

# High School Parent Handbook 2025



The Armidale  
Waldorf School  
and Boongaia Preschool  
FOR RUDOLF STEINER EDUCATION

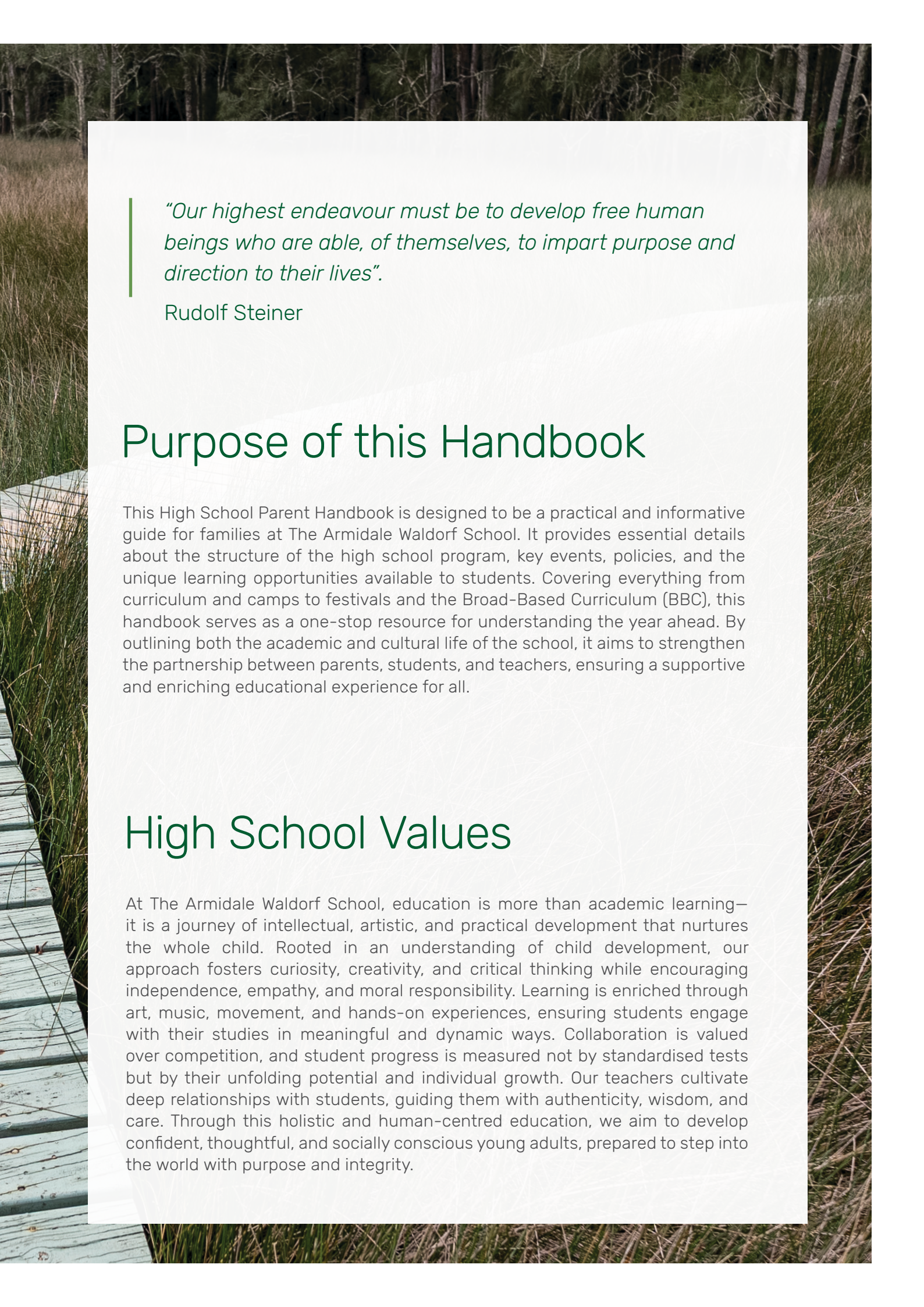




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*"Our highest endeavour must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives".*

Rudolf Steiner

## Purpose of this Handbook

This High School Parent Handbook is designed to be a practical and informative guide for families at The Armidale Waldorf School. It provides essential details about the structure of the high school program, key events, policies, and the unique learning opportunities available to students. Covering everything from curriculum and camps to festivals and the Broad-Based Curriculum (BBC), this handbook serves as a one-stop resource for understanding the year ahead. By outlining both the academic and cultural life of the school, it aims to strengthen the partnership between parents, students, and teachers, ensuring a supportive and enriching educational experience for all.

## High School Values

At The Armidale Waldorf School, education is more than academic learning—it is a journey of intellectual, artistic, and practical development that nurtures the whole child. Rooted in an understanding of child development, our approach fosters curiosity, creativity, and critical thinking while encouraging independence, empathy, and moral responsibility. Learning is enriched through art, music, movement, and hands-on experiences, ensuring students engage with their studies in meaningful and dynamic ways. Collaboration is valued over competition, and student progress is measured not by standardised tests but by their unfolding potential and individual growth. Our teachers cultivate deep relationships with students, guiding them with authenticity, wisdom, and care. Through this holistic and human-centred education, we aim to develop confident, thoughtful, and socially conscious young adults, prepared to step into the world with purpose and integrity.



# High School Staff



**Chris O'Neill- Head of Secondary**

Wellbeing Team Member

Teaching Areas: HSIE, PDHPE

E: coneill@waldorf.nsw.edu.au

As the Head of Secondary at The Armidale Waldorf School, I find my role both stimulating and richly rewarding. Alongside strategic oversight of the High School, my responsibilities include timetabling, managing curriculum and compliance, and tackling whatever challenges come my way. In addition to leadership duties, I teach History and Geography Main Lessons, as well as Class 9/10 PDHPE. My teaching career has spanned diverse educational settings in Australia, Germany, Austria, and Finland. Before joining TAWS, I spent many years at PLC Armidale, with a brief stint at Armidale Secondary College. I believe that rapport and relationships are the cornerstones of education, and it's through human connection that we inspire and learn from each other. I believe stories and education go hand in hand, a philosophy I hold dearly as a long-time history teacher. In my spare time, I enjoy spending time with my family, swimming, exploring the outdoors, and diving into history and philosophy books. My long-term goal is to finally complete my (long overdue) PhD.



**Camilla Dubois - Senior Years (Class 11/12) Coordinator**

Teaching Areas: HSIE, English

E: cdubois@waldorf.nsw.edu.au

I am the Senior Years (Class 11/12) Coordinator at The Armidale Waldorf School, which involves supervision, teaching and Guardianship for our Class 11/12 program (Stage 6). I teach English, History and Geography, with my current focus being on the Stage 6 courses 'Ancient History' and 'Society and Culture'. Over the last few years, I have played an integral role in the expansion of The Armidale Waldorf High School, in the areas of leadership, curriculum and compliance, and it has brought me great satisfaction and joy to see our learning community flourish and grow. Education is an awakening: an invitation for students to encounter themselves and the world around them in a rich and purposeful way, so that they may find meaning and direction in their own lives. In Steiner Education, this is the forefront of everything we do, making this school a very special place to be. Prior to becoming a teacher, I worked in the film industry in logistics, and as a journalist in print media. I live with my family on a small holding just outside of Armidale, with far too many pets, a big garden and an overflowing bookcase.

## Class Guardians

Class Guardians play a vital role in supporting students throughout their high school journey. They provide consistent guidance, care, and leadership, ensuring each student feels supported emotionally, socially, and academically.

The Guardians:

- Are a trusted advisor for students, someone they can always turn to.
- Accompany their class on camps, deepening connection and shared experiences.
- Maintain a close relationship with parents, serving as the first point of contact for concerns or questions.
- Help navigate challenges and celebrate achievements, seeing that each child is seen and supported.



**Sam Boyd – Class 7 Guardian**

Teaching Areas: Mathematics

E: sboyd@waldorf.nsw.edu.au

I am the Mathematics Teacher, Numeracy Specialist, and Class 7 Guardian at The Armidale Waldorf School, roles I find deeply rewarding. While passionate about all things numbers, I enjoy incorporating art and real-world connections into my lessons to make mathematics engaging and relatable for students. Before joining TAWS, I taught at Nowra High School on the South Coast. I then took a year and a half to travel across New South Wales with my children, a journey that deepened my appreciation for education and connection. I believe a learning environment should be a positive space that nurtures a child's physical, social, emotional, and spiritual wellbeing. With an enriching and supportive atmosphere, I believe students can achieve great things. Outside of teaching, I enjoy reading, crocheting, cross-stitching, playing piano, and gardening.

**Cathlin Duggan-Smith – Class 8 Guardian**

Teaching Areas: HSIE, PDHPE, Art, ICT

E: cduggansmith@waldorf.nsw.edu.au

I bring teaching experience across Public and Steiner education in the Hunter Valley and Western NSW, specialising in visual art, visual design, and photography. Over the years, I have also taught HSIE, English, PDHPE, Wellbeing, and craft/design and technology. Having witnessed my own children thrive in Steiner education from preschool to high school, I am passionate about its holistic approach. My teaching practice centres on nurturing the whole child, helping students understand themselves, their growing worlds, and their social connections. I aim to foster caring, thoughtful, and socially aware future citizens. I am excited to take on the role of Year 8 Guardian, alongside teaching History, Geography, PDHPE Main Lessons, and Art. Outside school, I enjoy bush walks with my family, showing my fluffy Akita at dog shows,

**Michelle Le Gall – Class 9/10 Guardian & Student Support Coordinator**

Wellbeing Team Member

Teaching Areas: French, HSIE, English

E: mlegall@waldorf.nsw.edu.au

As the High School French teacher at The Armidale Waldorf School, I also serve as the Student Support Coordinator, overseeing both Learning Support and Wellbeing. In addition to teaching French, I lead the BBC Cooking class for Class 9 and occasionally teach Main Lessons throughout the year. One of my cherished responsibilities is organising the Winter Festival—a magical event where I guide students in creating lanterns, choreographing fire performances, and bringing this beautiful celebration to life. I have been part of TAWS for six wonderful years and previously taught French at NEGS, enriching my teaching journey. Outside the classroom, I am passionate about travelling, immersing myself in stories through books and movies, and enjoying the challenge of a good board game.



## Class Teachers



**Siobhan O'Hanlon**

Teaching Areas: Science

E: [sohanlon@waldorf.nsw.edu.au](mailto:sohanlon@waldorf.nsw.edu.au)

I am the Science and Agriculture teacher in the High School Faculty at TAWS. Over the past year, I've been developing the High School Ag Plot, a space where students learn about sustainable food production through hands-on projects that foster critical thinking, ecological understanding, and community spirit. I also teach Earth and Environmental Science to our inaugural Senior Class. Before joining TAWS, I worked in molecular ecology, using DNA tools for wildlife conservation and forensics – a career that took me across the globe. I've always loved sharing science stories through workshops, public events, and even a radio segment in Sydney, but I felt something was missing: the deeper connections that come with teaching. At TAWS, I value building relationships with students and tailoring learning to their interests and stories. Outside of school, I enjoy silversmithing, playing the violin, and spending time in the garden with my husband, two daughters, and our large dog.



**Finlay Debreceeny**

Teaching Areas: Science and Mathematics

E: [fdebreceeny@waldorf.nsw.edu.au](mailto:fdebreceeny@waldorf.nsw.edu.au)

I teach Science and Mathematics, specialising in areas relating to Chemistry and Biology. I retrained as a teacher after transitioning from a rewarding career in Laboratory Science, where I spent nearly a decade working in medical and hospital laboratories. I bring with me valuable insights and practical skills from my previous profession, enriching my approach to education.

I deeply value the Steiner approach to education and firmly believe in the importance of nurturing the whole child. This philosophy resonates with me, as I strive to foster and support all aspects of students' development throughout their school journey. Building meaningful relationships with students is a priority, and I am committed to creating an environment where trust and rapport thrive, ensuring every student feels seen, heard, and valued.

Outside of my professional life, I am passionate about all things music, enjoy crocheting and knitting, and tending to my chickens, dog and gardens.



**Neil Anderson**

Teaching Areas: English, Drama

E: [nanderson@waldorf.nsw.edu.au](mailto:nanderson@waldorf.nsw.edu.au)

I teach English, Drama, and occasionally Mathematics at The Armidale Waldorf School. My teaching journey began in London, Turkey, and Brazil, where I taught English to foreign students. I later retrained as a high school English and Mathematics teacher at Newcastle University and have spent over 15 years teaching in Steiner high schools across Australia. I am deeply committed to Steiner education for its age-appropriate approach and focus on nurturing the whole child. Alongside teaching, I have trained as an actor and am currently pursuing a PhD in actor training through Sydney University. Outside the classroom, I enjoy writing, teaching, directing, and performing, bringing creativity into all aspects of my work and life.





**Georgie Ostenfeld**

Teaching Areas: Music

E: [gostenfeld@waldorf.nsw.edu.au](mailto:gostenfeld@waldorf.nsw.edu.au)

As the Music Teacher at The Armidale Waldorf School, I have the privilege of working with students across all ages, from the youngest to the oldest. I teach Music in Classes 1 to 8, contribute

to the music for festivals and plays, and lead individual instrumental lessons and ensembles. One of my favourite roles is singing with Classes 7 to 10 twice a week, creating beautiful, harmonious sounds together. Before joining TAWS, I gained extensive musical training and experience that took me across Australia and the globe. Highlights include performing with the Australian National Academy of Music and playing in the orchestra for Queensland Ballet. For me, music is a universal source of connection and imagination that nourishes our inner wellbeing. I strive to give young people the tools to explore music deeply, so it remains a meaningful part of their lives.



**Tracey Milne**

Teaching Areas: Visual Arts

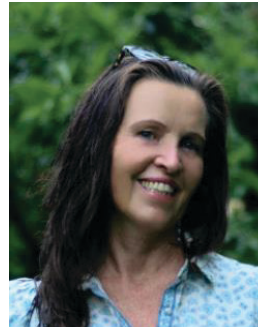
E: [tmilne@waldorf.nsw.edu.au](mailto:tmilne@waldorf.nsw.edu.au)

I have been teaching in the New England Tablelands for over 15 years, gathering wisdom and experience from some of the

region's richest educational sources. With a background in Jewellery and Object Design, I enjoy passing on knowledge in the Hard Crafts. I also embrace the challenge of teaching Art History and Critical Thinking as a way to deepen and inform students' creative practice.

I teach units in Jewellery Making, Lino Printing, Drawing, Painting, Textiles, Sculpture, and Ceramics. Working with students of all ages and stages of development is deeply rewarding, and I strive to help them learn, grow, and express themselves through creative endeavours. Teaching emerging artists keeps me curious and inspired, as does the richness of the Steiner curriculum.

## Student Learning Assistants



**Susan Grant**

E: [sgrant@waldorf.nsw.edu.au](mailto:sgrant@waldorf.nsw.edu.au)

I am a passionate educator and creator with a love for all things artistic. Over the past three years, I've worked as a Student Learning Assistant at The Armidale Waldorf School,

supporting students from Early Childhood to High School. Recently, I completed High School Teaching Foundations at Sydney Rudolf Steiner College with high distinctions, further deepening my connection to Waldorf education. My background in education support, art therapy, fine arts, and creative practices such as photography, ceramics, and dance has found an authentic expression at TAWS. I've enjoyed teaching ceramics in the Broad-Based Curriculum, choreographing fire fan performances for the Winter Festival, and leading creative activities for school events such as the Spring Festival, NAIDOC, and the Summer Festival. As a TAWS parent, I've cherished my son's journey from Play Time to Class 8. Outside of school, I love nature, bush meditation, yoga, and quietly enjoying a cup of tea with our pet sheep and ducks.



**Michelle Wyatt**

E: [mywatt@waldorf.nsw.edu.au](mailto:mywatt@waldorf.nsw.edu.au)

As a Student Learning Assistant at The Armidale Waldorf School, I find my role deeply rewarding. Working closely with both students and teachers, I strive to enhance individual

learning experiences and foster a supportive, engaging environment. My passion for education has also led me to pursue a teaching degree, inspired by the nurturing and creative atmosphere of the school. I have been in this role for almost a year, following a decade immersed in literature—a lifelong passion of mine. Outside of work, I enjoy cooking, gardening, and traveling, with the privilege of exploring many wonderful places over the years.



## Facilitators



**Elysia Butler- Wellbeing Facilitator**

Wellbeing Team Member

E: wellbeing@waldorf.nsw.edu.au

I recently joined The Armidale Waldorf School from Mount Isa in Western Queensland, where I worked for Youth Justice in the Intensive Case Management Team. My primary role involved working with families and young people to prevent continued engagement in the criminal justice system. Prior to this, I worked in adult corrections, community mental health services, separated families, and addiction services. I originally completed a Bachelor of Psychology, and after recently graduating with a Master of Social Work, I felt a strong calling to join TAWS. My passion lies in equipping children with wellbeing literacy and strategies to successfully navigate the ups and downs of modern life.

At TAWS, I work alongside the existing Wellbeing teams across both primary and secondary, providing children with support and strategies to remain engaged in their learning. For some, this may simply mean having a safe and confidential space to discuss their concerns as they arise at school. For others, it may involve trialling new tools or strategies to identify and manage triggering situations, with the goal of building their capacity for resilience over time.

If you feel this is something your child may benefit from, please speak to their Class Guardian or teacher.



**Cassandra Hammond – Camp Facilitator and Tuckshop Facilitator**

E: chammond@waldorf.nsw.edu.au

As the Camp Facilitator and Tuck Shop Facilitator at The Armidale Waldorf School, I feel incredibly fortunate to be part of such a nurturing and inspiring community. My journey as a youth worker began in 2008, and I have since enjoyed supporting young people in various voluntary and educational roles. I am passionate about helping students develop outdoor skills and leadership abilities in a supportive and engaging environment. My approach focuses on encouraging exploration, personal challenge, and a love for the outdoors. Outside of school, I am a proud Scout Leader and enjoy sharing adventures with my daughter, including abseiling, canoeing, cross-country skiing, and lightweight hiking. These activities not only keep me active but also reflect my love for adventure and the natural world.



# What Your Child Needs to Bring to School

To make the most of each school day, it's important that students arrive equipped and ready to learn. Having the necessary materials ensures that our time in class is spent engaging with lessons rather than searching for spare supplies. While the school provides writing books and artistic tools such as coloured pencils, students are expected to bring the following essential items:

- Pens – any colours they like, but black and blue are essential
- Lead pencils
- Scissors
- Glue
- Ruler
- For Class 9/10: a calculator, preferably the Casio fx-82AU PLUS II, as it is user-friendly and well suited to mathematics. Class 7 and 8 may purchase this calculator if they wish, though lessons will primarily be conducted without one.
- Broad-brimmed hat – either brought from home or purchased from the school
- Drink bottle
- Nutritious Lunch – please avoid plastic packaging. Bento boxes, reusable containers are highly encouraged.

By ensuring your child has these items each day, we can create a smoother and more productive learning environment where students can focus fully on their education.





# Stages of Development

Waldorf education recognises that child development follows a series of developmental stages, each associated with distinct cognitive, emotional, and social characteristics. These stages align with the evolving needs of students and inform how we structure our teaching, ensuring that lessons resonate deeply with students' lived experiences.

In high school, these stages emphasise independence, critical thinking, and social-emotional growth. Inspired by the Gesell Institute's research and Rudolf Steiner's insights, each year brings a new phase of self-discovery, expansion, and inner reflection, which shapes the way students interact with their learning, peers, and the world.

## **Class 7 (Age 13) – The Mars Year: Inner Struggle and Growing Independence**

- Strong push for independence – Students seek more autonomy and may withdraw from parents and teachers.
- Inner and outer tension – Energetic engagement in tasks but also prone to withdrawal and self-reflection.
- Critical and questioning – They challenge authority, scrutinise rules, and express dissatisfaction.
- Emotionally intense – Mood swings, deep thinking, and occasional melancholy are common.
- Social awareness grows – Friendships become more selective, and peer relationships matter more.
- Physical growth surges – Puberty advances rapidly, impacting energy levels and self-image.
- Learning needs – Engage students with hands-on activities, structured challenges, and opportunities for independent thinking while maintaining clear boundaries.

## **Class 8 (Age 14) – The Jupiter Year: Expansion, Confidence, and Idealism**

- More social, lively, and expansive – Confidence grows, along with a sense of humour and joy in learning.
- Search for ideals – Developing a strong interest in justice, fairness, and ethics.
- Independence solidifies – Students balance group belonging with a growing sense of individuality.
- Increased cognitive capacity – Abstract thinking and logical reasoning improve.
- Expressive and energetic – More outspoken, eager for discussion, and willing to take on leadership.
- Physical and emotional robustness – Generally, a more stable and content year compared to Class 7.
- Learning needs – Provide opportunities for debate, deeper discussions on ethical dilemmas, and biographies of inspiring figures to nurture their expanding worldview.



### **Class 9 (Age 15) – The Saturn Year: Self-Reflection and Internal Turmoil**

- Deep self-exploration – A shift from the outward confidence of Class 8 to introspection and questioning.
- Increased need for privacy – Students guard their inner world and are resistant to authority.
- Critical and analytical – Often sceptical, questioning everything, and resistant to being told what to think.
- More serious and sensitive – Prone to mood swings, self-doubt, and a need for deeper meaning.
- Desire for autonomy – Strong-willed and independent, yet still reliant on trusted adults.
- Refinement of thought – More precise in language, interested in philosophy and existential questions.
- Learning needs – Structure lessons to allow for personal inquiry, open-ended discussions, and problem-solving, while maintaining a steady and reassuring presence.

### **Class 10 (Age 16) – The Moon Year: Maturity, Relationships, and Strengthening Identity**

- More emotionally balanced – Compared to the previous year, students become more at ease with themselves.
- Relationship-focused – Friendships and romantic relationships become central, and social interactions gain depth.
- Independent but cooperative – They value autonomy but are less resistant to guidance.
- More secure in their identity – A growing ability to make sense of who they are and where they fit.
- Intuitive and empathetic – They are more aware of others' feelings and social dynamics.
- Philosophical and idealistic – Some show interest in deeper questions about life, meaning, and spirituality.
- Learning needs – Encourage collaborative projects, mentorship opportunities, and reflective exercises to support their growing sense of responsibility and interconnectedness.



# Student Support

*“Every child is a unique individual; education must be concerned with the individuality of the child, so that their potential may unfold in freedom.”*

Rudolf Steiner

## Wellbeing Team

Our Wellbeing Team works with Class Guardians together to support students' social-emotional development, building strategies so students' remain engaged in their learning. Where we identify a student needs additional wellbeing support that cannot be provided at a Class Guardian level, the Wellbeing Team will work with students and their families to provide additional support, seeking outside assistance where required. For more information please speak to your child's Class Guardian.

## Collaborative Support

As a faculty, our teaching ethos considers students as individuals, with consideration to their current developmental stage. Where appropriate, our teaching staff discuss students' progress, and identify areas that require additional support, ensuring we have a collaborative, empathetic, and nurturing approach.

## Aboriginal and Torres Strait Islander Cultural Advisor

Aunty Sharon Cutmore is our cultural advisor, she supports Aboriginal and Torres Strait Islander students and facilitates a culturally sensitive learning environment. She coordinates cultural experience such as NAIDOC Day and smoking ceremonies, and nurtures relationships between TAWS and external Elders and community members. For further information please email Aunty Sharon [scutmore@waldorf.nsw.edu.au](mailto:scutmore@waldorf.nsw.edu.au)

## Learning Support

Through our Learning Support Team, coordinated by Michelle Le Gall, we provide additional formalised learning support systems. Examples include:

- Dedicated Student Learning Assistants (SLAs), coordinated by Michelle Le Gall, provide extra support in the classroom, in small groups, or one-on-one.
- Adaptive PAT Testing – We use Progressive Achievement Tests (PATs) to assess students' strengths and areas for improvement. These tests adjust the difficulty of questions as students answer, giving a clear picture of their learning needs. This helps us track progress over time and personalise support.
- Individual Education Plans (IEPs) – For students who need additional support, we create IEPs in consultation with parents. These plans help us understand each student's learning needs and outline the best strategies to support them.

For any learning support matters, please contact Michelle Le Gall at [mlegall@waldorf.nsw.edu.au](mailto:mlegall@waldorf.nsw.edu.au)



# How you can be involved

At The Armidale Waldorf School, we believe that strong partnerships between parents and the school create the best learning environment for students. There are many ways you can be involved in your child's education and contribute to our school community:

- **Stay Connected** – Keep an open line of communication with your child's **Class Guardian**. Regular check-ins help ensure that any concerns or questions are addressed early and that we're all working together to support your child's learning and wellbeing.
- **Share Your Skills** – If you have expertise in a particular field, consider offering to be a **guest speaker or assisting with class projects**. Many of our Main Lessons benefit from real-world insights and experiences, and parent involvement can make learning even more meaningful.
- **Support Our School Environment** – Join our **working bees** to help maintain and enhance the school grounds. A well-kept, welcoming space makes a real difference in creating an environment where students feel inspired to learn and grow.
- **Help Students Be Prepared** – Ensure your child comes to school each day with the **required stationery, water bottle, hat, and other essentials**. Being properly equipped helps them stay focused and engaged in their lessons.
- **Clothing Matters** – Support the school by making sure your **child's clothing aligns with the school's dress code**. This helps maintain a sense of community and ensures students are dressed appropriately for learning and activities.
- **Respect the Mobile Phone Policy** – Assist the school by ensuring your child's **mobile phone use remains off** campus. Discuss with them why this policy is in place and how it supports their focus, social interactions, and overall wellbeing during school hours.

# Main Lessons & Weekly Lessons

*"The children must experience everything they learn.*

*The more they experience, the more they truly take in".*

Rudolf Steiner

## Main Lessons

The Main Lesson is a core part of our approach to learning. Each Main Lesson immerses students in a single subject over an extended period of three to four weeks, allowing them to deeply engage with the content without the fragmentation of multiple subjects competing for their attention. This method fosters focused learning, interdisciplinary connections, and sustained exploration, enabling students to build knowledge in a way that feels both natural and meaningful.

Philosophically, the Main Lesson structure aligns with an integrated, developmental approach to education. By dedicating an extended period to one topic, students have the time to absorb concepts, reflect, and engage with the material creatively and analytically. Many Main Lessons weave together different disciplines – history may intertwine with geography and literature, while science might incorporate mathematics and practical application. This approach not only deepens understanding but also cultivates curiosity and critical thinking.

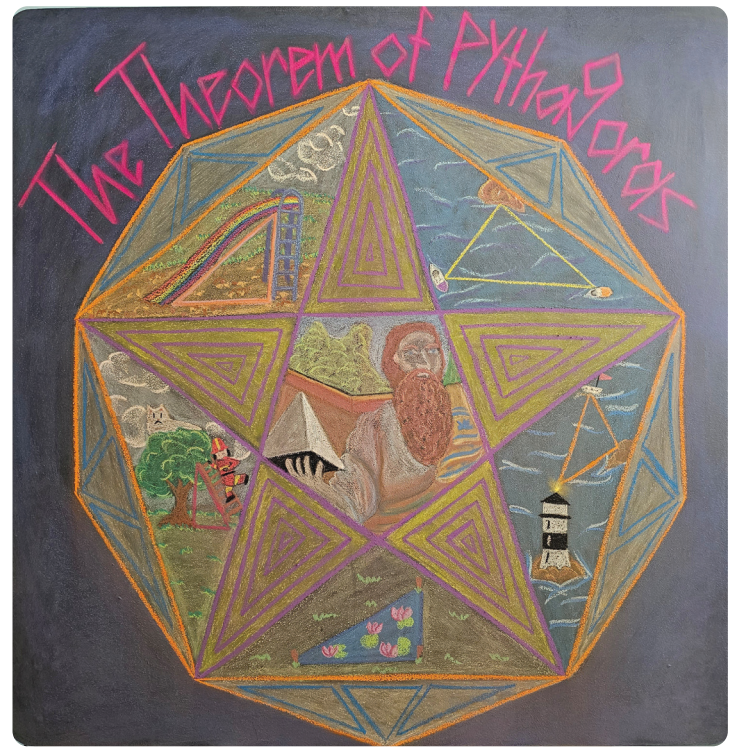
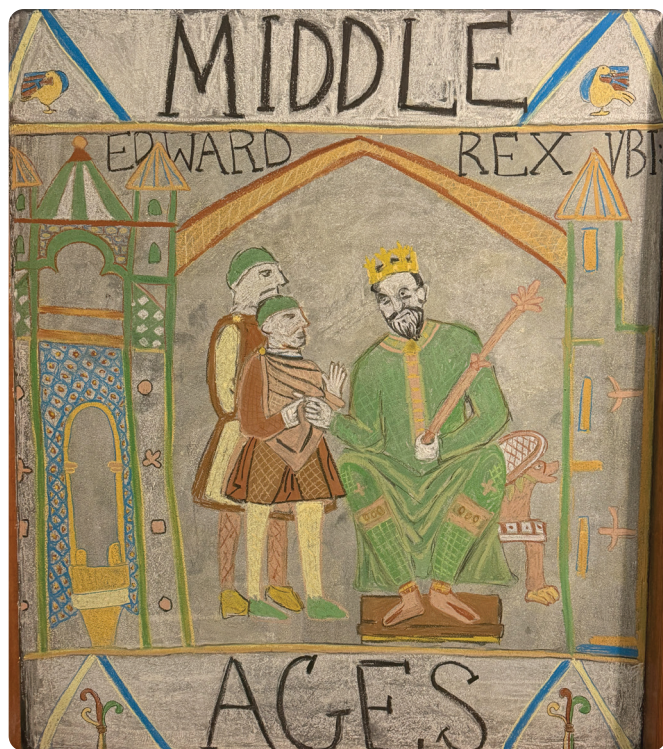
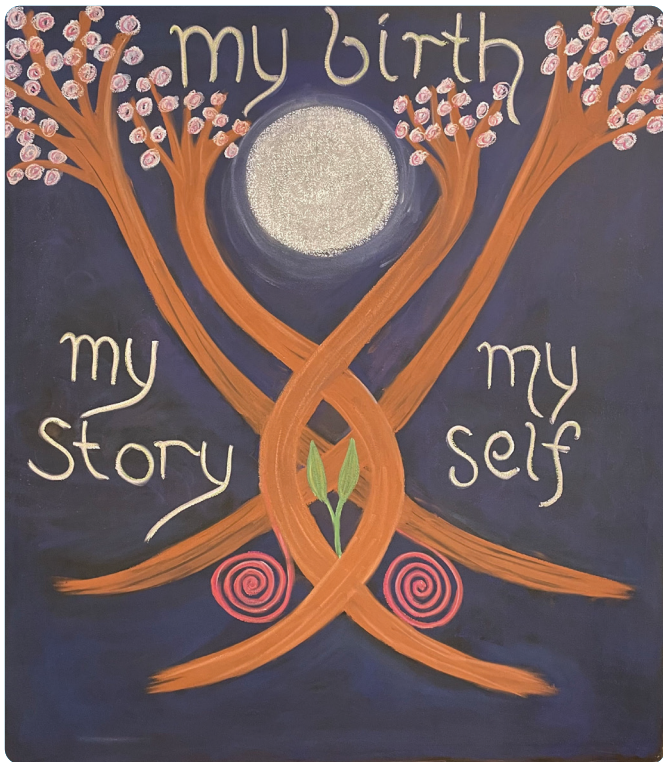
A key element of every Main Lesson is a project, which is typically assessed and requires students to create something that incorporates research, art, and their newfound knowledge from the lesson. These projects encourage independent thought, creativity, and synthesis of learning, allowing students to express their understanding in a meaningful way. Ample time is provided within the Main Lesson – usually towards the end of the block – so students can fully engage with their projects without the burden of excessive homework.

While it is called the Main Lesson, this name does not diminish the importance of weekly lessons, which run alongside it. These subject-specific classes follow structured units of work and play a crucial role in rounding out the curriculum. Subjects such as mathematics focus on consolidating essential skills, while other weekly lessons, such as music or language studies, provide continuity and balance. Often, these lessons complement the Main Lesson by reinforcing related concepts or developing practical skills.

## Weekly Lessons

It is important that students see weekly lessons as just as valuable as the Main Lesson. They provide essential practice, ongoing skill development, and a steady rhythm of learning across different disciplines. By fully engaging in both Main and weekly lessons, students experience a rich and holistic education, where deep inquiry, skill-building, and creative expression work in harmony.







# Outdoor Education

The importance of camps within the curriculum.

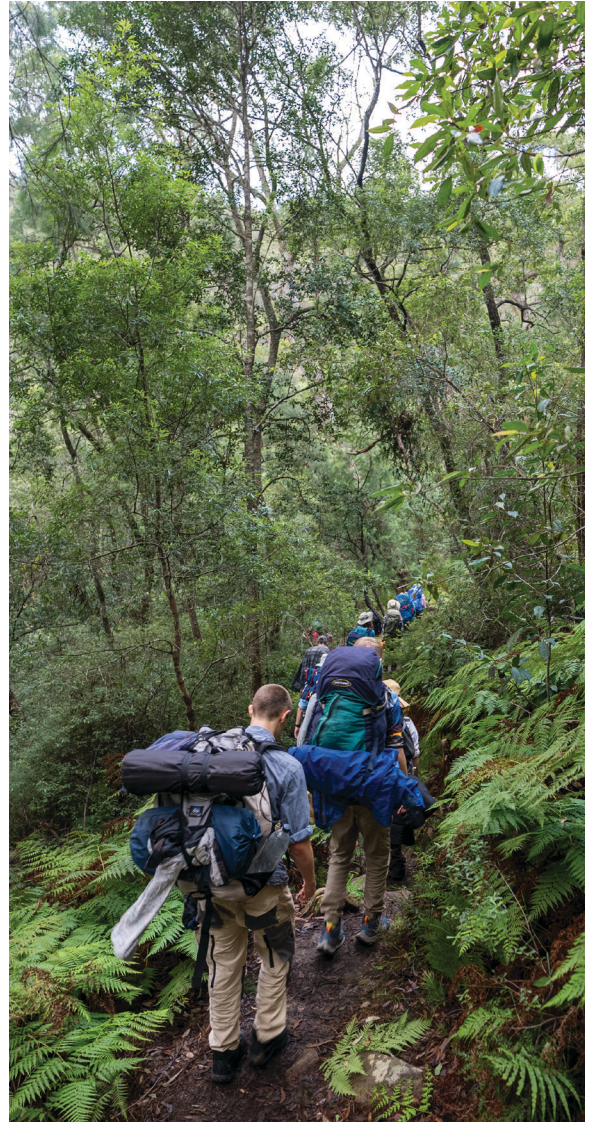
Camps are an integral part of the high school experience, offering students hands-on learning, personal growth, and a deeper connection to the world around them.

Each camp is thoughtfully designed to extend classroom learning into real-world experiences, providing a rich and immersive connection to the curriculum. Camps are considered part of the curriculum, and it is compulsory for students to attend. In addition, attending the pre-camp parent information session is a requirement, to ensure parents are fully informed and any concerns or questions can be addressed in advance.

Beyond academics, camps build resilience, independence, and a sense of responsibility. These experiences foster self-confidence, perseverance, and an appreciation for nature, while also strengthening their ability to work together as a group.

Equally important is the team-building and bonding that takes place on camp. Time away from school strengthens the relationships between students, Class Guardian and teachers, creating a shared sense of identity and belonging within the class.

Camps at TAWS offer a unique space where students learn, explore, and connect with the world, building skills and relationships that will stay with them for years to come.





# The Role of Plays

Expression and the spoken word.

Plays offer students a unique opportunity to delve into creative self-expression and meaningful storytelling. Each play is carefully chosen to align with the developmental stage of the class, often addressing themes that resonate deeply with their current life experiences and intellectual growth. These performances challenge students to step beyond their comfort zones, fostering confidence, teamwork, and resilience.

Importantly, the plays allow students to showcase their talents to a broader audience, reinforcing their sense of accomplishment and connection to their community. For Class 9 and 10, performing at the Armidale Playhouse adds an extra dimension, providing a public platform that underscores the importance of presenting their work in a professional and respected setting.

Within the Steiner educational framework, plays are more than artistic exercises; they are integral to the holistic development of the individual, nurturing imagination, empathy, and a profound understanding of human relationships and social dynamics. They also complement academic work, as students often draw on the historical, literary, or cultural themes explored in their lessons to bring their performances to life. This blend of art, intellect, and community engagement ensures that the tradition of class plays remains a cherished and transformative experience for students and their families.



# Seasonal Festivals

Nature, rhythm and community.

Seasonal festivals are a valued tradition at The Armidale Waldorf School, marking the rhythm of the year and fostering a deep connection between students, nature, and the changing world around them. These festivals are an opportunity to pause, reflect, and celebrate—acknowledging not only the external shifts in the seasons but also the inner growth of the students as they move through their own educational journey.

Each festival carries its own unique character, blending music, storytelling, art, and community participation to create a meaningful and enriching experience. The festivals strengthen the bonds within our school community, providing moments of beauty and shared celebration that students, teachers, and families all contribute to and enjoy.

These festivals offer students the chance to engage in creative and cultural traditions, deepening their appreciation for nature's cycles and the passage of time. More than just school events, they are moments of wonder, connection, and shared joy that remain with students long after their schooling years.



## Autumn Festival

A time of gratitude and reflection as we acknowledge the shift towards the cooler months, embracing themes of balance and harvest.

## Winter Festival

A celebration of inner warmth, light, and resilience during the darkest time of the year, highlighted by lanterns, fire performances, and a sense of quiet contemplation.

## Spring Festival

A joyful expression of renewal and growth, filled with vibrant colours, music, and movement to welcome the returning light and energy of the season.

## Summer Festival

A celebration of culmination and transformation, marking the end of the school year with lightness, festivity, and a sense of looking forward.





# Physical Education

Development of healthy body and mind.

At this stage in the student's development they are seeking physical activities and challenges that inspire them. Through a varied approach we provide a sports program that engages the students while building their confidence, social relationships, and resilience. In addition to our sports programs, we incorporate movement activities within the classroom, and have a court and calisthenics exercise station available for student use during break times, promoting physical activity throughout the day.

## **Term 1: Swimming and Lifesaving**

Students begin the year with a focus on water safety, survival skills, and stroke development. A trainer from Royal Life Saving NSW provides instruction, ensuring students gain essential lifesaving skills that build confidence, safety awareness, and practical competence in the water. While one half of the high school engages in lifesaving training, the other half focuses on swimming development, allowing students to refine their technique and endurance. This structure acknowledges that swimming ability varies, offering all students a chance to strengthen their resilience and skills in a supportive environment.

## **Term 2: Winter Festival Preparation**

With the Winter Festival as a major event in the school calendar, Term 2 sport is dedicated to preparing for the fire performance. Students learn choreography, develop coordination, and gradually incorporate props, beginning with unlit staves and progressing to lit fire staves or fire fans for older students. This process fosters focus, discipline, and confidence, culminating in a stunning and well-rehearsed performance for the festival.

## **Term 3: Gymnastics at the Armidale Gymnastics Club**

Students take part in a structured gymnastics program at Armidale Gymnastics Club, where they develop strength, flexibility, balance, and spatial awareness. Gymnastics is beneficial at all stages of child development, helping students to build coordination, resilience, and confidence in movement. It also supports overall body awareness and control, benefiting students in both sport and everyday physical activities.

## **Term 4: Outdoor Sport at Charleston Willows**

As the weather warms up, sport moves outdoors to Charleston Willows, a large local park. Students have the choice of ball games—such as soccer, basketball, and touch football—or can explore more niche movement-based activities. This includes the opportunity to try flow arts with Suzi, using props such as the Mantra Dapo, which helps develop rhythm, coordination, and movement creativity.



## Broad Based Curriculum (Class 9/10)

Connection with heart and hands.

The Class 9/10 Broad-Based Curriculum (BBC) is a thoughtfully crafted Visual Arts program that places a strong emphasis on creativity and hands-on learning. While this subject falls under Visual Arts, it is designed to provide students with a dynamic and enriching alternative to more traditional subject delivery. The BBC offers a much-needed creative outlet, allowing students to explore their artistic potential in an immersive, practical way. This approach centres individuality, practical skills, and imaginative thinking, fostering a well-rounded educational experience that supports both personal growth and academic development.

The BBCs will primarily be taught by our talented art teacher, Nina, whose expertise and passion for the arts will guide students through a dynamic and inspiring program. Running twice a week from 11:30 am to 3:00 pm, the BBCs offer an immersive experience where students can fully engage with their creative projects. At the end of each term, students will showcase their work at a special BBC presentation evening, sharing their achievements with parents and celebrating their progress.

Below is an example of the current BBC subjects on offer, however, they may be subject to change.





## Broad Based Curriculum Subjects

### Cooking (Class 9 only)

Teacher: Michelle LG Students will explore the joys of culinary creativity and cultural discovery. Each week, they design and prepare dishes from a different culture, learning new techniques and flavours while having a say in the menus they create. The term culminates in a special evening where students showcase their skills by preparing a delicious meal for their loved ones, celebrating their achievements and showing off their skills. This hands-on experience fosters teamwork, independence, and a love for the art of cooking.

### Mountain Biking (Class 10 only)

Students will visit a variety of mountain biking locations, including SportUNE, the pine forest, and trails for longer, more exploratory rides. Designed to challenge students both physically and mentally, this BBC fosters resilience and confidence, leaving participants with a well-earned sense of accomplishment after each ride. It's a dynamic way to connect with nature, build stamina, and embrace new challenges.

### Creative Watercolour

Teachers: Nina, Suzi Students will immerse themselves in the expressive world of watercolour painting. They will explore techniques such as washes, gradients, and layering, creating artworks that capture their individuality and creativity. With a focus on the interplay of colour and emotion, students will develop a deeper appreciation for artistic expression while crafting pieces that are uniquely their own.

### Winter Festival

This BBC is a celebration of creativity, collaboration, and the beauty of light in the darkness. Students will learn and practise the intricate choreography for a stunning fire display, which will be a highlight of the Winter Festival. Alongside this, they will design and craft exquisite lanterns, bringing their own artistic touch to the glowing lights that will illuminate the festival evening.

### Lino Printing

Lino printing offers students the chance to bring their ideas to life through design, carving, and printing. They will explore the textures and colours that different paper and inks can offer, creating vibrant and tactile artworks. This hands-on process encourages focus, craftsmanship, and the satisfaction of transforming raw materials into something truly original.

### Recycled Textiles

Students will be challenged to think creatively and sustainably by repurposing old textiles into original artworks or functional creations. By transforming discarded materials into something new, students cultivate resourcefulness and an appreciation for the beauty of renewal. Each piece carries its own story, combining imagination with a thoughtful approach to art and the environment.

### Botanical Illustration

Through the art of botanical illustration, students will uncover the intricate beauty of plants and flowers. By honing their observation skills and experimenting with pencil, ink, and watercolour, they will create detailed and elegant compositions. This elective nurtures a connection to the natural world, encouraging students to appreciate the harmony and wonder found in nature's smallest details.

### Portrait Art

Through the study of portraiture, students will explore the richness of human expression. They will learn about facial proportions, emotional nuances, and the subtle details that make every face unique. Working with a variety of materials, students will develop both technical skills and an understanding of the individuality and depth that can be captured in a portrait.

### Wire Sculpting

This elective introduces students to the dynamic world of three-dimensional art through wire sculpting. They will experiment with combining wire and other materials to create intricate, imaginative sculptures. With an emphasis on exploration and creativity, this course encourages students to think spatially and bring their ideas to life in captivating, tangible forms.

# Music

*“When the human being hears music, they have a sense of wellbeing, because these tones harmonise with what they have experienced in the world of their spiritual home.”*

Rudolf Steiner

The music program, led by Georgie, is deeply rooted in singing, movement, and creative expression. Through weekly music classes for Classes 7 and 8 and bi-weekly Class 7-10 singing sessions, students engage in an enriching and communal musical experience. Music is a vital part of human culture and connection, and this program fosters not only musical skills but also collaboration, confidence, and wellbeing.

## **Class 7 and 8 Music Lessons:**

Students participate in group composition tasks, developing their ability to create music collaboratively. Listening tasks introduce the class to a wide range of musical genres, enhancing their appreciation and understanding of music. Incorporating movement-based activities allow students to experience rhythm and musical structure physically, deepening their engagement with music.

## **Class 7-10 Singing:**

Singing in a group has been shown to synchronise heartbeats, stimulate the vagus nerve, and reduce stress and anxiety, fostering both emotional and physical wellbeing. We bring the classes together for a bi-weekly singing session where students sing and move together, experiencing the harmony and benefits that group singing brings. Over the year, students develop confidence in vocal expression, learning to listen and blend with others while building a sense of community.

## **Music in Seasonal Festivals:**

Students are actively involved in music-making for the school’s seasonal festivals, contributing to the rich cultural and artistic life of the school.

Festival performances give students the opportunity to apply their musical skills in a meaningful, celebratory context.





# Senior Years Program (Class 11/12)

While the Preliminary and HSC courses at TAWS represent a departure from the Steiner curriculum, the impulse and manner of our teaching continues to draw from Steiner pedagogy, philosophy and practice, while satisfying the requirements of the NSW Education Standards Authority and the HSC process.

In the Senior Years, we teach through the three ideals of truth, beauty and goodness, drawing these out through all subject areas. Extended camps, creative expression, personal connection and engagement continue to form part of a suite of practices that work to lead your child to flourishing. Students enjoy a senior lounge and kitchen; close, supportive relationships with their teachers and peers; and opportunities to get involved in collaborative decision-making and demonstrate leadership.

The school delivers Preliminary and HSC Courses using the 'compressed curriculum model'. A compressed delivery allows completion of three Stage 6 Preliminary and HSC courses (including an HSC examination for each one) in one calendar year. Instead of studying six subjects across two years, students study three subjects to completion one year, and three subjects the next. Students working with just three subjects at a time can consider them more deeply and more easily, leading to improved engagement, academic outcomes and wellbeing during the most challenging and exciting years of their education.

Community partnerships form an integral part of the Senior Years Program. Students, teachers and parents/carers work together to ensure that our young people complete their high school education feeling empowered, inspired, prepared and proud. Our reciprocal agreement with PLC Armidale marks a deep interest in sharing expertise between schools in Armidale. Students may attend PLC to undertake subjects not offered at TAWS. The school has also formed a partnership with the University of New England (UNE) to develop a Visiting Academics Program, bringing the latest developments in research and human understanding to our students in their subject area. School-based apprenticeships are also available.

For more information, please refer to our Senior Years Information Booklet. You can request a copy by emailing [enrol@waldorf.nsw.edu.au](mailto:enrol@waldorf.nsw.edu.au)







# Restorative Practices

At TAWS, we recognise that conflict is a natural part of life, and that true learning happens when students are guided towards understanding, accountability, and personal growth. Our approach to discipline is built on mutual respect, self-reflection, and repairing relationships, rather than punishment alone. This aligns with the principles of Waldorf education, where discipline is both constructive and restorative, supporting students in developing self-mastery while maintaining an orderly and harmonious school environment.

## What Happens When Conflict or Harm Occurs?

Parents may sometimes ask, 'My child was hurt – what happens now?' or 'How will this be handled?' Our school follows a restorative approach that prioritises both the well-being of the affected student and the learning and accountability of the student responsible for harm.

Rather than simply assigning blame or punishment, restorative practice encourages open dialogue, understanding, and meaningful resolution. This means:

- Students are given the opportunity to explain their perspective and reflect on their actions.
- Those affected are heard and acknowledged, ensuring that their feelings and experiences are validated.
- The focus is on repairing harm and restoring relationships, rather than punitive measures that may not lead to long-term change.

## Key Elements of Our Restorative Approach

We use restorative practices in both informal conversations and structured processes, depending on the situation. These may include:

- Guided discussions between students with teacher support.
- Restorative circle time, allowing the class to explore shared experiences and develop empathy.
- One-on-one reflection sessions, helping students understand the impact of their actions.
- Collaborative problem-solving, where students take responsibility and find ways to repair the harm.

## Our process

includes key restorative questions to guide reflection:

- What happened?
- What were you thinking at the time?
- How do you think your actions affected others?
- What do you think needs to happen to make things right?
- If the same situation happened again, what could you do differently?

This approach fosters self-awareness, responsibility, and personal growth, rather than shame or avoidance.

## How You Can Support the Process

We ask parents to trust that our approach is not about excusing behaviour, but about helping students learn from their experiences. Encouraging your child to reflect on their role in a situation, to communicate openly, and to take responsibility for their actions supports the values of respect, inclusion, and accountability that we cultivate at TAWS.

For further details, our Behaviour Management Policy (available via [waldorf.nsw.edu.au/policies](http://waldorf.nsw.edu.au/policies)) outlines our commitment to restorative discipline, ensuring a balanced approach between structure and individual development. **If you have concerns or questions, please speak with your child's Class Guardian or a member of our Wellbeing Team.**

# Mobile Phone Policy

In today's world, mobile phones are ever-present, but research increasingly shows they come with serious downsides for young people. Recent research shows how smartphones and social media have contributed to a sharp rise in anxiety, depression, and reduced attention spans among teenagers. One prominent psychologist calls this shift 'The Great Rewiring' of childhood – where phones, once simple tools, have become constant distractions, shaping how young people think, feel, and relate to others.

At TAWS, we strive to create a learning environment free from the creeping influence of commercialised digital culture. We want students to be present, engaged, and connected to real-world learning, their teachers, and their peers – not lost in a digital world designed to demand their attention. That's why we have a firm but fair mobile phone policy, which ensures students can fully engage in their education and social development while at school.

## Our Mobile Phone Rules

- Phones must remain off and out of sight throughout the school day, including on the TAWS school bus and during excursions.
- If a student brings a phone to school, it is at their own risk. The school is not responsible for loss, theft, or damage.
- If a student needs to use their phone for exceptional circumstances (e.g. medical reasons), they must first obtain permission from staff.
- Phones are not permitted in exams or assessments, even if switched off.
- If a student needs to be contacted in an emergency, parents can always call the school office, and messages will be relayed promptly.

## Consequences for Misuse

- If a student is found using their phone, it will be confiscated for the day and securely stored. Parents will be notified.
- Persistent misuse will result in further action, including discussions with the High School Coordinator or Education Director.
- This policy is not about restricting freedom but about freeing students from distraction, helping them focus, learn deeply, and engage meaningfully with their surroundings. By supporting this policy at home, parents play a crucial role in ensuring their child's education and wellbeing remain the priority.



# Stage 4 Assessment Policy (Classes 7 & 8)

This policy outlines the assessment approach for students in Stage 4 (Classes 7 & 8) at the Armidale Waldorf School. It aims to support developmentally appropriate, meaningful assessment practices that align with the principles of Steiner education and foster student growth, creativity, and personal connection to learning.

## Main Lesson Assessment

### Feedback and Rubric-Based Assessment

For all Stage 4 Main Lesson assessment tasks, students will receive:

- A standalone written comment from the teacher offering specific, individualised feedback on their learning process, strengths, and areas for further growth.
- A marking rubric (given as part of the initial assessment notification) with a range of criteria relevant to the task. Each criterion will include differentiated performance descriptors, rather than a single fixed score.

The performance descriptors are:

- Outstanding (85-100%)
- Excellent (70-84%)
- Good (50-69%)
- Basic (30-49%)
- Limited (0-29%)
- Teachers will indicate on the rubric where the student's work sits for each criterion, without providing a cumulative or overall raw mark to the student.

### Rationale

- Main Lesson tasks are often interdisciplinary, artistic, and deeply personal in nature. They provide space for creativity, self-expression, and meaningful engagement with the content.
- Assigning a single raw mark to such rich and varied work can be reductive and may obscure the individuality and effort reflected in the student's process. This approach is intended to honour the holistic nature of Main Lesson work.

### Internal Record Keeping

- While students will not receive an overall mark, teachers will record a final mark or percentage internally for each task. This data is used for tracking progress, reporting and compliance purposes.

### Student Access to Individual Marks

- Students are welcome to request their individual mark for a Main Lesson task, should they wish to do so.
- To support deeper engagement with the feedback process, students may request their mark one week after the assessment has been returned.
- This short delay allows students time to absorb and reflect thoughtfully on the teacher's comments and the rubric before shifting focus to numerical performance. It also encourages a values-based learning mindset, where growth and understanding are prioritised over marks.

## Weekly Lesson Assessment

Weekly Lesson subjects (e.g. Mathematics, French, Music, Textiles etc) will continue to use conventional assessment methods, including the allocation of marks or grades where appropriate.

Wherever possible, teachers will also provide feedback and use rubrics to ensure clarity, transparency, and constructive guidance for students.

### Implementation Timeline

This policy will take effect from Term 3, 2025, with regular review by the Head of Secondary in consultation with the High School Faculty.

# Assessment Overview (2025 example)

## Class 7

### English

Task	Task Description	Topic	Outcomes	Due Date	Weighting
1	A short fictional story modelled on the Arthurian Stories.	Main Lesson: King Arthur, the Once and Future King	EN4-1A, EN4-4B, EN4-5C, EN4-7D, EN4-8D, EN4-9E	Term One, Week 10	20%
2	Composition of a newspaper article.	English satellite sessions: Newspaper Unit	EN4-1A, EN4-2A, EN4-3B, EN4-6C, EN4-7D	Term Two, Week 8	25%
3	Grammar test 15% Creative writing composition 15%	English satellite sessions: Company of Fools Novel Study	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-6C, EN4-9E	Term Three, Week 3	30%
4	Sharing of a Composition of a film review	Satellite Session: Whale Rider Film Study	EN4-1A, EN4-7D, EN4-9E	Term Four, Week 8	25%

### French

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Research a festival and create a poster	Bienvenue en France!	ML4-CRT-01 - Writing	20%	Term 1, Week 10	Researching Writing
Listen and answer question and write a dialogue	C'est beau, Paris	ML4-UND-01 - Listening ML4-INT-01 - Writing	25%	Term 2, Week 7	Listening Writing
Analyse a family tree Write a letter describing family members	Ça c'est ma famille	ML4-INT-01 - Writing ML4-CRT-01 - Reading	25%	Term 3, Week 8	Reading Writing
Create a poster in French Write and perform a play	Au parc zoologique	ML4-CRT-01 - Writing ML4-UND-01 - Speaking	30%	Term 4, Week 5	Speaking Writing

### HSIE (History and Geography)

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Mapping our waterways	Water in the world	GE5-2, GE5-3, GE5-6, GE5-8	25%	Term 1, Week 8 (Main Lesson)	Fieldwork data and mapping accuracy
Historical guide to the island of Rapa Nui	The Polynesian Expansion Across the Pacific	GE4-1, GE4-3, GE4-7 HT4-4, HT4-9, HT4-10	30%	Term 2, Week 3 (Main Lesson)	Historical accuracy Historical imagination
Day in the Life: Visual diary and Creative writing piece	The Middle Ages	HT4-2 HT4-3 HT4-8, HT4-9, HT4-10	25%	Term 3, Week 3 (Main Lesson)	Contextual understanding Evidence-based responses & Empathy
Life during first contact: Poem or drawing task	Aboriginal Contact History	HT5-1, HT5-3, HT5-4, HT5-6, HT5-7, HT5-10	20%	Term 3, Week 6 (Main Lesson)	Historical accuracy Empathy



## Mathematics

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Quiz	Computation of Integers	MAO-WM-01, MA4-INT-C-01	15%	Term 1 Week 10 (Weekly Lesson)	Topic understanding and basic skills.
Individual Student Project	Pythagoras and Algebra	MAO-WM-01, MA4-ALG-C-01, MA4-PYT-C-01, MA4-IND-C-01	35%	Term 2 Week 9 (Main Lesson)	Practical application and recording of topics covered
Examination	Linear Relationships and Equations	MAO-WM-01, MA4-LIN-C-01, MA4-EQU-C-01	20%	Term 3 Week 9 (Weekly Lesson)	Understanding across multiple topics
Portfolio	Geometry and Angles	MAO-WM-01, MA4-GEO-C-01, MA4-ANG-C-01	30%	Term 4 Week 3 (Main Lesson)	Demonstration of understanding through individual creativity

## Music

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Composition Task	Music Composition	MUS4.1, MUS4.2, MUS4.3, MUS4.4, MUS4.5, MUS4.6, MUS4.7, MUS4.12	30%	Term 2, Wk 6	Creativity & Originality Use of Musical Concepts Structure & Form Notation & Score Presentation Reflection & Justification
Quiz	Instruments in an Orchestra	MUS4.5, MUS4.7, MUS4.8, MUS4.9, MUS4.10, MUS4.12	30%	Term 3, Wk 3	Identification of Instruments Understanding of Timbre & Sound Production Musical Literacy (Reading & Interpreting Scores) Recognition of Instrument Families
Research Task	Instruments in an Orchestra	MUS4.7, MUS4.8, MUS4.9, MUS4.11, MUS4.12	40%	Term 3, Wk 9	Depth of Research & Accuracy Analysis of Instrument Role & Function Clarity & Structure of Presentation Use of Musical Terminology

## PDHPE

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
<b>Role Play:</b> Themes of fairness and justness, understanding friendship, and the consequences of lying.	Identity, Integrity, Power	PD4-2, PD4-6, PD4-9, PD4-10	25%	Term 1, Week 10	Insight into emotions, empathy, views and values
<b>Game Demonstration:</b> Students will work in groups of 2-3 to research, adapt, and present a traditional Aboriginal game.	Aboriginal Peoples and their Games	PD4-1, PD4-3, PD4-8, PD4-10	25%	Term 2, Week 8	Logical thinking, incorporating elements of its cultural significance and relevance, game development, real-world application
<b>Fire Performance:</b> Student performance at the Winter festival	Movement, Skill, and Performance: Teamwork and Fair Play	PD4-4, PD4-5, PD4-10, PD4-11	30%	Term 3, Week	Performance demonstrating cooperation, movement choreography, skill development and timing using fire and other materials
<b>Risk-taking Persuasive Text:</b> benefits of positive risk-taking to the	Risk Taking: Do I or Don't I?	PD4-6, PD4-7, PD4-9, PD4-10	20%	Term 4, Week 8	Reflection on health choices, clear message, strong

## Science

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Planet Earth Research Task	Weekly Science (Forces & Motion)	SC4-7PW, SC4-8PW, SC4-9PW	20%	Term 1, <del>Wk</del> 9	Understanding forces, gravity, friction, and energy transfer
Experimental Investigation & Report	Mechanics (Main Lesson)	SC4-4WS, SC4-5WS, SC4-7PW, SC4-8PW, SC4-9PW	25%	Term 2, <del>Wk</del> 9	Experimental design, Newton's Laws, accuracy, analysis
Chemical Reactions & Fire Safety Project	Combustion (Main Lesson)	SC4-4WS, SC4-5WS, SC4-6WS, SC4-16CW, SC4-17CW	25%	Term 3, <del>Wk</del> 9	Understanding chemical and physical changes, practical application
Biodiversity & Classification Report	Diversity of Life (Main Lesson)	SC4-14LW, SC4-15LW, SC4-16LW	35%	Term 4, <del>Wk</del> 9	Research and classification skills, understanding adaptations, impact of human activity

## Technology Mandatory

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Box Making	Woodwork	TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	25%	Term 1	Understand design process, use of tools & materials effectively & safely
Sewing project	Textiles	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	25%	Term 2	Develop and apply practical skills with tools, materials and processes to produce a wearable item Working safely, independently and collaboratively on design projects
Coding a Logo	ICT	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI	25%	Term 3	Design and create a logo or animal. Demonstrate problem-solving, innovation, & critical thinking. Applies technical skills
Cooking nutritious food	Agriculture & Food Technology	TE4-1DP, TE4-3DP, TE4-6FO	25%	Week 5, Term 4	Design and preparation of a nutritious meal Safe use of equipment

## Visual Arts

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Case Study	Drawing the World Around Us- Still Life	VAS4.1, VAS4.2, VAS4.3, VAS4.4, VAS4.6, VAS4.9	15%	Term 1, Week 10	Artist Background- Artwork meaning Historical & Cultural- Subjective/Cultural Personal Reflection
Landscape Painting	Drawing the World Around Us- Landscape	VAS4.1, VAS4.2, VAS4.3, VAS4.4, VAS4.6	35%	Term 2, Week 9	Painting Skills/Material use Composition & Design Creativity & Ideas
Artwork Analysis	Perspective & Perspectives	VAS4.7, VAS4.8, VAS4.9, VAS4.10	15%	Term 3, Week 5	Artwork meaning Historical & Cultural- Structural
Lino & Gel Relief	Printing Australia	VAS4.1, VAS4.3, VAS4.4, VAS4.6	35%	Term 4, Week 9	Printmaking Skills & Techniques Artwork meaning Historical & Cultural- Postmodern

## Class 8

### English

Task	Task Description	Topic	Outcomes	Due Date	Weighting
1	Analytical Grammar & Vocabulary Test	Satellite Sessions: Grammar/Vocabulary Focus	EN4-1A, EN4-2A, EN4-4B, EN4-6C, EN4-9E	Term 1, Week 8	20%
2	A short fictional story modelled on Arthurian Legends.	Main Lesson: King Arthur, the Once and Future King	EN4-1A, EN4-4B, EN4-5C, EN4-7D, EN4-8D, EN4-9E	Term 2, Week 6	25%
3	Analytical Essay on Blueback	Satellite Sessions: Novel Study (Blueback by Tim Winton)	EN4-2A, EN4-3B, EN4-7D, EN4-9E	Term 3, Week 6	30%
4	Film Review of Whale Rider	Satellite Sessions: Film Study (Whale Rider, 2002)	EN4-1A, EN4-2B, EN4-3B, EN4-5C, EN4-8D, EN4-9E	Term 4, Week 8	25%

### French

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Create a family tree Describe family members	Ça c'est ma famille	ML4-CRT-01 – Writing	20%	Week 7	Writing
Listen to a conversation Create a poster of a lost pet	Au parc zoologique	ML4-UND-01 - Listening ML4-INT-01 - Writing	25%	Week 7	Listening Writing
Create a menu Write and perform a play	Bon appétit!	ML4-INT-01 – Writing ML4-CRT-01 - Speaking	25%	Week 8	Writing Speaking
Create a timeline of the French Revolution Present work to the class	La Revolution Française	ML4-CRT-01 – Reading, writing	30%	Week 5	Researching Reading Writing

### HSIE (History and Geography)

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Day in the Life: Visual diary and Creative writing piece	The Middle Ages	HT4-2 HT4-3 HT4-8, HT4-9, HT4-10	25%	Term 2, Week 9 (Main Lesson)	Contextual understanding Evidence-based responses & Empathy
Life during first contact: Poem or drawing task	Aboriginal Contact History	HT5-1, HT5-3, HT5-4, HT5-6, HT5-7, HT5-10	20%	Term 3, Week 10 (Main Lesson)	Historical accuracy Empathy
Mapping our waterways	Water in the world	GE5-2, GE5-3, GE5-6, GE5-8	25%	Term 4, Week 3 (Main Lesson)	Fieldwork data and mapping accuracy
Historical guide to the island of Rapa Nui	The Polynesian Expansion Across the Pacific	GE4-1, GE4-3, GE4-7 HT4-4, HT4-9, HT4-10	30%	Term 4, Week 9 (Main Lesson)	Historical accuracy Historical imagination



## Mathematics

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Individual Student Project	Pythagoras and Algebra	MAO-WM-01, MA4-ALG-C-01, MA4-PYT-C-01, MA4-IND-C-01	35%	Term 1 Week 11 (Main Lesson)	Practical application and recording of topics covered
Quiz	Computation of Integers and Linear Relationships	MAO-WM-01, MA4-INT-C-01, MA4-LIN-C-01	15%	Term 2 Week 8 (Weekly Lesson)	Topic understanding and basic skills.
Portfolio	Geometry and Equations	MAO-WM-01, MA4-GEO-C-01, MA4-EGU-C-01	30%	Term 3 Week 9 (Main Lesson)	Demonstration of understanding through individual creativity
Examination	Angles	MAO-WM-01, MA4-ANG-C-01	20%	Term 4 Week 5 (Weekly Lesson)	Understanding across multiple topics

## Music

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Composition Task	Music Composition	MUS4.1, MUS4.2, MUS4.3, MUS4.4, MUS4.5, MUS4.6, MUS4.7, MUS4.12	30%	Term 2, Wk 6	Creativity & Originality Use of Musical Concepts Structure & Form Notation & Score Presentation Reflection & Justification
Quiz	Instruments in an Orchestra	MUS4.5, MUS4.7, MUS4.8, MUS4.9, MUS4.10, MUS4.12	30%	Term 3, Wk 3	Identification of Instruments Understanding of Timbre & Sound Production Musical Literacy (Reading & Interpreting Scores) Recognition of Instrument Families
Research Task	Instruments in an Orchestra	MUS4.7, MUS4.8, MUS4.9, MUS4.11, MUS4.12	40%	Term 3, Wk 9	Depth of Research & Accuracy Analysis of Instrument Role & Function Clarity & Structure of Presentation Use of Musical Terminology

## PDHPE

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Health Diary: 7 days of personal observations about food, sleep, exercise, screen time, physical activity and reflection	Caring For Our Life Processes	PD4-1, PD4-6, PD4-8	30%	Term 1, Week 4	Insight into healthy living, lifestyle choices impact on physical health and wellbeing.
<b>Game Demonstration:</b> Students will work in groups of 2-3 to research, adapt, and present a traditional Aboriginal game.	Aboriginal Peoples and their Games	PD4-1, PD4-3, PD4-8, PD4-10	20%	Term 2, Week 8	Logical thinking, incorporating elements of its cultural significance and relevance, game development, real-world application
<b>Fire Performance:</b> Student performance at the Winter festival	Movement, Skill, and Performance: Teamwork and Fair Play	PD4-4, PD4-5, PD4-10, PD4-11	30%	Term 3, Week	Performance demonstrating cooperation, movement choreography, skill development and timing using fire and other materials
<b>Risk-taking Persuasive Text:</b> benefits of positive risk-taking to the	Risk Taking: Do I or Don't I?	PD4-6, PD4-7, PD4-9, PD4-10	20%	Term 4, Week 8	Reflection on health choices, clear message, strong

## Science

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Experimental Investigation & Report	Mechanics (Main Lesson)	SC4-4WS, SC4-5WS, SC4-7PW, SC4-8PW, SC4-9PW	20%	Term 1, <del>Wk</del> 9	Experimental design, Newton's Laws, accuracy, analysis
Chemical Reactions & Fire Safety Project	Combustion (Main Lesson)	SC4-4WS, SC4-5WS, SC4-6WS, SC4-16CW, SC4-17CW	25%	Term 2, <del>Wk</del> 9	Understanding chemical and physical changes, practical application
Biodiversity & Classification Report	Diversity of Life (Main Lesson)	SC4-14LW, SC4-15LW, SC4-16LW	25%	Term 3, <del>Wk</del> 9	Research and classification skills, understanding adaptations, impact of human activity
Geological Change Research Task	Weekly Science (Planet Earth & Geological Change)	SC4-12ES, SC4-11ES, SC4-10PW	30%	Term 4, <del>Wk</del> 9	Understanding geological processes, rock cycle, cause-effect relationships

## Technology Mandatory

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Sewing project	Textiles	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	25%	Term 1	Design and apply practical skills with tools, materials and processes to produce a wearable item Working safely, independently and collaboratively on design projects
Stool making	Woodwork	TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	25%	Term 2	Understand design process, use of tools & materials effectively & safely
Design a self-watering pot	Agriculture & Food Technology	TE4-1DP, TE4-2DP, TE4-5AG	25%	Week 8, Term 3	Design, communication and evaluation of an innovative idea. Safe use of equipment
Coding a Logo	ICT	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI	25%	Term 4	Design and create a logo or animal. Demonstrate problem-solving, innovation, & critical thinking. Applies technical skills

## Visual Arts

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Case Study	Drawing the World Around Us- Still Life	VAS4.1, VAS4.2, VAS4.3, VAS4.4, VAS4.6, VAS4.9	15%	Term 1, Week 10	Artist Background- Artwork meaning Historical & Cultural- Subjective/Cultural Personal Reflection
Landscape Painting	Drawing the World Around Us- Landscape	VAS4.1, VAS4.2, VAS4.3, VAS4.4, VAS4.6	35%	Term 2, Week 9	Painting Skills/Material use Composition & Design Creativity & Ideas
Artwork Analysis	Perspective & Perspectives	VAS4.7, VAS4.8, VAS4.9, VAS4.10	15%	Term 3, Week 5	Artwork meaning Historical & Cultural- Structural
Lino & Gel Relief	Printing Australia	VAS4.1, VAS4.3, VAS4.4, VAS4.6	35%	Term 4, Week 9	Printmaking Skills & Techniques Artwork meaning Historical & Cultural- Postmodern

Class 9/10

English

Task	Task Description	Topic	Outcomes	Due Date	Weighting
1	Analytical Grammar & Vocabulary Test	Satellite Sessions: Grammar/Vocabulary Focus	EN4-1A, EN4-2A, EN4-4B, EN4-6C, EN4-9E	Term 1, Week 8	
2	A short fictional story modelled on Arthurian Legends.	Main Lesson: King Arthur, the Once and Future King	EN4-1A, EN4-4B, EN4-5C, EN4-7D, EN4-8D, EN4-9E	Term 2, Week 6	25%
3	Analytical Essay on Blueback	Satellite Sessions: Novel Study (Blueback by Tim Winton)	EN4-2A, EN4-3B, EN4-7D, EN4-9E	Term 3, Week 6	30%
4	Film Review of Whale Rider	Satellite Sessions: Film Study (Whale Rider, 2002)	EN4-1A, EN4-2B, EN4-3B, EN4-5C, EN4-8D, EN4-9E	Term 4, Week 8	25%

HSIE (History and Geography)

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Student-created Newspaper article	The Industrial Revolution	HT5-1, HT5-3, HT5-4, HT5-6, HT5-8, HT5-10	20%	Term 1, Week 11 (Main lesson)	Historical accuracy Empathy
Fieldwork Report	Environmental Change and Management	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	35%	Term 2, Week 8 (Weekly lesson)	Fieldwork data accuracy Management strategy analysis Report clarity
Student-created propaganda poster & justification	World War I	HT5-1, HT5-2, HT5-4, HT5-6, HT5-8, HT5-10	20%	Term 3, Week 11 (Main lesson)	Historical accuracy Historical imagination
Source Analysis	World War II	HT5-1, HT5-2, HT5-5, HT5-6, HT5-7, HT5-9	25%	Term 4, Week 8 (Weekly lesson)	Source reliability evaluation Contextual understanding Evidence-based responses

Mathematics (Class 9)

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Quiz	Numbers of Any Magnitude	MAO-WM-01, MA5-MAG-C-01	15%	Term 1 Week 10 (Weekly Lesson)	Topic understanding and basic skills.
Individual Student Project	Trigonometry	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01	30%	Term 2 Week 6 (Main Lesson)	Practical application and recording of topics covered
Examination	Networks and Measurement	MAO-WM-01, MA5-NET-P-01, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01	25%	Term 3 Week 9 (Weekly Lesson)	Understanding across multiple topics
Portfolio	Linear and Non-Linear Relationships	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-NLI-C-01, MA5-NLI-C-02	30%	Term 4 Week 9 (Main Lesson)	Demonstration of understanding through individual creativity



## Mathematics (Class 10)

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Quiz	Numbers of Any Magnitude	MAO-WM-01, MA5-MAG-C-01	15%	Term 1 Week 10 (Weekly Lesson)	Topic understanding and basic skills.
Individual Student Project	Trigonometry	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01	30%	Term 2 Week 6 (Main Lesson)	Practical application and recording of topics covered
Examination	Networks and Measurement	MAO-WM-01, MA5-NET-P-01, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01	25%	Term 3 Week 9 (Weekly Lesson)	Understanding across multiple topics
Test	Measurement	MAO-WM-01, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01	30%	Term 4 Week 3 (Weekly Lesson)	Topic understanding and basic skills.

## PDHPE

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Health Journal: Tracking My Daily Choices	Healthy, Safe, and Active Lifestyles	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	25%	Term 1, Week 10	Reflection on health choices, creativity in presentation, clear explanations
Mental Health Reflection & Creative Piece	Mental Health & Personal Development	PD5-1, PD5-2, PD5-3, PD5-6, PD5-9	25%	Term 2, Week 8	Insight into emotions, strong connection between writing and artwork, clear message
Decision-Making Task: Solving a Real-Life Dilemma	Personal Growth & Life Skills	PD5-1, PD5-2, PD5-6, PD5-7, PD5-10	30%	Term 3, Week 9	Logical thinking, well-supported choices, real-world application
Health Awareness Poster & Explanation	Human Wellbeing & Global Health	PD5-2, PD5-6, PD5-7, PD5-9	20%	Term 4, Week 8	Clear message, strong research, impact of design

## Science

Task Description	Topic	Outcomes Assessed	Weighting	Timing	Criteria
Scientific Research Report	Human Biology	SC5-4WS, SC5-7WS, SC5-14LW, SC5-15LW	20%	Term 1, <del>Wk</del> 9	Research depth, data interpretation, analysis
Experimental Investigation & Presentation	Chemistry & Chemical Reactions	SC5-5WS, SC5-6WS, SC5-11PW, SC5-17CW	25%	Term 2, <del>Wk</del> 7	Practical skills, accuracy, application of concepts
Climate Change Impact Study	Climate Change & Sustainability	SC5-4WS, SC5-7WS, SC5-13ES, SC5-15LW	25%	Term 3, Wk 8	Data collection, analysis, real-world application
Experimental Science & Data Analysis Report	Experimental Science & Data Analysis	SC5-8WS, SC5-9WS, SC5-12ES, SC5-16CW	30%	Term 4, Wk 6	Critical thinking, evidence analysis, scientific reporting



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*We acknowledge that our School stands on the Country of the Anaiwan people. We respect and acknowledge that here, people are surrounded by a sense of belonging, both ancient and contemporary, bestowed on us by one of the world's oldest living continuing cultures. We will share in caring for this Country together with the Anaiwan, Gumbaynggirr, Kamilaroi, and Dhunghutti Nations. We would like to pay respect to the Elders, past and present, of these Nations, and to those who are yet to come.*