GIFTED GATEWAY

ROOTY HILL HIGH SCHOOL

AFTER SCHOOL ENRICHMENT PROGRAM

ROOTY HILL HIGH SCHOOL
PERSIST

2023

Forward

Dear Students, Parents and Carers,

Rooty Hill High School offers a wide range of academically focused programs which aim to encourage resilience, collaboration, and creativity in young people in our learning community. We value opportunities like these which promote thinking about a future focused and wider world and have made the leap into offering our Gifted Gateway program to our future as well as ongoing students.

The after school Gifted Gateway program focuses on a diverse range of creative and academic subject areas which include Forensic Science, Designing and Engineering, Mathematics, Dance, Visual Arts, English, Volleyball, Gaming, and Sustainability. Students who participate will have a variety of experiences to help them develop curiosity, resilience, and empathy as social learners in a collaborative group environment.

Students will also be encouraged to develop skills which are essential in a global and dynamic world to set them up with skills for life. Students will develop a growth mindset in relation to their abilities and the testing of their ideas through case studies, questioning, and negotiating teamwork. Students should feel a sense of accomplishment through their chosen program by attaining new skills and completing challenging tasks.

Many of the programs help to create links between academic study and the world outside of the school setting. This is achieved through programs being run by industry professionals, experts from organisations and businesses partnering with the program, university, and workplace connections. Students will therefore experience authentic learning and taste what future careers may be like post schooling.

Students are encouraged to apply who are part of the local learning network which will include students from Years 5-8 in the year the program is run. Students can apply who are enrolled in Rooty Hill High School, Minchinbury Public School, Eastern Creek Public School, Rooty Hill Public School, and Mount Druitt Public School.

Online and hard copy applications are available. Read on through this booklet or visit our website for further information.

Yours sincerely,

Christine Cawsey AM

Principal Rooty Hill High School

AT A GLANCE


GIFTED GATEWAY
AFTER SCHOOL ENRICHMENT PROGRAM WITH 9 EXCITING COURSES:
ROOTY HILL HIGH SCHOOL
PERSIST
FORENSIC SCIENCE
DISCOVER THE CAREER OF A FORENSIC SCIENTIST
EXCITING WRITING
EXPLORE POETRY, NARRATIVE, LIFE WRITING, STAGECRAFT AND SHARE YOUR LOVE OF WRITING
MATHS ENRICHMENT
MATHS LIKE YOU'VE NEVER SEEN. UNCOVER THEORIES AND FUTURISTIC APPLICATIONS
GAMING & E-SPORTS
USE TEAMWORK & LEARN ABOUT TECHNOLOGY AS YOU PLAY WITH NEW FRIENDS
DANCE
DANCE AS AN ARTFORM – PERFORMANCE, COMPOSITION & APPRECIATION
VISUAL ARTS & DESIGN
ART IDEAS, ART MAKING & ART APPRECIATION - PAINTING, SCULPTURE, CERAMICS AND MORE
VOLLEYBALL SKILLS
LEARN BASIC AND ADVANCED SKILLS & STRATEGY, AND PLAY THIS GROWING SPORT
APPLY ONLINE:
DESIGNING WITH COMPUTERS
LEARN CODING, ROBOTICS, LASER CUTTING - FOR A CAREER IN THE WORLD OF DIGITAL TECHNOLOGIES
SUSTAINABLE FUTURES
LEARN ABOUT THE ENVIRONMENT & TACKLE LOCAL SUSTAINABILITY ISSUES

Contents

FAQs about the courses	
Who can apply?	Students who are in Years 5 and 6 from one of the local primary schools in 2023 can apply for the 2023 programs run by Rooty Hill High School. The programs will also be open to students at Rooty Hill high school in Years 7 and 8 in 2023.
When does my application have to be submitted?	Your application should be submitted by 14/12/2022 (Week 10 of Term4). Late applications may be accepted.
When will I find out if my application is successful?	You are likely to find out about your application early 2023. You will hear back via the email or phone number that you provide on your application form or the.
Where can I find out further information?	This booklet contains most of the information you will need to make your decisions about applying for the program. Further information will be provided when needed to those who are successful. The Rooty Hill High School website will be updated with some general information about the program: https://rootyhill-h.schools.nsw.gov.au/learning-at-our-school/gifted_gateways.html
How much does the program cost?	The program does not have any included fees.
How will students get to Rooty Hill High School or the program venue from their primary school?	The transport of students from primary schools to Rooty Hill high School will be the responsibility of parents and carers to work out. This is something to consider when deciding to apply. Some programs may run off site at a local sport venue. Please be mindful of this as well when applying.
What times does the program run?	The program is scheduled to run from 3:30pm to 5:00pm each week on a Wednesday. There will be short breaks included in the programs.
When do students need to be picked up after the program each week?	Students will need to be picked up or otherwise safely make their way home from the venue at the end of the program each week.
What days of the week will the program run?	The programs will all run on Wednesday.
Where will the program take place?	Most programs are on site at Rooty Hill High School, however, sports coaching may be located at a local sporting venue. Please see the specific program information for further details. There may be times when a program runs an excursion. Permission notes and further information will be provided if this is to occur.
What happens if I need to pick my child up early?	You should contact Rooty Hill High School directly on the front office phone number: 02 9625 8104 They can then put you through to the program teacher if needed.
Where is it safe to drop off my child?	The best place to drop your child off at the beginning of the program will be on Westminster Street (near the Rooty Hill Public School entrance). North parade is where our buses and many cars will come to pick up students at the end of the school day and is therefore busy. Students will walk down our entry way from Westminster Street to our afternoon tea area.

Application information

The Rooty Hill High School Gifted Gateway programs have an online application form as well as a hard copy form that can be found at the end of this booklet.

Please use the link below, the QR code, or the hard copy form to apply for the program that you are interested in. If you would like to apply for more than one program, you will need to submit an application for each program, but will only be selected to participate in one.

If a program asks for an audition as part of the process, this information will be covered under the program information later in this document.

Each application will also be supported by a written statement which should include the following:

- Demonstrates a high work ethic in their academic studies
- Demonstrates ability to work with others
- Demonstrates exemplary behaviour and self-discipline
- High level of school attendance

Link to RHHS website page: https://rootyhill-h.schools.nsw.gov.au/learning-at-our-school/gifted_gateways.html

Link to application Google form: https://forms.gle/beQArCoNCAFbbA8K6

SCAN ME

Reporting procedure

Each semester a report that reflects student progress in the objectives mentioned for each program will be issued along with other areas that your teacher may wish to report on. Your progress will be measured in an ongoing way by looking at your academic and social experiences in the program.

To show your progress students will be asked to participate in discussions, pose questions and ideas, submit work samples, work on group and individual projects, demonstrate research and communication skills through responses to activities.

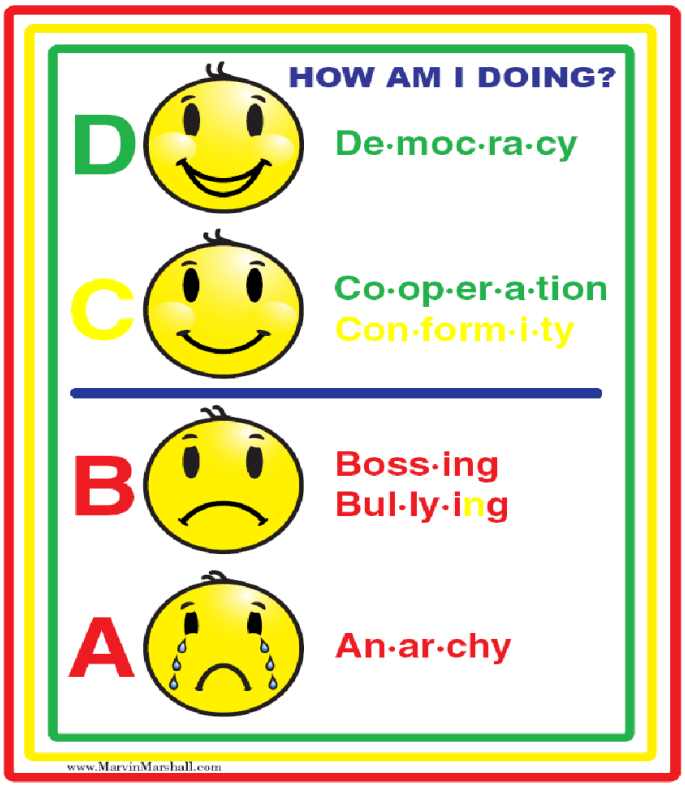
Each teacher will observe student progress and provide verbal and at times written feedback throughout the program. They can be approached at any time by students who are seeking some feedback about how they are going.

Expectations

Students who participate in the Gifted Gateway Program will be expected to maintain responsibility for the behaviour and application.

Rooty Hill High School employs two very important policies around this:

Raising Responsibility, where students are asked to maintain “above the line” behaviours.



The second is the PERSIST standards of values and beliefs outlined below:

ROOTY HILL HIGH SCHOOL
VALUES & BELIEFS

P	**PARTICIPATION & ENTHUSIASM** This school fosters enthusiasm and school spirit in an environment that values the participation of students, staff, parents and the wider community. Are you actively involved in the life of the school?
E	**EXCELLENCE** Students and adults who support them are expected to do their best to achieve excellence. Have you done your best?
R	**RESPECT & RESPONSIBILITY** Students are expected to respect the rights of others, themselves and the school in an environment of harmony and personal responsibility. Do you respect yourself, respect others and take responsibility for your own actions?
S	**SUCCESS** Students, staff and parents work towards quality, success and recognition for themselves and the school. Can you evaluate your own performance?
I	**INNOVATION & CREATIVITY** Initiative and continuous improvement are expected for individuals, teams and the school. Can you find a better, smarter or more creative way?
S	**SAFETY** The school is committed to the safety and well being of all members of the school community. Have you made sure you and others are safe?
T	**TEAMWORK & LEADERSHIP** Individuals work together to create a harmonious, tolerant and effective school community. Have you been an asset to the team?

Learning, Leadership & Achievement

FORENSIC SCIENCE

Meet the teacher

Mrs Sayyeda Razi

Bachelor of Science (Pathology) / Bachelor of Education with Distinction UNSW

Mrs Razi has been a teacher at Rooty Hill High School since 2020. She has a passion for science and has always enjoyed learning about natural phenomenon, how the world around us works and the human body. She has a particular interest in the fields of Biology and Chemistry.

Mrs Razi aims to encourage curiosity and analytical thinking in students to solve complex problems. She wants to provide students with opportunities to investigate complex concepts and ideas to allow students to develop their skills and extend their knowledge and understanding of biology and chemistry in the context of forensic science. Mrs Razi has a keen interest and has always been intrigued by the mystery and putting together the pieces of the puzzle that is involved in forensic science. She enjoys watching true crime documentaries and TV Shows which show the application of forensic science.

What is the course all about?

Forensic scientists play a crucial role in the criminal justice system through the examination and analysis of evidence obtained at crime scenes. This helps them to reach conclusions and develop objective findings which can assist in the investigation and criminal prosecution of perpetrators of crime.

Findings from the analysis of evidence can also be used to absolve an innocent person and acquit them of the crime they were accused of. To collect, examine, analyse, interpret, and report on evidence forensic scientists must develop their observational, analytical, collaboration and communication skills.

The Forensic Science course allows students to develop their skills and explore the career of a forensic scientist. Students will explore the fields of forensic chemistry, forensic biology as well as explore forensic technologies that are used for digital data in criminal investigations. Through the exploration of these fields and their application in forensic science, students will gain an understanding of the process of solving a crime in the real world. The program will delve into forensic science through a STEM (Science, Technologies, Engineering and Mathematic) approach.

Through this program students will develop their working scientifically skills and be introduced to the Science Laboratory. They will develop their skills in safely conducting investigations and analyse evidence through various techniques. Students will assume the role of a forensic scientist to solve a case through the identification, analysis and interpretation of evidence from a crime scene using forensic techniques such as fingerprint analysis, chromatography, flame tests, fibre analysis, and toxicology.

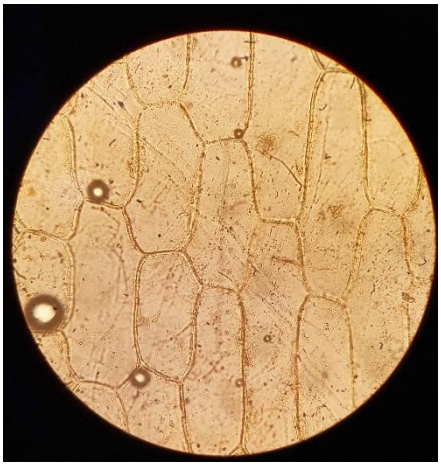
Objectives

Students will develop knowledge, understanding and skills of Forensic Science through:

Forensic Chemistry

Forensic chemistry is the application of chemistry as well as its subfield, forensic toxicology, in a legal setting. A forensic chemist can analyse evidence and assist in the identification of unknown materials found at a crime scene. Students will be exploring a range of forensic techniques used by forensic chemists to analyse evidence and identify unknown substances.

Students will learn about forensic techniques including toxicology, chromatography, DNA fingerprinting, flame tests and chemical analysis of powders, paints and fuels.



Forensic Biology

Forensic Biology is the use of various scientific techniques in the laboratory to examine evidence to identify the nature and source of biological material found at a crime scene. Forensic biologists use scientific techniques to examine evidence such as DNA, hairs, bones, bodily fluids, insects, bones, plant and animal remains.

Students will learn about DNA analysis, examination of bones, entomology, and botany.

Forensic Technologies

Forensic technologies is the aspect of forensic science which looks at digital data. A forensic computer technologist often uses specialised software and digital tools to track, trace and retrieve data to help recover stolen information as well as find the person responsible. They will learn about the types of digital data which is examined in a criminal investigation, how digital data is accessed, and the techniques used to examine this data.

Working Scientifically Skills

- Ask questions, make predictions, and form hypotheses
- Plan an investigation by identifying appropriate equipment, identify risks and safety precautions and selecting appropriate methods to collect reliable data
- Conduct investigations safely by following a planned procedure to collect reliable data
- Process and analyse data collected from investigations to develop evidence-based conclusions
- Apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions, and representations

What topics will be taught?

- Toxicology
- Computer Forensics
- DNA Fingerprinting
- Flame Tests
- Fibre Analysis
- Fluids Analysis
- Chromatography
- Organic/Inorganic Properties of Soils
- Decomposition of Biological Matter
- Fingerprint Analysis

Why will the program be beneficial for my child?

The program will offer students the opportunity to engage in challenging and complex situations which will allow them to develop their working scientifically skills including problem solving, critical thinking, collaboration, communication and observational.

Through the program, students will play the role of a forensic scientist which will allow them to gain new experiences and learn about interesting techniques used in forensic science.

The program will allow students to:

- Work collaboratively with other students
- Challenge themselves and explore their intellect
- Learn new and interesting skills
- Gain new valuable experiences
- Have fun

EXCITING WRITING

Meet the teacher

Ms Taylor Bartlett

Bachelor of Arts (History and Language), Graduate Diploma in Humanities (History and English), and Master of Teaching (Secondary) Postgraduate of the University of New England.

Ms Bartlett is an English Teacher at Rooty Hill High School and has worked to develop her skills and pedagogy at this fine institution for the five years of her teaching career. Ms Bartlett has a lifelong love of literature, being involved in literacy programs and reading clubs since she was in high school and is invested in seeing every student thrive and develop this same passion.

What is the course all about?

This program will extend student understanding, analytical skills, and creative and critical thinking as they explore different text types, build a broad knowledge base of language forms, features, and structures, and learn to effectively apply them to respond and compose texts.

Throughout the course students will learn to analyse, understand, communicate, and build relationships with peers by undertaking the study of;

- **Poetry –** Students will engage with a selection of poetry, exploring poetic form and language techniques to explore the ways in which poets express themselves in unique ways and apply this to their own unique compositions.
- **Narrative** – Students will explore fictional texts to examine the viewpoint of the narrator, the use of language techniques to develop plot and characters, articulate a personal response to literature, and compose creative narratives.
- **Stagecraft** – Students will explore the many forms and features of stagecraft by analysing dramatic texts, develop skills in composing scripts, and the ways in which it is used to reflect the world.
- **Life Writing** - Students will explore life writing as an expression of personal perspective, gain knowledge about the expression of context in a personal way, and develop their skills at responding to and composing texts to show an understanding of how experiences influence their appreciation of the stories of themselves and others.

Through this study of the many forms of creative writing that students will become confident communicators, imaginative thinkers, and informed citizens of their world around them. This exciting program will also provide students with opportunities to present their work to outside agencies, competing alongside Australian school students.

Objectives

Students will develop knowledge, understanding and skills about creative writing through:

- **Thinks Imaginatively, Creatively, and Interpretively -** Student will explore a wide range of texts in order to develop their interpretation of imaginative texts thereby engaging their creativity through the composition and reflection of creative writing.
- **Responds and Composes Texts** - Student will learn to interpretively respond and thoughtful compose effective imaginative texts to showcase their broadening understanding and knowledge of literacy forms.
- **Applies Skills, Language Forms, Features, and Knowledge -** Students will develop and purposefully utilise the widening literacy skills and strategies for a range of purposes, audiences, and contexts in different formats.

Students will also develop values and attitudes in creative writing such as:

- **Critical and Creative Thinking –** It is a key value of creative writing that students are able to develop critical interpretations of texts through responding to inquiry questions, reflect on their thinking processes, evaluate the value and worthiness of texts, and become imaginative and persistent in adapting ideas in unique and personal ways.
- **Social Intelligence** – Through the exploration of a variety of text types students will develop an understanding of the world and their place within it. Learning how composers are able to inquisitively comment, inspire thoughtful reflection, and spark social change through literature and their own imaginative compositions.
- **Resilience** – A key capability at Rooty Hill High School that all students are encouraged and given opportunities to develop. Students must become resilient through the continual development of their personal imaginative expression, constructive peer and teacher feedback, and the willingness to improve their skills through the participation of practise and experimentation leading to success.

What will each lesson look like?

Each lesson may be different based on the current text type being studied. In general lessons will contain:

- Introduction to the topic within the text type
- Pre-test / Activity student will complete to show their knowledge
- Analysis of text type (i.e. reading, analysis, discussion)
- Composition – students to apply skill to compose creative text
- Reflection – students engage in self, peer, and/or teacher feedback to identify improvements and edit their work.

Towards the end of each program students will be give 2-3 sessions to compose an original work that best exemplifies their developed understanding and application of their abilities.

Why will the program be beneficial for my child?

This program offers the opportunity for students to develop their individual skills in creative writing.

Your child will develop skills in:

- Understanding of literary structure, forms, and features
- Developing literacy, and critical and creative thinking skills
- Composition of imaginative texts applying a range of creative skills
- A personal love and appreciation of literature
- Confidence to apply and experiment with their creative compositional skills
- Resilience to accept and apply personal feedback and practise creative writing to improve abilities
- Confidence in voicing their perspective and imagination
- Enhanced communication skills
- Developed peer to peer relationships through working collaboratively

Extra application requirements

Students will need to provide an original creative writing sample which best exemplifies their abilities.

The parameters of this sample must include;

- An original work completed within 6 months of application
- Be in an imaginative form (i.e. narrative, poetry, script, screenplay, personal recount)
- Be approx. 1 page in length (minimum)
- Showcase the students' current skills and abilities

GAMING AND ESPORTS

Meet the teacher

Mr Ethan Green

- *Bachelor of Advanced Science (Chemistry)- Graduated with Distinction. Dean's Merit List 2016, 2017 and 2018. Awarded Ellice Swinbourne Award for Excellence in Chemistry 2018*
- *Master of Teaching (Secondary)- Graduated with Distinction. Dean's Merit List 2019 and 2020.*

Mr Green is a science teacher at Rooty Hill High School with a passion for video games. He has an extensive library of games across Nintendo, PlayStation and Xbox systems, in addition to various mini consoles and PC.

Mr Green recognises the hard work put in by development teams and the persistence of Epsorts players in developing their abilities which provide learning opportunities for students. He has participated in tournaments for Super Smash Bros. and Mario Kart, been involved in LAN gatherings for Halo and competed in arcade games while visiting Japan.

What is the course all about?

Video games have grown to be a multibillion-dollar industry, combining advances in art and technology. Through video games, players are exposed to all kinds of professions through both an understanding of the people contributing to game development and the roles and stories represented in games. Combining games with education can be a way to breathe life into student learning. Video games can be a way to improve teamwork, motivation, response times, strategy, critical thinking, and language skills.

The Gaming and Esports course aims to provide students a greater appreciation of the work and creativity exhibited in games, while also fostering teamwork and self-improvement skills through multiplayer and Esports. Game development is also one of the leading industries of applying futured focussed technology. Universities run entire degrees through the lens of gaming and game design.

Opportunities within the course:

- **Careers in video games**: Investigating careers in the game industry, providing students with a richer understanding of post-school opportunities and how enthusiasm for games may be an outlet for developing personal and career-based skills.
- **Competitive and collaborative gaming**: Utilising student motivation to work together and improve. Students will develop social capabilities and have opportunities to reflect on how their skills and goal setting can apply to other areas of school.
- **Creativity**: Students may utilise games as an outlet to create or even begin developing skills at making their own games.

Objectives

Students will develop skills in:

Critical and creative thinking

- Inquiring into the game industry and organising information and ideas.
- Reflecting on progress and skills involved throughout the course.
- Synthesising new strategies, products and ideas.

Literacy

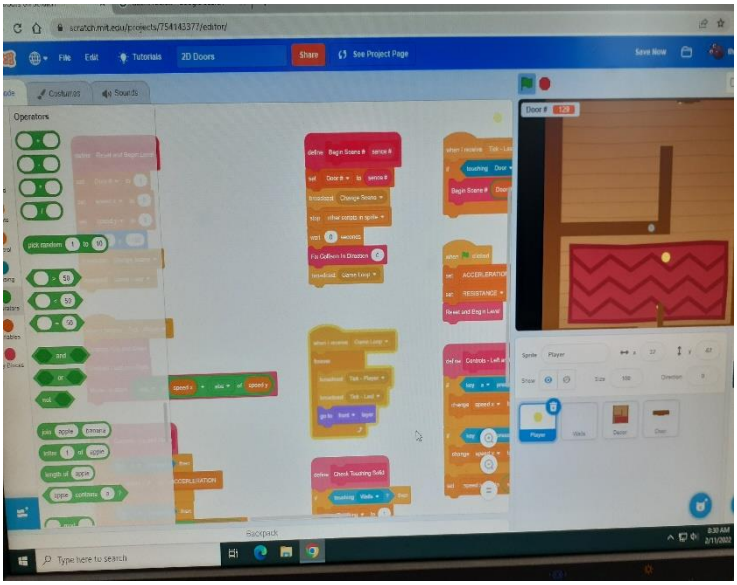
- Developing comprehension through video games as texts and reading/writing activities.
- Expanding knowledge of literacy through games as an audio-visual medium.

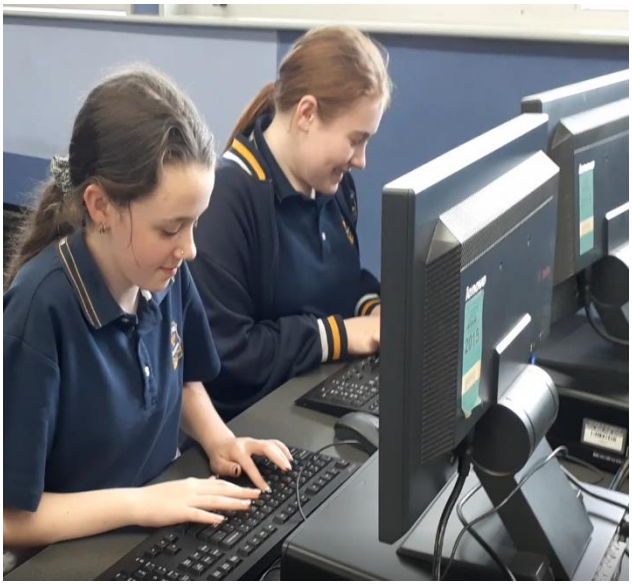
Personal and social capability

- Incorporating self-management skills as student set goals and work to improve their gameplay.
- Social skill development in working as a team and demonstrating good sportsperson behaviours.

Intercultural Understanding

- Recognising games as a method of communicating stories and sharing experiences.





Students will also experience situations and activities to develop:

Participation and Enthusiasm - Joining in with a range of activities to share enjoyment of gaming and appreciation of the skills involved

Success - Achievements in both games and related activities are celebrated, giving students an opportunity to reflect on how they can strive for success other aspects of life

Teamwork - Working together as part of a community to learn about games, support each other and develop interpersonal skills for school and later life

What will each lesson look like?

Lessons may vary throughout the course but in general will include an opportunity to develop interpersonal skills by discussing video games and playing them either collaboratively or competitively.

A focus for each lesson will be selected, which will provide opportunities for students to learn about opportunities within the game industry, reflective activities and individual or group projects.

Games that are used within this course will span genres and will have a suitable rating for the student's age.

Why will the program be beneficial for my child?

With the growing involvement of video games on society and culture, much research has been done on the benefits of playing video games. An opportunity to experience games integrated into a programme connected to cross-curricula capabilities can:

- Enhance the brain's grey matter
- Develop social skills and relationships with other students
- Enhance problem solving ability which can transfer to academic success
- Be an opportunity for students to destress and find sources of inspiration
- Improve persistence and commitment to goal setting

In addition to the benefits from playing games, students can also expand their knowledge of career paths involving art, technology, and collaboration.

MATHEMATICS ENRICHMENT

Meet the teacher

Mr David Bailey

Mr Bailey has a passion for education, having been a mathematics teacher for over 30 Years.

He completed a degree in Mathematics at the University of Newcastle and has lectured at the University of Western Sydney in Financial Mathematics.

He has also taught in Vietnam, China, and India, specialising in IELTS.

Mr Bailey was Deputy Principal at Doonside Technology High School for over 10 Years, and his love for teaching has been shown by his return to teaching in the classroom after he retired.

What is the course all about?

This program will take you on a journey through the history of mathematics, looking at how it all began and how it relates to the future.

The program will cover the meaning and importance of mathematics, how mathematics has developed over time, and the role of mathematics today. Students will also investigate the ways maths will change in the future and be applied to existing and new applications.

This is an exciting course which uses a range of theoretical and practical components to apply an understanding of core mathematical skills. Students will be encouraged to take chances in moving beyond their current comprehension of the application of mathematics.

Through exploration and experimentation students will be guided through the core areas of Pure and Applied Mathematics.

Topics covered will fall into the following domains:

Number

- History of Mathematics
- Operations
- Decimals
- Fractions
- Integers
- Problem solving

Algebra

- Expressions
- Equations
- Problem solving

It is recommended that students who elect to participate in the Mathematics Enrichment program have a C or higher grade from their current class work.

The Mathematics Enrichment program is being run as an academic and interest-based view of Maths and should not be thought of as a course to up skill students as a tutor might.

Objectives

Students will develop an understanding and skills necessary to be successful mathematicians.

They will learn the importance of mathematics through: -

- Exploring and connecting mathematical concepts, applying problem solving skills, reasoning and technique.
- Efficient strategies to recognise patterns and for calculation of algebraic terms and equations.
- Describe relationships and apply algebraic techniques.

What will each lesson look like?

Each lesson may be different based on the current components being studied.

In general, students can expect to learn or discuss a new concept and then participate in activities that work towards a solution to problems which are posed related to the concept. This may be in the form of mini projects, lively discussions, or collaborative games.

A break time will be included during the session each week.

Why will the program be beneficial for my child?

- Students will appreciate mathematics as a relevant part of life, recognising that it is a cross culture development and is largely in response to the needs of humans.
- Demonstrate interest, enjoyment, and confidence in the pursuit of mathematical knowledge
- Develop skills and understanding to solve everyday problems.

VOLLEYBALL SKILL ACQUISITION PROGRAM

Meet the teacher

Mr Joel Treharne and Mr Uitime Levi

Mr Joel Treharne is a PDHPE teacher at Rooty Hill High School. Having taught at the school since 2004, Joel has achieved great success in coaching volleyball. Both his boys and girls teams have won past NSWCHS knockout titles, and he has coached many Rooty Hill High School teams to win medals at the Australian Volleyball Schools Cup. He has also coached both the Sydney West girls and Sydney West boys teams to NSWCHS state titles and was assistant coach for the Boys NSW All Schools team who competed at the School Sport Australia Championships. After having a few years off from coaching volleyball to spend time raising his young family, Mr Treharne is looking forward to jumping back in the saddle and adding his experience and expertise to VSAP.

Uitime Levi is a PDHPE/HSIE teacher at Rooty Hill High School. He is also the Mount Druitt Zone rugby League coach and the rugby league and volleyball convener at Rooty Hill High School. Uitime has a passion for empowering young adults through expert knowledge of volleyball and authentic training experiences. Uitime has worked closely under the experienced Head coach of Joel Treharne as an assistant coach for 2 years and has taken over as Head coach of volleyball for 3 years and continuing. He has been able to increase the number of students playing competitive volleyball from around 60 to over 120 students. Uitime has achieved success in both the males and females' competitions including the 1-day series tournaments, NSW Schools championships and the Australian Volleyball Schools Cup. Uitime is dedicated to ensuring a safe, supportive and winning culture in volleyball at Rooty Hill High School.

Uitime Levi is proud to continue the success that Joel had built since 2004 and maintaining a diverse, inclusive, and resilient volleyball culture at Rooty Hill High School. Uitime and Joel aim to support students in their pursuit of excellence with a volleyball skills acquisition program (VSAP) focusing on improving knowledge and skills to become world-class volleyball player.

What is the course all about?

The Volleyball Skill Acquisition Program (VSAP) will provide athletes with the opportunity to enhance their skill level in the sport of volleyball. Volleyball is a sport that is growing in popularity across NSW. The VSAP aims to be at the forefront of developing volleyball players that live in and represent Western Sydney. This will not only ensure future success for the Rooty Hill High School volleyball program but will also allow individual athletes to strive for higher representative honours if they so desire.

The VSAP will allow athletes to develop many skills specific to the sport of volleyball such as spiking, blocking, passing, setting, and serving. Additionally, participants will also learn how to work in a team environment using both offensive and defensive strategy.

In developing the above-mentioned skills and strategy, VSAP athletes will be provided opportunities to play volleyball in a competitive environment.

Objectives

Participants involved in the VSAP will:

- Refine, apply, and transfer movement skills from other sports to a volleyball context.
- Transfer and adapt solutions to complex volleyball movement patterns.
- Apply and refine interpersonal skills to assist themselves and others to interact respectfully and promote teamwork in a volleyball context.
- Demonstrate how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

VSAP athletes will be expected to uphold all of Rooty Hill High School's PERSIST Values. Although the PERSIST value of Excellence will be promoted within our program, Respect and Responsibility will be at the forefront of all elements of the program. All athletes must respect the sport of volleyball, their fellow peers, coaching staff, and the program itself. Conversely, athletes will also have the right to be respected and train and perform in a safe and supportive environment. All athletes will need to take responsibility for their actions and understand that any lack of responsibility displayed on their part will be detrimental to the VSAP.

What will each lesson look like?

A basic guideline for each lesson may include but is not restricted to the following format.

- Introduction
- Cardiovascular warm-up
- Dynamic Stretches
- Fitness (Volleyball Specific)
- Skill Development
- Modified Gameplay
- Cool Down
- Debrief/Reflection

The VSAP will also include opportunities for athletes to perform in simulated and real competitive environments such as scrimmages and competitions.

Why will the program be beneficial for my child?

Rooty Hill High School has already achieved great success in the sport of volleyball. Many current and former students have represented at regional, state, and national levels. The students that have achieved this success have developed a long-life love of the sport and many continue to play volleyball to this day. They have acquired many skills that assist with their daily lives such as teamwork and leadership and have forged many strong friendships. All successful VSAP athletes will be afforded the very same opportunities to achieve this same level of success.

Selection process

All applicants will complete an expression of interest form online or a hard copy (at the end of this booklet) to be handed in directly to Rooty Hill High School. Applicants will then be contacted about a trial.

All athletes interested in becoming part of the VSAP will be required to undergo a selection process that includes a trial. This process will assess potential VSAP athletes in a range of context that include but are not limited to:

- Skill level (volleyball specific and non-specific)
- Movement ability (quickness and explosiveness)
- Game sense ability (volleyball specific and non-specific)
- Teamwork and Leadership

No Volleyball experience is required. It is, however, recommend that applicants have had experience playing in competitive sporting environments.

To participate in the trial, applicants must complete a Google form. Once the Google form is completed, applicants will receive information about the trial including date, time, and location.

Applicants who attend the trial will be expected to be in the sports uniform of their respective schools. Applicants must wear appropriate footwear for volleyball and bring a drink bottle. A basic selection criterion is listed above.

DESIGNING WITH COMPUTERS

(coding, robotics, laser cutting)

Meet the teacher

Ms Linda Graham

Head Teacher TAS (Technology teacher)

I have been teaching computing subjects for 18 years. As a computing teacher I aim to engage students in fun learning experiences that provide exposure to skills and knowledge required in the industry. Prior to teaching I worked in community education focusing on video and multimedia production. This allows me to understand industry systems and processes and I use this knowledge as a basis for all teaching and learning opportunities.

I have mentored the school robotics team to success at the NSW Robocup Junior Soccer competition, with the school placing in the top half of the competition each year. Of particular note, our school achieved 3rd place in 2013 and 1st place in 2020.

What is the course all about?

Digital technologies are crucial to everyday life and play an important role in the way we learn and communicate. This indispensable technology influences the way we interact with others, the way we undertake our work and even the way in which we entertain ourselves. Digital and information technologies are ever changing and future generations need to be able to create digital and information systems and not just be consumers of these systems. Working in the digital and information technology sector is a high growth area and provides numerous opportunities for those choosing to pursue a career using these technologies.

Students participating in this program will have the opportunity to engage in a range of digital technologies for design purposes with a different unit offered each term. These include:

- ***Laser cutting*** - students will use industry standard software and hardware to plan and produce acrylic designs. By learning to use Adobe Illustrator, students will be able to output design ideas to the school's Trotec laser cutter and produce small sized designs limited only by imagination.

- ***Lego robot programming*** – students will learn to program EV3 Lego robots to perform a range of challenges which may include navigating a maze and playing soccer. Future options may be available to challenge other schools to after school competitions.
- ***Game development using Unity*** – students will build simple 3d environments and learn to write simple scripts using C# to interact with beginner level Unity games.
- ***Coding physical products to interact with computers using Arduino programming tools*** – Students will use Arduino electronic microprocessor boards to interact with, and respond to, real world data. Examples of projects can include: light sensor alarms and remote controlled LED lighting systems.

Objectives

Skills students will learn:

- Use hardware and software suitable the planned task
- Design, produce and evaluate project ideas
- Use problem solving skills to solve problems
- Collaborate cooperatively with fellow students

Students will learn to appreciate that:

- *Participation* – students learn best when actively engaged in all learning activities
- *Excellence* – students who try their best at all times will be able to demonstrate skills progress
- *Respect and responsibility* – treating everyone with respect will result in a positive learning environment
- *Success* – resilient students who seek solutions to challenging problems can achieve success
- *Innovation* – students who are critical and thoughtful when planning ideas can seek innovative solutions
- *Safety* – acting with care and consideration for the well-being of everyone in the classroom results in a safe learning environment
- *Teamwork* – students who share ideas can work together to increase learning

Capabilities students will develop:

- *Critical and creative thinking* by learning to think critically when planning and completing projects
- *ICT* by developing and improving the ability to use hardware and software
- *Personal and social capabilities* by developing resilience when practising new skills

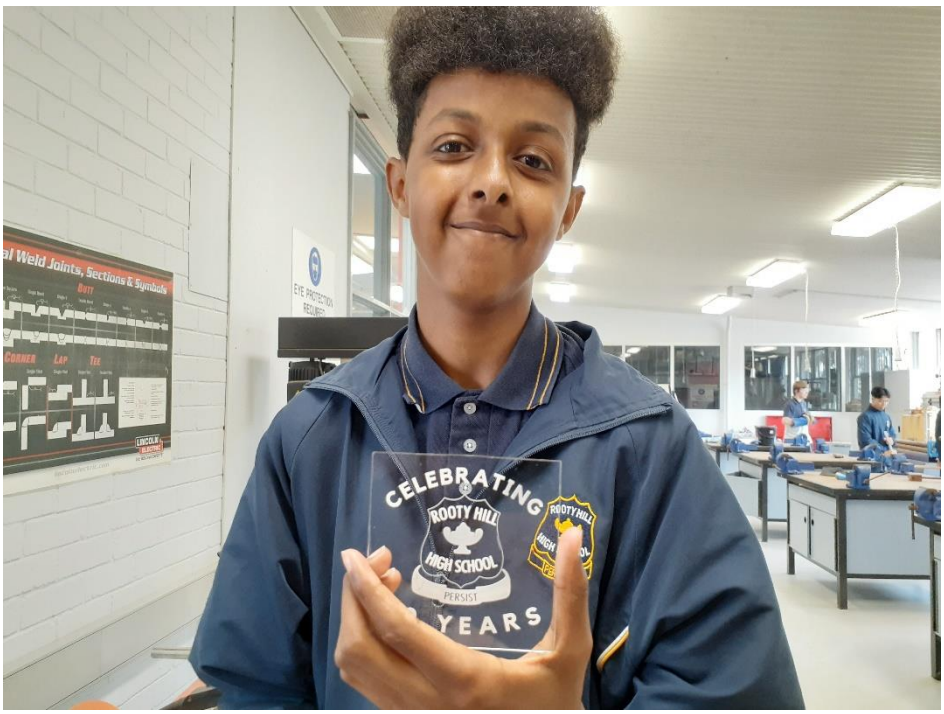
What will each lesson look like?

Most lessons will follow a similar format. Approximate timing of tasks:

- Collect equipment or locate saved work
- Teacher led tutorial
- BREAK
- Independent demonstration of skills
- Review of learning
- Pack up equipment

Why will the program be beneficial for my child?

This course allows students to become confident creators of higher level digital and coding based systems. Students will benefit from participating in collaborative projects and learn to be more critical thinkers by planning, designing, implementing, and evaluating project work.



VISUAL ARTS AND DESIGN

Meet the teacher

Ms Tracy Gatt – *Bachelor of Art History of Criticism UWS - Bachelor of Fine Arts UNSW- Bachelor of Teaching (Secondary) UWS*

Ms Angie Reyes - *Bachelor of Visual Arts USYD - Master of Teaching (secondary) (UWS)*

Mrs Peta Zeibots - *Bachelor of Fine Arts UWS - Bachelor of Teaching (Secondary) UWS*

The Rooty Hill High School Creative Arts team have been working together for a minimum of 20 years and all teachers have experience in working across all years within the learning areas of Visual Arts, Ceramics, Photography & Digital Media and Visual Design. We have a love for the arts and we are passionate about sharing our knowledge of art forms, materials and techniques with students while facilitating a thirst for observation, reflection, exploration and development.

In the process of facilitating student growth in the creative arts, we have fostered partnerships with both artists and arts organisations to encourage student understanding of the art world including The Museum of Contemporary Art, The Art Gallery of NSW and Blacktown Art Centre. We have also worked with our Learning Neighbourhood Primary feeder schools over many years in support of showcasing the talents of students within the community.

What is the course all about?

The Visual Arts and Design course aims to provide students with a deeper understanding and knowledge of Art and Design as an opportunity for self-expression and exploration of the world as a source of ideas. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and be active learners who can take responsibility for their own learning in school and post-school settings. Each term the students will be working towards completing a Visual Art or Design work, where they will be working towards achieving learning outcomes which will develop their skills in researching and organising information, communicating ideas, planning and organising and working with others.

The Visual Arts and Design course will provide the students involved with a range of experiences where they will focus on art making and appreciation and develop new skills across a range of modes such as Drawing, Painting, Printmaking, Sculpture, Ceramics Photography and Digital Media In the Visual Art and Design course students will be provided with the opportunity to experience Art and Design with a focus on either making projects in a range of forms, appreciating art, understanding subject matter, learning about influential artists to the project, analysing and interpreting artworks, understanding how the audiences or the world interpret art differently and how they are able to take on the role of the audience.



Objectives

Students will develop knowledge, understanding and skills about visual arts through:

- using a range of strategies to explore different artmaking conventions and procedures to make artworks
- recognising and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- investigating ways to develop meaning in their artworks
- selecting different materials and techniques to make artworks

What will each lesson look like?

Art making on projects

Drink/Snack Break

Art marking

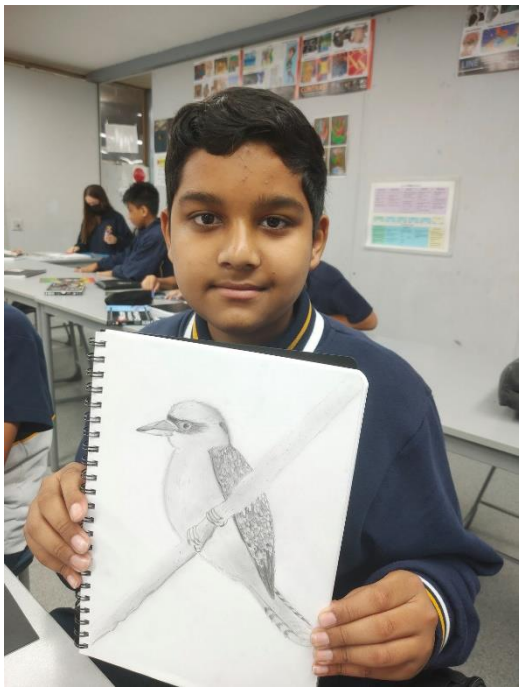
Why will the program be beneficial for my child?

This program offers an opportunity for participating students to develop and build on their skills in;

- Art appreciation
- Problem solving skills
- Developing critical thinking skills
- Developing artmaking and design skills
- Using the world to source inspiration
- Working independently and in collaborative environments

Your child will be encouraged to critically reflect on their artmaking through active communication with both their peers and art teachers.

Your child will also benefit from learning how to build on their preliminary ideas by using their art diary as a tool to document and record process work which will encourage refinement and a completed artwork that reflects their intentions.



Selection process

Students will be selected for the program through a written expression of interest along with a short video which displays their recent artworks and shows the student discussing these.

Students who show expression of interest will be required to;

- Submit two or more artworks created within the last 12 months. The art works can be made from any medium e.g.: drawing, sculpture, printmaking, ceramics, digital works, film, documented works and/or design objects.
- Submit a 2-4 minute video showcasing your artwork.
- In the video, discuss the materials and process involved in creating your artwork. You can include evidence of the progress of your artwork into the video submission.
- In the video, tell us the name of your favourite artist and what you like about their work.

Students will be selected based on the following criteria:

- Level of artmaking skill
- Demonstrates an ability to reflect on their artmaking
- Demonstrates an awareness of artmaking processes
- Articulates aspects of art appreciation

DANCE

Meet the teacher

Ms Aili Sun

Bachelor of Arts (languages) / Bachelor of Teaching (Primary) / Master of Teaching (Secondary) Postgraduate of University of Western Sydney.

Pilates Diploma Certificate

Ms Sun started dance since she was 5 years old and has performed on many culture events around Sydney and have been involved in many culture dance productions in theatres as a performer, artistic director as well as a choreographer. Ms Sun is currently teaching adults culture dance on the weekends. She has always been passionate about dance / performance and choreograph.

Ms Sun's dance recent bio

2008 – Current: Sydney Chinese Dance Group (Dance Instructor/ Artistic director/ Choreographer)

2018 Rhythm of the Dance: The concourse theatre Chatswood (Lead dancer/ Choreographer)

2017 – 2018 New Year performance: Burwood RSL and Canterbury Leagues Club (Lead Dancer/ Choreographer)

2017 Concert for Celebration of China, Australia 45 years of Diplomatic Relations at Town Hall Theatre (Dance performer/Choreographer)

What is the course all about?

The study of dance as an artform is the philosophical base of the Dance Years 7-10 and HSC Dance Syllabus. 'Dance as an artform' determines the content and teaching approaches that are used in the teaching of dance as art in education and underpins the students' artistic, aesthetic and cultural education through dance. Dance provides students with a unique medium for learning and addresses a range of different learning styles. Dance also provides students the opportunity to express their feelings, moods and ideas symbolically through movement.

The Dance course aims to provide students with a deeper understanding and knowledge of dance as an artform. It will provide students with a personal expression and enjoyment through dance, learning about oneself, other people and the world and confirming cultural identity. Students will learn to value dance as a form of cultural expression related to cultural understanding, tradition, location, gender and through social and technological issues.

The course will develop student's knowledge, understanding and experience of dance as an artform through equal emphasis on the process of experience and end products. Students will learn both

movement principles and stylised techniques, through problem solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance. The integration of the practices of performance, composition and appreciation is a key feature of the dance course, and the elements of dance are the components that link the study of the practices.

Students will learn the three elements of dance, being space, time and dynamics and will learn how to use these elements to increase their dance technique, performance quality and dance knowledge. Safe dance practice is embedded through the practices to ensure that students are able to maintain safe, healthy and rewarding lives.

Objectives

Students will develop knowledge, understanding and skills about dance as an artform through:

- **Dance Performance** as a means of developing dance technique and performance quality to communicate ideas. Students learn about the technical and performance elements of dance.

- **Dance Composition** as a means of creating and structuring movement to express and communicate ideas. Students learn how to create a dance with a theme or idea.

- **Dance Appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural, or historical context. Students learn to evaluate and discuss a dance work.

Students will also develop values and attitudes in dance such as:

- **Teamwork**: The experiences 'learn through dance' that nurture life skills extending beyond 'learning to dance'. Learning in teams to create and sustain a project including skills learned through organisation, performance, and people management.

- **Diversity**: Difference and diversity dance provides for a student's artistic, aesthetic and cultural education. Dance is an instrument for the expression of feelings and ideas. By viewing and evaluating each other's dances and dance works that are valued as intrinsic to the artform, students learn to value their own experiences in and through dance and those of others, assisting in the understanding and acceptance of personal, social and cultural difference.

- **Critical and Creative Thinking**: In dance, the body is the instrument for nonverbal communication, and the competency of communicating ideas and information is expressed regularly in learning activities. Students develop skills in communication where they express ideas, feelings, emotions and moods through dance movement. They learn to construct dance movement to communicate clearly the intent of their compositions, to interpret choreographed dances, and to make discriminating judgements about dance.

What will each lesson look like?

What will each lesson look like?

Warm Up

Technique

Drink/Snack Break

Composition /Creativity /Choreography

Appreciation / Watching a dance work and discussions / reflection/ Cool down stretch

Why will the program be beneficial for my child?

This program offers the opportunity for students to develop their individual skills in understanding and appreciating dance.

Your child will develop skills in:

- Dance appreciation
- Elements of dance moment: dancing body, dance space, time and dynamics
- Problem solving skills
- Developing critical thinking skills
- Enhancing communication skills
- Working collaboratively

Dance provides opportunities for students to gain understanding of people, culture and society. In appreciation, students study and analyse dance. They observe and describe performances, compositions and dance works of art (professional choreography intended to be performed for an audience) through the elements of dance, reinforcing the students' understanding of their own dance performance and composition.

In describing dance, students learn to deconstruct various components of a dance that contribute to the communication of ideas, including the body, and the spatial, temporal, dynamic and relationship features of a dance. Students analyse dance works of art within a social, cultural or historical context as a reflection of the society from which it has emerged. Students communicate their personal responses to dance effectively using appropriate dance terminology in oral, written and physical forms.

Selection process and audition

Students will be selected for the program through an expression of interest and an audition.

Students who show expression of interest in this program will need to complete the short statement on the registration form which should include information about their academic effort outlined below.

Academic criteria

- Demonstrates a high work ethic in their academic studies
- Demonstrates exemplary behaviour and self-discipline in Appreciation class and during rehearsals and performances

Students will also be selected based on a practical audition. Students who audition will be selected on the following criteria:

Practical criteria

- Level of performance quality
- Level of dance technique
- Movement style
- Ability to work as part of a team
- Understanding of their bodies and how they move in space
- Composition
- Creativity

FAQs about the audition	
Who is able to Audition?	Any student in years 4-7 in 2022 from the Rooty Hill Education Community, with a passion to learn dance.
How to Audition?	Students will need to submit a signed permission note to your school office which will be collected. The students will be contacted by the teacher with an audition time that must attend to be considered for the course.
What is required?	Students will be required to participate in the full 1.5 hrs class for the audition. Each student is required to perform a dance piece no longer than 2mins (style of own choice) to show case their skills and abilities, please do not wear costumes as the teacher needs to be able to assess students' movements. A Yoga mat will be required during stretch and mat technique sessions.
What does my child wear?	Students are required to wear any clothing they are most comfortable in to be able to move around in (please also bring a bottle of water, extra change of clothes if needed).
How do I find out if my child was successful?	Students will be notified in writing one week after the audition whether they were successful or not for the program.
Where will the Audition take place?	The audition will take place at Rooty Hill High School.
Are parents able to watch the application process?	The application process is a closed audition and as such parents will not be permitted to watch the audition. There will be teacher supervision during the audition.

SUSTAINABLE FUTURES

Meet the teacher

Mr David Proctor

Mr Proctor is the Teacher Librarian at Rooty Hill High School and has worked in schools in metropolitan Sydney as well as rural and remote areas as far away as Broken Hill. He has extensive experience in fieldwork and making learning hands on, and recently presented at the Australian Geography Teachers Association conference in Hobart about making theory concepts more tangible through hands on learning.

Mr Proctor has also worked as a fieldwork facilitator and delivered physical and human geography, history, and environmental studies fieldwork to thousands of students through the Observatory Hill Environmental Education Centre. He also has been a counsellor of the NSW Geography Teachers Association and presenting his knowledge of best practice as a teacher at both state based and national settings to improve the teaching of other educators.

What is the course all about?

The study of sustainability is an ongoing process of managing to live with and use the resources at our disposal, while ensuring those resources and the environment in which we live are present for future generations to also use. This makes sustainability a key goal for our future and well worth studying.

There are three broad domains that we often look at with sustainability:

- **Environmental sustainability** – where you could investigate the physical resources and processes that maintain life on Earth (human or otherwise) and how these are at threat and could be maintained.

- **Social sustainability** – where you could investigate people and how to maintain social relationships on local, national, and global scales. This could look at a variety of issues that focus on individuals or larger groups in areas such as health and wellbeing, population, migration, and politics.

- **Economic sustainability** – where we you could look at the ability of people, businesses, and governments to maintain growth when it comes to the economy and people's ability to earn an income. This can (like all the domains) have an impact on the other domains.

In this program you will look at a diverse range of case studies that illustrate issues with sustainability, focus on one key domain of sustainability, or ask you to combine knowledge and understanding across the domains. The case studies you come across may be fictional or real world. It is expected that you may be asked to solve problems through research and design or apply theory to an issue observed on fieldwork in the local area.


Objectives

Students will develop knowledge, understanding and skills about sustainability through:

- **Investigating the physical and human environment**
  This will be through site studies both in person and remotely to investigate processes, change and interconnections between people, places, and environments. In doing this, students will develop skills in questioning, gathering data, and combining research to formulate their own understanding.
- **Researching and presenting concepts and solutions to issues**
  Students will use sustainability and other criteria to determine the best ways to manage issues that are encountered. Students will work collaboratively in teams, using imaginative and informative methods.
- **Working with real world stakeholders such as industry, community, and the environment**
  Students will learn to understand and build solutions that accommodate a range of perspectives dealing with sustainability issues. Students will use persuasive communication to propose alternative ideas and engage others in their thinking.

What will each lesson look like?

Each lesson may be different based on the current components being studied. Students may also be given the opportunity to participate in short fieldtrips to visit case studies in the local area.

In general students can expect to learn or discuss a new concept and then participate in activities that work towards a solution to problems which are posed related to the concept. This may be in the form of mini projects, design ideas, or collaborative games. A break time will be included during the session each week.

What will I be studying in this program?

There are a variety of areas that this program could focus on under the sustainability banner. Some examples of case studies are listed below:

- Local environmental issues or significant issues such as protection of endangered species
- Flooding – how to make safe communities
- Urban design – How can cities be designed for safety?
- How will the new airport change the face of Western Sydney?
- Advising a business on being more eco-friendly/sustainable.
- How can we improve the local landscape?

There are countless case studies, and these may change due to new partnerships with local government agencies, businesses, and universities.

Why will the program be beneficial for my child?

Experiences

Students will be exposed to new experiences and new ways of thinking about local and global issues through hands on and theoretical case studies. At times students will be out I the real world on mini fieldtrips and excursions to see firsthand what sustainability issues surround us and make plans to solve these problems. Local site studies will feature where possible.

Skills

Students will develop skills in critical and creative thinking, using methods of testing and reflection, and build skills in teamwork while completing practical real-world tasks. Students who participate will be pushed to engage in activities where they probe their own ideas and work as well as the work of others in a constructive environment and build their resilience to having their ideas challenged.

Social

Students will work primarily with others and gain peer to peer relationships which foster their social development. Teamwork, communication, and responsibility are key social skills that will be developed as students become learners and leaders in a socially inclusive setting. Students will be empowered to share in group settings but also lead.

Academic

Students will be supported to strengthen their academic skills in research, communication, writing, and presentation. Where possible there will be opportunities to showcase student work with the wider school communities and industry experts who may be involved in mentoring and providing feedback to projects.

Rooty Hill High School

GIFTED GATEWAY PROGRAM 2023

Application form – Please fill out and submit to the Rooty Hill High School Office by 14/12/22 – late applications may still be considered.

Student Name: _____ **School Year (in 2022):** _____

Address: _____

School (in 2022): _____

Parent/career name: _____

Home/Mobile Phone: _____

Work Phone: _____

Email address: _____

Emergency contact name and number: _____

Medical Conditions and Medication: _____

Do you give Permission to Publish? ○ **Yes** ○ **No**

Which club are you applying for?
(Please preference with numbers: 1 for first preference, 2 for second preference etc.)

Exciting Writing		**Forensic Science**	
Volleyball Skill Acquisition Program		**Designing with Computers**	
Mathematics Enrichment		**Visual Arts and Design**	
Gaming and Esports		**Dance**	
Sustainable Futures			

Please outline why you wish to be involved in a short statement on the following page to support your application.

Student signature: _____ **Date:** _____

Parent/Carer signature: _____ **Date:** _____

Please outline why you wish to be involved in a short statement.

Each application will also be supported by a written statement which should include the following:

- Demonstrates a high work ethic in their academic studies
- Demonstrates ability to work with others
- Demonstrates exemplary behaviour and self-discipline
- High level of school attendance

If the programs you have chosen asked for extra information such as samples of work, a video or other evidence, please attach and send in with this form.

You may need to attach a USB or link to a video online.

NSW GOVERNMENT Education

Rooty Hill High School

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Medical Conditions and Medication: _____

Do you give Permission to Publish? ○ **Yes** ○ **No**

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