



HEALESVILLE
HIGH SCHOOL

your future is our passion

Year 9 Handbook 2021

RESPECT | RESPONSIBILITY | RELATIONSHIPS | TEAMWORK

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Our School – Healesville High School

Healesville High School is a medium sized state secondary school uniquely positioned in the Yarra Valley. Our reasonably small enrolment allows personalised attention and planning of programs for students and allows them to fully develop their talents and abilities in an environment that emphasises co-operation and mutual respect. We provide a broad curriculum and full VCE, VET and VCAL programs. Students benefit from small classes and ample teacher attention - something that certainly helps our students to achieve academic excellence.

At Healesville High we firmly believe that all children can learn and achieve success. Through our school's Strategic Plan, we have developed a curriculum program and teaching strategies which make learning relevant and engaging. Teaching and learning have the highest emphasis at our school with student wellbeing an ongoing priority. We aim to build and develop the school values of Relationships, Respect, Responsibility and Teamwork in our students.

Small school, big opportunities

Our students have access to numerous opportunities, all aimed at enriching their secondary school experience. The school is proud to have outstanding specialist facilities including a state-of-the-art Trade Training Centre and extensive senior school facilities, housed within a specially designated VCE building. Our science and visual arts facilities are extensive, and we are extremely fortunate and proud to have a purpose-built studio arts exhibition space and an examination centre.

Students can compete in sport at school and interschool level and participate in a high-quality Outdoor Education program at Senior School level. Sporting facilities include an indoor heated swimming pool, two basketball stadiums, a gymnasium and weights room. We have a 250-seat performing arts centre and run an annual school production, which for many students, is the highlight of their school year. Under the expert guidance of our Art staff, students can join the 'Art Factory'. This program allows students to explore and develop their artistic pursuits and passions and to exhibit their work. Our Instrumental Music program is exceptional, and we are regarded as having one of the strongest programs in the outer east area.

A key strength of our school is that we really know our students. Our small size enables our staff to personally know all students; their strengths, areas for development and their individual needs. This helps us to create an environment where your child really feels like they belong.

School Values

Our school has four key values. We believe that by promoting and teaching these values, our graduates will be able to experience success and make valuable contributions to the wider community.

Respect <ul style="list-style-type: none"> Care for self, others and the environment Accept and embrace diversity Tolerate different opinions 	Responsibility <ul style="list-style-type: none"> Be accountable for your actions Make a commitment to all that you do Act in a fair and reasonable manner
Relationships <ul style="list-style-type: none"> Be trustworthy and honest Get along with others Be sensitive to the feelings of others 	Teamwork <ul style="list-style-type: none"> Cooperate and share Learn together in a supportive way Persist and make a genuine effort

Key Contacts

Principal	Allan Rennick
Assistant Principal	Laura Mitchell
Head of Junior School	Scott Fisher
Year 9 Manager	Mahendra Mehra
Head of Senior School	Gabby Plunkett
Director of Curriculum	Nicole Schoch
Careers & VET Managers	Holly O'Brien / Gayle Shelley
Student Wellbeing Manager	Lisa Mathieson

Domain Leaders

Art/Technology	Emma Lumsden
English	Karl Fritzlaff
Health & Physical Education/Sport	Trent Morison
Humanities	Shelley Morley
Mathematics	Erin Benham
Science	Aparna Khanna
Instrumental Music	Amanda Morrison
VCAL	Nicole Schoch

School Organisation

Bell times

Session 1	8:50am – 9:40am
Session 2	9:40am – 10:30am
Recess	10:30am – 11:00am
Session 3	11:00am – 11:50am
Session 4	11:50am – 12:40pm
Lunch	12:40pm – 1:35pm
Session 5	1:35pm – 2:25pm
Session 6	2:25pm – 3:15pm
Buses leave from 3:25pm	

Attendance

Attendance at all classes is compulsory. Regular punctual attendance at school helps social adjustments as well as academic development. Parents are encouraged to contact the school over matters of concern including notification of student absence and any required appointments with staff. If a student is to be absent for an extended period due to illness or family reasons, the school would appreciate a phone call to inform us of the situation. The Year 9 Manager can arrange for work to be sent home if necessary.

Arriving late

Students who arrive after 8:50am must report to the general office to obtain a late pass to present to the class teacher and it will be recorded on the attendance roll. A note or phone call should be provided to avoid a lunch time detention.

General Office

The General Office is open Monday to Friday from 8.15am to 4.30pm. After hours the school's answering machine is available for messages to be left. Students pay monies and return permission forms for school activities to the General Office.

Compass School Manager

The school uses Compass online management system to streamline many school operations including attendance, communication, event management and reporting.

Buses

Students living greater than 4.8km from the school are provided free school bus travel and routes and schedules are given upon enrolment at the school for students. However, students intending on travelling on the public bus will be expected to pay using a Myki.

Homework

In general, Year 9 students should expect to spend 5 - 7 hours per week completing class work, set homework or study.

Textbooks and Stationery

Students are required to purchase the required materials listed for each subject. Textbook/stationery lists and order forms were included in the enrolment packs for each student and may be placed through the school supplier Lilydale Books, 1/25-27 Hightech Place, Lilydale.

Curriculum Materials and Service Charges

The School Council sets the Curriculum Material and Services Charge. Families who experience financial difficulty can discuss payment options with the Principal.

Reports

Students will be assessed against the Victorian Curriculum and will receive ongoing reporting and feedback throughout the year. An Interim Report is issued at the end of terms 1 and 3 and consists of a progress report on each student's application to their studies, behaviour and attitude. At the end of each semester, students will receive a detailed report on each subject indicating the student's standard of achievement in Common Assessment Tasks, commitment to learning and their level of personal and social behaviours. Student reports can be accessed by parents via Compass.

Newsletter – 'Connections'

The school newsletter 'Healesville Happenings' is issued fortnightly and contains news of events, developments and achievements at the school. Parents can receive this either by email or via the school website. It is hoped that all parents take the time to read this. Students and parents are also encouraged to access school information through our Facebook page.

Cafeteria

The school's indoor cafeteria is open before school, at recess and lunchtime. Every Wednesday morning some breakfast is provided for students by a volunteer breakfast program which is co-ordinated by our Student Wellbeing team.

Library

The Library Resource Centre is open from 8.30am to 4.00pm including recess and lunchtime. It contains study areas, computer facilities and recreational reading areas. Students have ready access to a vast array of resources including a comprehensive research and reference collection, a regularly updated selection of novels, magazines and audio-visual material.

Indoor Heated Pool (Jack Hort Memorial Pool)

Students have free access to a 25m indoor heated pool at lunchtime. This facility is located on the school grounds and is also used in some Physical Education, Outdoor Education and Sport and Recreation classes.

Student Services - Student Wellbeing Centre

This centre is led by the Student Wellbeing Manager and provides a variety of services to support students throughout their schooling. Professionals in this area include an Educational Psychologist (learning assessments), Psychologists, Social worker and an Adolescent Health Nurse.

Doctors in Schools

Healesville High School is a 'Doctors in Schools' partnership school. We have a fully equipped doctor's clinic and Health Nurse on site and students have access to this facility on Tuesdays. See Lisa Mathieson to make an appointment.

Houses

Students are placed in a House when they enrolment at the school.

Dennis - Red
Yarra - Yellow
Riddell - Green
Maroondah - Blue

Student performances in whole school sport events such as Swimming, Cross Country and Athletics contribute points towards their house score, with a perpetual trophy presented to the winning house at each carnival.

Maths Help

Students from Years 7-12 may attend these sessions if they require assistance with homework, assignments or general numeracy curriculum support. Maths Help sessions run on Tuesday afternoons from 3:20pm-4:20pm.

Sport

Our intraschool sports program includes the annual Swimming and Athletics Carnivals, as well as the School Cross-Country event. Students wanting to represent the school in interschool sports, through School Sport Victoria (SSV), can do so in athletics, swimming, cross-country, cricket, volleyball, tennis, baseball, badminton, softball, table tennis, netball, AFL football, soccer, hockey and basketball.

Camps

There will be an annual year level camp in Term 4. Further information will be provided in 2021.

Student Leadership

Two students from each year level are selected at the start of each year to participate in our Student Voice group to represent their peers. Meeting on a fortnightly basis throughout the year, this group discusses school issues, fundraising activities and school events.

Bring Your Own Device (BYOD)

Healesville High School have moved to a Bring Your Own Device model for computer access at the school and have partnered with Department of Education and Training preferred suppliers of IT equipment. These companies include JB Hi-Fi Education Solutions, Learning with Technologies and eduNET.

Free Wireless

All students will have the ability to connect to the wireless network and we will help students connect to our servers / printers and other services. We will have all computers connected to our wireless network, printers, and services within the first two of weeks of term one.

Free Software

All students will have access to Free Microsoft Office and access to all the educational software available through a username and password that we will give to the students in an in-service to be ran in January 2021 or anytime throughout the year. You will find more information about this on our website. Some of the software titles include; Adobe, Wolfram and Freeware.

In case you get stuck!

There are links to each of the school providers on the Healesville High School website. www.healesvillehs.vic.edu.au under the Enrolment – BYOD.

Healesville High School Uniform Supplier



Unit 8A, 51 Lusher Road,
Croydon VIC 3136
Phone: (03) 9768 0336

REGULAR TRADING HOURS*

Tue to Fri: 9:00am - 5:00pm

Sat: 10:00am - 1:00pm

EXTENDED TRADING HOURS**

18/11/2019 to 7/03/2020

Mon to Fri: 9:00am - 5:00pm

Sat: 9:00am - 1:00pm



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Uniform Requirements

All students are required to wear full school uniform every day, during official school events and excursions unless otherwise instructed. The co-operation of parents/guardians is expected in delivering a high standard of appearance for our students. Parents having financial or other difficulties meeting these guidelines are asked to contact the school.

Uniform items that may be purchased from our uniform supplier (psw.com.au/schools)

- HHS approved grey school pants or shorts
- White school shirt with school logo (short or long sleeved)
- Black windcheater
- School rugby jumper
- Black soft-shell polyester jacket with school logo
- School check dress (summer)
- Green tartan skirt (winter)
- (All skirts and dresses must be of an appropriate length, not shorter than 12cm above the knee)
- School backpack with school logo (optional)
- Bucket style hat with school logo (optional)

Other items to be purchased

- Plain black fully enclosed low-heeled **leather shoes** or **leather T-Bar** shoes
- Plain white or black socks
- No pants to be worn underneath skirt and no tights with dress
- HHS ties are optional
- Plain white long /short-sleeved t-shirt or skivvy may be worn under the school shirt in winter, providing it is not visible
- Plain black or bottle green scarves may be worn during winter
- Thin black or bottle green headbands may be worn
- Black blazer with school logo can be ordered (optional)

Clarifications

- Non-school jackets are NOT to be worn at school
- Hooded jumpers are NOT to be worn at school
- Canvas and slip-on black shoes are NOT to be worn. No white on black school shoes
- Beanies are NOT to be worn at school. Sunhats are encouraged for outside in summer

Sport / physical education uniform requirements

It is compulsory for all students to wear the following uniform items for all sport and physical education classes and also when participating in interschool level sports.

- HHS grey sports polo t-shirt
- HHS black shorts or plain black tracksuit pants
- Runners
- Hat during terms 1 & 4. (As part of the SunSmart policy students are required to wear a hat when participating in an outdoor activity for sport or physical education classes. A wide brimmed hat is preferable, but School Council has deemed a cap acceptable. Suitable hats are available from the uniform supplier)
- Students who have sport or physical education classes in period 6 are allowed to go home in their sport uniform. This includes the HHS black shorts or plain black tracksuit pants. Only students who attend these classes in full sport uniform will be allowed to go home without changing

Dress Code requirements for non-uniform days

When students are permitted to be out of uniform, their clothes should be appropriate to wear to school and be as close to uniform items as possible (plain, neat and casual).

The following **must not be worn at school at any time:**

- Thongs or unsafe shoes (includes slippers and Ugg Boots)
- Singlet/midriff tops (shoulders/stomach must be covered; sleeves and a collar are encouraged)
- Inappropriate length shorts, skirts or dresses
- Items with offensive or inappropriate language/pictures. Ripped or torn clothes.
- Excessive jewellery. Piercings must be covered in practical classes to comply with safety regulations.

Summary of action when students do not adhere to Uniform or Dress Code

1. In exceptional circumstances, when a student is unable to wear correct school uniform, they are required to bring a note from their parent/guardian giving a valid reason for non-compliance. This note should be given to their Year Level Manager or Period One teacher. They will be given a pass to cover them.
2. Students out of uniform without a valid note will be given a pass, however, they will also be given a lunchtime detention.
3. Repeat offences will be followed up by the relevant Year Level Manager and the student will be given an after-school detention. Parents will be informed of repeat non-compliance.
4. If a student does not comply with the Uniform Dress Code or meet Health and Safety Guidelines, parents may be contacted, and the student may be excluded from an activity.

Lost uniform items

Please make sure all school clothing is clearly labelled with your student's name. This will assist in the return of lost items.

Student Engagement and Wellbeing

All members of the school community have the right to work in a safe and respectful learning environment free from intimidation, bullying and harassment and where positive relationships are fostered and encouraged. When behaviours that do not support our positive school culture occur, the school works towards restoring relationships and appropriate consequences are negotiated using the principles of Restorative Practice.

The Student Wellbeing Manager is available to all students, parents and teachers for support and advice in behavioural, social and learning problems. This person liaises with staff from all areas of the school, Counsellors and Youth Workers and outside agencies where necessary to assist student wellbeing.

The school's Health Educator (school nurse) assists with individual health counselling, health promotion and health education classes.

The Year 9 Curriculum

The Year 9 Curriculum is comprised of subjects from the domains of English, Mathematics, Science, Humanities, Health and Physical Education, Technology and The Arts. Subjects are divided into *Core* and *Elective* based subjects.

Students in Year 9 will study seven subjects per semester.

Each student's program of study will include:

- 5 core subjects (both semesters)
- 2 preference elective subjects per semester (4 in total for the year)

Core Subjects

Core subjects are those that students are required to complete in order to move on to the next level. These are full year subjects that are compulsory for all students.

- English (5 periods/week)
- Mathematics (5 periods/week)
- Humanities (5 periods/week)
- Science (4 periods/week)
- PE/Health (4 periods/week)

Electives

At Year 9, students have the opportunity to select elective subjects. Students should use their experiences gained throughout Year 7 and 8 to make decisions regarding their electives.

Students must choose Course A or Course B from the following (each subject runs for 4 periods a week)

COURSE A: Japanese (all year)

COURSE B: Wood Technology, Metal Technology, Art, Photography

Students must choose one subject for each semester (each subject runs for 3 periods a week)

SEMESTER ONE: Media, World Food, Fashion Design

SEMESTER TWO: Drama, Food Celebrations, Recycled Sculpture

*Instrumental Music is an extra-curricular program. Students are released from regular classes for one lesson per week on a rotational basis.

Subject Selection Advice

You must be careful when making your choices to see that they are right for you. Study the descriptions of units carefully and discuss your choices with parents and teachers.

- Am I interested in the subject?
- What am I good at? What do I enjoy doing? Think about your previous experiences, successes and difficulties with subjects already studied.
- Will it prepare me for the future senior classes I hope to do?
- Have I checked what is required for my career choices?
- Will these subjects help me to develop skills, knowledge and attitudes useful throughout my life, not just my career pathway? What are my goals?
- Am I prepared to pay additional costs that may be associated with the subject?
- Do not choose an elective because of factors such as peer pressure or friendship.

For further advice on Career Pathways, please book an appointment with the Careers/VET Managers

Year 9 Core Units

English

Students use ideas from film and creative exercises to write their own tall stories. They establish persuasive language skills and further develop their understanding of ways to structure text response essays. Students will build upon established skills to research the ways social media affects our daily lives. They explore how texts use language to deliver meaning and insight and how language can position an audience.

Assessment: Based on student participation in class activities, oral presentations, language analysis and various writing pieces. Submission of all set work and the examination must be to a satisfactory standard.

Mathematics

Students will cover a range of topics including Pythagoras' Theorem, Number, Measurement, Indices, Trigonometry, Linear Equations, Financial Mathematics, Statistics and Probability. They will further their understanding of the application of mathematics through problem solving and enquiry. At the end of this unit students should be able to work both co-operatively and independently on simple and complex mathematical tasks. They should also organise and maintain a neat record of class activities and confidently use technology to enhance their learning.

Assessment: A range of tasks will be used to assess a level of competence against the Victorian Curriculum dimensions for each unit. These include class activities, exercises, projects, problem solving, tests, examinations and homework sheets.

Humanities

Humanities will be separated into four areas: 1. Geography 2. History 3. Civics and Citizenship 4. Economics and Business.

Assessment: Assessment will be based on participation in class activities with a folio of work, research investigations, tests, projects, case study or data analysis, and an examination.

Geography (1 term)

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years. Students learn to respond to questions in a geographically distinctive way, to collect, evaluate, analyse and interpret information, and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. These skills can be applied in everyday life and at work.

Civics and Citizenship / Economics and Business (1 term)

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. They gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

The *Economics and Business* curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

History (1 semester)

Australian history is taught within a world history approach. This equips students for the world in which they live and enhances students' appreciation of Australian history. Students appreciate Australia's distinctive path of social, economic and political development, and Australia's position in the Asia-Pacific region, and our global relationships. Students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity, and the continuing contribution and value of their culture. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

Science

The Science course aims to develop each student's understanding of Biology, Chemistry, Earth and Space sciences, Physical sciences and science as an aspect of Human Endeavour. These areas are explored through a range of activities which includes research, practical experimentation, teamwork, excursions, problem solving and communication. Students examine the factors that affect the transfer of energy through an electric circuit. They explore how body systems work together in response to the environment. The body's response to microorganisms and the function of the immune system are also investigated.

Assessment: Based on set tasks such as research assignments, practical reports, tests and an examination at the end of each semester. Students are expected to maintain an organised record of class work in the form of a workbook and an activity folio.

Health and Physical Education

Students apply more specialised movement skills and complex movement strategies in a variety of team and individual games and activities. They reflect on how fair play and ethical behaviour can influence the outcomes of sports. In Health, students learn to critique behaviours and contextual factors that influence the health and wellbeing of their communities, with a major focus on mental and sexual health, and drug issues.

Assessment: Students will be required to complete a number of small research-based investigations as well as a major project, which will incorporate a detailed analysis and examination of a chosen area of focus.

Year 9 Elective Units

Art (one term)

Students build an understanding of the importance of the 'Visual Diary' and the process of designs and inspiration. They will explore a variety of materials and techniques which include painting, photography, and sculpture. Students will design and develop their own ideas realistically and in abstract ways. Students also investigate and analyse several artists and their work.

Assessment: Students will be assessed against a range of work including their original artistic works, visual diary, focused investigations, and their final personal project and presentation.

Photography (one term)

Students become familiar with the running of the darkroom and all the equipment therein, as well as the media room and its associated digital equipment. Students identify the codes and conventions of photography, understanding the camera and the application of light and shutter speed. Students will investigate the workings of the camera and darkroom and use techniques such as dodging, burning, using filters and various light effects. In addition, they will be skilled in the use of Photoshop for image manipulation and will learn how to see through the lens making good visual decisions.

Assessment: Based on participation in class, a photogram, a folio of dark room images as well as Surrealist digital images, and a research project.

Wood Technology (one term)

Students further develop their ability to effectively and safely use a range of tools to design and create objects made from wood. Students will develop an understanding of the design process. This is largely a 'hands on' subject.

Assessment: Students will be assessed according to their ability to create objects that have used measurement accurately and have followed the various elements of the design brief provided to them.

Metal Technology (one term)

Students will learn about metal resources and they will consider how various metals are used in everyday society. They will develop their capacity to create objects out of metal and to manipulate metal through the use of various tools.

Assessment: Students will be assessed according to their ability to use relevant tools to create objects out of metal.

LOTE – Japanese (full year)

A second language is proven to be beneficial to students overall linguistic skills, as well as being an excellent tool to aid in improving memory and recall. Students will continue to gain confidence as their ability to speak, read and write in Japanese increases. A by-product of studying the Japanese language is that students will inevitably learn more about its culture and reflect on the similarities and differences between Australia and Japan. Examples of the main topics that students will explore are; Japan's milestones, cultural values, food and consumer trends to name a few and these will be explored through a varied array of cultural and language-based activities. Students will be continually revising previously learnt vocabulary and grammar, which will add to their self-esteem, whilst continuing to add new vocabulary and grammar as the subject continues.

Assessment: Assessment will cover the four areas of oral, reading, writing and listening. A series of oral and written tests will determine the student's ability and progress.

World Food (Semester 1)

Students produce a range of menu items using a variety of food preparation methods. Students will use the technology design process to investigate the factors that influence food selection. Students examine the relationship between nutrition and health and use their sensory characteristics to evaluate various food products. This subject will have a focus on the exploration of a range of international cuisines.

Assessment: Based on the planning, preparation and evaluation of production work using a specific design brief, as well as the completion of written work in class, homework tasks and an end of semester examination.

Media Studies (Semester 1)

Students are introduced to basic camera skills, taking images in a variety of settings. They will explore the conventions of music CD covers and posters and create their own. Students analyse music videos using appropriate media terminology and will work collaboratively to produce a class magazine, taking on various roles each.

Assessment: Based on participation in class, as well as the completion of set tasks such as a poster, computer image, music video analysis and class magazine task.

Fashion Design (Semester 1)

Students will begin the semester with a review of basic machine and hand sewing skills and refresh their memory of textiles equipment. Students will then expand on their understanding, learning more complex techniques and processes including inserting zippers, buttonholes and overlocking. Students will become familiar with pattern markings and use patterns to construct a garment. They will formulate individual design briefs and use them to inform their product designs. Students will discuss sustainability and the impact of fashion on the planet. ICT will be used to develop potential designs and explore silk-screen processes. Students will also investigate a number of different fashion designers, fashion labels and advertising to inform their designs.

Assessment: Based on participation in class, fashion illustrations, basic garment construction, a screen printing production item and a research task.

Food Celebrations (Semester 2)

Students produce a range of menu items using a variety of food preparation methods. Students will use the technology design process to investigate the factors that influence food selection. Students examine the relationship between nutrition and health and use their sensory characteristics to evaluate various food products. This subject will have a focus on the exploration of food as a way to celebrate key events.

Assessment: Based on the planning, preparation and evaluation of production work using a specific design brief, as well as the completion of written work in class, homework tasks and an end of semester examination.

Recycled Sculpture (Semester 2)

Recycled Sculpture is an arts elective where students create sculptures and found art objects from recycled materials. Students participate in group projects, primarily with the purpose of improving the school landscape and gardens. Students acquire skills in metalwork, woodwork, painting and sculpture of a variety of materials. The theoretical component of the subject requires students to demonstrate an understanding of the elements of design and to research the works of a renowned artist.

Assessment: Students are required to create an individual project, a collaborative project and a design folio.

Drama (Semester 2)

Drama enables students to imagine, create, participate and explore the world they live in. The study of Drama embodies all aspects of stage production, from performance to behind-the-scenes production. In creating performance practice, students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. Students create, rehearse and perform various types of theatre.

Assessment: Collaborating and developing scripted and devised pieces of theatre and delivering these collaborations to an audience.

Instrumental Music

The Instrumental Music Program gives students the opportunity to learn a brass, woodwind or percussion instrument. Private vocal and piano lessons are also available, and small ensemble extension groups are available to join. The Music Program provides performance opportunities for students throughout the year, including two major school concerts. Through music, students acquire many valuable life skills and learn to play their chosen instrument in a safe, supportive and friendly environment.

Assessment: Students are required to attend an instrumental music lesson and an after-school band rehearsal on a weekly basis.

Healesville High School
10 Camerons Road
Healesville Victoria 3777
☎ (03) 5962 4088
🌐 www.healesvillehs.vic.edu.au
✉ healesville.hs@education.vic.gov.au