from the Domestic terminal and 8 stops from the International terminal.



## Administration

### Attendance

Students are expected to attend school each day during the term. Notes are required for every absence, including special leave for both day students and boarders to explain day school absences, early leave and late to school.

- Students who will be absent for greater than 3 school days need to complete an “Application for Exemption from Attendance at School” form available from the front office.”
- Parents of children from Year 7 to Year 12 must ensure their children attend school every day. 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 recognized religious holiday
  - exceptional or urgent family circumstances e.g. attending a funeral.
- Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence. Where an explanation has not been received within the 7-day timeframe, the school will record the absence as unjustified on the student's record.



**Compulsory  
school attendance  
Information**  
[Click Here](#)

### When is roll call held?

Roll call is conducted during the first period of every day.

#### What do I do if I need to verify my attendance?

Students are expected to attend school each day during the term. Notes are required for every absence, including special leave for boarders to explain day school absences, early leave and late to school.

Students who will be absent for greater than 5 school days need to complete an “Application for Exemption from Attendance at School” form available from the front office.

#### What should be included on an attendance note?

Dear .....

as the parent/guardian of **{Students name}** of **{Students - Roll Call}** I wish to advise that on

- **{insert date}** he/she: was / will be absent,
- is requesting early departure at **{insert time}**
- was / will be late **{insert time}**

Reason: .....

Name and Signature of Parent: ..... Date: .....

**Please note:**

- Absence notes are to be provided on the next day following the absence.
- You can also respond to the text message notifying your child's absence.
- Students wishing to leave school early should present their notes to a Deputy Principal, before school. Students will be given permission from the Deputy Principal and given an **"Early leave card"** showing the time the student is required to leave the school.
- If a student is late for school they are to report to the **front office**, where students will be issued with a **"Late note"**.
- During school time no student is permitted in dormitory blocks or common rooms. Boarders who urgently need to go to the dormitory blocks during school time must seek approval from a Deputy Principal.

**What do I do if I am late for class?**

Students arriving late to class are to have a **late note** from the **teacher** who has detained them.

## Student illness

**What do I do if I am unwell during the day?**

If students, either day or boarder, are genuinely sick in class they should be sent with a note from their teacher to the front office indicating that they need to go to the Well Being Centre. When required, the Well Being Centre will contact parents of day students and arrange for them to go home.



## Fees terms and conditions

The following **fee structure** is a guide to the school contribution and are subject to change.

**Invoices will be emailed to the financially responsible parent each term.**

### Years 7 – 12 Voluntary Contribution

School Voluntary Contribution		
<b>Cost</b>	<b>Per Child</b>	\$110.00

#### What your voluntary school contribution includes

Provision of classroom resources – books, chemicals, equipment and utensils; a variety of lesson materials – photocopies, booklets, charts and other stimulus materials; examination papers from Independent and Catholic schools' sources; PE and outdoor equipment – balls, bats, nets, hoops and the vast range of PE and fitness equipment. Library resources - books, magazines, journals and newspapers. Stationery for office and faculty communications, newsletters etc. Academic support folders for senior students. Additional first aid supplies.

The DoE allocated funding will support the purchase of educational resources for student and teacher learning. This allocation is supplemented by the school's finance committee.

Building Fund		
<b>Cost</b>	<b>Per Family</b>	\$50.00

#### Information regarding Building Fund contribution

An annual contribution of **\$50.00** per family is recommended. The school has received notice of endorsement as a deductible gift recipient under subdivision 30-BA of the Income Tax Assessment Act 1997. Income tax deductions are available for contributions to the Building Fund.

Library Fund		
<b>Cost</b>	<i>*Per Annum</i>	
<b>First Child</b>	<b>Second Child</b>	<b>Maximum per family</b>
\$100.00*	\$50.00*	\$150.00*

#### Information regarding Library Fund contribution

As with the Building Fund, Hurlstone Agricultural High School has gained endorsement as a deductible gift recipient through subsection 30-B of the Income Tax Assessment Act 1997 (12.1.2 public library). The purpose of this fund is for the purchase of electronic hardware and software so as to support learning research and knowledge management. Income tax deductions are available for contributions to this Library Fund.

P&C Membership Fee		
<b>Cost</b>	<b>Per family</b>	\$50.00

#### Information regarding P&C Membership

The [Parents and Citizens' Association External link](#) (P&C) is made up of parents and carers, your child's school teachers and community members. The P&C meets regularly to contribute to decision-making, developing policies and management plans as well as fundraising.

### New Enrolments

Textbook Hire		
Cost	New student	\$50.00

### Year 7 – 12 – Annual Fee

School Planner		
Cost	Per student	\$13.50

### Year 7 – 10 – Annual Fee

Sport		
Cost	Per student	\$30.00

### Student ID Cards

New Student		
Cost	Per student	\$5.50
Years 9 & 11		
Cost	Per student	\$5.50
Replacement Card		
Cost	Per student	\$10.00

### Lockers

If a student is interested in hiring a locker they can come and see the Administration Office. Depending on which academic year the student purchases the locker will determine the cost. The lockers are hired for the duration of the student's time spent at Hurlstone, and the prices are as follows:

Year	Hire Duration	Cost
Year 7	6 years	\$120.00
Year 8	5 years	\$100.00
Year 9	4 years	\$80.00
Year 10	3 years	\$60.00
Year 11	2 years	\$40.00
Year 12	1 year	\$20.00

It is requested that students adhere to the following rules:

- **Under no circumstances are students to share lockers.**
- If a student loses their locker key, a cost of \$10.00 will be charged to replace the lost key. If a student needs to borrow the master key for their locker, but loses this key as well, a cost of \$35.00 will be charged. **This key must not be duplicated outside of school.**
- Students are asked to report any graffiti or damage to their locker immediately to the Finance Office.
- Students hiring lockers must be aware that if the senior executive of the school perceive the need, lockers can and will be searched.



## Subject Requirements and Fees

Materials not included in general school voluntary fees

### Year 7

#### Agriculture

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"><li>• Laptop *</li><li>• Lead pencils</li><li>• Ruler</li><li>• Calculator</li></ul>	<ul style="list-style-type: none"><li>• 4GB USB</li><li>• Pens</li><li>• Eraser</li></ul>	\$10.00
Practical Lesson:		
<ul style="list-style-type: none"><li>• Hat or Cap</li><li>• Compulsory sturdy leather lace up school shoes</li></ul>	<ul style="list-style-type: none"><li>• Sunblock</li><li>• Hand Sanitiser</li></ul>	

#### English

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>A4 <b>lined</b> exercise book – <b>160</b> Pages <i>(Not spiral bound)</i></li> <li>4GB USB for English only</li> <li>Ruler</li> <li>Glue-stick</li> <li>Display folder/document wallet</li> </ul>	<ul style="list-style-type: none"> <li>Pens</li> <li>Pencils</li> <li>Eraser</li> <li>Highlighter</li> <li>Scissors</li> </ul>	<b>Nil</b>

#### Geography

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>A4 exercise book – <b>160</b> Pages</li> <li>Lead pencil</li> <li>6 pack - assorted colour highlighters</li> <li>Standard size post it notes</li> </ul>	<ul style="list-style-type: none"> <li>Calculator</li> <li>Protractor</li> <li>Compass</li> <li>Coloured pencils</li> <li>Glue-stick</li> </ul>	<b>Nil</b>

## Year 7

### History

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 exercise book – <b>160</b> Pages</li> <li>• Ruler</li> <li>• 6 pack - assorted colour highlighters</li> <li>• Standard size post it notes</li> </ul>	<ul style="list-style-type: none"> <li>• Calculator</li> <li>• Lead pencil</li> <li>• Coloured pencils</li> <li>• Glue-stick</li> </ul> <p><b>Nil</b></p>

### Mathematics

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Mathematics text book cover <i>(students taking hard copy - please see subject Fee/Cost)</i></li> <li>• Grid exercise book</li> <li>• Red pen</li> <li>• Ruler</li> <li>• Scientific calculator (preferably <b>CASIO fx8200AU</b>)</li> <li>• Geometry set</li> </ul>	<p><b>\$5.00</b></p> <p><b>MathsOnline - \$16.00</b></p> <p><b>\$41.00</b> <i>(Available for purchase)</i></p> <p><b>\$ 3.00</b> <i>(Available for purchase)</i></p>

### Music

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Music book (<b>lined</b>) – <b>96</b> Pages</li> <li>• Pens</li> <li>• Ruler</li> <li>• Headphones (Must have own headphones)</li> </ul>	<ul style="list-style-type: none"> <li>• USB 2 GB</li> <li>• Pencils</li> <li>• Eraser</li> </ul> <p><b>\$20.00</b></p> <p><b>*Per Annum</b></p>

### PDHPE

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Workbook (<i>supplied to students</i>)</li> </ul>	<b>\$33.00</b>
<ul style="list-style-type: none"> <li>• Pens</li> </ul>	
<ul style="list-style-type: none"> <li>• Highlighters</li> </ul>	
<p><b>Practical Lessons:</b></p> <ul style="list-style-type: none"> <li>• Sport Uniform</li> <li>• Hat</li> </ul>	

## Year 7

### Science

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Exercise book – <b>128</b> Pages</li> <li>Pen</li> <li>Ruler</li> </ul>	<ul style="list-style-type: none"> <li>Scientific Calculator</li> <li>Lead Pencil</li> <li>Eraser</li> </ul> <p><b>Nil</b></p>

### Technology Mandatory

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>USB 2GB for technology use only</li> <li>2 x A4 Plastic document folder</li> <li>Ruler</li> <li>Highlighter</li> <li>Scissors</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical set</li> <li>Pens</li> <li>Pencil (Lead &amp; coloured)</li> <li>Eraser</li> <li>Glue-stick</li> </ul> <p><b>\$100.00</b></p>
<b>Practical Lesson:</b> <ul style="list-style-type: none"> <li>Compulsory sturdy leather lace up school shoes</li> </ul>	<ul style="list-style-type: none"> <li>Apron</li> </ul>

### Visual Arts

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Pencils – 2B, 4B, 6B</li> <li>Visual Arts Process Diary (bound sketch book) A4 size</li> </ul>	<ul style="list-style-type: none"> <li>Eraser</li> </ul> <p><b>\$70.00</b></p>

### Wellbeing

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>A4 plastic document folder</li> <li>A4 exercise book – <b>64</b> Pages</li> </ul>	<p><b>Nil</b></p>

\*Laptops are recommended

## Year 8

### Agriculture

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"><li>• Laptop *</li><li>• Lead pencils</li><li>• Ruler</li><li>• Calculator</li></ul>	<ul style="list-style-type: none"><li>• 4GB USB</li><li>• Pens</li><li>• Eraser</li></ul>	\$10.00
Practical Lesson:		
<ul style="list-style-type: none"><li>• Hat or Cap</li><li>• Compulsory sturdy leather lace up school shoes</li></ul>	<ul style="list-style-type: none"><li>• Sunblock</li><li>• Hand Sanitiser</li></ul>	

### English

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>A4 <b>lined</b> exercise book – <b>160</b> Pages <i>(Not spiral bound)</i></li> <li>4GB USB for English only</li> <li>Ruler</li> <li>Glue-stick</li> <li>Display folder/document wallet</li> </ul>	<ul style="list-style-type: none"> <li>Pens</li> <li>Pencils</li> <li>Eraser</li> <li>Highlighter</li> <li>Scissors</li> </ul>	Nil

### Geography

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>A4 exercise book – <b>160</b> Pages</li> <li>Lead pencil</li> <li>6 pack - assorted colour highlighters</li> <li>Standard size post it notes</li> </ul>	<ul style="list-style-type: none"> <li>Calculator</li> <li>Protractor</li> <li>Compass</li> <li>Coloured pencils</li> <li>Glue-stick</li> </ul>	Nil



## Year 8

### History

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 exercise book – <b>160</b> Pages</li> <li>• Ruler</li> <li>• 6 pack - assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Calculator</li> <li>• Lead pencil</li> <li>• Coloured pencils</li> <li>• Glue-stick</li> </ul> <p><b>Nil</b></p>

### Japanese

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Obento Deluxe Workbook (<i>supplied to students</i>)</li> <li>• A4 exercise book – 64 Pages</li> <li>• Ruler</li> <li>• 6 pack - assorted colour highlighters</li> <li>• Scissors</li> <li>• Laptop</li> </ul>	<ul style="list-style-type: none"> <li>• Lead pencil</li> <li>• Coloured pencils</li> <li>• Eraser</li> <li>• Pens</li> </ul> <p><b>\$45.95</b></p>

### Mathematics

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Grid exercise book</li> <li>• Red pen</li> <li>• Ruler</li> <li>• Scientific calculator (preferably <b>CASIO fx8200AU</b>)</li> <li>• Geometry set</li> </ul>	<ul style="list-style-type: none"> <li>• Blue/black pens</li> <li>• Lead pencil</li> <li>• Eraser</li> </ul> <p><b>MathsOnline - \$16.00</b></p> <p><b>\$41.00</b> (<i>Available for purchase</i>)</p> <p><b>\$ 3.00</b> (<i>Available for purchase</i>)</p>

### Music

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Music book (<b>lined</b>) – <b>96</b> Pages</li> <li>• Pens</li> <li>• Ruler</li> <li>• Headphones (Must have own headphones)</li> </ul>	<ul style="list-style-type: none"> <li>• USB 2 GB</li> <li>• Pencils</li> <li>• Eraser</li> </ul> <p><b>\$20.00</b></p>

## Year 8

### PDHPE

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Workbook (<i>supplied to students</i>)</li> </ul>	<b>\$33.00</b>
<ul style="list-style-type: none"> <li>• Pens</li> <li>• Highlighters</li> </ul>	
<b>Practical Lessons:</b>	
<ul style="list-style-type: none"> <li>• Sport Uniform</li> <li>• Hat</li> </ul>	

### Science

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Exercise book – <b>128</b> Pages</li> <li>• Pen</li> <li>• Ruler</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific Calculator</li> <li>• Lead Pencil</li> <li>• Eraser</li> </ul> <b>Nil</b>

### Technology Mandatory

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• USB 2GB for technology use only</li> <li>• 2 x A4 Plastic document folder</li> <li>• Ruler</li> <li>• Highlighter</li> <li>• Scissors</li> </ul>	<b>\$100.00</b>
<ul style="list-style-type: none"> <li>• Mathematical set</li> <li>• Pens</li> <li>• Pencils (Lead &amp; coloured)</li> <li>• Eraser</li> <li>• Glue-stick</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Practical Lesson:</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Compulsory sturdy leather lace up school shoes</li> </ul>	

### Visual Arts

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Pencils – 2B, 4B, 6B</li> <li>• Eraser</li> </ul>	<b>\$70.00</b>
<ul style="list-style-type: none"> <li>• Visual Arts Process Diary (bound sketch book) A4 size</li> </ul>	

\*Laptops are recommended

## Year 9

### Agriculture

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"><li>• Laptop *</li><li>• A4 exercise book – <b>96</b> Pages</li><li>• Lead pencils</li><li>• Ruler</li></ul>	<ul style="list-style-type: none"><li>• 4GB USB</li><li>• Pens</li><li>• Eraser</li><li>• Calculator</li></ul>	Nil
Practical Lesson:		
<ul style="list-style-type: none"><li>• Hat or Cap</li><li>• Compulsory sturdy leather lace up school shoes</li></ul>	<ul style="list-style-type: none"><li>• Sunblock</li><li>• Hand Sanitiser</li></ul>	

### Commerce - Major & Minor

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 exercise book – <b>160</b> Pages</li> <li>• Ruler</li> <li>• Lead pencil</li> <li>• 6 pack - assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Calculator</li> <li>• Protractor</li> <li>• Compass</li> <li>• Coloured pencils</li> <li>Glue-stick</li> </ul>	Nil

### Computer Technology

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• USB 4 GB</li> <li>• Pencils</li> <li>• Ruler</li> </ul>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Eraser</li> </ul>	\$50.00



## Year 9

### English

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 <b>lined</b> exercise book – <b>160</b> Pages (<i><b>Not spiral bound</b></i>)</li> <li>• 4GB USB for English only</li> <li>• Ruler</li> <li>• Glue-stick</li> <li>• Display folder/document wallet</li> </ul>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Pencils</li> <li>• Eraser</li> <li>• Highlighter</li> <li>• Scissors</li> </ul> <p><b>Nil</b></p>

### Food Technology

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Pens</li> <li>• Pencils</li> </ul>	<p><b>\$100.00</b></p>
<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Eraser</li> </ul>	
<p><b>Practical Lesson:</b></p> <ul style="list-style-type: none"> <li>• Compulsory sturdy leather lace up school shoes</li> </ul>	

### Geography

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 exercise book – <b>160</b> Pages</li> <li>• Coloured pencil</li> <li>• Compass</li> <li>• 6 pack - assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Calculator</li> <li>• Pencil</li> <li>• Ruler</li> <li>• Protractor</li> <li>• Glue-stick</li> </ul> <p><b>Nil</b></p>

## Year 9

### History

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 exercise book – <b>160</b> Pages</li> <li>• Ruler</li> <li>• 6 pack - assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Calculator</li> <li>• Pencil</li> <li>• Coloured pencils</li> <li>• Glue-stick</li> </ul>	Nil

### Industrial Technology - Engineering

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Set of squares</li> <li>• Ruler</li> <li>• Pens</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Compass</li> <li>• Pencils</li> <li>• Erasers</li> </ul>	\$60.00

### Japanese

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Obento Supreme Workbook (<i>supplied to students</i>)</li> <li>• Pencils</li> <li>• Ruler</li> <li>• Highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Eraser</li> <li>• Pens</li> <li>• Laptop</li> </ul>	\$46.00  Resource Fee - \$10.00

### Mathematics

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Grid exercise book</li> <li>• Red pen</li> <li>• Ruler</li> <li>• Scientific calculator (preferably <b>CASIO fx8200AU</b>)</li> <li>• Geometry set</li> </ul>	<ul style="list-style-type: none"> <li>• Blue/black pens</li> <li>• Pencil</li> <li>• Eraser</li> </ul>	MathsOnline - \$16.00  \$41.00 ( <i>Available for purchase</i> ) \$ 3.00 ( <i>Available for purchase</i> )

## Year 9

### Music - Elective

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Music book (<b>lined</b>) – 96 Pages or folder</li> <li>• Pens</li> <li>• Ruler</li> <li>• Manuscript and plastic sleeves for resources,</li> <li>• Headphones (must have own headphones)</li> </ul>	<ul style="list-style-type: none"> <li>• USB 4 GB</li> <li>• Pencils</li> <li>• Eraser</li> </ul> <b>\$30.00</b>

### PDHPE

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Workbook (<i>supplied to students</i>)</li> </ul>	<b>\$33.00</b>
<ul style="list-style-type: none"> <li>• Pens</li> <li>• Highlighters</li> </ul>	
<b>Practical Lessons:</b>	
<ul style="list-style-type: none"> <li>• Sport Uniform</li> <li>• Hat</li> </ul>	

### PASS

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Workbook (<i>supplied to students</i>)</li> </ul>	<b>\$31.00</b>
<ul style="list-style-type: none"> <li>• Pens</li> <li>• Highlighters</li> </ul>	
<b>Practical Lessons:</b>	
<ul style="list-style-type: none"> <li>• Sport Uniform</li> <li>• Hat</li> </ul>	

### Photographic & Digital Media

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• USB (minimum 16GB)</li> <li>• Visual Arts Process Diary (bound sketch book) A4 size</li> </ul>	<ul style="list-style-type: none"> <li>• 16GB SD Card</li> </ul> <b>\$60.00</b>



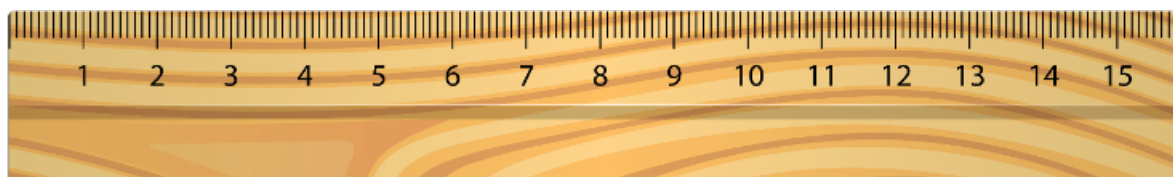
## Year 9

### Science

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Exercise book – <b>128</b> Pages</li> <li>• Pen</li> <li>• Ruler</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific Calculator</li> <li>• Lead Pencil</li> <li>• Eraser</li> </ul>	Nil

### Visual Arts

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Eraser</li> <li>• Visual Arts Process Diary (bound sketch book) A4 size</li> </ul>	<ul style="list-style-type: none"> <li>• Pencils – 2B, 4B, 6B</li> </ul>	\$60.00*



## Year 10

### Agriculture

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"><li>• Laptop *</li><li>• A4 exercise book – <b>96</b> Pages</li><li>• Lead pencils</li><li>• Ruler</li></ul>	<ul style="list-style-type: none"><li>• 4GB USB</li><li>• Pens</li><li>• Eraser</li><li>• Calculator</li></ul>	Nil
Practical Lesson:		
<ul style="list-style-type: none"><li>• Hat or Cap</li><li>• Compulsory sturdy leather lace up school shoes</li></ul>	<ul style="list-style-type: none"><li>• Sunblock</li><li>• Hand Sanitiser</li></ul>	

### Commerce - Minor & Major

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>A4 exercise book – <b>160</b> Pages</li> <li>Lead pencils</li> <li>Ruler</li> <li>Coloured Pencils</li> </ul>	<ul style="list-style-type: none"> <li>Pens</li> <li>Eraser</li> <li>Calculator</li> <li>Compass</li> <li>Protractor</li> </ul>	Nil

### English

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>A4 exercise book – <b>160</b> Pages <i>(Not spiral bound)</i></li> <li>Lead pencils</li> <li>Ruler</li> <li>Coloured pencils</li> <li>A4 Plastic document folder</li> </ul>	<ul style="list-style-type: none"> <li>4GB USB</li> <li>Pens</li> <li>Eraser</li> <li>Glue-stick</li> <li>Highlighters</li> <li>Scissors</li> </ul>	Nil

## Year 10

### Food Technology

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"><li>• Laptop *</li><li>• Ruler</li><li>• Pencils</li></ul>	<ul style="list-style-type: none"><li>• Pens</li><li>• Erasers</li></ul>	\$100.00
• <b>Practical Lesson:</b>		
<ul style="list-style-type: none"><li>• Compulsory sturdy leather lace up school shoes</li></ul>	<ul style="list-style-type: none"><li>• Apron</li></ul>	

### Geography

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 exercise book – <b>160</b> Pages</li> <li>• Lead pencils</li> <li>• Ruler</li> <li>• Coloured Pencils</li> <li>• 6 Pack - assorted colour highlighters</li> <li>• Standard size post-it-notes</li> </ul>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Eraser</li> <li>• Calculator</li> <li>• Compass</li> <li>• Protractor</li> <li>• Glue-stick</li> </ul>	Nil



## Year 10

### History

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>A4 exercise book – <b>160</b> Pages</li> <li>Lead pencils</li> <li>Ruler</li> <li>6 Pack - assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>Coloured pencils</li> <li>Pens</li> <li>Eraser</li> <li>Calculator</li> <li>Glue-stick</li> </ul>	<b>Nil</b>

### Hospitality

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Chef Uniform</li> <li>Compulsory sturdy leather lace up school shoes</li> <li>Laptop</li> </ul>		<b>Uniform - \$70.00 (approx.)</b> (must be purchased from Unicut, which teacher will provide information at start of subject)  <b>\$100.00</b>

### Industrial Technology - Engineering

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>A4 Plastic document folder</li> <li>Ruler</li> <li>Pens</li> <li>Set of squares</li> </ul>	<ul style="list-style-type: none"> <li>4GB USB</li> <li>Calculator</li> <li>Compass</li> <li>Pencils</li> <li>Eraser</li> </ul>	<b>\$60.00</b>

### Computer Technology

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>Pencil</li> </ul>	<ul style="list-style-type: none"> <li>4GB USB</li> <li>Ruler</li> </ul>	<b>\$50.00</b>

## Year 10

### Japanese

Subject Requirements	Subject Fee/Cost`
<ul style="list-style-type: none"> <li>• Obento Supreme Workbook (<i>supplied to students</i>)</li> <li>• Pencils</li> <li>• Ruler</li> <li>• Highlighters</li> <li>• Eraser</li> <li>• Pens</li> <li>• Laptop</li> </ul>	Resource Fee - \$10.00

### Mathematics

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Grid exercise book</li> <li>• Red pen</li> <li>• Ruler</li> <li>• Scientific calculator (preferably <b>CASIO fx8200AU</b>)</li> <li>• Geometry set</li> <li>• Blue/black pens</li> <li>• Pencil</li> <li>• Eraser</li> </ul>	MathsOnline - \$16.00  \$41.00 (Available for purchase) \$ 3.00 (Available for purchase)

### Multimedia

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 exercise book – 160 Pages</li> <li>• Pens</li> <li>• Calculator</li> <li>• Pencils</li> <li>•</li> </ul>	Nil



## Year 10

### Music

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Music book (<b>lined</b>) – 96 Pages or folder</li> <li>• Pens</li> <li>• Ruler</li> <li>• Manuscript and plastic sleeves for resources</li> <li>• Headphones (must have own headphones)</li> </ul>	<ul style="list-style-type: none"> <li>• USB 4 GB</li> <li>• Pencils</li> <li>• Eraser</li> </ul> <b>\$30.00</b>

### PDHPE

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Workbook (<i>supplied to students</i>)</li> </ul>	<b>\$33.00</b>
<ul style="list-style-type: none"> <li>• Pens</li> <li>• Highlighters</li> </ul>	
<b>Practical Lessons:</b>	
<ul style="list-style-type: none"> <li>• Sport Uniform</li> <li>• Hat</li> </ul>	

### PASS

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Workbook (<i>supplied to students</i>)</li> </ul>	<b>\$31.00</b>
<ul style="list-style-type: none"> <li>• Pens</li> <li>• Highlighters</li> </ul>	
<b>Practical Lessons:</b>	
<ul style="list-style-type: none"> <li>• Sport Uniform</li> <li>• Hat</li> </ul>	

### Photographic & Digital Media

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• USB (minimum 16GB)</li> <li>• 16GB SD Card</li> <li>• Visual Arts Process Diary (bound sketch book) A4 size</li> </ul>	<b>\$60.00</b>

## Year 10

### Science

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>A4 Exercise book – <b>128</b> Pages or ring binder</li> <li>Pen</li> <li>Ruler</li> </ul>	<ul style="list-style-type: none"> <li>Scientific Calculator</li> <li>Lead Pencil</li> <li>Eraser</li> </ul>	Nil

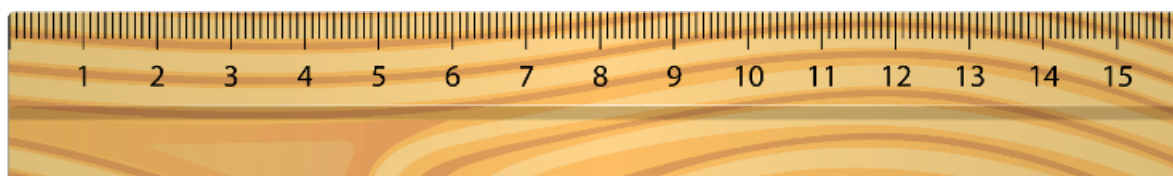
### Textiles Technology

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>Folder for notes</li> <li>Lead pencils</li> <li>Ruler</li> <li>6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>Coloured pencils</li> <li>Pens</li> <li>Eraser</li> <li>Glue-sticks</li> </ul>	\$60.00

### Visual Arts

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>Eraser</li> <li>Visual Arts Process Diary (bound sketch book) A4 size</li> </ul>	<ul style="list-style-type: none"> <li>Pencils – 2B, 4B, 6B</li> </ul>	\$60.00*

\*Laptops are recommended



## Year 11

### Agriculture

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>Folder for notes</li> <li>Lead pencils</li> <li>Ruler</li> </ul>	Nil
<ul style="list-style-type: none"> <li>4GB USB</li> <li>Pens</li> <li>Eraser</li> <li>Calculator</li> </ul>	
<b>Practical Lesson:</b> <ul style="list-style-type: none"> <li>Sturdy leather lace up school shoes</li> </ul>	

### Ancient History

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>Folder for notes</li> <li>Lead pencils</li> <li>Ruler</li> <li>6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>Coloured pencils</li> <li>Pens</li> <li>Eraser</li> <li>Glue-sticks</li> </ul>
	Nil

### Biology

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>A4 Exercise book – 128 Pages or ring binder and paper</li> <li>Exercise book – 48 pages for practical records</li> <li>Pen</li> <li>Lead pencil</li> </ul>	<ul style="list-style-type: none"> <li>Ruler</li> <li>Eraser</li> <li>Protractor</li> <li>Scientific Calculator</li> </ul>
	\$30.00
	Atomi Fee - \$30.00

### Business Studies

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>Folder for notes</li> <li>Lead pencils</li> <li>Ruler</li> <li>6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>Pens</li> <li>Eraser</li> <li>Glue-sticks</li> <li>Calculator</li> </ul>
	\$30.00

## Year 11

### Chemistry

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• A4 Exercise book – <b>128</b> Pages or ring binder and paper</li> <li>• Exercise book – 48 pages for practical records</li> <li>• Pen</li> <li>• Lead pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Eraser</li> <li>• Protractor</li> <li>• Scientific Calculator</li> </ul>	<b>\$40.00</b>  <b>Atomi Fee - \$30.00</b>

### Enterprise Computing

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 Binder book</li> <li>• Lead pencils</li> </ul>	<ul style="list-style-type: none"> <li>• 4GB USB</li> <li>• Pens</li> <li>• Eraser</li> </ul>	<b>\$40.00</b>

### Ceramics

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Pencils</li> <li>• Plastic placemat</li> <li>• Visual Arts Process Diary (bound sketch book) A4 size</li> </ul>	<ul style="list-style-type: none"> <li>• Apron</li> </ul>	<b>\$60.00</b>

### Design and Technology

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"><li>• Laptop *</li><li>• Folder for notes</li><li>• Lead pencils</li><li>• Ruler</li><li>• 6 Pack – assorted colour highlighters</li></ul>	<ul style="list-style-type: none"><li>• Coloured pencils</li><li>• Pens</li><li>• Eraser</li><li>• Glue-sticks</li></ul>	\$80.00
• <b>Practical Lesson:</b>		
<ul style="list-style-type: none"><li>• Sturdy leather lace up school shoes</li></ul>	<ul style="list-style-type: none"><li>• Apron</li></ul>	

## Year 11

### Economics

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Folder for notes</li> <li>• Pencils</li> <li>• Ruler</li> <li>• 6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-sticks</li> <li>• Calculator</li> </ul>	<b>\$30.00</b>

### Engineering Studies

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 binder book – 64 Pages</li> <li>• Lead pencils</li> <li>• Ruler</li> <li>• Coloured Pencils</li> <li>• A4 Plastic document folder</li> </ul>	<ul style="list-style-type: none"> <li>• 2GB USB</li> <li>• Pens</li> <li>• Eraser</li> <li>• Calculator</li> <li>• Compass</li> <li>• Set of squares</li> </ul>	<b>\$60.00</b>

### English

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 lined book – folder with loose leaf paper</li> <li>• Lead pencils</li> <li>• Ruler</li> <li>• Coloured pencils</li> <li>• A4 Plastic document folder</li> </ul>	<ul style="list-style-type: none"> <li>• 4GB USB</li> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-stick</li> <li>• Highlighters</li> <li>• Scissors</li> </ul>	<b>Nil</b>



## Year 11

### Geography

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 exercise book – <b>160</b> Pages</li> <li>• Lead pencils</li> <li>• Ruler</li> <li>• Coloured Pencils</li> <li>• 6 Pack - assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Eraser</li> <li>• Calculator</li> <li>• Compass</li> <li>• Protractor</li> <li>• Glue-stick</li> </ul> <p><b>Nil</b></p>

### Japanese

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Wakatta Workbook 1 <b>(supplied to students)</b></li> <li>• Pens</li> <li>• 6 Pack - assorted colour highlighters</li> <li>• Laptop</li> </ul>	<p><b>\$40.00</b></p> <p><b>Resource Fee - \$10.00</b></p>

### Korean

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Korean Beginners Workbook 1 <b>(supplied to students)</b></li> <li>• Pens</li> <li>• 6 Pack - assorted colour highlighters</li> <li>• Laptop</li> </ul>	<p><b>\$50.00</b></p> <p><b>Resource Fee - \$10.00</b></p>

### Legal Studies

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Folder for notes</li> <li>• Lead pencils</li> <li>• Ruler</li> <li>• 6 Pack - assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Coloured pencils</li> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-stick</li> </ul> <p><b>\$30.00</b></p>

## Year 11

### Mathematics

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Grid exercise book</li> <li>• Red pen</li> <li>• Ruler</li> <li>• Scientific calculator (preferably <b>CASIO fx-82AU PLUS II</b>)</li> <li>• Geometry set</li> </ul>	<ul style="list-style-type: none"> <li>• Blue/black pens</li> <li>• Pencil</li> <li>• Eraser</li> </ul> <p><b>MathsOnline - \$16.00</b></p> <p><b>\$41.00</b> <i>(Available for purchase)</i></p> <p><b>\$ 3.00</b> <i>(Available for purchase)</i></p>

### Modern History

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Folder for notes</li> <li>• Lead pencil</li> <li>• Ruler</li> <li>• 6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Coloured pencils</li> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-sticks</li> </ul> <p><b>Nil</b></p>

### Music

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Music book (<b>lined</b>) – 96 Pages <b>or</b> folder</li> <li>• Pens</li> <li>• Ruler</li> <li>• Manuscript and plastic sleeves for resources</li> <li>• Headphones (must have own headphones)</li> </ul>	<ul style="list-style-type: none"> <li>• USB 4 GB</li> <li>• Coloured pencils</li> <li>• Eraser</li> </ul> <p><b>\$30.00</b></p>



## Year 11

### PDHPE

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Workbook (<i>supplied to student</i>)</li> </ul>	\$62.00
<ul style="list-style-type: none"> <li>• Pens</li> <li>• Highlighters</li> </ul>	
<b>Practical Lessons:</b>	
<ul style="list-style-type: none"> <li>• Sport Uniform</li> <li>• Hat</li> </ul>	

### Photography, Video & Digital Imaging

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• USB (minimum 16GB)</li> <li>• 16GB SD Card</li> <li>• Visual Arts Process Diary (bound sketch book) A4 size</li> </ul>	\$60.00

### Physics

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• A4 Exercise book – 128 Pages or ring binder and paper</li> <li>• Exercise book – 48 pages for practical records</li> <li>• Pen</li> <li>• Lead pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Eraser</li> <li>• Protractor</li> <li>• Scientific Calculator</li> </ul>
	\$30.00  Atomi Fee - \$30.00



## Year 11

### SLR

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"><li>• Pens</li></ul>	<ul style="list-style-type: none"><li>• Highlighters</li></ul>	Nil
Practical Lessons:		
<ul style="list-style-type: none"><li>• Sport Uniform</li></ul>	<ul style="list-style-type: none"><li>• Hat</li></ul>	

### Society & Culture

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Folder for notes</li> <li>• Lead pencil</li> <li>• Ruler</li> <li>• 6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Coloured pencils</li> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-sticks</li> </ul>	Nil

### Studies of Religion

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Folder for notes</li> <li>• Lead pencil</li> <li>• Ruler</li> <li>• 6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Coloured pencils</li> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-sticks</li> </ul>	\$30.00



## Year 11

### Textiles and Design

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Folder for notes</li> <li>• Lead pencils</li> <li>• Ruler</li> <li>• 6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Coloured pencils</li> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-sticks</li> </ul>	<b>\$80.00</b>

### Visual Arts

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Pencils – 2B, 4B, 6B</li> <li>• Visual Arts Process Diary (bound sketch book) A4 size</li> </ul>	<ul style="list-style-type: none"> <li>• Eraser</li> </ul>	<b>\$75.00*</b> *Per annum

\*Laptops are recommended

## Year 12

### Agriculture

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Folder for notes</li> <li>• Lead pencils</li> <li>• Ruler</li> </ul>	Nil
<ul style="list-style-type: none"> <li>• 4GB USB</li> <li>• Pens</li> <li>• Eraser</li> <li>• Calculator</li> </ul>	
<b>Practical Lesson:</b> <ul style="list-style-type: none"> <li>• Sturdy leather lace up school shoes</li> </ul>	

### Ancient History

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Folder for notes</li> <li>• Lead pencils</li> <li>• Ruler</li> <li>• 6 Pack – assorted colour highlighters</li> </ul>	Nil
<ul style="list-style-type: none"> <li>• Coloured pencils</li> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-sticks</li> </ul>	

### Biology

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• A4 Exercise book – <b>128</b> Pages or ring binder and paper</li> <li>• Exercise book – 48 pages for practical records</li> <li>• Pen</li> <li>• Lead pencil</li> <li>• Compass</li> </ul>	<b>\$30.00</b>  <b>Atomi Fee - \$30.00</b>
<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Eraser</li> <li>• Protractor</li> <li>• Scientific Calculator</li> </ul>	



## Year 12

### Business Studies

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Folder for notes</li> <li>• Lead pencils</li> <li>• Ruler</li> <li>• 6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-sticks</li> <li>• Calculator</li> </ul> <p><b>\$30.00</b></p>

### Chemistry

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• A4 Exercise book – <b>128</b> Pages or ring binder and paper</li> <li>• Exercise book – 48 pages for practical records</li> <li>• Pen</li> <li>• Lead pencil</li> <li>• Compass</li> </ul>	<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Eraser</li> <li>• Protractor</li> <li>• Scientific Calculator</li> </ul> <p><b>\$40.00</b></p> <p><b>Atomi Fee - \$30.00</b></p>

### Economics

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Folder for notes</li> <li>• Pencils</li> <li>• Ruler</li> <li>• 6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-sticks</li> <li>• Calculator</li> </ul> <p><b>\$30.00</b></p>



## Year 12

### Engineering Studies

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• A4 binder book – 64 Pages</li> <li>• Lead pencils</li> <li>• Ruler</li> <li>• Coloured Pencils</li> <li>• A4 Plastic document folder</li> </ul>	<ul style="list-style-type: none"> <li>• 2GB USB</li> <li>• Pens</li> <li>• Eraser</li> <li>• Calculator</li> <li>• Compass</li> <li>• Set of squares</li> </ul>	<b>\$60.00</b>

### English

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop * *</li> <li>• A4 lined book – folder with loose leaf paper</li> <li>• Lead pencils</li> <li>• Ruler</li> <li>• Coloured pencils</li> <li>• A4 Plastic document folder</li> </ul>	<ul style="list-style-type: none"> <li>• 4GB USB</li> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-stick</li> <li>• Highlighters</li> <li>• Scissors</li> </ul>	<b>Nil</b>

### Extension History

Subject Requirements		Subject Fee/Cost
<ul style="list-style-type: none"> <li>• Laptop *</li> <li>• Folder for notes</li> <li>• Lead pencil</li> <li>• Ruler</li> <li>• 6 Pack – assorted colour highlighters</li> <li>• Project logbook (A4 bound sketch book)</li> </ul>	<ul style="list-style-type: none"> <li>• Coloured pencils</li> <li>• Pens</li> <li>• Eraser</li> <li>• Glue-sticks</li> </ul>	<b>Nil</b>

## Year 12

### Geography

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>A4 exercise book – <b>160</b> Pages</li> <li>Lead pencils</li> <li>Ruler</li> <li>Coloured Pencils</li> <li>6 Pack - assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>Pens</li> <li>Eraser</li> <li>Calculator</li> <li>Compass</li> <li>Protractor</li> <li>Glue-stick</li> </ul> <p><b>Nil</b></p>

### Legal Studies

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>Folder for notes</li> <li>Lead pencils</li> <li>Ruler</li> <li>6 Pack - assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>Coloured pencils</li> <li>Pens</li> <li>Eraser</li> <li>Glue-stick</li> </ul> <p><b>\$30.00</b></p>

### Investigating Science & Extension Science

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>A4 Exercise book – <b>128</b> Pages or ring binder and paper</li> <li>Exercise book – 48 pages for practical records</li> <li>Pen</li> <li>Lead pencil</li> <li>Compass</li> </ul>	<ul style="list-style-type: none"> <li>Ruler</li> <li>Eraser</li> <li>Protractor</li> <li>Scientific Calculator</li> </ul> <p><b>Nil</b></p>

### Japanese

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Wakatta Workbook 2 (<b>supplied to students</b>)</li> <li>Pens</li> <li>6 Pack - assorted colour highlighters</li> <li>Laptop</li> </ul>	<p><b>\$40.00</b></p> <p><b>Resource Fee - \$10.00</b></p> <ul style="list-style-type: none"> <li>Eraser</li> <li>Pencils</li> </ul>

## Year 12

### Korean

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Korean Beginners Workbook 2 (<b>supplied to students</b>)</li> <li>Pens</li> <li>6 Pack - assorted colour highlighters</li> <li>Laptop</li> </ul>	<b>\$50.00</b>  <b>Resource Fee - \$10.00</b>

### Mathematics

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Grid exercise book</li> <li>Red pen</li> <li>Ruler</li> <li>Scientific calculator (preferably <b>CASIO fx8200</b>)</li> <li>Geometry set</li> </ul>	<ul style="list-style-type: none"> <li>Blue/black pens</li> <li>Pencil</li> <li>Eraser</li> </ul> <b>MathsOnline - \$16.00</b>  <b>\$41.00</b> ( <i>Available for purchase</i> ) <b>\$ 3.00</b> ( <i>Available for purchase</i> )

### Modern History

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop * *</li> <li>Folder for notes</li> <li>Lead pencil</li> <li>Ruler</li> <li>6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>Coloured pencils</li> <li>Pens</li> <li>Eraser</li> <li>Glue-sticks</li> </ul> <b>Nil</b>

### Music

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Music book (<b>lined</b>) – <b>96</b> Pages <b>or</b> folder</li> <li>Pens</li> <li>Ruler</li> <li>Manuscript and plastic sleeves for resources</li> <li>Headphones (must have own headphones)</li> </ul>	<ul style="list-style-type: none"> <li>USB 4 GB</li> <li>Coloured pencils</li> <li>Eraser</li> </ul> <b>\$30.00</b>

## Year 12

### PDHPE

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Workbook (<i>supplied to students - please see subject Fee/Cost</i>)</li> </ul>	\$62.00
<ul style="list-style-type: none"> <li>Pens</li> <li>Highlighters</li> </ul>	Atomi Fee - \$30.00
<b>Practical Lessons:</b>	
<ul style="list-style-type: none"> <li>Sport Uniform</li> <li>Hat</li> </ul>	

### Physics

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>A4 Exercise book – <b>128</b> Pages or ring binder and paper</li> <li>Exercise book – 48 pages for practical records</li> <li>Pen</li> <li>Lead pencil</li> <li>Compass</li> </ul>	<ul style="list-style-type: none"> <li>Ruler</li> <li>Eraser</li> <li>Protractor</li> <li>Scientific Calculator</li> </ul>
	\$30.00
	Atomi Fee - \$30.00

### Studies of Religion

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Laptop *</li> <li>Folder for notes</li> <li>Lead pencil</li> <li>Ruler</li> <li>6 Pack – assorted colour highlighters</li> </ul>	<ul style="list-style-type: none"> <li>Coloured pencils</li> <li>Pens</li> <li>Eraser</li> <li>Glue-sticks</li> </ul>
	\$30.00

### Visual Arts

Subject Requirements	Subject Fee/Cost
<ul style="list-style-type: none"> <li>Pencils – 2B, 4B, 6B</li> <li>Visual Arts Process Diary (bound sketch book) A4 size</li> </ul>	<ul style="list-style-type: none"> <li>Eraser</li> </ul>
	\$75.00*

\*Laptops are recommended

## Financial Assistance

If you are unable to pay school contributions because of financial hardship, you may be eligible for assistance from the school. The school allocates funding to assist students in the Student Assistance Scheme.



*"The journey of thousand miles begins  
with one step"*

*Lao Tzu*

Our principal will ensure no student or family suffers any discrimination or embarrassment over the inability

## Uniform

When students wear a school uniform, they feel included in our school community.

Students, teachers, parents and carers, as well as members of our local community helped develop our school uniform to make sure it:

- meets the requirements of occupational health and safety, anti-discrimination and equal opportunity legislation
- includes items that are affordable, comfortable and made from easy-care and easy-wear fabrics
- is appropriate for the full range of school activities
- is suitable for all body shapes.

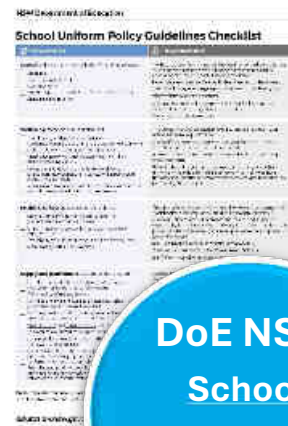
### Do I have to wear full school uniform each day?

Full school uniform is to be worn at all times at school (except non-uniform days) and on excursions unless notified in advance by teaching staff. Correct sport uniform can be worn to school each Wednesday.

### What do I do if I have a legitimate reason for being out of uniform?

Uniform passes are available to students who have a legitimate short-term reason and this request must be accompanied by a note or email from the parent of the student. These are available during period 1.

**Learn more about the NSW Department of Education's School Uniform Policy:**



**DoE NSW**  
**School**  
**Uniform**  
**Guidelines**



## Uniform Shop Information

The P&C conducts a Uniform Shop located in Roy Watts Road. The shop sells new items of uniform as well as second-hand.

### Online orders

Uniform items can also be ordered online. To make an online order, go to [www.quickcliq.com.au](http://www.quickcliq.com.au) and follow the instructions provided here: [Parent Guide to Quickcliq](#)

### Payment

The Uniform Shop is run by the P&C Association, not the school.

Uniform purchases need to be paid through the QuickCliq system. They cannot be paid through the Parent Online Payment (POP) system.

Parents of boarder students should make note in their order, that their child is a boarder and boarding school staff will assist in getting the uniform to your child.

### Second-Hand Uniforms

Under the current restrictions, second-hand uniforms will not be available until further notice.

### Price List

See below details for further information

### Return Policy

Returns can be brought back to school and given to uniform shop staff on Wednesdays and Thursdays. They will process the return and advise when the new goods will be ready for collection. There is a 60 day return and exchange policy from day of collection. Items must be in original condition with tags and receipt presented.

### Contact

The Managers can be reached on **0416 746 708** or [hahsuniform@hotmail.com](mailto:hahsuniform@hotmail.com) during hours of operation.

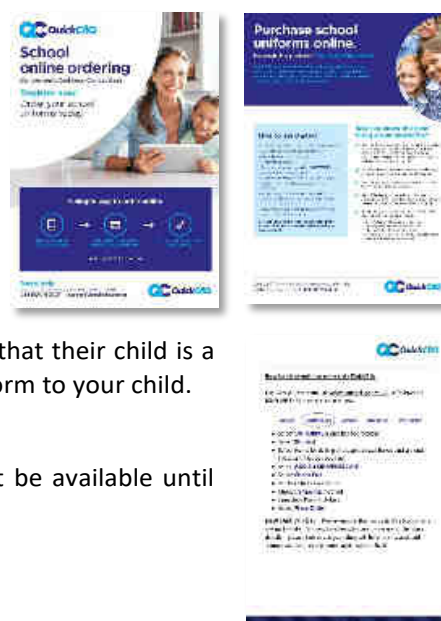
### Collecting Uniforms from the uniform shop

#### 1. Collecting and exchanging uniforms

Once the uniform is packed and ready for collection, the uniform shop will send an email to the family that will specify the day the student should come to the office at lunch time to collect the uniform. There will be no excess stock available in the school foyer to purchase so **ALL** uniforms will need to be ordered online and no over the counter orders can be supported with this process.

**This can only occur during the following hours:**

Opening Times		
Monday	Closed	
Tuesday	10.00 am	2.00 pm
Wednesday	10.00 am	2.00 pm
Thursday	10.00 am	2.00 pm
Friday	Closed	



## Uniform Code Guide

Term 1	Term 2	Term 3	Term 4
Summer	Winter	Winter	Summer
<i>Informal uniform</i>	<i>Formal uniform</i>	<i>Formal uniform</i>	<i>Informal uniform</i>

**\*\*Senior students can wear their winter uniform in Terms 1 & 4.**

## Girls – Summer (Informal Uniform)

## Junior – Years 7 - 10

Striped sand/white dress  
White socks  
Cap or hat  
Crested Blue jumper/vest  
Navy blue shorts  
White collared blouse

## Senior – Years 11 &amp; 12

Striped blue dress  
White socks  
Cap or hat  
Crested Blue jumper/vest  
Navy blue shorts  
White collared blouse  
Grey pants

## Girls – Winter (Formal Uniform)

## Junior – Years 7 - 10

Grey skirt  
Junior blouse L/S & Junior tie  
Grey pants  
Grey tights or white socks  
Crested blue jumper or vest  
Blazer (compulsory Year 10 only)

## Senior – Years 11 &amp; 12

Blue skirt  
Senior blouse L/S or S/S  
Grey pants  
Navy tights or white socks  
Crested blue jumper or vest  
Blazer (compulsory)

## Boys – Summer (Informal Uniform)

## Junior – Years 7 - 10

Khaki shorts  
Khaki shirt  
Khaki socks  
Cap or hat  
Crested blue jumper or vest

## Senior – Years 11 &amp; 12

Khaki shorts  
Khaki shirt  
Khaki socks  
Cap or hat  
Crested blue jumper or vest

**Boys – Winter (Formal Uniform)****Junior – Years 7 - 10**

Grey shirt - Long sleeve  
 Grey trousers  
 Junior tie  
 Grey socks  
 Crested blue jumper or vest  
 Blazer (compulsory Year 10 only)

**Senior – Years 11 & 12**

White shirt- Long sleeve or short sleeve  
 Grey trousers  
 Junior tie  
 Grey socks  
 Crested blue jumper or vest  
 Blazer (compulsory)

**Sport Uniform - Years 7 - 12****Summer**

Sports T-Shirt  
 Sports shorts or tracksuit pants  
 Sports tracksuit jacket  
 White socks  
 Cap or hat

**Winter**

Sports T-Shirt  
 Sports tracksuit pants  
 Sports tracksuit jacket  
 Sports jersey  
 White socks  
 Cap or hat

The school **sports uniform** is **compulsory** for Boys and Girls and is to be worn on sports day. School tracksuit jacket & tracksuit pants or sports jersey & tracksuit pants for warmth in colder months.

## Uniform Shop List

Please check prices from [www.quickcliq.com.au](http://www.quickcliq.com.au)

### Girls – Uniform

#### Junior & Senior– Years 7 - 12

Dress	Junior	6 – 18 20+	
	Senior	6 – 18 20+	
Pants	Junior & Senior	6 – 20	
Skirt	Junior & Senior	Up to 16 Size 18 & over	
Blouse	Junior short sleeve	8 – 20	
	Junior long sleeve	4 – 22	
	Senior short sleeve	8 – 26	
	Senior long sleeve	4 – 26	
Shorts	Junior & Senior	8 – 20	
Tights	Nylon/Lycra – Grey or Navy	S, Av, T, XT	
	Cotton/Lycra – Grey or Navy	S, Av, T, XT	

### Boys – Uniform

#### Junior & Senior– Years 7 - 12

Shirt	Khaki	10 – 14 16 - 28	
	Long Sleeve - Grey/White	10 – 28	
	Short Sleeve - White	14 – 28	
Shorts	Wash & Wear	6 – 16 (Boys)	
		4 – 9 (Mens)	
Trousers		8 – 18 (Boys) 3 – 8 1/4	
Socks	Khaki	2 - 8, 8 - 11, 11 - 14	
	Grey	2 - 8, 8 - 11, 11 - 14	

**All students****Junior & Senior– Years 7 - 12**

Blazer	Girls	30 - 40	
		42 - 46	
	Boys	12 – 18	
		19 – 26	
Jumpers		8 – 22	
		24 – 28	
Socks	White	13 – 3, 2 – 8, 7 – 11, 11+	
	White - Red robin long pack	13 – 3, 2 – 8, 7 – 11	
Ties	Junior		
	Senior		
Caps	Boys & Girls – wool		
Hats	Boys' Cricket		

**Sports Uniform****Junior & Senior– Years 7 - 12**

Sports	T-Shirt	8C – XXL	
	Short	8C – XXL	
	Tracksuit Jacket	8C – XXL	
	Tracksuit Pants	8C – XXL	
	Tracksuit Jersey	75 – 125	

**Other Items****Junior & Senior– Years 7 - 12**

Scarves	Navy		
Gloves	Navy		
Leather Belts	Black		



## Canteen Price List – Effective 1 February 2024



Sandwiches		Sandwiches	
Salad	\$4.50	Cheese and Tomato	\$4.50
Salad and Cheese	\$5.00	Tuna	\$5.00
Salad and Egg	\$5.00	Tuna, Lettuce and Mayo	\$5.50
Salad and Ham	\$6.00	Salmon	\$6.00
Salad and Chicken	\$6.00	Vegemite	\$3.00
Chicken	\$5.00	Ham, Cheese, Lettuce	\$5.50
Chicken, Lettuce and Mayo	\$5.50	<b>Add \$1.00 for rolls and wraps</b>	
Ham	\$5.50	Additional fillings vegetable, cheese and egg	\$1.00
Ham and Cheese	\$5.50	Additional ham, chicken, tuna	\$1.50
Ham and Tomato	\$5.50	Plain roll	\$1.50
Egg	\$3.50	Buttered bread	\$1.50
Egg, Lettuce and Mayo	\$4.50	Sporks	\$0.40
Cheese	\$3.50		
Hot Food		Hot Food	
Lasagne	\$6.50	Veggie Burger	\$6.50
Macaroni Cheese	\$6.50	Chicken Tender Roll	\$6.50
Beef Ravioli	\$6.50	Chicken Tender	\$3.00
Spinach and Ricotta Ravioli	\$6.50	Pork Riblet Roll	\$6.50
Pasta-homemade sauce	\$6.50	Beef Pie	\$5.50
Pasta-beef mince sauce	\$6.50	Sausage Roll	\$5.50
Fried Rice (veg only)	\$6.50	Noodles	\$4.50
Chicken Burger	\$6.50		
Beef Burger	\$6.50		
Salad Boxes		Salad Boxes	
Salad Bowl – medium	\$4.50	Lentil Salad Box	\$4.50
Salad Box – large	\$6.50	Greek Salad Box	\$4.50
Salad Box with Ham	\$8.00	Mixed Bean Salad Box	\$4.50
Salad Box with Chicken	\$8.50	Tuna Pasta Salad Box	\$5.00
Salad Box with Tuna	\$8.50	Chicken Pasta Salad Box	\$5.00
Salad Box with Salmon	\$9.00		
Cakes & Snacks		<i>Be Alert for Daily Specials...</i>	
Muffins	\$3.50	Don't want to queue at lunchtime? Order your lunch before school starts to guarantee your lunch choice!	
Chips	\$2.00		





## Canteen Price List – Effective 1 February 2024

### Other Items

Fresh Fruit Salad-Small	\$3.00
Fresh Fruit Salad-Large	\$4.50
Frozen Fresh Watermelon	\$2.00

### Other Items

Frozen Yoghurt	\$3.50
Ice Blocks & Ice Creams	\$1.50 - \$5.00



### Drinks

Plain Milk 300ml	\$2.50
Plain Milk 600ml	\$3.50
Flavoured Milk 600ml	\$5.00
Flavoured Milk 200-250ml	\$3.00
Up and Go	\$3.50
Juice 100% fruit 250ml	\$3.00



### Drinks

Water 600ml	\$2.00
Water 750ml	\$4.50
Sparkling Water 500-600ml	\$3.50
Soft Drinks (no sugar 375ml Cans)	\$2.50
Aloe, juice, coco drinks	\$3.50 - \$5.00



### Special Items

Zucchini and Carrot Slice	\$3.50
Cheese and Bacon Roll	\$3.50
<b>Homemade Pizza</b> - cheese & tomato - garlic & herbs	\$5.50
Meat lovers Pizza Slab	\$5.50
Sushi	\$4.00 - \$8.00

### Special Items

Hommus with Crisps & Veg	\$4.50
Cheesy Bread	\$4.00
Garlic Bread	\$3.00
Assorted Toasties	\$3.50 - \$5.50



