

Public Schools NSW



Hunter Sports High School

Big Picture Academy - Application Form

EXPRESSION OF INTEREST

| Studentdetails | | | Parent/Care |
|---------------------------------------------------------|-------------|--------------|--------------------|
| First name | Middle name | | Parent/Care |
| Last name | | | |
| | | | Last name |
| Male Female Date of birth | | CurrentGrade | Relationship to st |
| Name of current school | | | |
| | | | Contact details |
| List other schools if you lischools in the last three y | | different | Mobile number |
| Year School nam | е | | Home number |
| | | | |
| Year School name | Э | | Parent/Care |
| | | | First name |
| Residential address | | | |
| Street address | | | Last name |
| Suburb | | Postcode | Relationship to st |
| | | | |
| Postal address (if differer | nt) | | Contact details |
| Street address | | | Mobile number |
| | | | |
| Suburb | | Postcode | Home number |
| | | | |

| Parent/Carer details | |
|-------------------------|-------------|
| Parent/Carer 1 | |
| First name | |
| | |
| Last name | |
| | |
| Relationship to student | |
| | |
| Contact details | |
| Mobile number | |
| | |
| Home number | Work number |
| | |
| Parent/Carer 2 | |
| First name | |
| | |
| Last name | |
| | |
| Relationship to student | |
| | |
| Contact details | |
| Mobile number | |
| The Harrison | |
| Home number | Work number |
| | |

Not

interested

Extremely interested

Tell us about you:

SUBJECT

Tick the box which best describes your interest level in each of your current school subjects (one tick per subject):

A little

interested

Pretty interested

Very interested

| PDHPE | | | | |
|----------------|-----------------|-------------------------------------------------------------------|-------------------|---------|
| TECHNOLOGY | | | | |
| VISUAL ARTS | | | | |
| MUSIC | | | | |
| STEM | | | | |
| ENGLISH | | | | |
| MATHS | | | | |
| SCIENCE | | | | |
| HISTORY | | | | |
| GEOGRAPHY | | | | |
| What do you li | ke about HSHS a | n environment for your nd how it works? Is the would like to see? | would like to cha | nge? Is |
| | | | | |

| Tell us about you [continued] |
|------------------------------------------------------|
| What are your strengths at school? |
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| What are your strengths outside of school? |
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| What are your weaknesses at school? |
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| What would you like to do more of outside of school? |
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HSHSBigPictureAcademy-ApplicationForm

| Tell us about you [continued] | Tick the box for | the response that suits you best. |
|----------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------|
| What do you find most distracting w □People walking past □Loud noi □Other: (please list) | | ur work? chair ☐ Information you are not interested in |
| Of these three (3) subjects, which wo | uld you most prefer? ☐Music | □Sport |
| What do you do to relax? □Read □Listen to | □Exercise or Play | Other: |
| You find reading a book/manga/con ☐Takes too long – get fidgety ☐Other: | nics: □ Best thing ever | ☐Pretty boring, would rather be outside |
| I prefer lessons where: ☐ We talk about and discuss things ☐ Other: | ☐We do something or at l | east move ☐I choose what to learn |
| When I learn a new skill I prefer to: ☐ Just get on with it ☐ Have someor | ne explain it to □Watch | someone else as they ☐Google/YouTube it |
| When I have a tough decision to ma ☐Listen to advice from friends ☐Other: | ake, I: Make a list of the pros and | cons Go for a walk to clear my head |
| When I am learning a new skill I prefer Watch what the teacher is doing Other: | to: □Talk to the teacher abou | t how to do it |
| When I concentrate I most often: Focus on words or pictures in front Fidget with a pen or pencil | of me ☐Discuss the pro☐Other: | oblem and possible solutions in my |
| If I am explaining something to sor Show them what I mean Encourage them to try and talk the | ☐ Explain to the | n in different ways until they understand do it □Other: |

| Tell us about you [con | itinued] Where do you see yours | self? |
|--------------------------------|---------------------------------|------------|
| in 12 months? | | |
| | | |
| | | |
| | | |
| in 5 years? | | |
| | | |
| | | |
| | | |
| as an adult? | | |
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| | | |
| List three (3) careers you ar | ra interested in: | |
| List tillee (3) careers you ar | | |
| 1 | | |
| 2 | | |
| 3 | | |
| | | |
| What post-school pathway a | are you considering? | |
| | | _ |
| □TAFE — | UNIVERSITY | EMPLOYMENT |
| OTHER: | | |

Student writing

| Please explain (in approx. 200-300 words) why you want to join the HSHS Big Picture Academy. |
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HSHS Big Picture Academy - Application Form

| Parent/Carer Writing | | |
|------------------------------|--------------------------------------------|---------------------------------------|
| Please explain why you want | (Student name) | to join the HSHS Big Picture Academy. |
| Consider your child's intere | ests and talents, strengths and areas for | improvement. |
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| How will you support your | child? | |
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| | | |
| Parent/Carer Signature: | | Date: |
| | | |
| Additional information | n | |
| Please forward the followin | g documents with your Application Form: | |
| 1/ Copies of your two (2) mo | est recent school reports. | |
| | nentation relevant to your learning needs. | |
| 3/ Any other documents that | you feel might support your Application. | |

The Big Picture Academy is a user pay program, as a result each participant must contribute. Fees must be paid in full to ensure student placement in the Academy

4/ School Assessment Form

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SCHOOL ASSESSMENT FORM

| Note: This page must be filled in and stam | nped by your curren | t school and returned to | you to include in | your application |
|--------------------------------------------|---------------------|--------------------------|-------------------|------------------|
| | | | | |

| STUDENT'S NAME | | | | <u></u> | Т: | |
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| URRENT SCHOO | L: | | | PHON | IE: | |
| EACHER'S RECO | MMENDATION | (comment on a | attendance, attitu | ide, behaviou | r and effort) | |
| | | | | | | |
| ircle the appropri | ate descriptio | n for the stude | nt. | | | |
| ATTENDANCE | Less than 15 per year | days absent | Between 15 a absent per ye | • | Greater than 3 per year | 0 days absent |
| BEHAVIOUR | Always well-b | pehaved | Usually well-k | | Rarely well-be | haved |
| PUNCTUALITY | Always on tim | | Usually on tin | | Regularly late | |
| ATTITUDE | Always coope | erative | Usually coop | erative | Rarely coopera | ative |
| UNIFORM | Always wears | | Usually wears | | Rarely wears u | |
| NAPLAN | Reading | Writing | Spelling | Gramma | ar/Punctuation | Numeracy |
| Results in bands | rtouding | - Tritting | opog | O Cumin | ain anotaation | rtumoracy |
| CHOOL ACHIEVE | MENTS (whicl | | the student's in | volvement a | nd participation | n in |
| CHOOL ACHIEVE ducational, culture | MENTS (which al and social a | h demonstrate activities at the dent to achieve | the student's in school) | | | |
| CHOOL ACHIEVE ducational, cultured order for us to as will require if any of the student | MENTS (which al and social a ssist your stud f the following | h demonstrate activities at the dent to achieve g apply: | the student's in school) | | | |
| CHOOL ACHIEVE ducational, cultured at the culture of the culture o | MENTS (which al and social a ssist your stud f the following needed suppor | h demonstrate activities at the dent to achieve g apply: | the student's in school) a academic outonumeracy? | omes we ne | ed to be aware | of the resources |
| cHOOL ACHIEVE ducational, cultured or order for us to a will require if any o | MENTS (which al and social a ssist your stud f the following needed support | h demonstrate activities at the dent to achieve apply: t for literacy or red with any phys | the student's in school) e academic outonumeracy? ical or sensory d | omes we ned | ed to be aware | of the resources |
| cHOOL ACHIEVE ducational, cultured order for us to as will require if any of the student has the student | MENTS (which all and social a ssist your stude of the following the second support the diagnoses the second support support the second support the second support support support suppor | h demonstrate activities at the dent to achieve g apply: It for literacy or rid with any physiment, speech in | the student's in school) a academic outonumeracy? ical or sensory dempairment or vis | omes we ned | ed to be aware | of the resources YES/NO |
| n order for us to as will require if any of the student Has the student learning, such as | MENTS (which all and social a ssist your study of the following needed support been diagnosed the shearing impails been diagnosed the shearing impails been diagnosed. | dent to achieved apply: It for literacy or red with any physement, speech individuals and with a condition | the student's in school) academic outoniumeracy? ical or sensory dempairment or vision, such as ADH | isability that colon impairmer | ed to be aware of the sould effect their nt? | of the resources YES/NO |
| chool Achieve ducational, cultured order for us to as will require if any of the student has the student learning, such as the student has the student learning, such as the student | MENTS (which all and social a ssist your study fithe following needed support been diagnosed hearing impair been diagnosed in Disorder, anxional and social second | dent to achieve apply: It for literacy or red with any physes rment, speech indicately, depression | the student's in school) a academic outonumeracy? ical or sensory dempairment or vison, such as ADHill or similar? (Plea | isability that continuous impairments. ODD, ase specify be | ed to be aware of the sould effect their nt? | of the resources YES/NO YES/NO |
| n order for us to as vill require if any of the student learning, such as Has the student Autism Spectrum | MENTS (which all and social a ssist your study for the following the meeded support the been diagnosed to be a diagnosed to bisorder, anxional assistance | dent to achieve a activities at the dent to achieve a apply: It for literacy or red with any physoment, speech indicated with a condition in the suppose from the suppose from the suppose and the suppose activities. | the student's in school) e academic outcommeracy? ical or sensory dempairment or vision, such as ADHI or similar? (Pleasort teacher for believed) | isability that continuous impairments. ODD, ase specify be | ed to be aware of the sould effect their nt? | of the resources YES/NO YES/NO YES/NO |
| n order for us to as will require if any of the student learning, such as the student Autism Spectrum Has the student | MENTS (which all and social and assistance been suspended | dent to achieve apply: It for literacy or red with any physement, speech in determined with a condition iety, depression a from the supposed or expelled fr | the student's in school) e academic outonical or sensory dempairment or vision, such as ADH or similar? (Pleasort teacher for beloom any school? | isability that continuous impairments. ODD, ase specify be | ed to be aware of the sould effect their nt? | of the resources YES/NO YES/NO YES/NO YES/NO |
| n order for us to as vill require if any of the student learning, such as Has the student Autism Spectrum Has the student Has the student Autism Spectrum Has the student Has the student Has the student Has the student | MENTS (which all and social and social and social and social and social and social and selected support the following the diagnose of Disorder, and the diagnose of the diagnose of Disorder, and the disorder of | dent to achieve apply: It for literacy or red with any physoment, speech indicately, depression a from the supposed or expelled fring an Individual | the student's in school) a academic outonumeracy? ical or sensory dempairment or vison, such as ADH or similar? (Pleasort teacher for beloom any school? I Learning Planividual Learning | isability that coion impairmend, ODD, ase specify be naviour? | ed to be aware about their art? | of the resources YES/NO YES/NO YES/NO YES/NO YES/NO YES/NO |
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