

- LAMBTON HIGH SCHOOL -

YEAR 10, 2024
PARENT INFORMATION
MEETING



RESPECT | EXCELLENCE | INTEGRITY | RESPONSIBILITY



Principal – Mr James Ostermann



Year 12

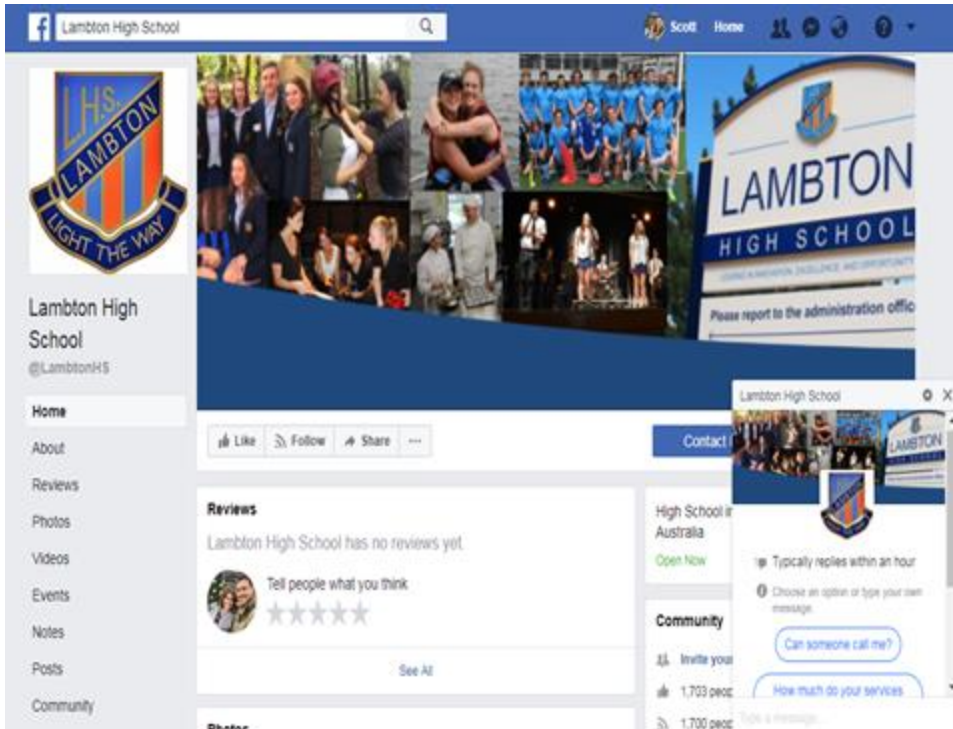
P & C



Meetings are held at **7.00pm** on the **second Tuesday of each month**, during school terms in the Library.

Next meeting is **Tuesday 12th March**

Click on the post to open Sway newsletter **LHS Official Facebook Page**



<https://www.facebook.com/LambtonHS/>

Lambton High School
Posted by Gary Bennett
1 d · 🌐

SWAY.OFFICE.COM
Lambton Short-Takes Term 1 Week 4 2021

Lambton Short-Takes
Term 1 Week 4 2021

From the Principal's Desk

Access right top and bottom click on the open Sway to expand calendar and for export functions



Mr Darren Mitten – Deputy Principal

Communication: Platforms



- **Website:** *assessment and course booklets, technology links*
 - *Uniform Shop: daylight.schoolwear; Renew: lisa.beacher@det.nsw.edu.au*
- **Short Takes:** *LHS Newsletter; featuring several key events and achievement each week*
- **Facebook:** *LHS Official and CAPA ([/LambtonHS](https://www.facebook.com/LambtonHS) ; [/LambtonHighSchoolCAPAFaculty](https://www.facebook.com/LambtonHighSchoolCAPAFaculty))*
- **Sentral:** *timetables, daily student announcements (roll call) – sporting teams, photos etc*
 - *Attendance text messages – both absent and below 90%*
- **Schoolbytes:** *emailed permission notes, sports choices, illness misadventure forms*
- **Canvas:** *all students and parent (observer) access assessment notifications, some course materials, marks, class teacher communication – “notifications on” generates email and app notifications*



BYOD



- Information regarding BYOD device requirements can be found on our school website.
- Mobile phones are not to be used as a BYOD device
- Damage to devices is not the responsibility of the School.
- We encourage you to support our use of BYOD. For those students you do not have access to their own device, the School has laptop banks.
- In addition your child is able to access a one off download of free software provided by the department. You need to check you devices capacity regarding the downloading of some ADOBE software. Instructions on the downloading of this software is on the School MOODLE site.

ACCESSING CANVAS FOR PARENTS

- Parents are strongly encouraged to come to the Navigating CANVAS For Parents Session on March 14th from 6-7pm in the Mini Hall with Dan Wilson. All questions will be answered at this session.

Parent Learning Community Groups

- ❑ Workshops held at the school during Terms 1-4.
- ❑ Parents invited via email, Short-takes and school Facebook page



LAMBTON HIGH SCHOOL

Parent Learning Community Groups 2024

Date	Time / Venue	Focus	Presenters
Term 1 Week 10 Wednesday DATE: 03/04/24	5pm – 6pm LHS Library	Supporting Student Wellbeing	James Ostermann – <i>Principal</i> Darren Mitten – <i>Deputy Principal</i> Nick Willis – <i>Deputy Principal</i> Karen Birrell – <i>HT Wellbeing</i> Olivia Boglev – <i>Student Support Officer</i>
Term 2 Week 3 Wednesday DATE: 15/05/24	5pm – 6pm LHS Library	Study Skills – Years 7 -9	Samantha Wass – <i>HT Teaching and Learning</i> Samantha Tabor – <i>Year 9 YA/HSIE Teacher</i> Madeleine Howe – <i>English Teacher</i>
Term 2 Week 9 Wednesday Date: 26/06/24	5pm – 6pm LHS Library	Reading and Writing Strategies	Samantha Wass – <i>HT Teaching and Learning</i> Madeleine Howe – <i>English Teacher</i>
TBC	5.45 – 7pm	Post School Options and Career Planning - Y12	Jim Keath – <i>HT Secondary Studies</i> Mick McKinley – <i>Careers Advisor</i>
Term 3 Week 9 Wednesday DATE: 18/09/24	5pm-6pm LHS Library	Canvas – <i>navigating the platform</i>	Dan Wilson – <i>HT CAPA</i> Nicola Steiner – <i>HT HSIE</i> Grant Godfrey – <i>Deputy Principal</i> Nick Willis – <i>Deputy Principal</i>
Term 4 Week 8 Wednesday DATE: 4/12/22	5pm – 6.30pm LHS Library	Year 7 e3 Showcase	Samantha Wass – <i>HT Teaching and Learning</i> Year 7 Teaching Team

L'Extra

- Homework club
- Thursday 3.05pm – 4.00pm in the library



School Procedures and Expectations

Core Values

RESPECT

EXCELLENCE

INTEGRITY

RESPONSIBILITY

- Wellbeing Team.** Girls Adviser (Mrs Smith)/Boys Adviser (Mr White), YA (Miss Salter) SSO (Olivia Boglev), HT Wellbeing (Mrs Birrell), LaST team (Mrs Sandland).
- Uniform
- Homework
- Mobile Phones. NSW Government ban. YONDR pouch system in operation at LHS.
- Senior Mentoring
- Assessment

Assessment Blocks

Note: all weeks are approximately scheduled time depending on individual timetables.

YEAR 10 2024 ASSESSMENT BLOCK 1

		PERIOD	Monday 18 th March	Tuesday 19 th March	Wednesday 20 th March	Thursday 21 st March	Friday 22 nd March
WEEK 8A	Task due by 9:30AM					IT-MULTIMEDIA X. SUBMIT via CANVAS	HSC Minimum Standards Testing. READING. TBC. Periods 4 & 5 English. All classes.
	1					MUSIC X. <i>Practical.</i> In class	
	2		SCIENCE. 10 N,B,O,T In Class				
	3		SCIENCE. 10 L,A,M In Class				
	4						
	5						
	6	FOOD TECHNOLOGY X <i>Practical.</i> In Class	FOOD TECHNOLOGY Y. <i>Practical.</i> In class				
		PERIOD	Monday 25 th March	Tuesday 26 th March	Wednesday 27 th March	Thursday 28 th March	Friday 29 th March
WEEK 9B	Task due by 9:30AM		CHILD STUDIES Y. SUBMIT via CANVAS MARINE STUDIES Y. SUBMIT via CANVAS		PASS. X&Y Electives. SUBMIT via CANVAS ENGLISH. All classes SUBMIT via CANVAS	PD/H/PE. All classes. SUBMIT via CANVAS	GOOD FRIDAY
	1		MATHS. 5.1/5.2/5.3 In Class				
	2						
	3						
	4	FOOD TECHNOLOGY X. <i>Practical.</i> In Class					
	5	FOOD TECHNOLOGY Y. <i>Practical.</i> In Class ELECTIVE HISTORY Y. In Class.	CHILD STUDIES Y. <i>Practical</i>				
6		CHILD STUDIES Y <i>Practical</i>					

Year 10 History & Geography are assessed in Week 7B

- HISTORY. 14th March. *In class.* 10 L&M Period 4, 10 O&N Period 5.
- GEOGRAPHY. 14th March. *Submit via CANVAS.* 10 A,B&T.

Senior Foundation Assessment Blocks 2024

Week	Term 1	Term 2	Term 3	Term 4
1		Gymnastics (PDHPE) AOBH		Assessment Block 5
2				
3		Assessment Block 2 Term 2/4 Week 3 Geography and History		English / Science Term 2/4 Week 3 Geography and History
4				
5			Assessment Block 4	
6	Gymnastics (PDHPE) LTMN			
7	Term 1/3 Week 7 Geography and History		Term 1/3 Week 7 Geography and History	
8	Assessment Block 1			
9		Assessment Block 3		
10				
11				

Assessment Schedules. Example

Child Studies				
Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Safe and Sound	Career in Childcare	End of Course Examination
Timing		Term 1, Week 8/9	Term 3, Week 5/6	Term 4, Week 1/2
Assessment Component		SUBMIT	SUBMIT & IN CLASS	EXAMINATION
Knowledge and understanding of course concepts	30%			30%
Skills in critical thinking, research methodology analysing and communication	70%	35%	35%	
Weightings	100%	35%	35%	30%
Outcomes Assessed		CS5-4, CS5-9	CS5-10, CS5-11	CS5-2, CS5-7

Course Fee: \$30

Course Outcomes

- CS5-1 identifies the characteristic of a child at each stage of growth and development
- CS5-2 describes the factors that affect the health and wellbeing of the child
- CS5-3 analyses the evolution of childhood experiences and parenting roles over time
- CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5 evaluates strategies that promote the growth and development of children
- CS5-6 describes a range of parenting practices for optimal growth and development
- CS5-7 discusses the importance of positive relationships on the growth and development of children
- CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of setting and contexts
- CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Assessment Notification Example



LAMBTON HIGH SCHOOL

LIGHT THE WAY

Assessment Task

FACULTY	HSIE
COURSE	Senior Foundation Geography
TASK NUMBER	1
TASK WEIGHT	60%
DUE DATE	Thursday Week 7 - 14/3/2024 - Submitted to CANVAS prior to 9:30AM
CONTACT TEACHER	K Dunkerley

Outcomes Assessed

- analyses the effect of interactions and connections between people, places and environments GE5-3
- assesses management strategies for places and environments for their sustainability GE5-5
- communicates geographical information to a range of audiences using a variety of strategies GE5-8

Task Description

Comparative Geographical Report

Students will be expected to select an environment and write a comparative report, that strictly follows the attached **4-page scaffold** (excluding the bibliography) on the following:

- The location of the environment in two countries (**Australia and another**), where the environment is distributed within both countries, use maps and BOLTS to show this.
- A **description of physical and human features of the environment** e.g. types of flora/fauna, notable human settlements that live in or near the environment, natural resources that come from the environment etc. (Identify 4 features in each country = TOTAL 8)
- How the environment functions (its **biophysical processes**) including a diagram.
- The **cause, extent and consequence** of one human-induced change in the environment.
- The **management** of the human-induced change by looking at:
 - Management strategies used by the government today - 1 strategy per government - meaning 1 for Australia and 1 for the other country. TOTAL = 2 strategies
 - An evaluation of the effectiveness of these strategies in terms of achieving sustainability (strategies for both countries).
 - **Recommend one strategy** that the Australian Government should adopt to achieve environmental sustainability in your chosen environment.
 - A **bibliography** of the resources used to complete the assessment task.

Submission Requirements

- **Electronic Submission:** via CANVAS submission portal below. The task must be submitted by 9.30 a.m. on the due date. The file must be submitted as a **Google Doc**.

Resources and References

- See attached scaffold and checklist for a report writing guide.
- Types of environments can include: **forest, rainforest, desert, grassland, ocean**. (If you wish to do another type of environment please consult your teacher, however you must remember that the environment has to be in both countries, and you **must choose AUSTRALIA** as one of these locations, so therefore you must choose a type of environment that Australia has in its borders).
- For bibliography generators use "Cite this for me" website or "MyBib Generator" Google Chrome extension
- [Report Scaffold](#)
- [Report Checklist](#)
- [Writing a Geography Report - Helpful Tips](#)
- [Support PowerPoint](#)

Marking Guidelines / Rubric

[Marking Rubric](#)

Feedback provided

- Informal feedback provided in class while working on the task (2 in class lessons to work on the assignment).
- One draft can be submitted to your teacher for feedback, however the cut-off date is 1 week prior to the due date.
- Individual feedback provided at the completion of the task.
- Overall cohort feedback will be provided upon completion of the task.

Registration of Receipt

[Click this link to the registration of receipt for this task](#)

LHS assessment tasks can be submitted anytime before 9:30am on the due date.

Assessments submitted late may receive a zero mark, pending Illness & Misadventure approval.

All written tasks are subject to review through TurnItIn.

Illness/Misadventure Process. Completed on-line. Access via CANVAS.

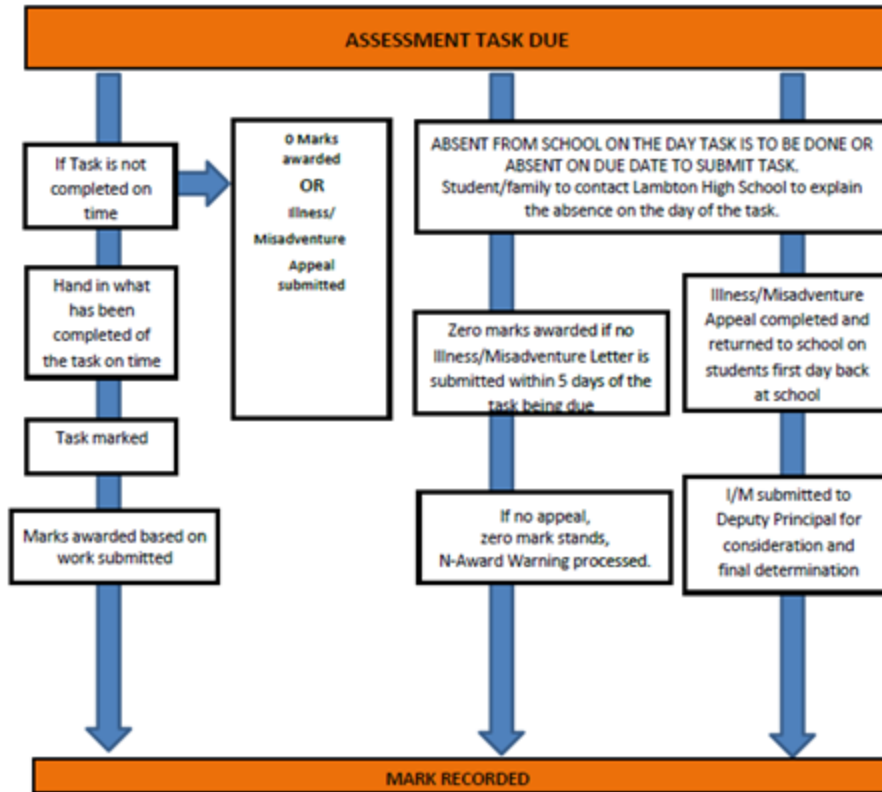


LAMBTON HIGH SCHOOL

Light The Way

Telephone 4952 3577 Fax 4956 2429
Email - lambton-h.school@det.nsw.edu.au
Principal - Mr G. Bennett

ASSESSMENT TASK FLOWCHART



To be completed online

Year 10 Illness / Misadventure Application

Lambton High School



Student Details	
Student Name *	Your name
Student Email Address *	@education.nsw.gov.au
Assessment Task Information	
Faculty of Assessment Task Class *	Select faculty
Date of Assessment Task *	DD/MM/YYYY
Classroom Teacher *	E.G - Mr Mitten
Subject Name *	E.G - English Standard
Task Type *	
Reasoning	
Please provide more information about your illness or misadventure circumstances.	
Please note that these items are not grounds for misadventure:	
<ul style="list-style-type: none"> • Technology failure. • Failure to remember due date. • Workplace commitments 	
Reasoning *	Provide some background on the circumstances here.
Supporting Documentation	Select file ... <input type="button" value="Browse ..."/> Please upload any justification or evidence as required.
Outcome	
What do you expect to happen as a result of submitting this form?	
Outcome *	Outcome

Attendance

- Parents/Guardians must ensure their children attend school every day. The Department of Education requires students to attend school at least 95% of the time. Less than 90% means your child is missing more than one day a fortnight.
- On occasion, your child may need to be absent from school. Justified reasons for student absences may include:
 - being sick
 - having an unavoidable medical appointment
 - being required to attend a recognised religious holiday
 - exceptional or urgent family circumstances e.g. attending a funeral.
- Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence.
- Families are encouraged to travel during school holidays. If travel during school term is necessary, an Application for Extended Leave will need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

Minutes lost = days lost per year

A couple of minutes here and there doesn't seem like much, but...

When your child misses just...

they miss days per year

5 mins
per day

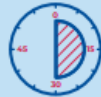


=

3 days

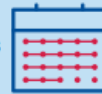


30 mins
per day



=

18 days



Patterns of lateness
can have a serious
impact on your child's
education.

education.nsw.gov.au

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

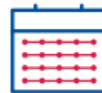
and years over their school life

1 day per fortnight



=

4 weeks



=

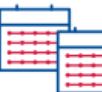
Over **1** year missed

1 day per week



=

8 weeks



=

Over **2.5** years missed

education.nsw.gov.au

Attendance Procedures

To inform the school of your child's absence, please provide the following information to the school:

Your child's name, reason for absence (eg sick, funeral, appointment etc) and the date of their absence.

You can send this information via:

- Text – The first time your child is absent without an explanation, you will receive an SMS by 11AM. Please respond to the text message with the above information and save this number.
- Email lambton-h.school@det.nsw.edu.au
- Parent Portal – in the parent portal you can notify us of absences in advance

All My Own Work Minimum Standards

- All My Own Work (AMOW) and Minimum Standards are two compulsory programs that Year 10 students in NSW must undertake before Year 11
- Minimum Standards will be completed during the Year 10 Assessment Blocks. Students who do not meet the minimum levels will be asked to attempt the test again.
- If you have any questions regarding minimum standards please email:

jim.keath@det.nsw.edu.au



Student Support Officer – Olivia Boglev

Student Support Officer

- Student support officers (SSOs) work in schools to enhance the wellbeing and learning outcomes of students.
- Social Work background
- Member of the Wellbeing Team and works closely with the school counselling service

Aims and Objectives

- Instilling and teaching help seeking behaviors in young people
- Helping students develop social and emotional skills
- Build resilience, coping skills and positive relationships
- Enhancing student learning and wellbeing outcomes

HOW?

- Individual support
- Targeted small group interventions
- Whole school initiatives
- Support with referrals and access to services/resources



Senior Foundation – Mrs Rebekah Radnidge

Overview

- The Course (Why, Subjects, Assessments)
- IBL Timeline (Previous Classes)
- Future Focus Skills – Core and Subject Specific
- Assessment and Reporting
- Panels / Interviews
- E-Portfolio
- Student Information Handbook
- Timeline / Events 2024

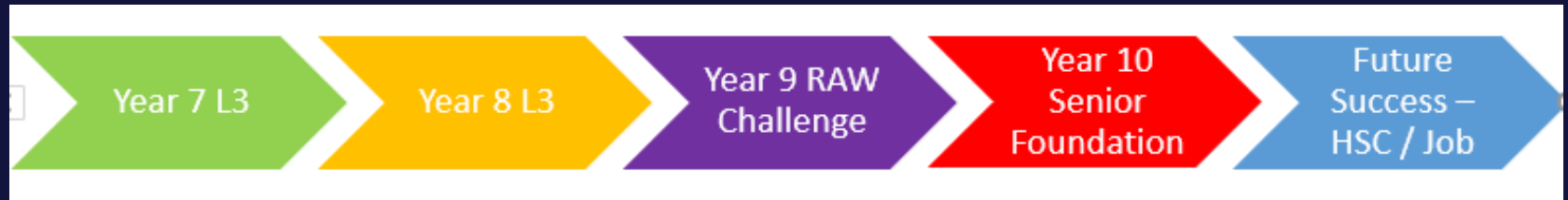
The Course

- HSC Preparation and Beyond LHS (Content / Skills)
- 2 Subjects delivered over 2 semesters. Each student will complete 2 courses – Z Electives.
- Accumulation of IBL Skills (Future Focus Skills) – L3 (Year 7 and 8) / SF (Whole School Approach)
- Future Focus - Core (6) and Subject Specific (2)
- Assessed by Teacher, Self-Assessment (Student Assessment) and Interview Panel
- Year 10 Mentoring will have a focus on creating an E-Portfolio and interview preparation from Term 2, through to term 4.

Senior Foundation Courses:

Course Title	Course Teacher
Medical Science	Debbie Attenborough
Physical Performance and Health	Rebekah Radnidge
Games Application	Sarah Smith/Rebekah Radnidge
Engineering Mechanics	Con Papadopulos
History on Trial/Our Social World	Sam McMellon
MAD for the Arts	Bridie Watt
The Hospitality World 1	Amanda Cossetini
Food and Society	Jane Newbold
Becoming Mathematical Thinkers	Robyn Martindale
Wood Machining	Andrew Bozinovski
The World of Work	Sarah Smith

Inquiry Based Learning Timeline



Future Focus Skills:

Communication

Creative (Innovation)

Critical Thinking (Problem Solver)

Collaboration (Working Together)

Independent Learner

Self - Reflection

Future Focus Skills (Core / Subject)

- 6 Core Future Focus Skills
- 2 Subject Specific – Students can access these in the Student Booklet

Core

1. Communication
2. Creative (Innovation)
3. Critical Thinking (Problem Solver)
4. Collaboration (Working Together)
5. Independent Learner
6. Self Reflection

The image shows a document with two tables. The first table is titled 'Communication' and the second is titled 'Creative, innovative and critical thinker / doer'. Both tables have three columns: 'Description (Skill)', 'Indicators (How I Evidence)', and 'Evidence (Examples)'. The 'Communication' table lists indicators such as 'Communicates effectively using written and/or verbal and/or visual and/or symbolic language' and 'Uses relevant resources to develop practice and/or understandings of work'. The 'Creative, innovative and critical thinker / doer' table lists indicators such as 'Uses creative and critical thinking skills and practices to produce innovative ideas, products and/or processes' and 'Demonstrates the ability to ask critical questions to solve problems'. The document is dated '2016 - 2017' and includes the 'LHS - Lambton Foundation' logo.

Key Competencies and Capabilities

- The future focus skills were selected for two main reasons:
- To close the gap between stage 5 and stage 6 in a manner that would enhance student learning
- To provide a context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and productive functioning in daily life.

7.2 Key Competencies

PDHPE Stage 6 provides a context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and productive functioning in daily life.

The following key competencies are embedded in the *PDHPE Stage 6 Syllabus* to enhance student learning.

Collecting, analysing and organising information: this is developed through the syllabus emphasis on critical thinking and research. Students research a range of information sources, discerning their relevance to particular PDHPE issues. Skills of analysis are applied to explaining the ways the body moves, interpreting a range of data and monitoring the effectiveness of health policies and programs.

Communicating ideas and information: this competency is developed in all aspects of the syllabus. Students develop the capacity to select appropriate means to communicate relevant understandings. This includes the demonstration of understandings and ideas through movement.

Planning and organising activities: this is developed in contexts such as setting goals for improved personal health, strategic planning for safe outdoor recreation, preventive health action, organising training programs and designing health promotion strategies.

Working with others and in teams: there are significant opportunities for students

Stage 6 - Biology

Stage 6 - PDHPE

Introduction

Stage 6 Curriculum

NSW Education Standards Authority (NESA) Stage 6 syllabuses have been developed to provide students with opportunities to further develop skills which will assist in the next stage of their lives.

The purpose of Stage 6 syllabuses is to:

- develop a solid foundation of literacy and numeracy
- provide a curriculum structure which encourages students to complete secondary education at their highest possible level
- foster the intellectual, creative, ethical and social development of students, in particular relating to:
 - application of knowledge, understanding, skills, values and attitudes in the fields of study they choose
 - capacity to manage their own learning and to become flexible, independent thinkers, problem-solvers and decision-makers
 - capacity to work collaboratively with others
 - respect for the cultural diversity of Australian society
 - desire to continue learning in formal or informal settings after school
- provide a flexible structure within which students can meet the challenges of and prepare for:
 - further academic study, vocational training and employment
 - changing workplaces, including an increasingly STEM-focused (Science, Technology, Engineering and Mathematics) workforce
 - full and active participation as global citizens
- provide formal assessment and certification of students' achievements
- promote the development of students' values, identity and self-respect.

Stage 6 – Standard Mathematics

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.








The general capabilities are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 




The NESA syllabuses include other areas identified as important learning for all students:

Stage 6 – Advanced English

The general capabilities are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

The NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 
- Difference and diversity 
- Work and enterprise 

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *English Standard Stage 6 Syllabus* in the following ways.

Assessment and Reporting

- Yearly Report for Senior Foundation
- Based on teacher's formative assessment (Subject Specific Skills) and Interview (Core Future Focus Skills)
- Students to collect evidence for ALL skills
- Students Planning Sheet and Reflection Sheet

Senior Foundation - Students Competence Checklist Name: _____

This sheet is to be used in conjunction with the Competence Gridbook Document

(-) = Competent (N) = Working towards competence

Core Competence	(-)	(N)	Evidence	Statement on why you have achieved / what you will do to improve
Communication				
Creativity				
ICT				
Learning / Enquiry				
Personal Capability				
Technical Capability				

Subject Competence	(-)	(N)	Evidence	Statement on why you have achieved / what you will do to improve
EN				
SC				
MA				

Assessment Schedule and Interview Panel

Procedure 2024

- To increase engagement and application, students will be required to submit their E-Portfolio (Shell Only: Including all relevant pages and titles) via the Canvas - Term 2, Week 10

Interview Panel:

- Panel will consist of a staff member and one other Year 10 student
- Students will receive their interview times early term 4
- Students are to wear full school formal uniform and arrive 15minutes prior to their interview time slot.

Student Information Handbook

- Located on the Senior Foundation Canvas Page:
Year 10 Homepage 2024 -
<https://lambtonhs.instructure.com/courses/2150>

Year 10 Senior Foundations Course



Click on the tiles below to access all the required information for our Year 10 Senior Foundation Course:

- Assessment Notification
- Assessment Notification PowerPoint
- Introduction to the Senior Foundation Course
- Student Senior Foundation Information Handbook
- Semester 1 Check In
- Semester 2 Check In
- Creating a Video Using Studio
- E-Portfolio Samples

Contents:

Assessment Notification
Assessment Notification
PowerPoint
SF Course Information Booklet
Check In Survey's
Preparation Lessons
E-Portfolio – How to create
and samples
Submission Button

Timeline /Events 2024

Term	Key Dates
Term1	Week 7: Introduction Meeting Week 9: In-class Preparation Lesson Week 11: Staff/Student Survey
Term 2	Week 5 and 7: In-Class Preparation Lesson Week 9: Student survey of Semester 1 Course Week 10: E-Portfolio Due (Shell Only)
Term 3	Week 6 and 8: In-Class Preparation
Term 4	Week 4: Final In- class Preparation Week : Interview Prep Week 8: Final E-Portfolio submission and Interview Due Week 10: Student survey of 2024 SF course



Mr Mick McKinley – Careers Adviser

Careers Background...

29 years teaching in Australia and Overseas

19 years teaching Careers Education

Member of Newcastle Hunter Valley Careers Adviser Association

Professional Member of NSW/ACT Careers Adviser Association

Open door policy for students and parents

Readily contactable through email and mobile. Students have my details

Excited to be back here at Lambton High School

Apprenticeships/Traineeships

SBAT program

EVET Coordinator

Scholarships

USI

White Card courses

Speed Careering

Referee/References

Uni Open days

RSA/RCG courses

Employment applications

UAC & University offers

TAFE open days

Volunteering

AQF guidance

TAFE and College transition

TAFE Taster courses

Lambton High School Careers Adviser

Work experience programs

UAC and University applications

Subject selections

Career Expos

ADF/Academy

Tailored careers lessons for students

NESA requirements/Eligibility

Excursions

Guest presenters

STW individual interviews with all students

Cover Letters/Resumes/Interview techniques

Industry Visits

UNI Early Entry and Schools Recommendation Schemes

Undertaking careers interest and analysis of students



**Lambton
High School
Careers**

[IMPORTANT INFORMATION](#) [HSC/ROSA](#) [POST SCHOOL OPTIONS](#) [WORKPLACE LEARNING](#) [FOR PARENTS](#) [FOR STUDENTS](#)

What is the ATAR?
How is it calculated?

Produced by:
The University of Sydney
www.sydney.edu.au

Lambton High School Careers

Our aim is to provide you with all the latest information that will help you make decisions about your future career and your life beyond school.

You can use this site to locate University, TAFE and any other type of course across Australia, get information about the HSC, search for job vacancies and much more. Feel free to drop into the Careers Office if you have any questions.

UAC Course Search

Message Board

Facebook

Main areas of Careers in Yr10 of 2024

- Careers Lessons
- STW Transition Interviews
- Career Pathways
- Work Experience
- Subject Selections for 2025
- EVET applications for 2025
- Careers Expo
- SBAT prospects
- White Card

Any Questions?

- LAMBTON HIGH SCHOOL -