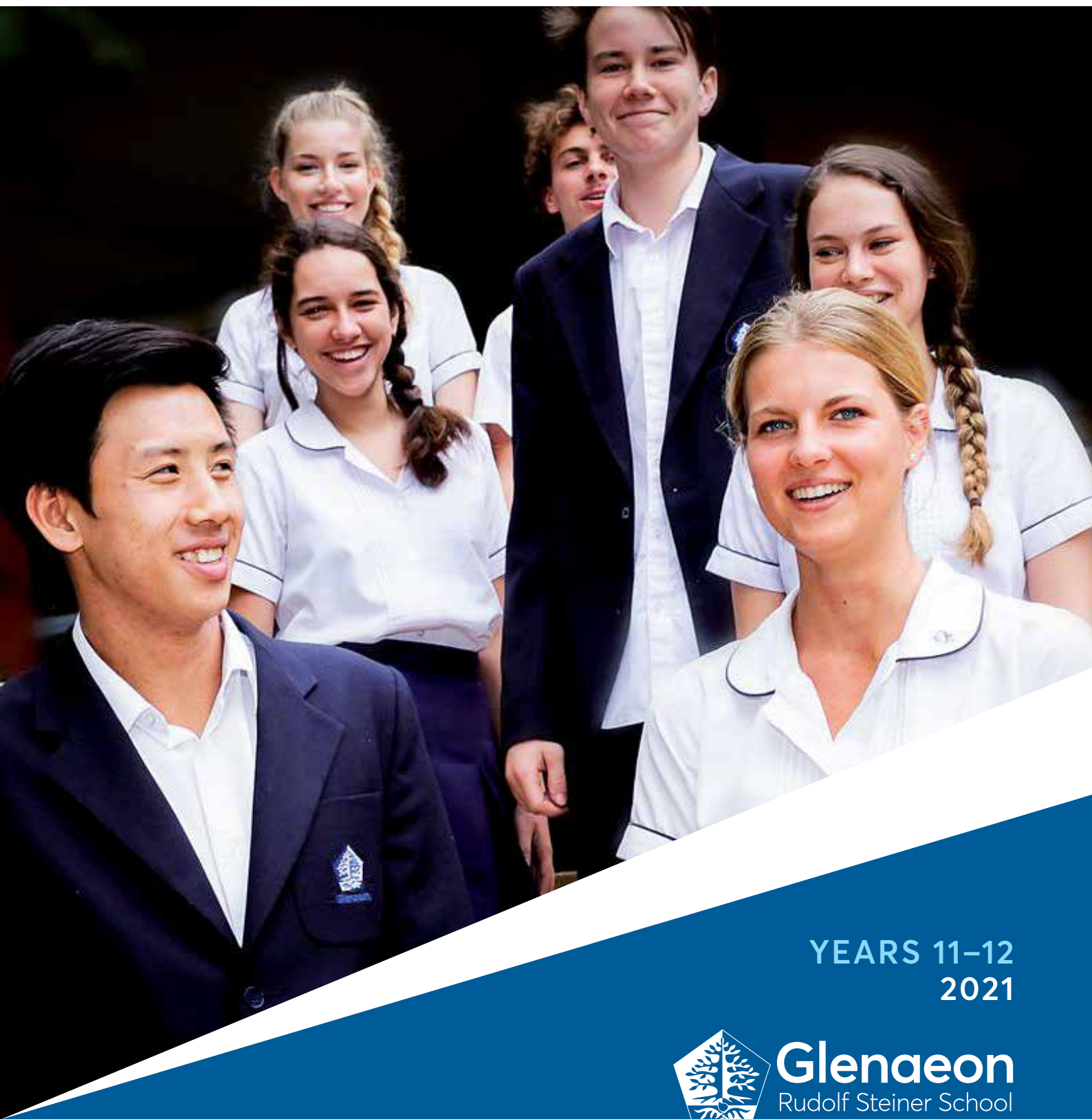


# Glensaeon CURRICULUM HANDBOOK



YEARS 11–12  
2021



**Glensaeon**  
Rudolf Steiner School  
*Meaningful Lives*

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## School hours

### Years 11 and 12

In Years 11 and 12, classes may be timetabled from 7:30am—6:00pm. While the core teaching period remains 8:40am—3:25pm, students may have classes outside these hours.

All students must be in attendance at school in time for their first class of the day or at 8:40am, whichever is earlier.

## Term dates 2021

Term 1 Wednesday 27 January – Wednesday 31 March  
 Term 2 Wednesday 21 April – Wednesday 23 June  
 Term 3 Wednesday 14 July – Wednesday 15 September  
 Term 4 Wednesday 6 October – Wednesday 8 December

# Welcome

## to Glenaeon Year 11 and 12



**Elizabeth Nevieve**  
Deputy Head of School  
Years 7–12

Our Year 11 and 12 program supports students to become reflective and enquiring learners, ready to take their place in the 21st Century as socially aware and emotionally literate citizens. Through dedication to their studies and with the support of committed teachers, students in Years 11 and 12 are taught to engage deeply with their learning, developing academic skills based on higher order understanding. As they journey through these years they cultivate personal capacities and attributes that prepare them well for tertiary study, meaningful participation in society and lifelong learning.

Our unique synthesis of the NSW Higher School Certificate (HSC) and an international Steiner school curriculum and practice encourages deep engagement with content in ways that place the human journey at the centre of experience. Students fulfil the requirements of the Glenaeon Senior Studies Program, which leads to the awarding of the NSW Higher School Certificate and the Glenaeon Record of Accomplishment (GRoA).

The Glenaeon Senior Studies Program brings together the HSC and additional academic, artistic, research, presentation, service and outdoor education experiences, which are specifically designed to build personal capacities and a synthesised understanding of a holistic world view. In-depth investigation into each discipline and topic contributes to a meaningful world picture and an understanding of our current place and future potential within the human journey.

The Glenaeon Senior School is an energetic, engaging and purposeful environment in which to learn, and we value that intensity of purpose. When students leave Glenaeon, they enter the world as well-rounded individuals who have achieved academic excellence commensurate with their capacity. Glenaeon graduates possess an understanding of social responsibility, a strong sense of who they are and the capacity to journey into adulthood with integrity and confidence.

We invite you to explore our Year 11 and 12 program in the following pages.

# Curriculum overview

The two elements of the Glenaeon Senior Studies program are:

## 1. HSC

The Higher School Certificate is an internationally recognised qualification obtained by students who successfully complete secondary education in NSW and provides a structured program through which particular facets of chosen disciplines are explored in detail.

This program prepares students to gain their highest possible results for university or other tertiary education entry. In order to qualify for the NSW Higher School Certificate, students must complete a selection of courses that equate to a minimum of 12 units of study in Year 11 and 10 units of study in Year 12.

For more details about the HSC and the RoSA, go to page 11.

## 2. Glenaeon Record of Accomplishment

The Glenaeon Record of Accomplishment is a credential recognising student achievement in the additional elements of the Glenaeon Senior Studies Program. These components develop thoughtful, well rounded and socially responsible students. They are encouraged to ask challenging questions, to reflect critically, to develop research skills, and to learn how to assimilate knowledge and demonstrate their knowledge effectively. On completion of all modules, students receive a formal academic transcript and the GRoA credential.

Program components include:

### Academic Program (pages 5-7)

- Year 11 Main Lessons – Parzival, Philosophy and First Nations
- Research Project – Building independence, creative and critical thinking, and presentation skills

### Altruistic Program (page 8)

- Leadership – Participating in leadership roles throughout the senior years
- Service – Working as aides in indigenous education; conservation service

### Aesthetic Program (page 9)

- Choir – ensemble singing
- Eurythmy – the art of movement, revealing music and speech

### Active Wilderness Program (page 10)

- Year 11 – Kakadu National Park, Northern Territory
- Year 12 – Solo Experience, NSW Central West.

“Throughout my entire experience in the senior years at Glenaeon, I have felt incredibly supported by the teachers around me.

Due to the smaller size of each cohort, the teachers are extremely present and understanding of each individual.”

Ruby Vella, Year 12, 2020



# Glenaeon Record of Accomplishment

## The Academic Program: Main Lessons



### **The Main Lesson: Emphasising Deep Learning**

The Main Lesson is a block of intensive learning that runs for one period each morning over a three-week period. It becomes the 'main lesson' of the day and is unique to schools in the Rudolf Steiner method of education. In this time, students are immersed in one overarching theme, enabling them to explore topics in great depth from the inside out and build a sound conceptual base in each discipline.

#### **Year 11**

Students study Main Lessons in each of their chosen HSC subjects and also delve into three additional themes which are integral to the Steiner curriculum.

#### **Year 12**

Students engage in HSC subject specific blocks which run during the Main Lesson periods. This pattern provides an opportunity for intensive study in the students' specific subject areas during their final year. Teachers and students are thereby able to consolidate and extend the HSC course material. The foci of the Main Lessons meet the intellectual and spiritual strivings of students at this age, and support students in the development of rigorous, intellectual analysis and the synthesis of academic material.

## The Academic Program: Main Lessons – Year 11



### First Nations: States of Origin

This Main Lesson explores the original or primal state of human consciousness, our 'states of origin', as expressed in the culture and social structures of indigenous societies around the world. In particular, we focus on the longest established continuous culture on earth, the original culture of Aboriginal Australians. We examine Songlines, the Dreaming, dance and ritual, and work to gain a deeper understanding of contemporary political issues.

This study serves as a foundation for understanding the evolution of human consciousness and prepares students for their service experience in the Northern Territory where they work as teachers' aides with students in an indigenous education setting.



### An Introduction to Philosophy

This unit provides students with the opportunity to explore basic philosophical issues and methods.

The aim is not to engage in an academic kind of philosophical study, but to embrace philosophical questioning and discussion through the 'love of wisdom', as the word 'philosophy' implies. The unit begins with the consideration, 'What is wisdom and can it be taught?' Students come to a general understanding of the central themes of philosophical enquiry which are: epistemology in relation to thinking and knowing; aesthetics, which is closely connected to the feeling capacity; and ethics in relation to human 'will' or what we do in the world.

In summary, this introduction to philosophy deals with questions of truth, beauty and goodness.



### Parzival – A Modern Journey

This Main Lesson extends the work of biography introduced in Year 9, using the medieval text 'Parzival', by Wolfram von Eschenbach, as a guide and context for an evolving journey of self-development.

The text is full of wisdom and great themes, as well as characters who speak to and symbolise different aspects of the human being. The story embodies the archetypal hero's journey, (to attain, in this case, the 'grail') during which great challenges and hardships must be faced and overcome in order to act with increasing consciousness, wisdom and empathetic feeling.

The idea of pursuing an ideal or 'grail' of some description is very enlivening and inspiring as we become conscious of the inner and outer stumbling blocks that threaten to thwart our progress.

## The Academic Program: Research Projects and Presentations

### Skills for the future

The value of engaging in research-based learning is manifold and plays an important role in developing critical-thinking research skills as well as a reflective and independent approach to study. Public speaking skills are likewise valuable and call for the concise articulation of key ideas and an artful expansion of engaging content. Key capacities for the future, both in terms of future study and active participation in adult life, are established when these two areas are combined as they are in all of the three Year 12 projects that Glenaeon has on offer. Confidence and a sense of achievement is also strengthened as students gain experience in presenting their independent research at various intervals throughout their final year.

All students are required to complete one of three projects as part of their senior studies. All three projects entail work at a deep, investigative level and are brought to conclusion through an oral presentation. Work commences on these projects in Term 4, Year 11, with the final presentation given in late Term 3 of Year 12.

### HSC Projects 1 and 2 and The Glenaeon Project

#### Project 1

Project 1 is chosen by students whose HSC subjects already incorporate a project component that promotes a deep and independent approach to learning. Their independent research and creative endeavour is undertaken within the context of their HSC subject, and students present what they have learned and their creative process.

For the purpose of Project 1, students who study more than one HSC subject with a project component must nominate one subject only on which to focus their oral presentation.

HSC subjects which incorporate a project component include: Design & Technology, Drama, English Extension 2, History Extension, Music, Science Extension, Society & Culture, and Visual Arts.

#### Project 2

Designed for students who are not undertaking an HSC subject with a practical component. In this instance, students' projects and presentations arise out of independent research that directly relates to one topic, chosen from one of their HSC courses. This research leads to an expansion of their understanding in this area and directly supports their studies in their HSC course.

Project 2 is formed in consultation with the Deputy Head of School (Years 7–12) and the subject teachers. Subjects which lend themselves well to Project 2 include: Biology, Chemistry, English Extension 1, Modern History, and Physics.

### The Glenaeon Project

The Glenaeon Project is for students wishing to complete their secondary schooling through an alternate pathway. Students choosing this option may undertake the Glenaeon Project both with or without a full complement of HSC courses (if coupling this project with a full HSC, a three year pathway is advised).

For those undertaking the Glenaeon Project in conjunction with less than 10 units of a board developed or endorsed course at the Year 12 level, an HSC is not sought. Instead, as a school leaving credential, students obtain the Glenaeon Senior Studies Certificate, the NSW Record of Student Achievement (RoSA) and an academic transcript of their Year 12 course results. Alternate pathways into tertiary studies are available for students who elect to complete Years 11 and 12 in this way.

Taking this option and in consultation with the Deputy Head of School (Years 7–12), students are free to select a theme or area of study that is not linked to an existing HSC course. They undertake a significant research project in that area, consisting of both practical and theoretical components and culminating in the submission of a thesis and a keynote lecture. The work must be original and reflect a high level of self-directed, independent work. They are supported by a professional who possesses expertise in the relevant field, as well as an in-school mentor.

Assessment components include the submission of a thesis, a realised practical undertaking, and the delivery of a keynote address.

## The Altruistic Program

### Senior Leadership Overview

Students in the senior years have a unique opportunity to participate in leadership roles. We commence Year 11 with an introductory session, outlining and exploring the role of senior students as leaders in the student community. Leadership is explored in particular relation to:

- Self-leadership and direction as motivating principles underpinning effective learning and study
- Modelling mature behaviour to the younger students and presenting student endeavour in the broader community effectively
- Servant Leadership as a personal attribute in serving the school community
- Mindfulness as a personal tool for implementing leadership effectively, managing stress and maintaining focus
- Communication as a means through which information can be imparted and shared successfully and through which relationships can be formed
- Public presentation of an individual research project as a platform through which learning experiences are shared with the broader community and oral presentation skills are developed
- Portfolios: Students may elect to further develop and explore their leadership skills by assisting in a specific area of school life through the Leadership Portfolio Program.

### The Portfolio Program

The portfolio activities begin in Year 11 for those who elect to explore leadership skills and responsibilities more formally. Their involvement continues throughout the year and tapers off during Year 12 as HSC studies become increasingly demanding. Each portfolio may involve three to four students working together, guided by a staff member. Portfolios are determined each year depending on need and the student cohort. Students nominate interest areas and the school considers and allocates portfolios accordingly. Acknowledgement of this contribution to the school community is recorded on each student's reference and the Glenaeon Record of Accomplishment.

#### Portfolios

- Assemblies – Assist in planning and MC assemblies
- Tours/Events – Act as host at school tours, Open Days and School Expos
- Sustainability – Student members of Eco Council: assist in planning of school sustainability program
- Sport – Assist in coaching and mentoring sport teams in high school and co-curricular sport program
- Outdoor Education – Assist OE Teacher in preparing students for OE activities, mentoring younger students
- Performing Arts – Organisational support and hosting of performance events
- Galleries – Assist in curating and displaying Visual Arts and Artisan projects through the school
- Student Representative Council (SRC)  
– Chair and guide SRC meetings and activities

### Year 11: Service and Culture

Year 11 Outdoor Education centres around developing relationships with peoples from other cultures and challenges students' perceptions of 21st Century society. Students spend a week volunteering as class assistants at MacFarlane Primary School in Katherine, Northern Territory and engage in cultural sessions with local elders. They consider their personal lives within the context of current understandings of advantage and disadvantage, and further their awareness of national and global concerns relating to issues of social justice and economic environments.



## The Aesthetic Program



### Choir

Choral singing is an important part of life in a Steiner School and its benefits are also well documented in mainstream educational research, ranging from reduced susceptibility to asthma to supporting emotional development and intellectual achievement. At a stage when the focus of education encourages individualism and the attainment of personal goals, choral singing offers a health giving complementary experience. Working in a group to create a musical work of art is a powerful experience of co-operative endeavour. As the students mature in their emotional and intellectual understanding, there are many opportunities through choral singing to enrich their knowledge of other cultures, geographies and historical periods.



### Eurythmy

Through eurythmy, students gain a deeper understanding of music and speech and explore how the elements of tone and sound can be experienced as creative, forming forces in the natural world and in the human being. The relationship between experiences of the soul and movement is brought into greater focus throughout the senior years and developed in a conscious manner. All elements of eurythmy are practiced to a higher standard and the students further enhance their capacity to move fluidly and artistically. Developing personal focus, mindfulness and rhythmic balance become areas of particular relevance as eurythmy works to integrate and harmonise the students' intellectual work.

## The Active Wilderness Program



### Year 11: Wilderness

The Year 11 class trip combines service, cultural awareness and wilderness experiences. Students explore some of the 19,804km<sup>2</sup> of Kakadu National Park, where they are able to experience some of the more remote examples of rock art as well as the magnificent natural environment.

They go on cultural bushwalks with indigenous guides at Ubirr, camp at Coolindjel for sunrise over the Yellow Waters wetlands, then travel to Maguk for a short walk before spending the night at Gunlom. The next morning, they take a walk up to the plunge pools at the top of the waterfalls before travelling to MacFarlane Primary School in Katherine.

The students are able to engage with complexities of indigenous life through their immersion in school life and outdoor experiences. Indigenous history is a profound part of our national identity.



### Year 12: Solo Journeys

The Year 12 class trip marks the final journey in the Active Wilderness Program. The trip provides students with an opportunity for exceptional personal and social development as they thoroughly prepare for and undertake a 24-48 hour solo camp, allowing them to encounter a stillness rarely experienced in modern society.

All students complete their solo at the same time and return to their class community in silence and with reverence. Experiences and learning is then privately reflected upon or respectfully shared.

Students also engage in practical work as they contribute to the rejuvenation of the natural environment in which they have been immersed through planting and weeding, thereby assisting in the endeavour to return the property to its natural state.

# HSC Program

Students who complete Years 11 and 12 at Glenaeon undertake courses and patterns of study that are in alignment with those developed by the NSW Education Standards Authority (NESA). Upon successful completion of their secondary education, Glenaeon students graduate having gained academic credentials that are recognised across Australia and internationally.

## The Higher School Certificate (HSC)

The Higher School Certificate is an exit certificate awarded and issued by NESA. It marks the completion of 13 years of schooling, and presents a profile of student achievement in a set of courses.

All courses offered for the Higher School Certificate have a unit value, and subjects may have a value of 2 units or 1 unit. Each unit involves class time of approximately 60 hours per year.

### 1 unit

= 60 hours per year = 50 marks

### 2 units

= 120 hours per year = 100 marks

The basic structure for most courses is 2 units.

## HSC Requirements

To be eligible for the award of the Higher School Certificate, students must have:

- Satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course
- Sat for and made a serious attempt at the requisite Higher School Certificate examinations and assessment tasks
- Studied a minimum of 12 units at the Year 11 level
- Studied a minimum of 10 units at the Year 12 level
- Achieved the HSC minimum standard in reading, writing and numeracy

Both the Year 11 and Year 12 patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English, or English Studies
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

## HSC (Preliminary) Subjects considered for 2021

- Biology
- Business Studies
- Chemistry
- Design & Technology
- Drama
- English (Standard)
- English (Advanced)
- English Extension
- German Continuers
- Japanese Continuers
- Mathematics (Standard)
- Mathematics (Advanced)
- Mathematics Extension
- Modern History
- Music 1
- Music 2
- Physics
- Society & Culture
- Visual Arts

## The Record of School Achievement (RoSA)

While working towards the HSC, students' academic results in their Year 11 subjects are also recognised on the Record of Student Achievement (RoSA). At the end of Year 11, student achievement grades from A to E are submitted to NESA and these grades then appear on the RoSA.

The RoSA can be ordered by the student upon leaving school and has been designed to provide students who do not choose to complete Year 12 and the HSC, with an official record of their school achievement up to the time of their departure from secondary studies. A transcript of students' Year 10 and Year 11 results are also included in the academic portfolio which the student receives upon graduation.

## Extension Subjects

Extension courses are available in a number of subjects. All extension courses are 1 unit in value and build on the content of the 2 unit courses.

### Year 11 (Preliminary)

Extension units require students to work beyond the standard of the 2 Unit course, and in Year 11, these are available in English and Mathematics only. Students must study these Year 11 Extension Courses if they wish to proceed to the Year 12 Extension courses in those subjects.

### Year 12 (HSC)

English and Mathematics Extension 2 Courses require students to work beyond the standard of the Extension 1 Courses, and in Year 12, Extension 2 courses are available in English and Mathematics only. In addition, HSC Extension courses are available in Music, History, Science and Languages only.

## Distance Education and the NSW School of Languages

Students may elect to undertake study in a subject not otherwise offered at Glenaeon. Our students have access to a broad range of Year 11 and HSC courses through either the Distance Education High School or through the NSW School of Languages. The Distance Education High Schools offers a variety of subjects while the NSW School of Languages, also a distance education school, offers tuition in languages only.

In this mode, the students are provided with printed materials, CD/DVD materials, telephone lessons (NSW School of Languages only), face-to-face group lessons, computer-assisted communication and online learning to complete their studies. Distance Education and NSW School of Languages courses attract additional fees, payable to the provider and students supply their own devices and earphones.

## TVET – HSC Courses

Students from Glenaeon have access to TVET/HSC courses and can choose from subjects that include, but are not limited to: Information and Digital Technology, Rural Studies, Construction, Retail Operations, Hospitality, Automotive Studies, Design Studies, Event Management, Marine Operations. These courses are offered at TAFE networks located close to the school at either the Sydney or Northern Sydney Institutes. TVET courses attract additional fees, payable to the provider.

### Industry Framework Courses

These courses count as 2 units for each year of study and can contribute towards an ATAR if students study the course for two years and elect to sit for an examination during their HSC year. There is a 35 hour mandatory period of work placement for each year of study. Students also gain an AQF Certificate II in their chosen course area.

### Non Industry Framework Courses

These courses are 2 units for each year of study and may be studied for one or two years. They do not count towards the ATAR but the units of work covered will give credit towards an AQF Certificate II qualification. Both Industry and Non-Industry Framework subjects are dual-accredited as TVET subjects and HSC subjects, i.e. they are listed on each student's RoSA (Year 11) and Higher School Certificate (Year 12).

“I was very happy with the level of subject choice that I had. Although Glenaeon is a small school, I think that it offers a wide range of the most important studies and I was lucky enough to have been able to study all the courses of my choosing.”

Ruby Vella, Year 12, 2020

# HSC

## 2 Unit Subjects



### English Standard

In the Year 11 and 12 English (Standard) course, students explore the ways events, experiences, ideas and processes are represented in and through texts. Students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Content common to the Standard and Advanced courses is undertaken through units of work called Areas of Study, in Year 11 titled 'Reading to Write: Transition to Senior English' and in Year 12 'The Craft of Writing', comprising 40% of the course content. Modules that provide elective choices emphasize particular aspects of shaping meaning.

### English Advanced

In the Year 11 and 12 English (Advanced) course, students discover the ways that events, experiences, ideas, values and attitudes are represented in and through texts. They explore textual features by responding imaginatively, interpretively and critically.

Both the Year 11 and 12 courses have two sections.

Content common to the Standard and Advanced courses is undertaken through a unit of work called the Area of Study and comprises 40% of the courses. This module aims to strengthen and extend students' knowledge, skills and confidence as accomplished writers.

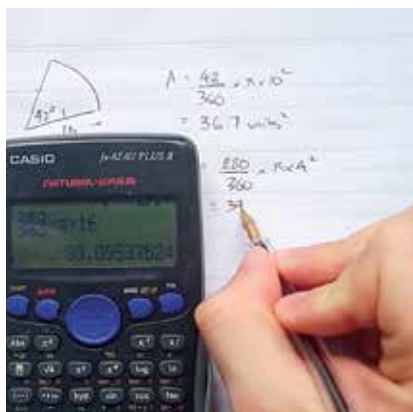
The second section is comprised of at least one elective in which students explore, examine and analyse texts in view of a particular conceptual understanding. The Elective modules comprise 60% of the course content.

As students explore texts, they develop skills in analysis and synthesis.



# HSC

## 2 Unit Subjects

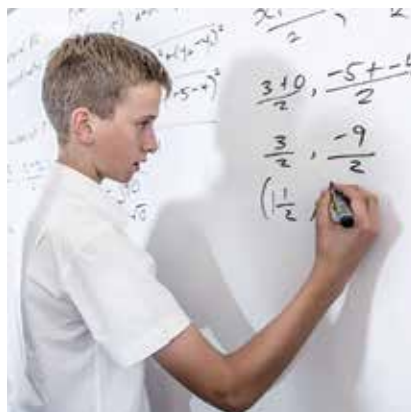


### Mathematics Standard

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Mathematics Standard Year 11 course.



### Mathematics Advanced

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 study of Mathematics Advanced enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.

This course provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and by applying these models to solve problems related to their present and future needs. Students develop ways of thinking in which problems are explored through observation, reflection and reasoning, that provide a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role.

The Mathematics Advanced course provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.



### Biology

Biology is the study of life and explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues arising in a changing world.

The Year 11 course develops students' knowledge and understanding of the structure and function of organisms, Earth's biodiversity and the effect of evolution. Students learn to apply concepts of cell biology to describe coordinated activities of cells, tissues and organs that contribute to macroscopic processes in organisms.

The Year 12 course develops students' knowledge and understanding of heredity, genetic technologies and the effects of diseases and disorders. Students learn to explain and analyse mechanisms of inheritance, applications of genetic technologies and their impact on Earth's biodiversity, and technologies and methods used to manage infectious and non-infectious diseases.

# HSC

## 2 Unit Subjects



### Business Studies

Business activity is a feature of everyone's life and the Year 11 and 12 Business Studies course encompasses theoretical and practical aspects of the discipline in ways that align with students' likely interaction with business throughout their lives. It offers learning that spans the planning of a small business, to the management of operations, marketing, finance and human resource in larger organisations.

Contemporary business issues and case studies are embedded in the course and provide an engaging framework through which students can learn to apply problems encountered in the business environment. Business Studies also fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Year 11 Course is comprised of three main components: The Nature of Business, Business Management and Business Planning.

In the HSC year, the four main areas of study are Operations, Marketing, Finance and Human Resources.



### Chemistry

Chemistry is the study of matter and explores the structure, composition and reactions of and between elements, compounds and mixtures that exist in the Universe. The course examines the role of discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes in human progress.

The Year 11 course develops knowledge and understanding of fundamentals of chemistry, equilibrium and acid reactions. Students explore the properties and trends in the physical, structural and chemical aspects of matter and analyse the mole concept and stoichiometric relationships. Students examine the factors that affect the rate of chemical reactions and analyse the energy considerations in the driving force for chemical reactions.

The Year 12 course builds on the concepts of the Year 11 course by further developing knowledge and understanding of the trends and driving forces in chemical interactions and applications of chemistry in industry and environmental monitoring.

Students analyse equilibrium reactions mathematically and further their analytical skills through studies of acid/base reactions.



### Design and Technology

Students study design processes, design theory and factors in relation to design projects.

In the Year 11 course, students study designing and producing, which includes the completion of at least two design projects.

In the Year 12 course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

# HSC

## 2 Unit Subjects



### Drama

Students study the practices of making, performing and critical study in Drama, and engage with these components through collaborative and individual experiences.

Year 11 course content comprises an interaction between the components of improvisation, play building, acting, elements of production in performance, theatrical traditions and performance styles.

HSC Course content includes Australian Drama & Theatre, and involves a theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance of between three and six students involves creating a piece of original theatre, providing opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis, Design, Performance, Script-writing or Video Drama.



### German Continuers

The Year 11 and 12 courses focus on themes and associated topics that help students to cultivate knowledge of and skills in German through tasks that engage with a range of texts and text types. The courses lead students to understand and appreciate the cultural contexts in which German is used, and enhances students' ability to use German to communicate with others.

Students develop the ability to reflect on their own heritage through the study of other cultures and the understanding of language as a system. Students also learn to make connections between German and English and/or other languages while developing their academic and social skills.

The study of German at this level is relevant for students seeking to apply German to work, further study, training or leisure.

The Year 11 and 12 courses are assessed through components in listening, reading, speaking, and writing.



### Japanese Continuers

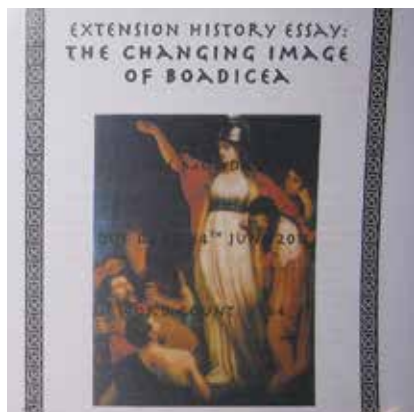
The Year 11 and 12 course centres around themes and associated topics which develop students' skills in and knowledge and understanding of Japanese.

Themes include The Individual, The Japanese Speaking Community and The Changing World, and students study these themes from a number of perspectives by engaging in discussion and with a range of texts and text types. As students expand the range of tasks and material with which they engage, they broaden and deepen their understanding of Japanese and extend and refine their communication skills in the language.

The Year 11 and 12 courses are assessed through components in listening, reading, speaking, and writing.

# HSC

## 2 Unit Subjects



### Modern History

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of and skills in investigating Modern History. The skills based units Investigating Modern History explores such concepts as the nature of modern history, historical sites and sources, contesting the past and history and memory. It is supported by two case studies, one from the Western Hemisphere and one from the Eastern. This unit is developed further by a focus on the forces and factors that shaped the modern world in the late 19th and early 20th centuries. The students also choose an historical investigation of their own which culminates in an audio-visual presentation in Term 3.

The HSC course focuses on power and authority in the 20th century through a study of totalitarian regimes. This is supported by a National Study (Russia and the Soviet Union) and a unit on Peace and Conflict such as the Cold War or the Arab Israeli conflict. Overall, the aim of Modern History in Years 11 and 12 is to provide students with a comprehension of the world they have inherited and to develop skills of critical investigation, argument with evidence, understanding of multiple perspectives and the analysis of source materials.



### Music 1

In the Year 11 and 12 courses, students study the concepts of music through the learning experiences of performance, composition, musicology and aural skills within the context of a range of styles, periods and genres. In addition to core studies, students select three elective topics, which may include: an instrument and its repertoire, Australian music, Baroque music, Jazz, Medieval music, Methods of notating music, Music and religion, Music for radio, film, television and multimedia, Music in education, Music of a culture, Music of the 18th, 19th or 20th and 21st centuries, Renaissance music, Rock, Technology and its influence on music and Theatre music.

Please note that students wishing to take Music Extension must take Music 2.

### Music 2

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

In the Year 11 course, the Mandatory Topic is Music 1600–1900, and in the Year 12 course, Music of the Last 25 Years (Australian focus). Additional topics include Australian Music, Music of a Culture, Medieval Music, Renaissance Music, Music 1900–1945 or Music 1945 – 25 years ago.

Assessment in the HSC course comprises a Musicology and Aural Skills paper, performance, sight singing and a submitted composition.



### Physics

Physics is the study of matter and energy and the interaction between them. Fundamental questions relating to the nature of the universe are investigated and, where possible, patterns are identified and models, theories and laws are used to explain observations. The Year 11 course develops knowledge and understanding of fundamental mechanics and energy. Students learn to describe and analyse motion in two dimensions, explain events in terms of Newton's Laws of Motion, the law of conservation of energy and the law of conservation of momentum. Students learn to explain and analyse waves and the transfer of energy by sound, light and thermodynamic principles and they develop skills to quantitatively analyse electric fields, circuitry and magnetism.

The Year 12 course further develops an understanding of advanced mechanics, with particular focus on circular motion and motion in a gravitational field. Students enhance their understanding of electromagnetism and its applications. The role of evidence and prediction in the development of theories in physics is highlighted as students describe and analyse the properties of light and gain an understanding of the current model of the atom. Modern theories of physics in the contemporary world are studied and evaluated.

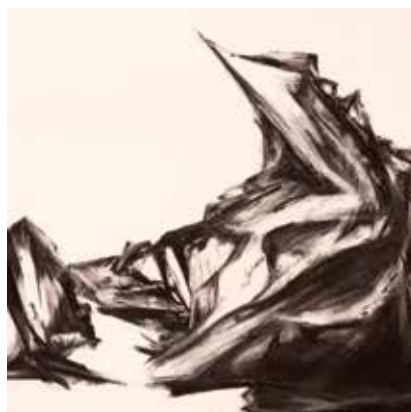




### Society and Culture

Society and Culture investigates the interaction of persons, societies, cultures, environments and time. It draws on cross-disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology.

Students are provided with the necessary concepts, skills, competencies and knowledge to encourage a process of independent thinking that may be used to explain patterns of behaviour, solve problems and actively contribute to local, national and global levels of society.



### Visual Arts

Visual Arts involves students in the practices of artmaking, art criticism and art history. This subject rewards individual thinking through the making of artworks and persuasive writing.

Students explore artmaking from a range of twelve expressive forms, culminating in a 'body of work' in the HSC course that demonstrates a student's understanding of representation through conceptual and material resolutions. Students investigate artworks, artists, critics and historians through reading, reviewing and visiting exhibitions and this engagement assists students to contribute to discussions and written responses insightfully. In both Year 11 and 12 courses, artists from Australia as well as those from other countries, cultures and traditions, both historical and contemporary, are reviewed.

The Year 11 course considers the interests of the upcoming cohort and in Year 12 students are highly encouraged to suggest case studies. While the course builds on the Visual Arts in Years 7-10, it also caters for students with experience in Design and Studio subjects, as well as those with more limited experience in Visual Arts in general.



# HSC 1 Unit Extension Subjects

All extension courses are 1 unit in value and build on the content of the 2 unit courses.

## English Extension 1 & 2

Students have the opportunity to extend their studies in English by undertaking the English Extension Courses. In these optional courses students explore ideas of value and consider how cultural values and systems of valuation arise.

In the Year 11 course, students complete the module “Texts, Culture and Value”. Students continuing with the HSC English Extension 1 course must then complete the module titled “Literary Worlds”. Students also undertaking English Extension 2 for the HSC produce a Major Work in a medium of their own choosing.

## German or Japanese Extension

The aim of the German and Japanese Extension courses is to enhance students’ knowledge and understanding of a range of issues as reflected in contemporary German or Japanese texts, while extending their ability to use and appreciate German or Japanese as a medium for creative thought, self-expression and communication. Assessment components include: speaking, writing, German or Japanese text analysis, and written responses to German or Japanese texts.

## History Extension

The aim of the History Extension is to enable students to evaluate the ideas and processes used by historians to produce history and to apply what they have learned to enquire into areas of historical interest with increasing independence.

Through the study of HSC History Extension, students will learn about significant historiographical ideas and processes, learn to design, undertake and communicate historical inquiry, and appreciate the way history has been recorded over time.

All students undertake a project of historical inquiry, and complete two extended response questions in the examination.

## Mathematics Extension 1 & 2

The study of Mathematics Extension 1 enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively. Students develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.

The study of Mathematics Extension 2 develops 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. This course 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. The courses provide a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level.

Students may only enrol in the Extension 2 course, offered in the HSC year, if also undertaking mathematics at the Advanced and Extension 1 level.

## Music Extension

The aim of the Music Extension course is to provide challenging and rigorous opportunities for musically and academically talented students to assist them in the realisation of their potential as performers, composers or musicologists.

Students will expand critical aural knowledge and skills in all musical experiences. In this course, students specialise in ONE of the learning experiences of performance or composition or musicology.

Performance students perform three contrasting pieces, Composition students submit two works, and Musicology students submit a 300 word musicological research essay. There is no written examination for this course.

## Science Extension

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report, generally acceptable for publication.

Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported 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.


“I was very grateful to be given such good options with regards to subject selection, particularly regarding my extension units.”

Finn Gladstone, Year 12, 2020

# Changing Subjects

During the first three weeks of Year 11, students may try a variety of subjects before committing to a program of study. During this period, a 'Subject/Course Change Request' form does not need to be completed, however, it is imperative that students inform the Deputy Head of School (Years 7–12) of any changes to attendance BEFORE attending a different class.

After the 4th week of Term 1, students must complete and submit a 'Subject/Course Change Request' form with all requisite signatures before changing subject lines.

  
**SUBJECT/COURSE CHANGE REQUEST**

<b>NAME:</b> _____	
<b>Year:</b> 9 / 10 / 11 / 12 (please circle)	<b>DATE:</b> _____ / 2020

Complete only part **A** and / or **B** as relevant.

**PART A – SUBJECT WITHDRAWAL**

Subject/Course: \_\_\_\_\_  
Reason: \_\_\_\_\_  
\_\_\_\_\_  
Subject teacher (sign): \_\_\_\_\_  
Parent (sign): \_\_\_\_\_  
Student (sign): \_\_\_\_\_

**PART B – SUBJECT ENROLMENT**

Subject/Course: \_\_\_\_\_  
Reason: \_\_\_\_\_  
\_\_\_\_\_  
Subject teacher (sign): \_\_\_\_\_  
Parent (sign): \_\_\_\_\_  
Student (sign): \_\_\_\_\_

**Approved: Y / N    Actioned: Y / N**

**Deputy Head of School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# NESA: Reporting Student Achievement

For the majority of courses, the NSW Education Standards Authority (NESA), reports student achievement against published standards in a **Course Report** for each course that shows:

- The student's moderated School Assessment Mark;
- The student's aligned (not raw) Examination Mark;
- The student's HSC Mark (the average of the assessment and examination marks);
- The Performance Band attained; and
- A graph showing where the student's HSC Mark lies in relation to the total candidature.

School-based Assessment Tasks contribute 50% of the **HSC Mark**. The **School Assessment Mark** is based on a student's performance in Assessment Tasks undertaken during the course. The other 50% of the **HSC Mark** comes from the **HSC Examination** in each subject.

The **Performance Band** indicates the standard attained by a student in a course in relation to defined criteria, including the knowledge and understanding of the concepts and principles of that course. The standards described by the performance bands represent the range of achievement expected by students completing that course. The percentage of students in a given band for a particular course depends on how students enrolled in that course performed against the standards defining the bands in that course. There is **no** predetermined percentage of students to be placed in any given band.

It follows that, although the standards defining the performance bands in a course will be constant from year to year, standards cannot be **compared between** courses as they are **based on different criteria**. Thus it can be expected that the percentage of students in each performance band will vary from course to course.

In **2 unit courses**, student achievement is reported using six (6) Performance Bands:

Performance Band	1	2	3	4	5	6
Mark Range	0-49	50-59	60-69	70-79	80-89	90-100

In **extension courses**, student achievement is reported using four (4) Performance Bands (except Mathematics which has its own reporting bands):

Performance Band	E1	E2	E3	E4
Mark Range	0-24	25-34	35-44	45-50

The **Examination Mark** reported on a student's Record of Achievement indicates the standard a student has attained in a specific course. The **HSC Mark** is calculated as the **average** of the **Examination Mark** and the **Moderated School Assessment Mark**. This **HSC Mark** determines a student's Performance Band for each course undertaken.

# Pathways to Tertiary Education

There are many ways that students may apply for entry into courses at tertiary level, and the main pathways are summarised below. We encourage parents and students to become familiar with these, as it is possible to seek entry through multiple pathways.

## ATAR

The Australian Tertiary Admission Rank is directly related to performance in the NSW HSC, and students must satisfactorily complete at least 10 units (including 2 of English) of ATAR courses. Individual universities determine minimum cut-offs for places through the Universities Admission Centre. All universities in NSW participate in course placements via ATAR.

## Non Award Study

Students can apply at some universities (such as Macquarie and Notre Dame) to commence courses without being admitted to a degree program. This would generally be done on the basis of the Glenaeon Record of Accomplishment and School Recommendation. If satisfactory progress is made in those courses, students can then transfer to award courses in subsequent semesters. Please note that non-award study does not qualify for HECS support and attracts considerable tuition fees. Non-award study is only possible in a limited number of courses.

## STAT

The Special Tertiary Admissions Test is designed to assess a range of competencies considered important for success in tertiary study. These are held between May and June each year, and attract a fee. UAC administers two STAT versions; Multiple Choice and Written English, and students must find out whether STAT can be used for admission to the courses being considered, and which STAT version is required. The STAT tests can only be sat ONCE in each calendar year.

## SAT

The SAT is an American reasoning test that can be sat in Australia and used to gain entry to a limited number of courses at some universities. This can only be done in conjunction with the Glenaeon Record of Accomplishment or similar which verifies the completion of secondary studies. The SAT is converted into an ATAR ranking, and must be applied for and taken in the early part of Year 12, to ensure that the results can be considered for selection. Some universities require students to complete an additional 'advanced placement' test for SAT. Students must find out whether the SAT can be used for admission to the courses being considered, and whether the additional test needs to be completed.

## TAFE

The Technical and Further Education network runs an extensive range of courses, and are more vocational or practical in nature. These courses generally do not require an ATAR or HSC, although some courses hold specific subject prerequisites. There are well defined pathways leading from TAFE study into university, generally requiring the completion of a TAFE Certificate 4. Some subjects or courses may be credited toward a university degree program.

## Direct Entry

Each university faculty allows for a discretionary direct entry quota. It is necessary for students to have a clearly articulated interest or passion in a subject area, as well as a defined picture of which university courses they specifically wish to undertake. Students can make considerable use of the Glenaeon Record of Accomplishment, their academic transcript and their Glenaeon Project results in their direct approach to the relevant faculty or university. The school can provide further guidance and assistance if students wish to consider this approach.

“There was plenty of input from the school as they hosted several information evenings throughout Year 10 where senior teachers would present their courses which made it very clear the areas of study we could choose from. I felt confident in what I chose for Year 11 and what I continued through Year 12.”

Finn Gladstone, Year 12, 2020

# The ATAR

The Australian Tertiary Admission Rank (ATAR) is a number which provides a measure of a student's overall academic achievement in the HSC in relation to that of other students in the state. The ATAR is calculated solely for use by universities to rank and select school leavers for admission to university.

To be eligible for an ATAR, a student must satisfactorily complete at least 10 units (including at least 2 units of English) of ATAR courses. This rank, reported to students separately, is reported as a number between 0.00 and 99.95 in groupings of 0.05.

Whereas NESA reports against standards, universities are concerned with ranking school leaver applicants. In calculating the ATAR, what is important about HSC marks is the information they convey about a student's position in relation to other students; i.e. their rank order.

The scaling process takes marks provided by NESA and estimates what the marks would have been if all courses had been studied by all students. The scaling algorithm is designed to encourage students to take the courses for which they are best suited and which best prepare them for their future studies. The principle underlying the algorithm is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another.

The mean, standard deviation and the maximum mark in a course are modified in the process of scaling. Adjustments are then made to the marks of individual students to produce scaled marks, which are the marks the students would have received if all courses had the same candidatures. Although scaled marks in most cases will be different from the raw marks from which they are derived, the ranking of students within a course is not changed.

Scaling is carried out each year, which means that an individual subject's scaling can vary from year to year. It does not assume that one course is intrinsically more difficult than another or that the quality of the course candidature is always the same.

## Choosing Your Subjects

The best advice for students wanting to maximise their ATAR?

### Choose:

- what you are interested in,
- what you do well in, and
- what will provide a strong base for your future career.
- Don't try to 'work the system' – you are likely to get it wrong.

“I would like the Year 10s to know that the most important aspect of choosing your subjects for Year 11 and 12, is that these subjects are studies that you love.

When you choose a subject that you love learning, you will be considerably more motivated to study and practice that subject and therefore, you will perform better!

Nevertheless, listen to the wise advice of your parents and teachers. Enjoy school as best you can and make the most of this wonderful opportunity of education!”

Ruby Vella, Year 12, 2020



# Policies, Procedures and General Information

Enrolment in Years 11 and 12 requires a serious commitment from each student to work conscientiously and to uphold the policies of the Senior School. Students are expected to show respect for the school, its philosophy and all members of the school community. They are also expected to make a positive contribution to the community in terms of academic application, behaviour, demeanour and dress.

## School Hours

In Years 11 and 12, classes may be timetabled from **7:30am – 6:00pm**. While the core teaching period remains between 8:40am – 3:30pm, all students may have classes outside of these hours. All students must be in attendance at school in time for their first class of the day or at 8:40am, whichever comes earlier. The mentor time, held at 8:40am, is a time when mentors impart important information to the students, as well as discuss issues that relate to the class or school community. Punctuality and consistent attendance is an important expectation of all students.

## Attendance

Students must attend school for a minimum of 85% of each school term. Lateness will be noted as part of the 15% absence rate. Should the rate of absence be greater than the allowable 15%, the student will be asked to show cause. In the event of extended illness, work must be caught up when the student has returned to full health.

## Absences

It is a condition of enrolment that all parents adhere to the rules regarding student attendance at school. Requests for leave to attend appointments should be directed in advance and in writing to the mentor. Requests for longer absences such as for interstate or overseas trips, extensions of holidays etc. must be submitted in writing to the Head of School. Absence due to illness needs to be explained by way of a note given to the mentor on the day of return to school. We also request that parents email or telephone the school in the morning to advise of the absence. Please email: [absence@glenaeon.nsw.edu.au](mailto:absence@glenaeon.nsw.edu.au) or telephone +61 2 9417 3193 or fill out the absence form on School Stream.

## Illness at school

Students who become sick at school must report to their mentor. Parents are also required to notify the mentor (in writing) when a student is placed on medication that involves taking it at school.

## Cars

Senior students are not permitted to bring vehicles onto the premises. In consideration of the local residents, vehicles are not to be parked in either Glenroy Avenue or Greenfield Avenue. This is a condition of the school's Development Consent from Willoughby Council and any breaches will have consequences under the school's Code of Conduct.

## Mobile phones and wearable devices

Mobile phones and wearable devices are not permitted to be used on the school grounds at any time during school hours. There is a phone at the office that is available for students' use provided they have written permission from their mentor. Bringing mobile phones or wearable devices into an examination or in-class test is in breach of the assessment policy.

## BYOD – Bring Your Own Device

Under Glenaeon's BYOD Program, students in Years 11-12 may wish to bring their own computing device to school as required for their subjects. Students are able to access school owned devices from the library, if the device is not already in use by a younger student. Should seniors wish to have guaranteed access to a device, they are required to bring their own. More information, including device specifications, can be found in Glenaeon's BYOD guidelines.

## Laboratories, Workshops and Classrooms

All students are expected to assist in keeping classrooms tidy and in good order, and showing respect for furniture and the surroundings is expected at all times. At the end of each day, students should see that floors are clean, fans, heaters and machinery are turned off, windows closed and chairs placed on top of desks. With the provision of Kitchen/Common Room Facilities all students must ensure that good order is maintained in that area to secure a pleasant atmosphere. Food and drink are not to be consumed in classrooms or in the Senior Study Area.

## Early Leave

Students in Year 12 may apply for Early Leave providing they meet the following criteria:

- A period has been allocated in P6 for a subject line in which you are not taking a course and
- You do not have any afternoon extension classes on the same day for which you are applying for early leave and
- You have demonstrated a mature approach to your studies and
- You have a consistent record of handing assessments in on time, and completing work to an appropriate standard during the allocated lesson time and
- You are arriving at school on time and adhering to the school rules in relation to uniform, behaviour and attendance, or
- You are enrolled in a TVET course as part of your academic program at Glenaeon

## Completion of Work

Students must participate in all class activities and complete all set tasks for Main Lessons, Projects and NSW Education Standards Authority (NESA) courses. Where work is not completed to a satisfactory standard or in a timely manner, parents will be warned in writing of a 'N' (non-completion) determination if standards do not improve. **If the issues have not been rectified by August (Year 11) or October (Year 12), an 'N' determination will be made.**

In the case of a Year 11 Course, the student will be unable to enrol in the HSC Course in that subject and will need to repeat the Year 11 course and achieve the required outcomes. In the case of an HSC subject, the student will be deemed not to have satisfied the requirements for that course, leading to possible ineligibility for the Higher School Certificate. In the case of programs pertaining to the broader Glenaeon curriculum, the student will be deemed not to have satisfied the requirements for that module, potentially leading to ineligibility for the Glenaeon Record of Accomplishment. **All students who receive an "N" determination for a course will be informed of the consequences, their right to appeal (a Senior School Faculty or NESA appeal) and the relevant procedures.**

## Assessment Program

Assessment is a process of gathering information about student achievement at various stages in the HSC courses. Schools use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks vary within and across courses – they include assignments, fieldwork and reports, oral presentations, tests and exams, portfolios, practical investigations, long term pieces of work and performances. Each task in a course is given a weighting (percentage of the total), based on syllabus requirements.

A student's final assessment mark in a course is derived from the assessment tasks. It is a numerical measure of what a student knows, understands and can do in that course. Assessment is standards referenced – achievement is assessed against the standards specified in a course.

**In both the Year 11 and 12 courses, a minimum notification of TWO weeks will be given for all assessment tasks. It is the responsibility of any student who is absent to ensure they are informed of any assessment notifications given whilst they were away. The written notification given to students will include the exact nature of the task, due date, weighting, outcomes assessed, and marking guidelines.**

Assessment requirements for all Year 11 and 12 courses include:

- Mandatory components and weightings for both Year 11 and Year 12 courses
- Capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12
- Capping the number of formal written examination tasks that mimic the HSC examination to one per course, with a maximum weighting of 30% for the Year 12 course.

## Disability Provisions

The Deputy Head of School (Years 7–12) may grant disability provisions in assessment tasks or internal examinations for students with special needs or who have been injured. These will be provided in line with criteria set by NESA for external HSC examinations. Disability Provisions for the HSC external examinations may only be granted by NESA.

## Submitting Assessment Tasks

Written assessments are required to be submitted as per instructions identified on the notice of assessment. In most instances, tasks will be submitted electronically via Glenaeon Learning Online (GLO) by 10pm on the due date. If multiple submission modes are required (for example, an electronic submission of an essay as well as the hand-in of a practical/bulky item), students are to follow instructions given for each element of a task. Any assignments lodged after the due date and time are deemed to be late and will attract a penalty of 10% per day. The use of e-mail or fax as a means of submitting tasks is not acceptable. The School accepts no responsibility for the loss of tasks submitted electronically and students must retain back-up copies of their work.

Faulty equipment is not an acceptable excuse for late submission. This applies to all equipment; including, but not limited to, printers (ink and toner shortages), computers and/or internet connections. Consideration may be given through an illness/misadventure appeal for internet outages DIRECTLY experienced at the time of submission IF proof can be provided (for example, evidence of correspondence with your internet provider). Students should make regular backup copies of files, and print their working drafts and keep drafts, in order to support their work in case of late final submission.

Absence from school the day before or on the day a task is due - In the interests of parity for all in the cohort, if a student is absent from school on the day immediately preceding an assessment task due date and/or on the due date, they must provide an 'Evidence of Illness' form with doctor's certificate attached, otherwise late submission penalties will apply.

Every assessment task must be completed, even if to be awarded a zero mark after penalties. Truancy will automatically result in a zero mark. Vacations taken outside normal school holidays are not accepted as a valid reason for non-submission of a task or non-attendance at a practical task.

## Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes but is not limited to:

- Copying someone else's work in part or in whole and presenting it as their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting as their own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another person to engage in malpractice.

In cases of suspected malpractice, a committee consisting of the subject teacher and the Deputy Head of School (Years 7–12) review the case of suspected malpractice and determine the appropriate action should malpractice be proven. NESA recommends that a zero mark should be considered and in some circumstances a substitute task may be administered. The outcome in such cases will be conveyed in writing to parents.

## Non-serious Attempts

In the case of a non-serious attempt for a submitted assessment task, the Senior School Faculty will review the case and determine the appropriate action should this be deemed necessary. The Faculty may recommend that a zero mark be considered or a substitute task may be administered. The outcome in such cases will be conveyed in writing to parents.

## Illness, Emergency or Misadventure

In all such cases a telephone call on the day of your absence to the Deputy Head of School (Years 7–12) is required. If it is not possible to submit an assessment task due to illness, students must present, on the first day back at school:

- The assessment task
- A Medical Certificate (if applicable)
- Completed Evidence of Illness/ Misadventure form
- Letter from a parent or guardian

The items should then be presented to the Senior School Co-ordinator.

Students who arrive back at school without the above documentation may receive a zero mark for that task. **Students experiencing a prolonged absence must maintain contact with the Deputy Head of School (Years 7–12).** Students with approved leave during assessment tasks must make alternate arrangements with the subject teacher and inform the Deputy Head of School (Years 7–12). Unapproved leave during assessment tasks will result in a mark of zero for that task.

## Assessment Rank Order

The final assessment mark cannot be revealed to students but students may be informed of their final assessment rank. Students can collect their Assessment Rank Order Notice from the office AFTER the last HSC examination at their centre. Students may also see the final rank in each course by using the Students Online service.

## Final Rank Reviews and Appeals

Students are entitled to request a final rank review. All final rank reviews will focus on the school's procedures for determining the final assessment mark. Students are not entitled to seek a review of teachers' judgments of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over the individual task must be resolved at the time the task is returned. In an assessment review, the Deputy Head of School (Years 7–12) will, in the first instance, review whether:

- The weightings specified by the school in the assessment schedule handbook conform with NESA requirements as detailed in the syllabus packages
- The procedures used for determining the final assessment marks conform to its stated assessment program
- There are not computational or other clerical errors in the determination of the assessment mark

If the Deputy Head of School (Years 7–12) is satisfied that these conditions have been met, no change to the final assessment mark will be made and the student will be informed of the outcome of the review.

Students can then request an appeal to the NSW Education Standards Authority (NESA). This must be submitted through the school. There is no appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:

- The school review process was adequate
- The conduct of the review was proper in all respects

If the appeal is upheld, NESA will direct the school to conduct a further review. The latest date for submission of an appeal to NESA is mid November.

# Health and Wellbeing

We view emotional health and balance as fundamental for every student as he/she progresses through the school. Students learn best when they are in healthy relationships and we strive to ensure each class is a learning community.

## Values

We aim to build a collaborative culture within the school, where teachers are respected as the authorities in the classroom and playground, and each student is respected as a valued individual participating in the life of the school community. Glenaeon's core community values, and how they 'live' in the school are:

- **Respect:** for your teachers, parents, peers and members of the community
- **Co-operation:** following instructions and working effectively with other students
- **Self-discipline:** enabling self and others to learn in a safe and supportive environment
- **Self-achievement:** attention (on task behaviour)
- **Tolerance:** for others, regardless of their background, age, race, gender, sexuality or religion
- **Inclusion:** of all those who decide to come to Glenaeon Rudolf Steiner School, and of those in the community

These values are important for the healthy development of the students. Our expectations of students (and indeed teachers) are that they will conduct themselves in the classroom and the grounds in harmony with these values.

Conduct which does not meet these standards is dealt with through a range of measures, including counselling, parent interviews and appropriate consequences.

## Pastoral Care

Pastoral care is provided by Guardians and Mentors, supported by the Deputy Head of School (Years 7–12), Liz Neveve, and our school Chaplain, Lisa Devine.

Guardians and Mentors keep a close eye on students' workloads and social interactions, as well as their mental health. They initiate conversations with students to learn how they are travelling on a regular basis.

Guardians and Mentors are also usually the first port of call for parents and students who have any pastoral care concerns. In cases where specific assistance is required, Guardians and Mentors work with students and parents, as well as the Deputy Head of School and, if applicable, the student's external health professional, to ascertain supports and structures that will foster wellbeing.

## First Aid/Illness

Administration staff are registered First Aid Officers. Students in need of care are asked to notify their supervising teacher and go to the main office and ask for help from the Administration staff on duty. The Admin staff will notify your class teacher/guardian/mentor if necessary, or parents. The First Aid officer will assess and decide what First Aid is needed. Depending on the presenting symptoms, students will either be given space to rest, returned to class, sent home or if needed emergency services contacted. Students are asked to let the First Aid Officer know if they have any allergies and explain how the illness/incident onset occurred for reporting purposes.

Prior to students going offsite, parents are asked to sign a permission slip that enables appropriately qualified staff to administer first aid if required and, in the case of accidents where parents cannot be contacted, staff will make appropriate arrangements with a doctor or hospital.

## Emergency Evacuation

Evacuation drills will be held several times per year. In the event of an emergency or an evacuation drill, students will be asked to go up the driveway if safe to do so to meet at the collection area (either Glenroy Ave or Greenfield Ave). Teachers and other staff are nominated as Wardens and Students must follow Warden instructions. The school aims to get everyone offsite in the calmest and safest manner. Students are asked not to take any belongings with them and to tell the Warden if they think anyone is in danger. It is the Warden's job to manage the situation, and the student is asked to always follow their instructions to get to the collection point and stay safe.

## Infectious Diseases

Glenaeon Rudolf Steiner School is committed to providing a safe learning environment for all of our students.

There are many infectious diseases that can affect children and young people, some common and others rare, including chickenpox and shingles; Gastroenteritis; Mumps; Influenza; Measles; Rubella (German measles); and Whooping cough (Pertussis).

Parents/guardians are required to inform the School of any infectious illness or disease their child is diagnosed with, and not allow them to attend school while infectious. Parents should contact the school by email [adminteam@glenaeon.nsw.edu.au](mailto:adminteam@glenaeon.nsw.edu.au) with the relevant information.

### Immunisation Policy

Glenaeon Rudolf Steiner School recognises that it is the role of parents to make decisions about how the health of their children will be protected and maintained.

Immunisation records are requested upon enrolment and stored in student medical records which are maintained in accordance with our Medical Records (Student) policy.

### Infection Control Policy

In the event of an outbreak of a vaccine preventable disease at the School, students who do not have proof of immunisation may have to stay at home. Particular arrangements will be worked out in consultation with our local public health unit.

### Incident Procedures

In the event a student becomes unwell at school with an infectious disease, immediate medical treatment will be provided following the procedures outlined in our First Aid policy. Students will then be transferred to the care of a parent/guardian.

### Notification of Infectious Diseases

The Head of School is legally obligated to notify the NSW Ministry of Health and our local public health unit by phone as soon as possible after they are made aware that a student enrolled at the School is suffering from one of the following infectious diseases including:

- COVID-19 (also known as Novel Coronavirus 2019)
- diphtheria
- haemophilus influenzae type b (Hib)
- measles
- meningococcal (the most common form is type B)
- mumps
- rubella (German measles)
- tetanus
- pertussis (whooping cough)
- polio.

Further information on disease notification requirements can be found on the NSW Health website.

### Medication Administration

Should it be necessary for medication to be administered to students during school hours, or whilst on excursions, it is our policy that:

- staff do not administer minor analgesics such as paracetamol to students without written authorisation from the student's parent/guardian
- prescribed medication will only be administered where a student's parent/guardian has provided written permission to the School
- parents/guardians are responsible for keeping the School updated if their child's requirements for prescription medication change
- parents/guardians are responsible for providing the prescribed medication and collaborating with the School in organising arrangements for supply, administration and storage of the prescribed medication
- students must not carry medications unless there is a written agreement between the School and the student's parents/guardians that this is a planned part of the student's individual health care plan
- where it is appropriate and safe to do so students can self-administer prescription medication under staff supervision
- the School provides appropriate first aid facilities
- the School ensures that teaching staff have appropriate first aid training.

Parents/Guardians are asked to provide written permission regarding any medications and health care plan details by email to [adminteam@glenaeon.nsw.edu.au](mailto:adminteam@glenaeon.nsw.edu.au)

Parents/Guardians must notify the School of all medical conditions that may require the administration of prescription medication to their child during school hours. Please notify the school by email.

Student medical records are maintained in accordance with our Medical Records (Student) policy which includes a provision to ensure that the School is regularly updated as to the status of existing medical conditions.

Parents/Guardians of students who require prescribed medication to be administered during school hours must notify the School of this requirement and work with the School to arrange for supply, administration and storage of the prescribed medication.

Individual health care plans are stored appropriately and updated regularly. Individual health care plans are communicated to relevant staff in a confidential manner.

The school will inform parents/guardians as soon as possible if concerns regarding a student's health care arise.

In some cases, a student's immediate access to prescribed medication is very important for the effective management of conditions such as asthma and students at risk of anaphylaxis and it is appropriate that the student carry the medication on their person.

In other circumstances prescribed medication must be stored safely and access must be restricted to staff members. Parents should ensure that all supplied medications be appropriately packaged and clearly show the name of the medication, student's name, dosage and frequency of the dosage.

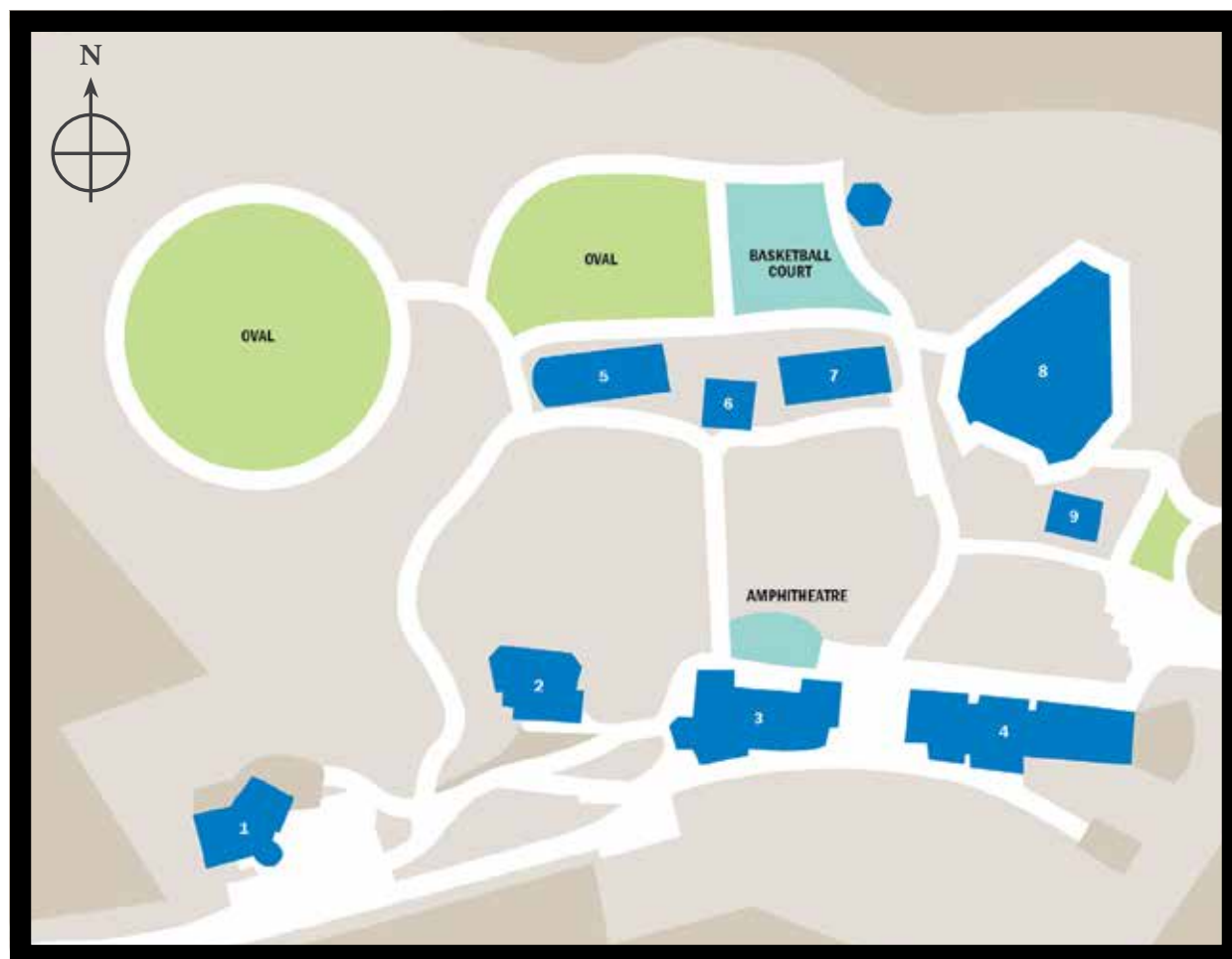
For any queries about medication administration please email [adminteam@glenaeon.nsw.edu.au](mailto:adminteam@glenaeon.nsw.edu.au)



## Notes

[illegible]

# Campus map



**1 Vera Jacobson Building**

L1 Classes 3 & 4  
L2(G) Class 5  
Learning Support

**2 Eric Nicholls Building**

Class 6  
Junior Library

**3 Alice Crowther Building**

L1 Art Therapy  
Learning Support  
Café  
L2 Staff Room/Admin  
L3(G) Reception/Admin

**4 Lute Drummond Building**

L1 Year 7  
L2 Year 8  
Maths Room  
L3(G) Language Rooms/  
Lab 1/Physics  
L4 Library/English/Humanities

**5 Art/Science Building**

L1 D&T/Metalwork  
L2(G) Ceramics/Lab 2  
L3 Visual Arts

**6 Music Room 2**

**7 Music Room 1/Craft**

**8 Sylvia Brose Hall**

L1 Music Practice Rooms  
L2(G) Hall/Music Office/  
Outdoor Education  
L3 Eurythmy Rooms (East & West)

**9 Music practice room**



**Glenaeon**  
Rudolf Steiner School

*Meaningful Lives*