



LYNEHAM HIGH SCHOOL

Care Quality Creativity



WELCOME TO LYNEHAM HIGH SCHOOL

Lyneham High is situated on Goodwin Street LYNEHAM, Canberra, ACT

A co-educational school for students in Years 7-10.
Offering innovative programs in a caring and
inclusive environment.



Telephone: (02) 614 21176 Fax: (02) 614 21193

Webpage: <http://www.lynehamhs.act.edu.au>
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Principal's Message

Lyneham High School builds on its strong traditions to provide a dynamic and innovative learning community located in the heart of Canberra's inner north. We are a highly regarded ACT Public School, committed to providing our students with a contemporary learning environment, engaging curriculum and learning opportunities that are meaningful, connected and that challenge and extend every student. We pride ourselves on a school culture that is inclusive, innovative and through committed and passionate teaching, creates an experience that is caring, supportive and that fosters and celebrates success. I am sure you will find that there is something to excite and challenge every student at our school.



Lyneham High School prides itself on our commitment to Care, Quality and Creativity. We aspire to exercise Care for our own well-being and for the well-being of others. We take pride in the Quality of the learning and teaching that happens in our school. Our school also prides itself on Creativity - not just in the performing arts, where we excel, but in fostering innovation across all learning areas.

Lyneham High School has forged a strong reputation through educational programs that engage our students and we can rightly be proud of the diversity of these effective programs and the exciting opportunities created for our students. The LEAP (Gifted and Talented), SEAL (Sporting Excellence) and Band Programs, inclusive programs for students with special needs, leadership and challenge programs for our girls (STAR Program) and boys (DARE Program) and a diverse elective program of study are integral parts of the Lyneham High School community.

Our students achieve outstanding academic results through hard work, an enthusiasm for learning and a strong commitment to doing their best. In addition to a comprehensive curriculum, Lyneham High School provides a wide range of extracurricular activities that further develop the knowledge, skills, talents and interests of our students and connects them with pathways and futures. We have a strong focus on building confident and resilient students who are critical thinkers, creative problem solvers and active citizens who thrive academically, personally and socially.

The staff at Lyneham High School are outstanding. We have a highly professional and dedicated teaching staff who are always working collaboratively to provide the very best learning opportunities for each student. Our administrative and support staff efficiently provide such an important service to our parents, carers, families, teachers and the broader community – always with a warm welcome and a friendly smile.

I hope this prospectus and our website help you to learn more about our school.

Rob Emanuel

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School Contacts

Senior Executive:

Principal	Rob Emanuel
Deputy (Students)	Julie Collins
Deputy (Staff)	Robin Morrell

Front Office:

Business Manager	Kathryn Cheshire
Finance Officer	Jane Herring
Exec Assistant to Principal	Anthony Burgess
Attendance Officer	Allison Wilson

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Executive Teachers:

Student Wellbeing	Amanda Murtagh
Student Support	Margie McMahon
Student Administration	Joshua Ross (Acting)
Special Needs	Leanne Claridge
Professional Practice	Lara Croucher

Executive Teachers in charge of Faculties:

Languages	Sharon Hayes
Mathematics	Aisling Murtagh
Humanities and Social Sciences	Rachel McGann
Science	Leanne Claridge
Technology	Loretta Heskett (Acting)
Health & Physical Education	Lisa Price
Music / Band	Debbie Masling
The Arts	Brendan Magee

Year Coordinators 2019:

Year 7 Coordinator	Manisha Sharma	(Maths)
Year 8 Coordinator	Tim Bowyer	(Music)
Year 9 Coordinator	Bhavya Bhalla	(Maths)
Year 10 Coordinator	Luke Coleman	(Science)

Year 7 2020:

Year Coordinator:	Bronwyn Darragh	(Science)
Assistant Yr Coordinator:	Francesca Nagy	(Music)

Careers and Work Experience Coordinator: Mel Moir

Enrolment at Lyneham High School

Our enrolment policy is based upon the enrolment policy of the ACT Education Directorate (ED). The link below includes a wide range of information about enrolment procedures and guidelines.

All enrolment applications must be completed online via the ED website:

https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school

If you do not have access to the internet then please contact your current school or Lyneham High School to assist you with this.

Note that in 2020, Lyneham High School has been identified as a 'Category A' school. As such, Lyneham High School is generally **not able** to accept students from outside our Priority Enrolment Area primarily due to our capacity for students both now and in the near future.

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Lyneham High School will only consider applications from ACT students that reside outside our PEA against the following criteria, in the order of priority.

1. Legal considerations
2. Exceptional circumstances based on student wellbeing
3. Subject to capacity, siblings of concurrent students who currently reside in the ACT

When completing the Online Enrolment Form, you will be asked to provide a reason for your out of area application and should refer to the criteria.

Please refer to the ACT Education Directorate website for further clarification:

https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school

For Year 6 students enrolling into Year 7 in 2020:

1. All students who reside permanently in our Priority Enrolment Area (PEA) are guaranteed an enrolment at Lyneham High School. These suburbs are Acton, Dickson, Downer, Lyneham, O'Connor, Turner and Watson*.
(*shared PEA with Campbell High School)
2. Lyneham High School will consider applications from the shared zone of Watson, received after 7 June 2019, subject to school capacity.

It should be noted that Lyneham High School is not able to offer enrolment to students residing in NSW. NSW families wishing to enrol in a ACT Public School will be offered a place at selected schools in Belconnen and Tuggeranong. Please visit the ACT Education Directorate website for more details.

An Online Enrolment Form must be submitted by: **5:00pm Friday 7 June 2019**

The online enrolment form is accessed via the ACT Education Directorate website:

https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school

Make sure you:

- Select enrolment for 2020 when completing the form
- Make sure you list a first, second and third preference schools

Online Enrolment Forms received by 5:00pm Friday 7 June 2019 will be assessed by schools between Monday 10 June and Friday 26 July 2019.

- Applicants will receive advice in response to their application from Monday 29 July to Friday 2 August 2019.
- Advice will be sent to the email address supplied on the Online Enrolment Form. Where an email address is not provided, a letter will be posted to the residential address supplied on the Online Enrolment Form.

Parent/carers must accept the Provisional Offer of Enrolment by delivering relevant documentation to the school which includes birth certificate, proof of residence, immunisation record, relevant court orders and any emergency medical treatment plans.

Please be aware that some families may be required to provide additional documentation to verify their place of permanent residency within the Lyneham High Priority Enrolment Area.

Year 6 Enrolment, Orientation & Transition for 2019-2020

TERM 2				
WEEK	DAY	DATE	TIME	DETAILS
Week 1	Mon	29 April	6:00am	Online Enrolment Form open via ACT Education Directorate website. https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school/
Week 2	Tues	7 May	6:30 - 8:30pm 4:30 - 5:15pm 5:30 - 6:15pm 7:15 - 8:00pm	Lyneham High School Open Night & Information Sessions SPECIAL PROGRAMS: LEAP Information Session (Hall) Band Information Session (LHS Performing Arts Centre - LPAC) SEAL Information Session (Hall)
	Wed	8 May	9:00am	All special programs applications (LEAP, Band, SEAL) are open
Week 3	Wed	15 May	8:30am - 9:45am	Band Testing - Student will attend and be tested on one Band Testing morning only
Week 4	Mon	20 May	5:00pm	Applications for all special programs CLOSE (LEAP, Band & SEAL)
	Wed	22 May	8:30am - 9:45am 9:00am - 3:00pm	Band Testing - Student will attend and be tested on one Band Testing morning only LEAP testing - Student will attend and be tested on one LEAP Testing day only
	Thurs	23 May	9:00am - 3:00pm	LEAP testing - Student will attend and be tested on one LEAP Testing day only
Week 6	Tues	4 June	TBA	SEAL Trials - Parents will be notified
	Wed	5 June	TBA	SEAL Trials - Parents will be notified
	Fri	7 June	5:00pm	Initial enrolment period for Year 7 2020 closes
Weeks 7 – 10	11 June–5 July		Online applications are assessed by schools.	
TERM 3				
WEEK	DAY	DATE	DETAILS	
Week 1	22 July – 26 July		Online applications are assessed by schools.	
Week 2	29 July – 2 August		First round provisional Offers of Enrolment will be emailed to all parents/carers who completed the Online Enrolment Form by 5:00pm Friday 7 June 2019.	
	29 July ongoing		Parent/carers accept Provisional Offer of Enrolment by delivering relevant documentation to the school which includes birth certificate, proof of residence, immunisation records, relevant court orders and emergency treatment plans.	
Details of the review and appeals process and timeline will be available from the ACT Education Directorate website.				
TERM 4				
Term 4 Year 7 2020 Orientation Day on Thursday 24 October 2019				

Student Services

The Student Services area allows Student Support, Student Well-Being and Student Management at LHS to work together effectively. There is a variety of teaching and non-teaching staff that support students through proactive programs and one-on-one support.

The Deputy Principal Students, Executive Teacher of Student Support and Executive Teacher of Student Well-being lead and direct the Student Services team. They provide vision and guidance in terms of supporting the needs of students. They work with students and staff in a variety of ways to:

- * promote positive health and well-being, physically, mentally and socially;
- * support students who may be experiencing difficulties;
- * support students and staff in terms of behaviour management.

Other staff who provide support for students include our school psychologists, the Youth Support Worker, Menslink counsellor and School Health Nurse.

Each year group has a team of 3 or 4 people who are dedicated to the needs of their year group and are called the *Year Team*.

The Year Team consists of an:

- Executive teacher
- Year coordinator
- Assistant year coordinator

Sometimes these roles are shared between multiple people. The Year Team supports the needs of the students within their year group as well as coordinating special events for their year eg Year 7 Camp.

The year coordinator for year 7 2020 will be Bronwyn Darragh (Science Faculty) and assistant year coordinator is Francesca Nagy (Music Faculty)

The whole school wellbeing program provides targeted learning for students at all year levels to develop confidence, resilience and connection to the Lyneham HS community.

Student attendance and behaviour are closely monitored by the Student Services team with supports provided to students and families to ensure that all students achieve positive outcomes.



Support for New Year 7 students

Peer Support

Year 7 students are assisted in their transition to high school by the Year 10 Peer Support Leadership class who support them in getting to know the school, its routines and teachers. In semester one the leaders regularly visit year 7 in their home group room to support the development of relationships with the peer leaders, other year 7 students and teachers. They also attend the year 7 camp.

During the semester the year 10 peer leaders survey year 7 and run sessions (approximately 6) to support their needs. Feedback from year 7 students indicates that they value the program and the ongoing support that it provides them for the year.

Year Coordinators

Our identified year coordinators for 2020 will start working alongside the primary schools in term 3 to ensure all students experience a smooth transition to high school. Student academic and social data is collected for every student coming into year 7, to ensure that class placements are carefully considered and additional supports are in place from day one of the new school year.

Year 7 Camp

The camp is a highly valued part of our year 7 program and is generally held mid term one. It provides an excellent opportunity for students to make new friendships, strengthen existing ones and build relationships with teachers and our year 10 peer support leaders. The camp provides students with a range of challenges and activities that develop teamwork, resilience, problem solving and social skills in a fun and supportive environment.

Year 7 camp 2020 is likely be a two day / one night experience to Birrigai.



Home Group

Home group is first lesson of each day and the home group teacher is the first point of contact for students. The home group runs for 12 minutes at the beginning of each day. At this time students are provided with various types of pastoral care activities, attendance is checked and the teacher will read out daily notices about activities or other information that students need to know. Home group teachers are responsible for conducting student wellbeing sessions once per term; these are referred to as HIVE sessions. Home group teachers also support students in other year group based activities, such as year 7 camp.

Student Voice

Student Voice is a forum for the students of Lyneham High School to be involved in decision making and positive actions within the school. It is an important aspect in our school as we highly value the ideas and positive actions our students can contribute to our school and the wider community. There are many formal and informal opportunities for students in all year levels to have their opinions and suggestions heard at Lyneham HS.

Structure

Each home group elects two representatives to attend the student forum sessions. The Forum is a space for captains to table the opinions and suggestions collected in the home groups, and report any discussions or actions back to them.

Events and Activities

The Student Forum runs events that are driven by the needs of our students e.g. fundraising for charities, lunchtime activities, awareness days and environmental initiatives. There are many opportunities for developing leadership skills, building positive school culture, exercising a voice in the community and representing the student body.



Silent Disco - 2019

Parent/Carer Involvement, Communication

There are many opportunities for parents/carers to be involved in, and stay in touch with, the Lyneham High School community of learning.

- School Board
- P&C meetings, functions and parent forums
- Regular information evenings
- Parent/teacher evenings (term 1 and term 3)
- Fortnightly newsletters (emailed & on web page)
- Mid semester reports term 1 and term 3
- Semester reports term 2 and term 4
- Special projects and fundraising
- Participation in excursions
- Community events such as trivia night and band evenings
- Band and LEAP newsletters



P & C Trivia night

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Policies

Lyneham High School has a range of policies and procedures in place to maintain a caring, safe and approachable learning environment.

Please see the policies on our website and additional policies and resources on the Education Directorate website.

http://www.lynehamhs.act.edu.au/our_school/policies

https://www.education.act.gov.au/support-for-our-students/safe_supportive_schools



Year 7 Curriculum

All year 7 students study the core subjects listed below. Detailed information about each subject area is provided on the following subject pages.

English

Mathematics

Science

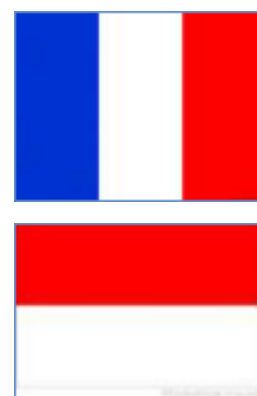
Humanities and Social Sciences (HaSS)

Health & Physical Education



Language Choice

All students must also study a language other than English: they have the choice of either French or Indonesian. Students will study this language in both years 7 and 8. When parents receive their Offer of Placement email they are asked to reply to this email to request their child's preferred language. Availability of the languages is subject to class size and therefore students may not necessarily receive their first choice.



Band Choice

Students have the opportunity to study Band as a subject in year 7. Parents/carers and students who are interested in this should read the Band Handbook and complete a Band Application form.



Arts and Technologies Rotation

All students will also complete term long subjects of Arts and Technologies. These may include: Art, Music, Computing, Drama, Food & Fabric and Technology. The subjects that year 7 students study depend on whether or not they study Band, as Band students do not complete the Music subject.

Special Programs

Please note that from 2020, Lyneham High School is a Category A School. Students accepted into the special programs must be eligible to enrol at Lyneham High School as students who live within the PEA (Priority Enrolment Area). Please see website for more information.

LEAP Program

For more detailed information about the LEAP program, including how to apply, please see the LEAP handbook.

The Lyneham Enriched Academic Program (LEAP) caters for gifted students and has been in operation since 1983. To enter this program, parents of year 6 students must submit a nomination form prior to testing in May. Students are required to sit a series of tests (totalling approximately four hours) at Lyneham High School and in some cases they may also be invited for an interview to determine if they meet the criteria for the program.

Successful students are placed in LEAP for the core subject areas of English, Mathematics, Science and Humanities and Social Studies (HaSS) for their four years at LHS. These courses offer enriched programs and the social support of working with similar students on an ongoing basis. For the other subjects of Technology, the Arts, PE and Languages other than English, LEAP students are placed in mixed ability groups. LEAP is not an acceleration program and all students follow the same curriculum as other students in their year group.



Sporting Excellence at Lyneham (SEAL) Program

For more detailed information about the SEAL Program, including how to apply, please see the SEAL Handbook.



Lyneham High School has a proud history of attracting, developing and extending student athletes who go on to realise their sporting goals and potential. The SEAL program targets students who have demonstrated achievement in their chosen sport through representative teams and the drive to succeed academically. The program provides the opportunity for student athletes to achieve academically while continuing their commitment to their chosen sport pathway. The SEAL program engages with specialist external coaches and agencies, in cooperation with the Physical Education staff, to maximise the development of students in their specialist areas of sport and training. The program is multi-faceted and provides opportunities to develop the whole athlete through the Education and Wellbeing program.

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The program aims to:

- Provide a pathway allowing students to pursue their sporting potential. Specialist coaches are sourced to help reduce the gap between the student's abilities and potential in their chosen sport.
- Provide an environment where students can achieve academically whilst also continuing their commitment to their chosen sport by providing academic support and communication between students and teachers
- Equip SEAL students with the knowledge and cognitive ability to be successful throughout their sporting pathway. SEAL students participate in athlete wellbeing workshops including, but not limited to, goal setting, psychology of performance, injury prevention and rehabilitation, and nutrition.

SEAL Education & Wellbeing

The SEAL Education and Wellbeing program plays a pivotal role in the development and success of our student-athletes. Our focus is to develop the whole athlete through the provision of an environment where students can achieve academic excellence whilst also continuing their commitment to their chosen sport.

The SEAL program has a dedicated coordinator for the Education and Wellbeing program who provides opportunities for all student-athletes to participate in a variety of workshops and academic development opportunities.

It is essential prospective applicants are familiar with the Intake Process & Intake Criteria before they apply. Late applications and supporting documentation are not guaranteed to be considered.

Band Program

For more detailed information about the Band Program, including how to apply and associated costs please refer to the Band Handbook.



The Lyneham High School Band Program is a well-established and popular part of our school culture. It is a very unique instrumental program in that students elect to study band as a subject. There are five concert bands, catering for beginners through to advanced level. In total, there are approximately 500 students participating in the Band Program. The bands rehearse in the purpose built, state of the art Lyneham Performing Arts Centre (LPAC). Music is a performing art and consequently performances and tours are an integral part of the Band Program of this school. The bands are very active in the community, with performances at numerous workshops, festivals and eisteddfods, as well as school, community and charity events. All bands participate in the Australian National Eisteddfod in May. Our junior bands perform at the ACT School Bands Festival in September and our senior bands perform at Floriade.

The Benefits of Joining the Band Program

- ♪ Gain a lifetime skill.
- ♪ The making of music in bands fosters a spirit of cooperation, self-discipline, self-respect and a sense of responsibility.
- ♪ Belong to a respected group within our school.
- ♪ Band is socially enjoyable - students enjoy the bonding that comes with supporting each other and working as a team.
- ♪ Make new friends with a common interest.
- ♪ Vocational value - some students ultimately make music their career, either as teachers or performers.

Band Testing for Year 6 Students

- ♪ All year 6 students wishing to join the Band Program must sit our musical aptitude test, regardless of whether or not they already play an instrument. This is a listening/aural perception test so students are not required to bring their instrument.
- ♪ Please submit the band application Google form which is available on the school website, to register for the test. If you do not have internet access please call reception on 61421176.
- ♪ On the application form students are asked to list three instruments that they would like to play. We will always endeavour to place students on their first choice of instrument but this is not always possible, so please choose carefully.

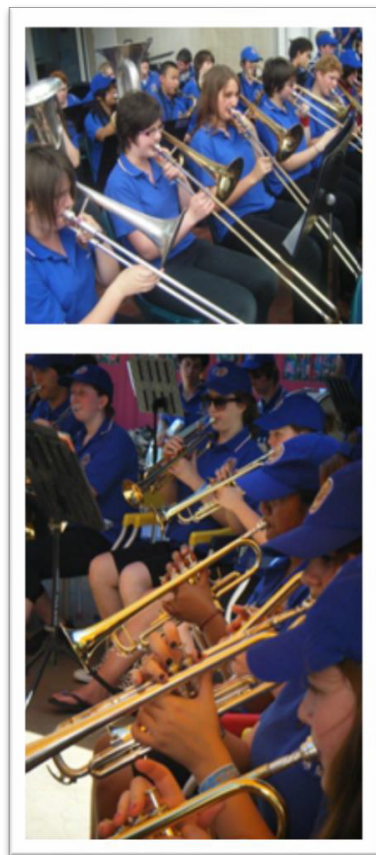
Instruments in the Band Program

The cost of hiring a school instrument is \$150 per year. We have a large instrument storeroom for both school and privately owned instruments. The following instruments are used in the Band Program. Please note that the list does not include piano, electric or acoustic guitar or string instruments. For more information please refer to the Band Handbook.

Woodwind: flute (in some music piccolo is used), oboe, Bb clarinet, bass clarinet, alto saxophone, tenor saxophone, baritone saxophone.

Brass: trumpet, French horn, mellophone, trombone, euphonium, baritone horn, tuba.

Rhythm section: bass guitar, drum kit, timpani, tuned percussion instruments such as vibraphone, xylophone, glockenspiel and tubular bells; untuned percussion instruments such as bongos, congas and tambourine.



Year 7 Beginner Concert Band

The Beginner Concert Band includes up to 96 students. No previous musical experience is necessary. Students are chosen on the basis of an interest in playing a musical instrument, a musical aptitude survey (band testing), availability of chosen instruments and consideration of our required balance of instruments. Students who request a change of instrument from that which they already play will usually be placed in this band. This is a timetabled elective class and students must remain in the class for one year. Beginner Concert Band students will have the opportunity to participate in an overnight performance tour of Batemans Bay in term 4.



Year 7 Concert Band

Up to 94 students who have participated in the Instrumental Music Program whilst at primary school or who have played a band instrument for at least one year are eligible for membership of this band. Students are chosen on the basis of their prior musical experience, a musical aptitude survey (band testing), availability of chosen instrument and consideration of our required balance of instruments. Students wanting to change from their current instrument will be placed in the Beginner Concert Band. Upon successful enrolment to the school percussionists and guitarists will be asked to sit an audition. Only five percussionists will be selected to participate in the Year 7 Concert Band. The remaining percussionists will be placed in the Beginner Concert Band or given the option of selecting another instrument to play in the Beginner Concert Band. The guitarists may be auditioned with a view to playing the bass guitar in either the Year 7 Concert Band or Beginner Concert Band. This is a timetabled elective class and students must remain in the class for one year. Year 7 Concert Band students will have the opportunity to participate in an overnight performance tour of Merimbula in term 4.

Year 8 Concert Band

Upon completion of either the Beginner or Year 7 Concert Band, students may elect to join the Year 8 Concert Band. This is a full year elective course. Students will have the opportunity to participate in a three day performance tour of Sydney.

Year 9 Concert Band

Upon completion of Year 8 Concert Band, students may elect to join the Year 9 Concert Band. This is the first year of a two year elective course. Students will have the opportunity to participate in a six day performance tour of Melbourne.

Year 10 Concert Band

Upon completion of Year 9 Concert Band, students move to the Year 10 Concert Band. This is the final year of a two year elective course. Students will have the opportunity to participate in a seven day performance tour of Brisbane and the Gold Coast.

Senior and Intermediate Jazz Bands

The jazz bands are extracurricular performing bands which run outside of normal school hours, usually before school. Membership is restricted to students who are enrolled in a concert band. The bands provide enrichment and extension opportunities to our musicians.



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English

'The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens.'
(<https://www.australiancurriculum.edu.au/f-10-curriculum/english/rationale/>).

At Lyneham High School, students study the Australian Curriculum for English in all years. They are placed in classes which support their learning based on their demonstrated skills, knowledge and understanding in the subject. All students are expected to have an age-appropriate book for silent reading at the start of at least one lesson each week. This book may be the shared class text or a book of their choice. Teachers will give students some class time to work on assessment tasks however additional time at home to work on tasks is recommended. Assessment of speaking, listening, reading, viewing and writing is conducted throughout the year. All assessment is against the Australian Curriculum Achievement Standards with students being given multiple opportunities during the year to demonstrate their learning.

Many opportunities are provided for students to participate in enrichment activities. These include attending performances by visiting authors, participating in excursions to local and interstate venues and the weekly lunchtime Writers' Club. A Writers' Camp is held off-site each year to which all students are invited. There is a cost involved as local authors attend to present workshops.



*Creative writing
workshops at Warrambui*

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Central Australia trip 2018 to increase awareness of Aboriginal culture and contributions to our 'contemporary literature and [their] literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience'.

(<https://www.australiancurriculum.edu.au/f-10-curriculum/english/rationale/> 2019)

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French

Learning a language other than English in years 7 and 8 is compulsory for all students enrolled in ACT schools. Students will study the same language for both years 7 and 8. They may then continue their study of their chosen language as an elective in years 9 and 10.

French is a major world language, spoken as the first language in more than two dozen countries on five continents and as an official language in 33 countries. French is a language of diplomacy, used by many international organisations, and is the dominant working language at the European Court of Justice. French culture has contributed to the shaping of global movements and traditions associated with domains such as the arts, cinema, philosophy and cultural theory, as well as fashion, design, food and wine. (<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/french/context-statement/>)

In French, students learn skills to communicate in the language and also learn about French and Francophone culture in the areas of food, history, art, music, cinema and literature. Assessment includes appraisal of listening, writing and speaking skills. Students are given the opportunity to take part in extracurricular activities such as local excursions, theatre performances, and a weekly lunchtime club. To support this learning, students are encouraged to practise their vocabulary regularly at home through a subscription to *Education Perfect*.

The Languages faculty aims to offer an overseas trip every three years for students who are studying French in the semester in which the trip is run. The destination is chosen based on the DFAT rating for the country at the time of the proposed trip. Most trips go to New Caledonia. As well as French language lessons through language schools such as C.R.E.I.P.A.C., a home-stay component may be offered as this allows students to be immersed in the culture and language of the Francophone country.

New Caledonia trips



Indonesian

Learning a language other than English in years 7 and 8 is compulsory for all students enrolled in ACT schools. Students will study the same language for both years 7 and 8. They may then continue their study of their chosen language as an elective in years 9 and 10.

Right: Visit to the Indonesian Embassy

The languages of the Indonesian archipelago have been used in Australia since contact several centuries ago between the peoples of the islands now known as Indonesia and the Aboriginal and Torres Strait Islander peoples of northern Australia. Trade between these peoples left lasting effects on languages, cultures and communities, such as in Makassar and Arnhem Land, which continue to this day.

Indonesian — or *Bahasa Indonesia* as it is known by Indonesian speakers — is spoken by approximately 230 million people throughout the Indonesian archipelago. Closely related dialects of the same language, usually called Malay, are used in Malaysia, Singapore, Brunei and southern Thailand .

(<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/indonesian/>)

In Indonesian, students will learn about the history, culture, cuisine, music, art and literature of Indonesia.

Activities may include batik painting, angklung performances, wayang kulit puppet construction, dramatic performances and a weekly lunchtime club.



Left: Wayang Kulit Indonesian puppet

Assessment includes appraisal of listening, writing and speaking skills. In addition, students are expected to conduct research on various aspects of Indonesian and Australian cultures and demonstrate intercultural understanding as part of topics studied. Students are encouraged to subscribe to Education Perfect which is an online tool for learning Indonesian vocabulary and grammar.



The Languages faculty aims to offer an overseas trip every three years for students who are studying Indonesian in the semester in which the trip is run. The destination is chosen based on the DFAT rating for the country at the time of the proposed trip. Most trips are to Malaysia.



Malaysia trips



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English as an Additional Language or Dialect (EAL/D)

Students who come from non-English speaking backgrounds may be eligible for English language lessons. Enrolment into an EAL/D class is dependent upon a series of individual tests in four key areas of language acquisition: reading, writing, speaking and listening.

Each of these areas is aligned with the Australian Curriculum, Assessment and Reporting Authority documents related to language acquisition. In addition, length of time in an Australian school determines eligibility. Students, who undertake an EAL/D course to support their understanding and acquisition of Australian English, focus on developing their cross curriculum academic skills suitable for their age group.

Students are placed in classes of combined years 7 & 8 and years 9 & 10 groups. The classes are run on an elective line to support student learning in their core curriculum areas and, depending on the required level of support, a student may do one or two lines of EAL/D.

Formative assessment tasks and testing as prescribed by the ACT Education and Training Directorate provides an accurate indication of student learning progression. Students are able to graduate from EAL/D classes to choose electives after a parent/carers, teacher and student consultation process.

Students are encouraged and supported to participate in the numerous activities offered at Lyneham High School. Opportunities are offered to the students to enable them to gain further understanding of Australian culture and society through excursions to places and events such as the Royal Canberra Show, The Botanic Gardens, museums and other events as they arise.

Harmony Day Celebrations at Government House



LYNEHAM HIGH SCHOOL

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Mathematics

“Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built”.



<http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10>

All students study the Australian Curriculum Mathematics. Students are carefully placed into “like” classes and we ensure that differentiated learning opportunities and assessment programs meet the individual students' needs (academic, social and emotional) maximising their potential and progress. Consideration is given to national and school-based testing (NAPLAN results, PAT Testing), transition information provided by primary schools (e.g. prior academic performance, student goals, interests, strengths and learning needs) and information provided by parents/carers (e.g. medical, social). Students may move between groups (based on ability, demonstrated skills, knowledge and understanding) on the recommendations of their teachers.

The Mathematics faculty offers a number of enrichment activities to all students. The Australian Mathematics Trust Challenge is held over three weeks early in Term 2. This is complemented by The Australian Mathematics Trust Enrichment Challenge which runs over 16 weeks during Terms 2 and 3. Students who participate in these programs are offered some support during lunchtimes.

The Australian Mathematics Competition, run in conjunction with The Australian Mathematics Trust, is a national competition held in late July. The Australian International Mathematics Olympiad is held in September. This invitation only four-hour examination is an open event for talented students up to year 10 level, appropriate for those who have completed the Gauss or Noether stage of the Enrichment Program, high achievers in the Australian Mathematics Competition and students who have acquired knowledge of Olympiad level problem-solving.

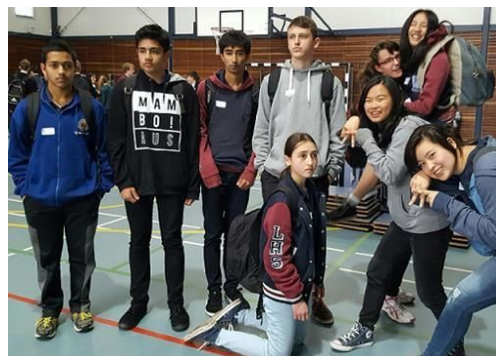
The faculty also offers a range of other extension and enrichment opportunities designed to complement and enhance the classroom curriculum presentation. These include the following.

- Financial Literacy talks for years 9 and 10, conducted by the StartSmart program, sponsored by the Commonwealth Bank of Australia. These are held in terms 1 and 3.
- The Recite Pi competition, held in conjunction with March 14th Pi Day celebrations.
- The year 7 Luna Park excursion, open to all year 7 students.
- The Burgmann Maths Day, open to selected year 10 students.
- MAD DAY (Maths is Awesome Day) at Dickson College for teams of year 8 and 9 students.
- The Da Vinci Decathlon for selected students in years 7 and 8, held in Term 2.

All students are provided further support through the Homework Club which operates on Monday and Thursday afternoons in the library, as well as lunchtime tutoring in the maths room when class teachers and faculty members are available to students at mutually convenient times on a needs basis.



Recite Pi Competition



Burgmann Maths Day Year 10

Science

A core subject, Science aims to ensure that all students develop an interest in exploring, asking questions about and speculating on the changing world in which they live. The curriculum is delivered with an emphasis on practical investigations where students develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods to solve problems and make informed, evidence-based decisions.



All students follow the Australian Curriculum and gain a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences. LEAP classes move at a faster pace and investigate concepts in greater depth. In year 9, students are provided the option to study in the Projects classes where they produce an individual science project, honing their research, analysis and evaluation skills. The high standard of these projects ensure that they are entered into both the SEA*ACT Science Fair and also the BHP Billiton Science and Engineering Awards, where students have achieved many outstanding successes over the years.

Students form links with the wider community through involvement in activities with many of the scientific institutions based in Canberra including the CSIRO, Mt Stromlo Observatory, Questacon, Geoscience Australia, Tidbinbilla Deep Space Tracking Station and the ANU. The local Lyneham wetlands are also utilised in many scientific investigations. Participation in the Scientists in Schools Program provides mentors for students to communicate with and brings real-life science into the school laboratory. All students are given the opportunity to expand their horizons with participation in the International Competitions and Assessments for Schools: Science (ICAS Science) and the Australian National Chemistry Quiz.



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Agriculture

Through a combination of theory and practical lessons students learn how to handle and manage animals, identify plants, grow crops from seed, maintain the soil and harvest vegetables. The guiding principles are agricultural production, environmental sustainability and self- sufficiency. Students maintain a glasshouse, market gardens, fruit orchard, calves, chickens and sheep. A number of optional enrichment activities are conducted throughout the year including sheep judging at the Canberra Show and visits to numerous local agricultural enterprises.



A sizable agricultural area gives students hands on experience with both plants and animals



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Care

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Humanities and Social Sciences (HaSS)

Humanities and Social Sciences (HaSS) is a compulsory subject for all students at Lyneham High School. It aims to give students a greater understanding of the world around them. Students are given the opportunity to gain insights into, and an appreciation of, the historical, geographic, economic and political forces which shape life in their own and other societies.



Students are placed into classes according to their level of understanding, literacy skills, ability to acquire necessary HaSS skills, academic record and teacher recommendation. The core of our students are placed into mainstream classes. Some students are placed into streamed classes. For example into LEAP classes. Students that require additional assistance may be referred for extra support with our Literacy Support team. All classes follow the same curriculum, but the LEAP class has a focus on further extension of the concepts studied.

In Year 7, all students participate in a program incorporating the disciplines of History (Ancient Civilisations) and Geography (Water in the World and Place and Liveability). In Year 8, students again participate in a similar program, but the Geography units focus on Landforms and Landscapes and Changing Nations and the History unit focuses on Medieval History (from the end of Ancient History to the Modern World). In Year 9 students study a variety of units aimed at giving students a deeper understanding and appreciation of issues facing Australia and the world. The units studied include: Australian Curriculum History and Geography. There is also an optional semester long Work Studies course available. Students must submit a written application to get a place in this course. In Year 10, students spend the first semester studying Modern History unless they have elected Business Studies as an alternative. In second semester electives are offered in: Business Studies, Legal Studies, Global Issues, Psychology and Sociology and Rebellions and Revolutions.

Students are offered opportunities to participate in activities beyond the classroom. The Geography and History Competition are run each year. All students are encouraged to participate in the competitions, especially LEAP students. Excursions are linked to class topics and are included as part of students' assessment. They may include a trip to the Australian War Memorial, National Museum, Law Courts, Parliament House, the Legislative Assembly, Cotter Dam etc. In 2011, 2013, 2015 and 2017 the faculty ran an overseas excursion to Vietnam. In 2018 there was a History and Food excursion to Italy and Greece. In 2019, students from Years 9 and 10 went on a trip to Cambodia and Vietnam.

Year 8 Medieval Fair



2019 Trip to Vietnam and Cambodia



Health and Physical Education (HPE)

Students in these years are beginning to face more complex life decisions. A major influence on students is the world around them, with peers becoming a key source of information and motivation. At Lyneham High School our students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying and respectful relationships. Despite their lives and environments changing rapidly, students learn to build on personal and community strengths to enhance their safety and wellbeing. Our students critique and challenge assumptions and stereotypes and they learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts that enable students to participate in a range of physical activities confidently, competently and creatively. Students understand how the body moves and develop positive attitudes towards physical activity. Movement is so powerfully linked to wellbeing and such a strong medium for learning; students will deliberately practise and refine their personal, behavioural, social and cognitive skills.



Our curriculum follows the Australian Curriculum. In Year 7 and 8, students expand their knowledge, understanding and skills regarding their health, safety and wellbeing. It has a strong emphasis on building their movement competence and progressing their confidence. Students study the principles and overarching themes of Teamwork & Invasion strategies which are heavily integrated in our practical units through sport. The Health program is as follows:

Year 7	Year 8
Mental Health & Wellbeing	Fitness
Puberty & Emotional Responses	Food for Life
Nutrition	Valuing Diversity & Building Resilience
Legal & Illegal Drugs	My Decisions, My Life

The Year 9 & 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different situations. Students study the principles of Effective Teams & Peer Feedback where they learn to apply more specialised movement skills combined with more complex movement strategies and concepts. The Health program is as follows:

Year 9	Year 10
Sex, Ethics & the Law	Health Promotion Research
Human Sexuality	Health Promotion Implementation
Sexual & Reproductive Health	Connected Communities
Looking After Myself & Others	

HPE classes are co-educational and are mixed ability. We have a strong emphasis on team teaching and differentiation to support and progress all students through the curriculum. For maximised support of SEAL Student Athletes, dedicated SEAL HPE classes operate on Line 4 (Yr 7 & 8) and Line 5 (Yr 9 & 10) taught by the SEAL Coordinators & SEAL teaching team.

In Years 9 & 10 HPE offers two independent selective single sex classes. These are:
DARE – Developing Adolescent Resilience and Enterprise
STAR – Supporting Talent Achievement and Resilience.

DARE

The program is designed to promote leadership through positive role modelling, offering a curriculum of relevance and interest in order to prepare the boys for lifelong learning by providing a practical model of best practice in boy's education in the classroom. The 3 core values of the program are Teamwork, Leadership & Respect.

The program gives the boys a sense of belonging and puts in place extra support to foster the completion of a successful high school education. It teaches and nurtures social and personal development through sport by fostering leadership skills and providing opportunities for the boys to be positive role models within the school community.

The key ideas of the program include:

- Creating an environment and culture where boys feel a sense of belonging and connectedness to school
- Engaging boys in their education through their personal interests
- Challenging the social constructs of what it is to be a man in Australia these days, to create well-rounded, socially-responsible and respectful young men
- Positive role modelling and positive student/teacher relationships
- Providing relevance in education to provide the opportunity for successful schooling, and transfer of skills across different contexts

- Providing challenging tasks and activities designed to push boys' comfort zones and allow them opportunities to build, access and practice their resilience.

Throughout the DARE program the boys have the opportunity to participate in the following;

- Teamwork and Leadership camp at the South Coast also focussing on building resilience
- A HaSS and HPE excursion to Sydney or Melbourne (alternating each year). Students participate in the City to Surf or Melbourne Fun Run (and raise funds and awareness for White Ribbon and other charities), attend a number of various football code matches (looking at teamwork, leadership and team culture) and visit either the Holocaust Museum or Old Melbourne Gaol
- Involvement in helping out with our local community, including assisting in fundraising efforts with Lyneham Primary School, Clean Up Australia for the Lyneham community, and running White Ribbon Breakfasts for parents/carers to raise funds and awareness for White Ribbon and respectful relationships
- Modified hybrid game of Baulman Ball against Amaroo School for the White Ribbon Cup, having over 100 boys making the White Ribbon Oath to stand up to prevent violence against women and children
- Modified AFL/Gaelic football against the PANTHERS (Alfred Deakin High School boys' program) twice annually
- Dawn 2 Dusk Walk around Lake Burley Griffin, working with the STAR program to raise awareness and funds for the Canberra Domestic Violence Crisis Service (DVCS)
- Personal development workshops with industry leaders, such as Tomorrow Man, to learn about themselves and the young men they want to become
- Fitness and team challenges, including the BFIRM Ninja Warrior course
- Organise and raise awareness of men's health issues including (but not exclusively) working to prevent men and boys' suicide, testicular cancer, domestic & family violence (White Ribbon day) within the school and wider community.

DARE CAMP



STAR CAMP



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STAR

The STAR program was founded in 2009 at a Women's Health Day and follows the framework of the Martin Seligman's Positive Psychology 'Ways to Wellbeing' - Know Your Strengths, Give, Connect, Take Notice, Keep Learning and Keep Active.

A core principle of the program is to empower young women to think about their place in the world, consider local and global issues and actively advocate change. The program is a two year commitment. Students access both the HPE and HaSS curriculum through the STAR program. In HaSS there is a female focus, investigating the strengths and challenges for women and global issues. In the HPE component there is a strong emphasis on women's health, fitness and well being. Students are also given the opportunity to engage within the local community to participate in practical activities outside the classroom such as fitness/well being sessions including yoga, group fitness, water polo, AFL development program in conjunction with ACT AFL, Women in STEM, community volunteering and many more. Giving back to the community is another strong focus of STAR, with students participating in a variety of fundraising and supporting local primary school events. The program is based around the needs of the cohort and is driven by student voice with the aim to build leadership and resilience. Camps allow students to further participate in team building activities, develop leadership skills, provide a physical challenge and enhance their understanding of social issues.

Outdoor Education

Outdoor Education is a challenging and rewarding subject which introduces students to outdoor adventure in a safe and guided setting. Units and activities are developed to foster teamwork whilst valuing individual achievement. Students learn to evaluate risk and demonstrate the organisational ability to enjoy and preserve wilderness environments.

Outdoor Education is offered to year 9 & 10 students. Students may study snow sports, rock climbing and rope skills, orienteering and navigation, team building and lateral thinking challenges & ocean sports.

There is a camp scheduled for each term of study, with the Term 3 camp being the Snowsports Camp. This provides students with accommodation in Jindabyne, and utilising the Thredbo alpine environment in the Kosciuszko National Park. The 3-day trip provides students with the opportunity to gain professional



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instruction in alpine skiing or snowboarding. The current Term 4 camp is the Oceansports camp to the South Coast of NSW. This involves providing students the opportunity to experience camping and preparing nourishing meals, as well as planning their equipment required with their camp group. The activities undertaken have included Surfing, Sea Kayaking, Snorkelling, and Stand Up Paddling (SUP).

Important: Camps and excursions are an extension of the learning in the classroom. It is therefore hoped that all students engage in these opportunities.

Sports Administration

Year 9 students will get the opportunity to design and implement a sport event to a local school group. It has been designed for students with a keen interest in developing their organisation, communication and teamwork skills. An opportunity exists for extracurricular activities in this subject.

Principles of Sport Education (POSE)

POSE provides year 9 students with the fundamentals of coaching and athletic performance. Students are introduced to the principles involved in: roles and responsibilities of a coach, teaching sport skills to different populations, communication, group management, sport safety and training methods. Students will achieve their Community Coaching General Principles certificate in this course. As part of this elective program, students gain hands on coaching experience at sessions conducted with local primary schools and assist at a variety of sporting activities and events.

Exercise Science

Exercise Science is designed specifically for year 10 students who are interested in the theoretical and practical principles of exercise and sports training. The unit has a strong emphasis on the theoretical aspects of sports training and will focus on anatomy and physiology; basic biochemistry (energy systems) fitness principles; strength and conditioning (personal training); nutrition; sports injuries; and biomechanics.

Entrepreneurs - It's Your Move

Students in year 9 & 10 will be challenged to design and make a solution that addresses a real-world need or opportunity to improve student health. They will work as designers to identify a complex health promotion problem within the school community and use the design thinking process to generate a viable solution. Students will develop project management skills and effectively document processes and outcomes. There will be an emphasis on collaboration during the design process.

Sport

Lyneham High School has a rich and successful sporting history in Canberra. We participate in ACT Secondary Schools Sports Carnivals and Gala Days and offer students the opportunity to represent the school throughout a huge variety of sports. Lyneham also offers the opportunity for students to participate in National sporting competitions.

Swimming, athletics and cross country carnivals take place each year



The Arts

The Arts increasingly influences all areas of our lives. Our students need to be creatively skilled, aware and critical. The Arts at our school are structured to provide a pathway that supports students to take ownership of their skills, development and personal growth. Year 7 students undertake a rotation of Arts and Technology subjects. In subsequent years they may elect from the following subjects:

Visual Arts

Each individual visual art course will allow students opportunities to develop their technical skills, increase individual confidence and discover an enjoyment of various mediums while allowing each student the ability to express themselves creatively. Students are encouraged to take these courses regardless of artistic abilities and interests. Students with a particular interest in Visual Art are encouraged to participate in both semester 1 and 2 courses in year 9 and 10. For year 10 students these courses are particularly relevant in preparing for college.

Major projects are tailored to explore different mediums, techniques and student interests.

Each student will learn to creatively select and expand their own ideas to produce individual artworks in the form of observation and imagination drawing, canvas painting, ceramics (hand building, surface decoration, slab/coil construction), printing, mixed-media and sculpture.



During term 4 student work is displayed at the annual Art & Technology Exhibition.

Ceramics

Year 9 & 10 students can enrol in **Functional Ceramics in semester 1** and **Creative Ceramics in semester 2**. This is a practical course designed for students who like to create with their hands and display a particular interest in the medium of ceramics. Students are introduced to a wide variety of traditional and contemporary ceramic techniques which may include pinching, coiling, slab construction, hand building and modelling, wheel throwing, and glaze application. Students investigate concepts such as form, texture and construction and look at traditional and contemporary ceramic artists for inspiration in the creation of their own works. During term 4 students work is displayed at the annual Art & Technology Exhibition.

Photography

These courses introduce students to the concepts and processes used in digital photography and graphic design. Students produce practical project work to demonstrate their understanding of the concepts, as well as some written tasks. Each unit is a stand-alone unit with many of the key concepts revised. The following areas are covered: Visual concepts, the digital camera, photographic composition, studies of contemporary artists, Photoshop, experimentation with the photographic image and lighting. Units are cycled over two years - EXPLORING PHOTOGRAPHY, TRICKS OF THE TRADE, LIGHTS, ACTION, SHOOT & ART PHOTOGRAPHY



Students are presented with opportunities to participate in school and external exhibitions including the annual Art & Technology Exhibition in term 4 in which students work is displayed.

Media

Media is a practical course suitable for students of all levels and abilities.

Students are given the opportunity to learn about creative practises using a range of communications and technological tools. From forming ideas to planning and making projects, students have opportunities to work with moving images, sound, animation, 3D modelling and advertising. Students are introduced to a wide variety of techniques in different media applications.



Students are presented with opportunities to participate in school and external exhibitions including school assemblies and the annual Art and Technology Exhibition in term 4 in which students work is displayed.

Music

Performance Music

Performance Music is a popular elective subject in years 8, 9 and 10. In year 7 those students who do not participate in the Band Program also complete a short course in this subject. The individualised content in Performance Music provides students with opportunities to perform in a variety of small instrumental groups; to specialise on their principal instrument as a soloist; to play non-concert band instruments such as strings, guitar, piano; and to sing. Performing in rock bands is a popular part of this course. The students are also given the opportunity to participate in the Lyneham High School Battle of the Bands, the CiT Schoolstars MiCFest competition and the Australian National Eisteddfod.



The course is largely practical however students also undertake lessons in theory, music history and composition. It is for beginning as well as experienced musicians. A dynamic part of the culture of our school includes regular lunchtime concerts featuring our Performance Music bands and ensembles.

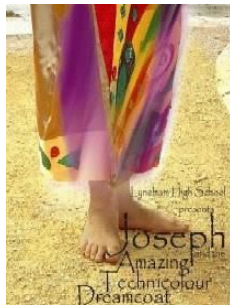
Extra-curricular Activities

- Senior Jazz Band (years 9 and 10)
- Intermediate Jazz Band (years 7 and 8)
- Vocal Group (all years)
- Musical Production Chorus (years 7 and 8)

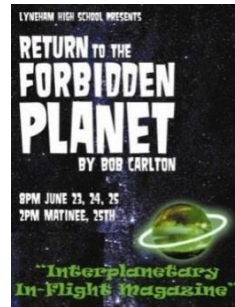
Musical Production



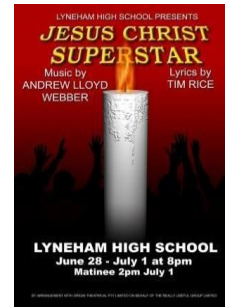
Musical Production provides students with excellent performance opportunities while learning about aspects of musical theatre. Students from years 9 and 10 go through an audition and rehearsal schedule that requires significant commitment, in and out of school hours, including afternoon rehearsals and a three-day camp. Students in years 7 and 8 can audition to be a part of the offline chorus at the start of semester 1.



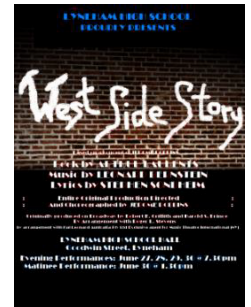
2004



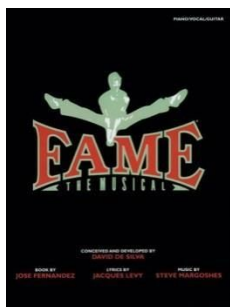
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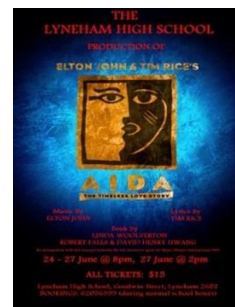
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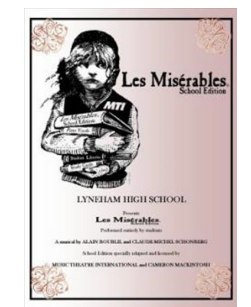
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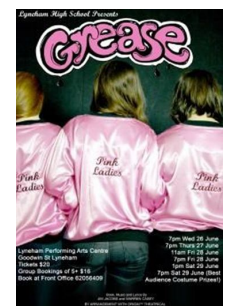
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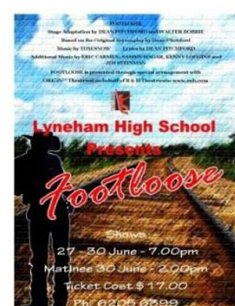
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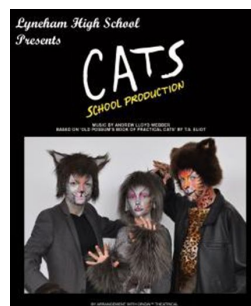
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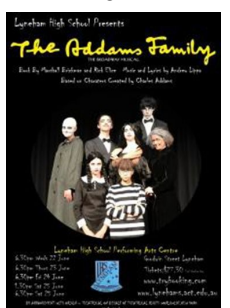
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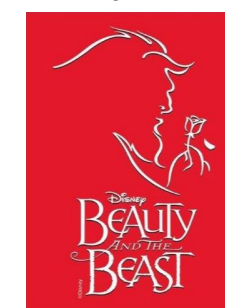
2015



2016



2017



2018

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Masterclass

In semester two, students in year 9 & 10 who wish to follow on from Musical Production can enrol in Production Masterclass. This class presents its own production in LPAC, which is seen as the culmination of their achievements in the program, and a showcase of the diversity of talent at Lyneham High School.

Live Production

Live Production is an elective course in which students learn about the technical aspects of theatre. They learn the skills of lighting and sound, front and back of house and also set and prop building. The skills are put into practice at our performances and events. This course is a pathway to further VET study in the college years.

Technologies

The Technologies faculty offers a wide range of subjects to meet the diverse needs of all students. Students are exposed to a variety of specialised practical learning environments and engaging curriculum that aims to develop essential life skills in the following 3 key areas.

- Food, nutrition, fashion and textiles.
- ICT and computer programming.
- Working with metal, wood, plastic and various electronic/robotic systems.

Facilities include two kitchens, recently upgraded to include 1 commercial kitchen, two textile rooms, two specialised computer labs, a working café and three separate workshop areas based around metal, wood and electronic/robotic systems.

Design and Technology - Food & Fashion

Year 7 students undertake a compulsory term of study in Food & Fabric where they learn to cook some interesting and nutritious meals, design and bake a cookie and learn the basics of sewing including using a sewing machine.

Students can then make elective choices in year 8, with two options – Food Technology and/or Fashion. Both these units take the students further within these areas, allowing individuals to pursue their interests, continue to build on their strengths and develop further skills working with food and textiles.

In years 9 and 10 Food and Fashion Technology elective choices include Café/Hospitality where students have the opportunity to run their own breakfast cafe, and also cater for various school functions; Fashion & Design, where the students have the opportunity to create their own patterns and make their own garments including formal wear; and Food Technology, where students look at sustainable and nutritious choices when producing and presenting food items. All classes have a strong focus on the '*design, produce, evaluate*' process to develop and enhance students' knowledge and skills around food and fibre production as well as food and textile preparation and presentation.



LYNEHAM HIGH SCHOOL

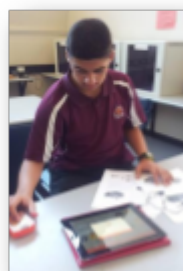
Care Quality Creativity



Design and Technology – Industrial Arts

All year 7 students undertake a compulsory term of study in the industrial arts where they learn to work materials such as wood, acrylic plastic and sheet metal. They are also introduced to the design process and technical drawing. Students make a range of projects in different materials which they take home when complete.

Students can then make elective choices in year 8, with two options – Industrial Technology (working with wood, metal and plastic) and/or Systems and Design (electronics and robotics). Both these units take the students further within these areas, allowing individuals to continue to build on their strengths and develop further skills in design and materials.



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In years 9 and 10 Industrial Technology elective choices include Design and Technology and Systems & Design. All include a focus on design and drawing using computer based drawing packages to model objects in 2D and 3D. All units have a strong focus on the '*design, produce, evaluate*' process to develop and enhance students' knowledge and skills within these contexts of using tools, materials and equipment

Digital Technologies – Computing Skills and Programming

All year 7 students undertake a compulsory term of study in computing skills where they learn to make the most of commonly used applications that they use at high school to support their learning and assessment. They are also introduced to basic programming and computational thinking

Students can then make an elective choice of Computing in year 8. This unit takes the students further within the areas of applications and programming, including web design, animation, graphic design and games. Again the emphasis is on allowing individuals to build on their strengths and develop further skills with applications and coding.



In years 9 and 10 computing elective choices are Web Applications, Animation and Modelling and Games programming. All units have the aim to further develop and enhance students' knowledge and skills within these various ICT based contexts of applications, graphics, programming and using data.

Extracurricular activities we offer include various national and international paper based competitions eg ICAS Digital Technologies and AMT Computational and Algorithmic Thinking (CAT), as well as design and programming events like Robocup, Young ICT Explorers, Bebras and the Informatics Olympiad.

Disability Education

Inclusion Support Program (ISP)

Students with an Inclusion Support Placement (ISP) receive support and/or reasonable adjustments in order to allow them to participate in mainstream classes. ISP students are provided with additional support such as adjustments to their timetable, delivery of learning and assessment modified according to their Individual Learning Plan.

The Learning Support Centre (LSC)

The Learning Support Centre provides a more structured environment for those students who have been identified as needing assistance to access the mainstream curriculum. With support and/or reasonable adjustments, students can access mainstream classes in their areas of strength, electives, PE and home group. They also participate in whole school activities such as camps, assemblies, excursions and school carnivals.

Learning Support Unit (LSU)

The Learning Support Unit provides both core subject and specialised learning experiences for up to eight students. With support, students access mainstream electives, PE and home group. They participate in whole school activities such as camps, assemblies, excursions and school carnivals.

Placement into either the LSU, LSC or with ISP is done centrally by Disability Education in the Education Directorate (ED). Enquiries about placement should be made to the school psychologist at the child's current school.



Educational & School Facilities

- Large classrooms in a traditional setting
- Data projectors and/or SMART boards in most classrooms
- Lyneham Performing Arts Centre (LPAC) auditorium and specialised music practice rooms
- 7 Science Laboratories
- 2 Art classrooms
- 2 Wood/Metal Workshops
- 1 Cafe
- 1 Technical Drawing room
- 2 Textile rooms
- Agriculture area with greenhouse
- Canteen
- Wireless broadband internet access
- Recently refurbished student toilets
- 2 new, industrial standard kitchens
- Library
- 1 Drama Studio
- Student Services suite of rooms
- Outdoor gym equipment
- Gymnasium
- Hall for assemblies and performances
- Courts and playing fields for a variety of sports

Lyneham Performing Arts Centre (LPAC)

The Lyneham Performing Arts Centre (LPAC) is an acoustically engineered, state of the art, passive environmental building that houses the day-to-day operations of the performing arts, as well as providing a school and community rehearsal and performance facility. There is a very strong culture of music at Lyneham High School, with 500 students enrolled in the Band Program, 120 students in the Musical Theatre Program and a total of 800 students participating in music activities and classes. The architectural team worked closely with staff from the school to produce a design that enhances the development of the performing arts in the school and its community. There is a 600-seat auditorium with stadium seating, keyboard laboratory, classroom, staff room and five practice rooms, as well as outdoor shaded areas for performances.



LYNEHAM HIGH SCHOOL

Care Quality Creativity

The Library



The library at Lyneham High is a well-resourced, friendly, comfortable and welcoming learning environment.

As well as a wide range of fiction and non-fiction books, ebooks, audio books and magazines, there are two learning areas – one with 30 computers for class use and another with a class set of laptops available. There is also *The Alcove area* – with 6 computers for students to use when working independently from a class.

The library has a set of Kobos (ebook readers) preloaded with books for students to borrow, sets of iPads for class/group use, a data projector and screen for class use, and a colour photocopier /

printer for student use. The large costume collection is also housed in the library and is used by students for a range of classroom activities.

The library is staffed by a qualified, experienced teacher librarian who is also a practising classroom teacher. As well as managing the library, the teacher librarian works with teachers and classes to develop information literacy skills and IT assistance. There is a full time library assistant and the Information Technology Officer is also based in the library.

The library is open every weekday from 8.15am. It is open for the whole of lunch but closed at recess. It is open after school until 3.30pm on Mondays, Thursdays and Fridays, and every second Tuesday.

Lunchtime activities include: use of the computers for school related activities; facilities for students to complete assignments and assessment tasks; recreational reading; board and card games; and completing quizzes and jigsaws.



The library space and facilities are also used for homework group on Monday and Thursday afternoons from 3.15pm until 4.15pm. There is a supervising teacher and drinks and snacks are provided. However, while the supervising teacher may be able to provide some assistance, students complete their homework independently as there is no tutoring available.

The School Day

The school day runs from 8.53am to 3.05pm.

Each day is divided into 5 periods plus a 12 minute home group session at the beginning of the day. Home group includes attendance marking, some administrative tasks and provide time with a home group teacher who gives ongoing pastoral care support for students within the group. Students stay in the same home group throughout their time at Lyneham High School and graduate with this group at the end of year 10. Students are provided with an individual school timetable which lists their subjects and rooms and include the times listed below:

The school timetable operates on a ten-day cycle – Week A and Week B

WARNING BELL		8.50am
HOME GROUP	12 minutes	8.53am - 9.05am
Period 1	58 minutes	9.05am - 10.03am
Period 2	58 minutes	10.03am - 11.01am
RECESS	25 minutes	11.01am - 11.26am
Period 3	58 minutes	11.26am - 12.24pm
Period 4	58 minutes	12.24pm - 1.22pm
LUNCH	45 minutes	1.22pm - 2.07pm
Period 5	58 minutes	2.07pm - 3.05pm

Attendance

Please note that students who arrive to school after 8.53am are marked as 'late'. A notification is sent home as a text message informing parents of their responsibility to contact the school acknowledging their child being late. Persistent lateness to school or non-attendance will require a meeting with the Deputy Principal - Students.

ICT at Lyneham High School

Current initiatives – Chromebooks

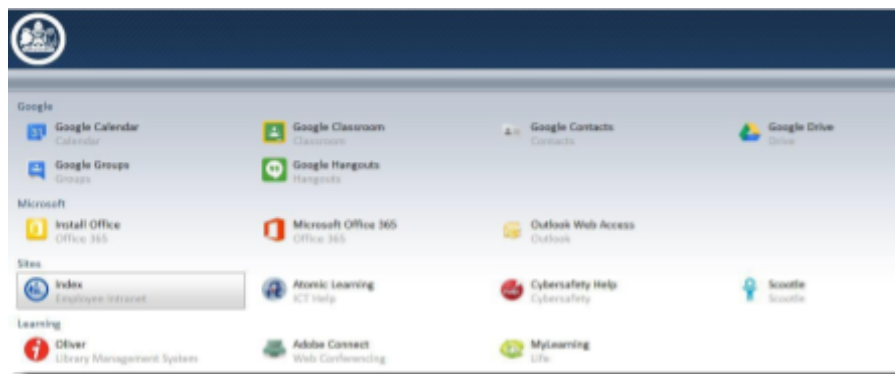
New Year 7 students will be entitled to receive one of the ACT Education Directorate (ACTED) issued Chrome Books. Students are welcome to bring another device that better suits their needs, provided it meets the basic requirements outlined below.



ICT Learning Resources

The school makes extensive use of *G-Suite*, a range of apps provided by Google. This makes it imperative that parents authorize access to Google for their child while at the school. It will allow for each class teacher to customise the learning programs for students and provide virtual spaces for students to create, collaborate and share work with their teachers and peers as well as provide some visibility for parents. In conjunction with the school's *BYOD* program this will mean that students have their own customised and ready device to access ICT, especially the virtual spaces set up for each class; and create work and pieces for assessment in the physical classroom and elsewhere, as and when it is required.

G-Suite and other useful ICT resources can be accessed using the ACTED Digital Backpack website at <https://backpack.act.edu.au/> or you can use the link on the Lyneham High School website. The Digital Backpack can be accessed from school, home or anywhere on the internet. The first page will ask for a username (student ID number) and password (set by the student) so that the rest of the website is private to our staff, students, parents and carers.



Why BYOD?

BYOD supports students with their learning in classes and allows them to pursue their learning and interests in their own time beyond the classroom.

It is expected that all students will bring their own ICT device to use in their classes. See below for guidelines of what are suitable devices for students to bring to school to support this. The choice is ultimately yours as it should fit in with what your child is comfortable with using but please ensure it meets our 4 basic requirements as follows.

- *A big enough screen for viewing and creating content*, a minimum of 10" (25cm) but not too big as the device can then get bulky and unwieldy.
- *Long battery life*, the device should last the length of a school day provided it is fully charged at the start of the day, around 6 hours.
- *Good Wi-Fi hardware*, minimum of n or ac grade, 5GHz connects better than 2.4GHz, Dual band is ideal.
- *A reliable means of entering data*, i.e. keyboard and touchpad/mouse, on screen keyboards can be tiring and reduce working screen size.

The chromebooks offered for free by ACTED fit these specifications perfectly and are all a student needs to bring to school to support their learning.

Microsoft Office

As part of its licencing arrangement with Microsoft, ACTED has provided access to a free installation of the latest version of its Office suite of apps onto student devices (Windows, Mac and iOS only). Once parental permission has been provided to give student details to Microsoft, students can access this free version through the "*Install Office*" button on the Digital Backpack.

See the Education Directorate website for more information about "Learn Anywhere: ICT for students".

www.det.act.gov.au/teaching_and_learning/learn-anywhere-ict-for-students



LYNEHAM HIGH SCHOOL

Care

Quality

Creativity

Work Experience and Careers

Lyneham High School has a teacher who is formally trained as a careers advisor and work experience coordinator and known as a *Careers Practitioner*. The school also has a Careers room where students can receive targeted support and information to help and guide them as they consider their current options for work, such as part time jobs. They also have access to support in career planning as they transition to college and other forms of study and/or employment.



The careers room is open most lunch times

Work Experience (WEX) Program

Participation in Work Experience (WEX) is one of the most useful elements of a secondary education. It helps students to make sense of their schooling, assists them in identifying their strengths and helps them to make appropriate course choices as they transition to college or other studies. Every student can participate in WEX before they leave year 10.

Successful participation requires students to conduct themselves maturely in the workplace and display enthusiasm for learning new skills and hard work. This involves keeping up-to-date with schoolwork and displaying sound attitude and attendance. In the past students have participated successfully in an enormous range of work experience placements such as the John Curtin School of Medical Science (ANU), Defence, Canberra Hospital, veterinarian, various trades, retail, child care, beauty therapies, Canberra Theatre, Taronga Zoo.

Australian School Based Apprenticeship

Students are also able to apply for a school based apprenticeship while at school in year 9/10. This is called an ASBA (Australian School Based Apprenticeship). Successful applicants attend training (for example at CIT) and work one day a week while continuing their schooling. Successful completion of an ASBA enables the student to achieve a nationally recognised qualification. For those students doing an ASBA through school, or during school time, assessment is then adjusted to ensure the student can manage their school work and the requirements of the ASBA.

Pathway Interviews and Post School Transition Work

Students can at times be invited or request to attend career interviews to engage in discussion for post school options and study. Often these are year 10 students who might need extra support to develop an understanding of the world of work and the expectations surrounding their career goals and aspirations. Work experience options are discussed as well as Vocational Learning Options.

Vocational Learning Options (VLOs)

VLOs are for students who are looking for a structured and supported learning option that meets their interests. These courses can be in a variety of subject areas such as animal care and hairdressing. VLOs are most suited to students who are willing to engage in learning in their chosen area, are passionate about their subject area but need additional support to achieve their goals.

Resume writing and applying for jobs

Students can develop and write their resumes in the Careers room at lunch. Students can discuss with the careers teacher work, the application for work and how to apply for work. The Careers room is open daily at lunch for interested students.

Other Programs

Students are also encouraged to attend other programs throughout the year to assist with transitions.

Induction training (white card/asbestos) training – held by LHS or Dickson College

Trade day out – conducted by CIT for trade students

Brick and Block Program – outdoor bricklaying course for year 10 students

CIT Taster Days

Canberra Hospital Program

ADFA Defence Program.

Extra-curricular Activities & Clubs

There are many successful sporting teams, including softball, hockey, football, basketball, rugby, and super 8 cricket. The Band Program has a number of ensembles that rehearse outside of class time including the intermediate and senior jazz bands and vocal group.

Other groups and clubs include robotics (pictured below), debating, role playing games, chess plus many others.



Robotics club (above) and Science Fair (right)

Competitions

Lyneham has a strong record of successes in a variety of competitions including: Debating, Music, Dressage, Chemistry, BHP Billiton, Computing, Science, French, English, Writing, Mathematics, Tournament of Minds, Science Fair, Engineering Games and DaVinci Decathlon.

Dress Code

Our dress code is based on the school colours - maroon and blue. Blue and maroon polo shirts and long sleeve tops with the school logo are available through the uniform shop. The Band, LEAP, SEAL, DARE and STAR programs have specific uniforms which are also available from the uniform shop.

Students not in dress code may not be allowed to attend excursions or present at whole school events and assemblies.

All students are expected to wear school uniform or dress code while at school. They are required to dress in an appropriate manner at all times as shown on the Acceptable Clothing page below. Students' tops should have sleeves and cover the midriff and skirts/shorts should come to at least half way down the thigh.

Uniform Shop Open Times

The uniform shop is located at the back of the school canteen.

Open for Parents Tuesday & Thursday 8.30am-10.30am

Open for Students Monday 11.01am-11.26am

Extra opening times will be available at the beginning of the year to allow students to purchase uniforms before the school year commences. These will be advertised on the school website and Orientation Day in term 4.

Second Hand Uniforms

Second hand uniforms are available from the school's Student Youth Worker. The easiest way to organise this is via email lynehamhs@ed.act.edu.au or by calling the front office. Prices generally range between \$5 to \$10 dollars. Sizes, colours and types of uniforms are subject to availability.

Lyneham High School Uniforms



School top (blue)



School jumper



School top (maroon - above)
Band Shirt (below)



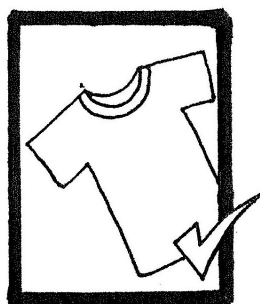
PE Shirt (above)
Band Hoodie (below)



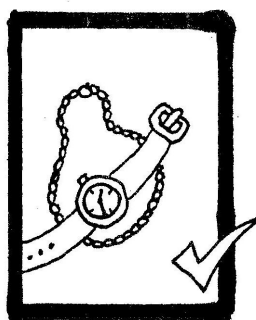
Acceptable Clothing

Sunsafe & Recognisable at LHS

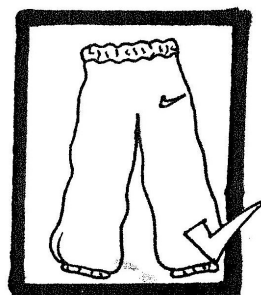
Clothes must follow the colour code of LHS, an item purchased from the school uniform shop or plain **BLUE** or plain **MAROON**



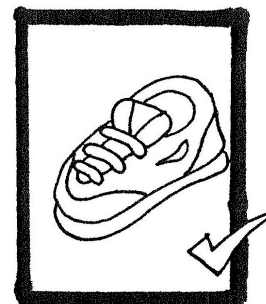
Tops must be long enough to cover the midriff and have sleeves. **Tank tops, singlets, muscle tops are not to be worn.**



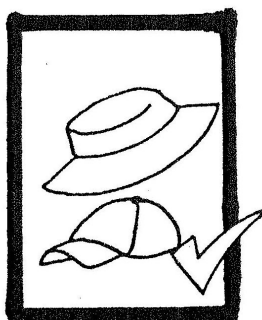
Make-up and jewellery must be kept to minimum. Spike/stud jewellery or any other item that could be used as a weapon are not to be worn.



Logos/pictures should be no larger than a 10cm circle. Pants, shorts & skirts should be dark coloured.



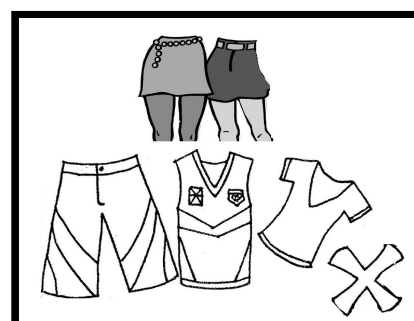
Closed in shoes must be worn. Moccasins, Ugg boots, thongs or sandals are not to be worn.



Hats should be worn outside, but not in class.



Ideally students should wear a school top or jumper.



Skirts & shorts should come to mid-thigh. Multi-coloured clothes, including short skirts/shorts, low-cut tops and pants, are not to be worn.

Physical Education – white PE t-shirt, blue or black sport shorts/track pants & joggers

Science & Technology – long hair must be tied back

Peer group competition with clothing is not welcome.
Clothing with racist, sexist or anti-social slogans are not to be worn at any time.

LYNEHAM HIGH SCHOOL

Care Quality Creativity

Lyneham High School Song

Rise up and sing the praise of
Lyneham High and pledge a
fellowship of friends.
We'll work and make our hope of
progress be A bond that never
ends.
Walk the pathway that the
studious choose Play the game
but win or lose
Our emblem blazoned in maroon
and blue Will foster all things
true.

Come sing again the song of
Lyneham High Her name forever
be renowned;
And when we leave to choose a
path of life Her lessons we shall
find sound.
Youthful friendships with the
years will grow As the years roll
on we'll know
Our emblem blazoned in maroon
and blue Will foster all things
true.