



Lambton High School

A welcoming school leading in excellence, innovation and opportunity

www.lambtonhighschool.com.au T(02)49523977 F(02)49562429 E:lambton-h.school@det.nsw.edu.au

YEAR 7

PARENT INFORMATION MEETING



Principal – Mr Gary Bennett



Deputy Principal – Mrs Michelle Fraser

Introduction to high school

➤ Teachers

- Classroom Teachers
- Year Adviser
- Head Teachers
- Deputy Principal

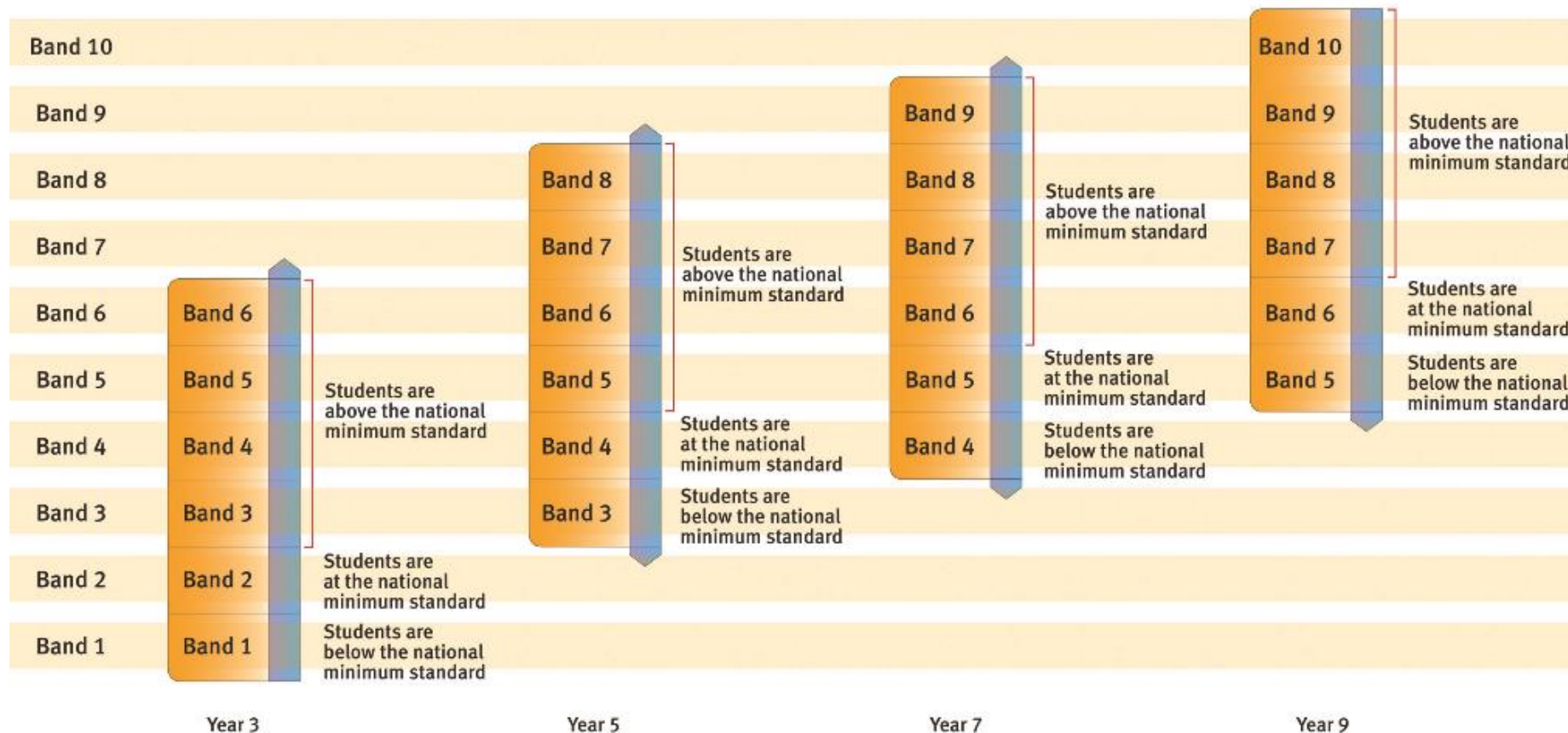
➤ Subjects

- No elective subjects in Year 7
- Mathematics, English, Science, Music, Visual Art, Technology, PDHPE, French, HSIE, Learning Ladder
- Integrated sport
- Two electives chosen in Year 8



NAPLAN – May 11, 12, 13 - 2021

National Assessment Program—Literacy and Numeracy National Assessment Scale



L'Extra

- Homework Club

- Thursday 3.05pm – 4.00pm in the library



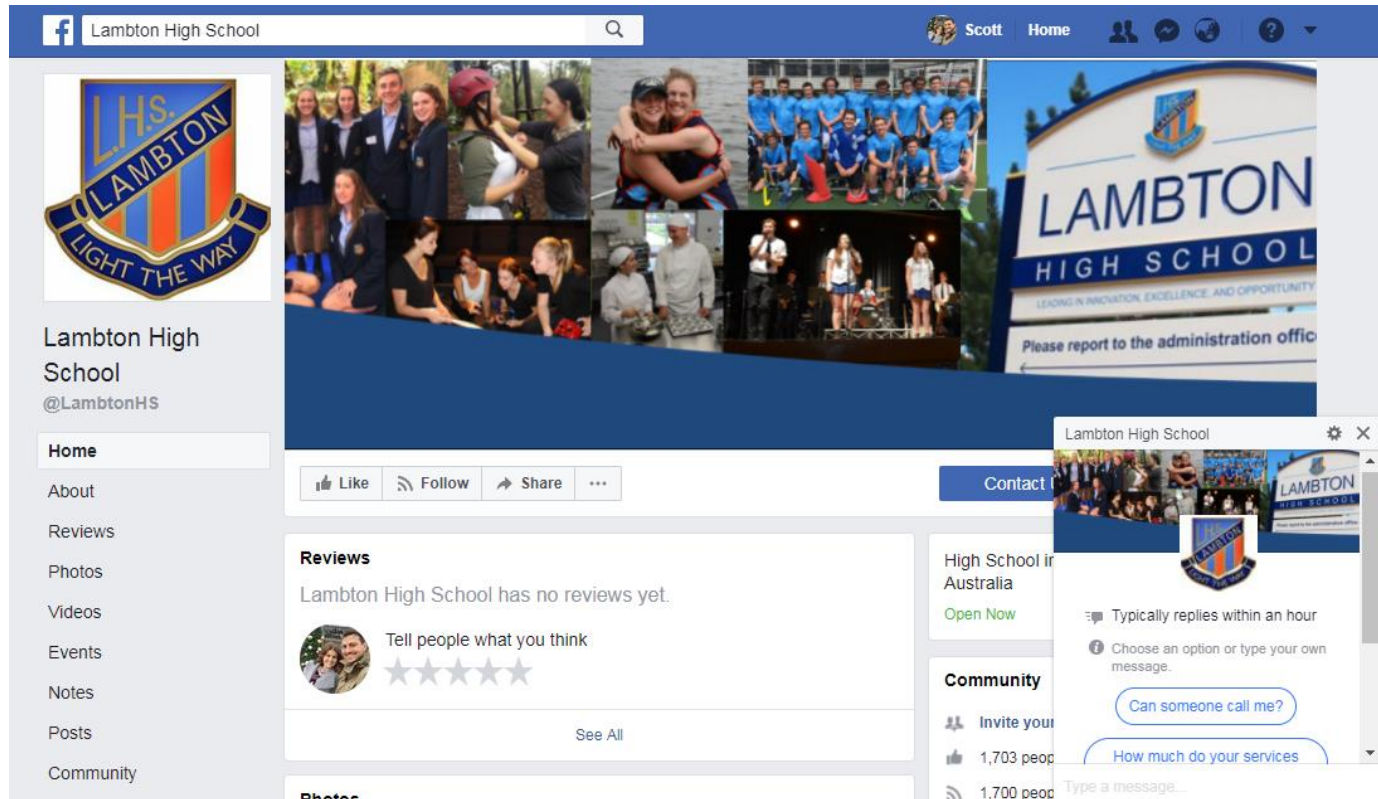
P & C



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

Click on the post to open Sway newsletter →

LHS Official Facebook Page



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

Parent Learning Community Groups

- Workshops held at the school twice per term
- Parents invited via email, Short-takes and school Facebook page
- Workshop for Year 7 parents
 - COVID GUIDELINES HAVE PLACED THIS ON HOLD
 - Focus on how to support your child with all Year 7 subjects

School Procedures and Expectations

- Attendance
- Uniform
- School work
- Homework
- School contact
- Mobile Phones
- Assessment

Assessment Task Planner

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

Week	Year 7 Term 1 – 2021		
1			
2			
3			
4			
5			
6			
7	PDHPE Practical		
8	History		
9	Technology IA	English	
10	Music	Technology AT	French
11	Visual Art	French	Science PDHPE Prac
Week	Term 2 – 2021		
1			
2	Technology AT	Maths	
3			
4	Visual Art – in class writing	Technology IA	History
5			
6			
7			
8	English	PDHPE Theory	
9	French	Science	
10	French		
Week	Term 3 – 2021		
1			
2			
3			
4	Maths		
5			
6			
7	PDHPE Practical	Geography	
8	Technology IA		
9	Technology AT	French	
10	Music	French	
Week	Term 4 – 2021		
1			
2	YEAR 7 YEARLY EXAMINATIONS		
3	TIMETABLE TO BE ISSUED WITH SUBJECT EXAMS		
4	Technology IA		
5			
6			
7			
8			
9			
10			

Assessment Schedules



Course Description

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. PDHPE promotes the value of physical activity in their lives.

Course Outline

Theory Units

- 7.1 'Mission Transition'
- 7.2 'Objective: Protective'
- 7.3 'Building a Wealth of Health'

Practical Units

- Initiative Games
- Gross Motor Skills (Throwing/Catching, Striking, Kicking and Shooting)
- Gymnastics (Floor Work)
- Aquatics
- Games Units (Volleyball, Netball, Touch Football and Mod-ball)

Outcomes

Theory

- PD4 – 1 Examines and evaluates strategies to manage current and future challenges
- PD4 – 3 Investigates effective strategies to promote inclusivity, equality and respectful relationships
- PD4 – 7 Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
- PD – 8 Plans for and participates in activities that encourage health and a lifetime of physical activity
- PD4 – 10 Applies and refines interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

Practical

- PD4 – 4 Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
- PD4 – 10 Applies and refines interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD4 – 11 Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Assessment Program

	Nature of Task	Outcomes	Weight	Timeframe
1.	Design and perform a gymnastics floor routine (Practical Task)	PD4 – 11	30%	Term 1 – Week 6
2.	Inquiry-Based Learning Task (Theory Task)	PD4 – 1 PD4 – 10	40%	Term 2 – Week 8
3.	Gross Motor Skills Testing (Practical Task)	PD4 – 4	30%	Term 3 – Week 7
	Total		100%	

Specific Subject Requirements

- If a student is absent from an assessment task they must provide a letter of explanation from their parent/carer.
- Always keep a copy of your assignment work in hard copy form, on a portable disk, on a hard drive and email a copy of the task to your school account. This will ensure technological problems such as computer malfunction; power surge; loss of work; no printer ink; will not result in a loss of some or all of marks.
- Students will have to complete an alternative theory-based task if injury precludes them from completing practical assessment.
- A penalty of 10% of the full marks per day will be consistently applied for the submission of late tasks



LAMBTON HIGH SCHOOL

Junior Task Notification

Course	Year 7 History
Task Number	1
Task Weight	50%
Date of Notification	Term 1, Week 4
Date Due/Date of Task	Term 1, Week 7, 2020 7 M & B - Wednesday 10th March, 7 L, A, T, O & N - Thursday 12th March
Submission Method	In-Class
Contact Teacher	Mr R. Davies & Mrs I. Peles

Outcomes assessed

HT4.1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4.6 uses evidence from sources to support historical explanations
HT4.9 uses a range of historical terms and concepts when communicating an understanding of the past
HT4.10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

What do I need to do? (Nature of the task)

Type of task:

You have accepted a position with the Australian museum to manage an exhibition entitled 'Ancient Australian Archaeology - Lake Mungo'. Part of your job involves writing an archaeological report about the topic for visitors to the exhibition.

Preparation for this task involves reading and analysing the 'Lake Mungo' source sheet attached to this task and using the evidence in your report to answer the question which will be given to you on the day of the task. The question can come from the following areas:

- **Location** - Possible reasons for the location of the site
- **Discovery** - how the site was 'discovered'
- **Excavation** - excavation methods used at the site
- **Significance** - the contribution of the site to our understanding of the past.

Significance - how important an event/development/group or individual and their impact on their times or later periods e.g. the significance of the Viking invasions on the British Isles.

Describe = provide characteristics and features E.g. Describe the historical theories about Mungo man

Archaeological Report - Students will be required to construct **one** TEEL paragraph. The response must include evidence from provided sources and students' own knowledge. Students should prepare for the task by reading, analysing and researching the information sheet. The writing will require a specific response to the directive verb in the question.

What can I use to help me? (Resources/References)

Use the attached 'Skills writing guide' to guide your preparation and "Lake Mungo" source sheet to guide your preparation.

What will I be marked on? (Marking Criteria)

Students will be assessed on...

- How accurately they structure and answer the question
- Use of historical terms and concepts
- Integration of evidence and examples
- Use of cohesive devices to link ideas

What type of feedback will I get? (Feedback provided)

Informal feedback provided in class while working on practice writing tasks.
Practice responses can be submitted to the teacher for written or verbal feedback up until two days prior to the task.
Individual written and verbal feedback provided at the completion of the task.
Overall cohort feedback will be provided upon completion of the task.

NOTE: In the event of illness/Misadventure, students consult the Assessment Booklet.

Head Teacher
Nicola Steiner

Contact Teacher
Ryan Davies & Imogen Peles

Assessment Notification Example



Year Adviser – Miss Meg Salter email:
meg.salter@det.nsw.edu.au

Mr Tim Marsh email:
tim.marsh17@det.nsw.edu.au

Making a Positive Start

Starting high school involves a lot of mixed emotions. There are two main areas:

- **Academic**

- Develop a positive approach to schoolwork and homework
- Start assignments and projects early to avoid later stress

- **Social**

- Early ups and downs - it will settle
- Larger peer group - old relationships will give way to new relationships
- Encourage your child not to engage in any form of bullying or behaviour

that could be perceived as bullying.

- Encourage them to get involved and take on some new challenges!

Seeking Assistance

We are here to support students and parents:

- Learning Support
- School Counsellors and Psychologist
- Wellbeing Coordinators
 - Boys Advisor - Mr Adam White
 - Girls Advisor - Ms Imogen Peles/Elissa Ivory
- Year Adviser
- School Executive
 - Head Teacher of Wellbeing: Mrs Karen Birrell

Call or email to make an appointment:

- (02) 4952 3977

meg.salter@det.nsw.edu.au Year Advisor

Karen.Birrell@det.nsw.edu.au HT Wellbeing



Year 7 Great Aussie Bush Camp Kincumber

March 17 - 19 - *Notes have been sent via student email, Sentral and parental email*

Total cost: \$295.00

\$120 Deposit Due: 22 February

\$175.00 Due: 5 March

Medical forms and permission notes should be in by: 22 February

- **Activities designed to:**
 - ***Build trust***
 - ***Develop confidence***
 - ***Foster new positive friendships***
 - ***Instil resilience***



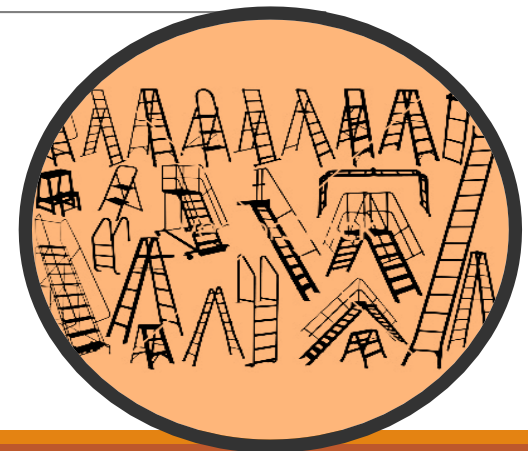


IBL Team Leaders – Mr Tim Pulsford and Ms Angela Cohen

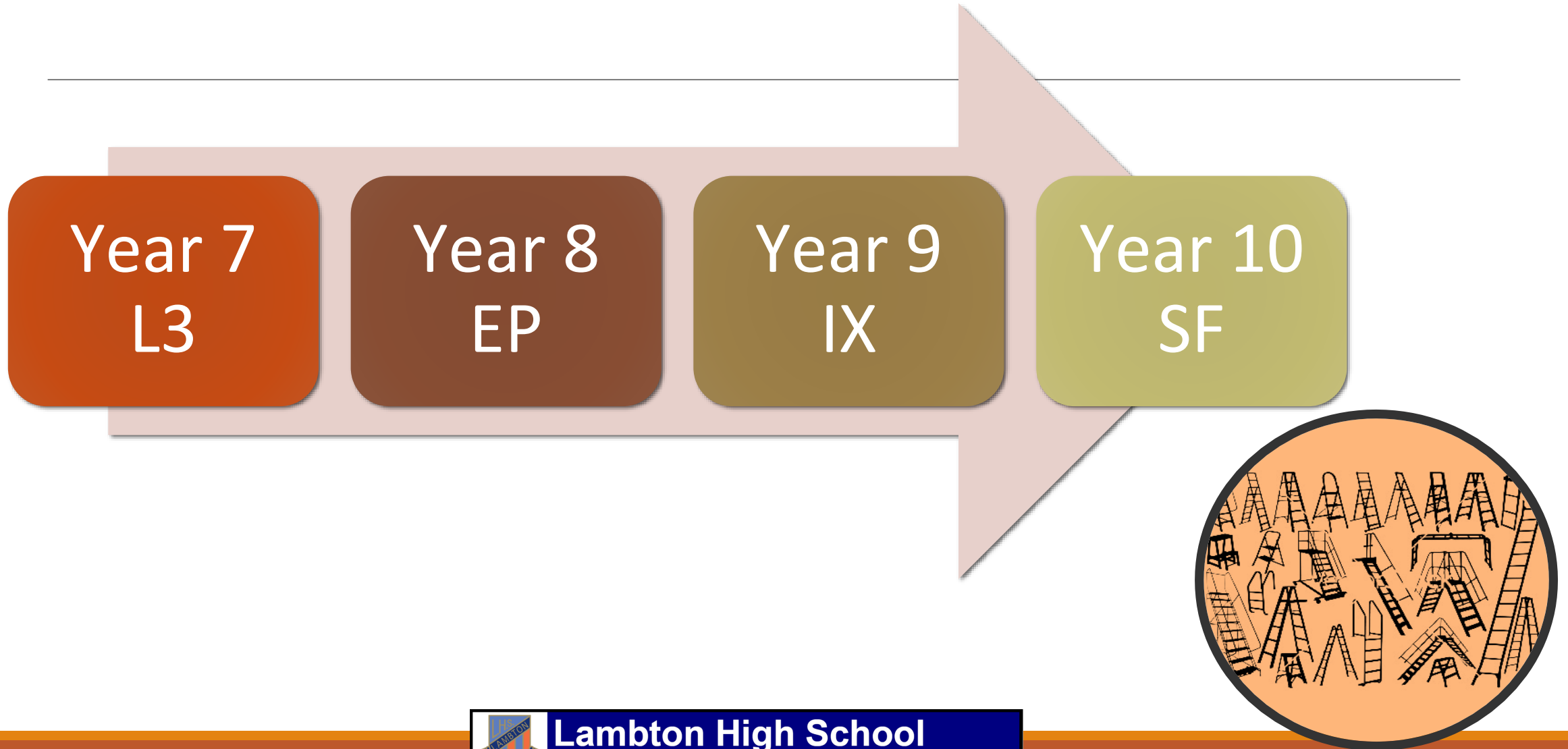
L3



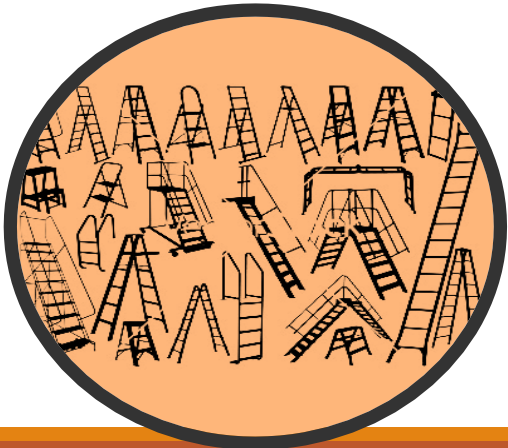
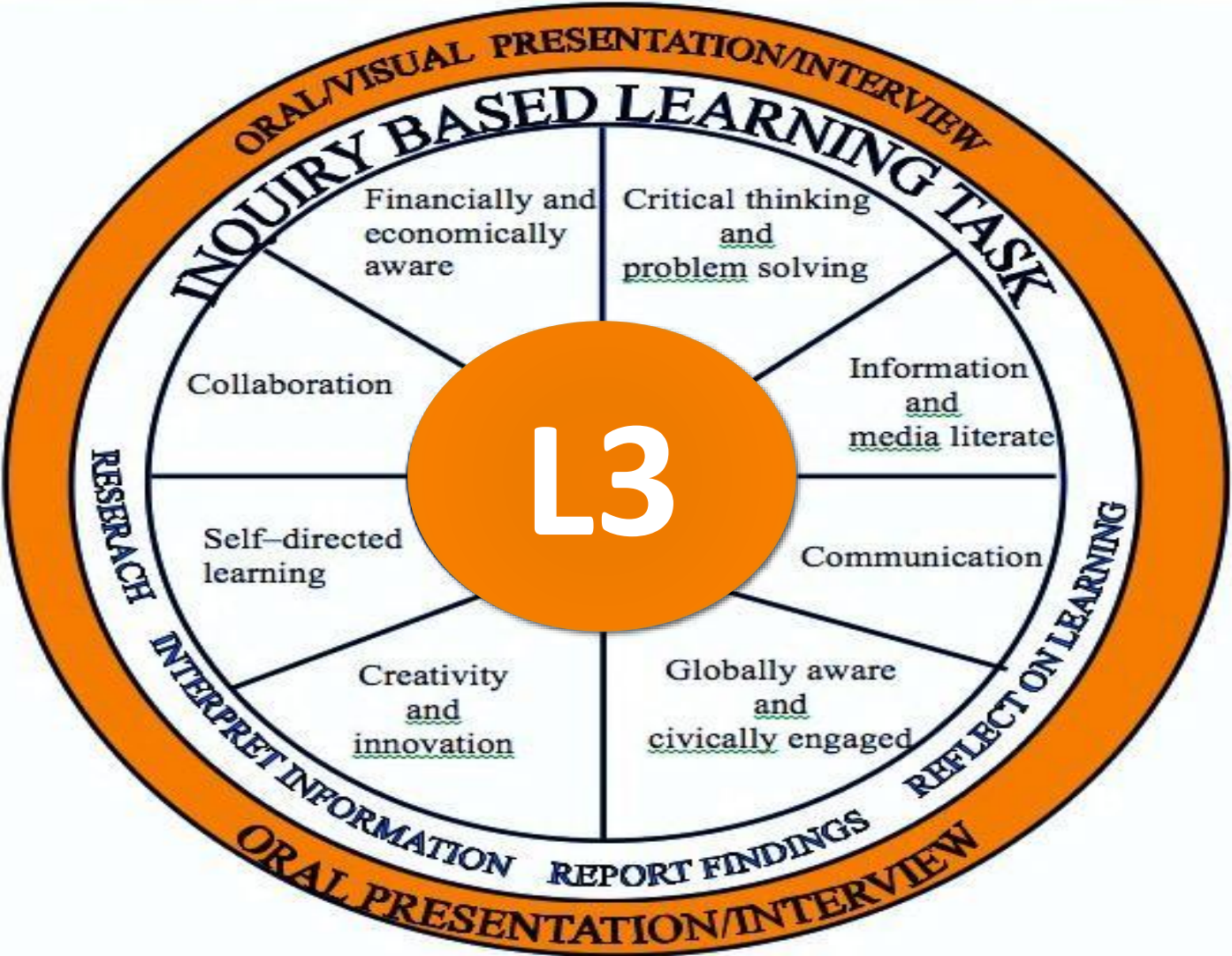
Lambton Learning Ladder



L3 – a learning continuum



What do students do in L3?



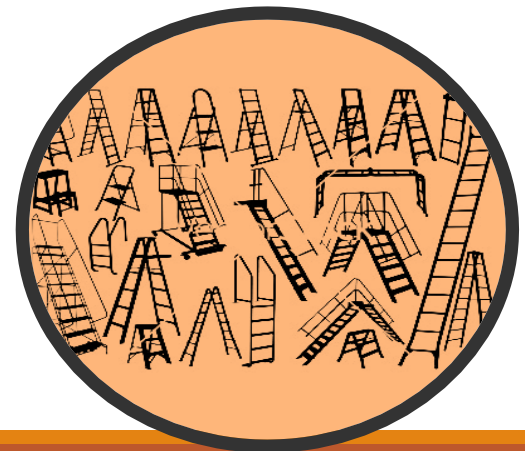
Why Inquiry Based Learning (IBL)?

The Future Focused Learner is...



Why Inquiry Based Learning (IBL)?

1. Personalised learning
2. Product orientated
3. Grounded in real world questions/issues



The role of the teacher mentor in L3



Less Us,

More Them

Creating student-centered
contexts for learning



Illustrated by Peter A. Reynolds

"I think it's an exaggeration, but that there's a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."

— Seymour Papert

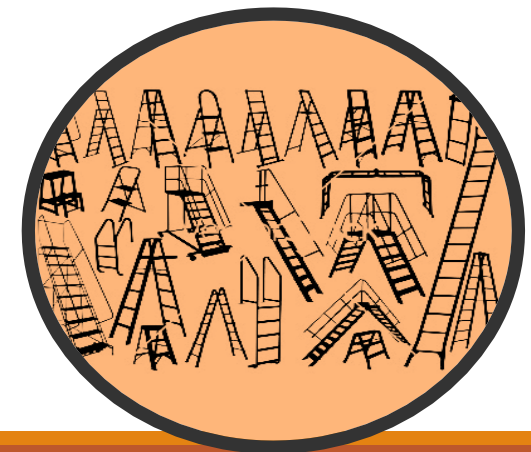
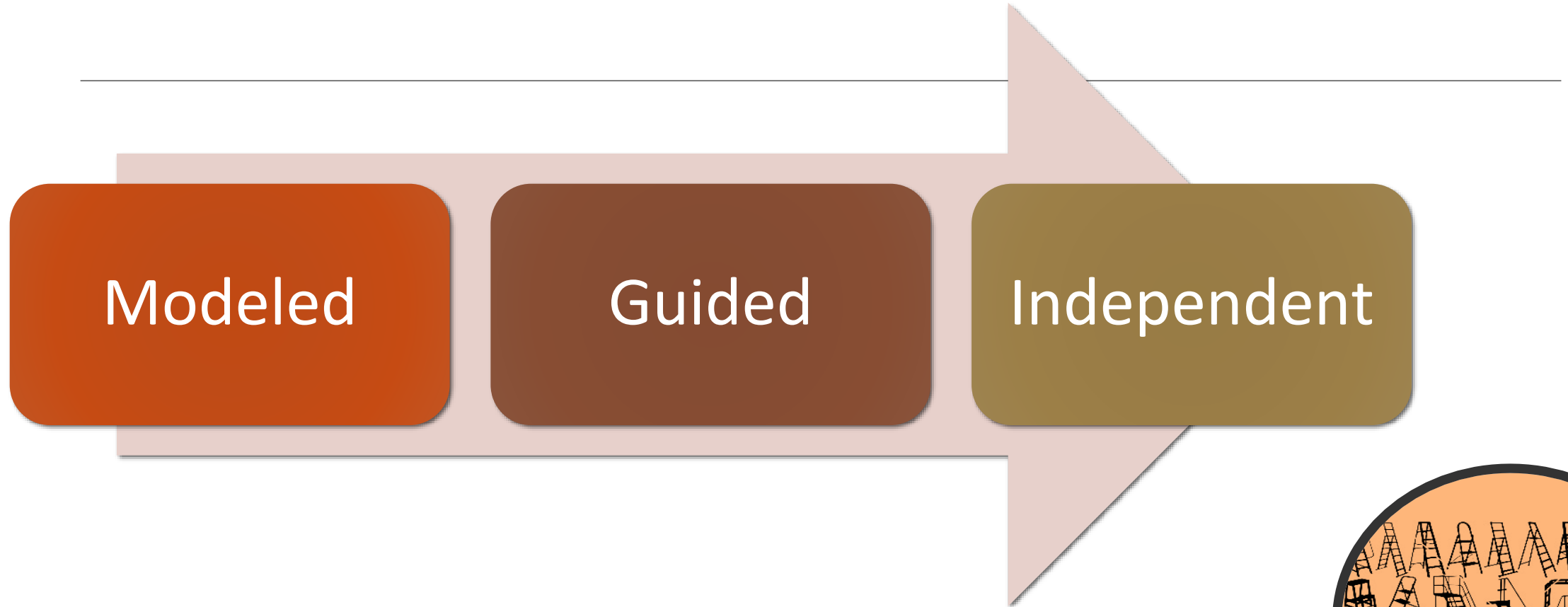


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L3 Learning Process





Class: 7LLA1

Teacher: Ms Fitzsimons

Lambton Learning Ladder (L3) is based on Inquiry Based Learning (IBL) principles and covers outcomes from across the curriculum. L3 is designed to increase significance of learning and foster deep understanding through the development of self directed, hands-on, research based learning linked to authentic, real world issues.

In Yr 7 L3, IBL projects promote the life-long skills and understandings needed for 21st century learning (Future Focus Skills), such as communication, critical thinking, problem solving, collaboration, creativity and innovation, organising and planning, global/ community awareness and civic engagement. The IBL tasks ends with a product or conceptual prototype that answers a real world issue students have chosen.

Students present, as a team, their product to an authentic audience for assessment. The team is awarded grades based on the quality of their task, presentation and level of skill development presented.

Areas of Learning	Outstanding	High	Sound	Basic	Limited
Communication Skills	✓				
Collaborative Learner				✓	
Independent Learner	✓				
Critical Thinking and Problem Solving		✓			
Creative Thinking	✓				
Self Evaluation	✓				

L3 Presentation & IBL End Product



Head Teacher IT – Mr Brad McCudden



BYOD@Lambton High School

We want to give your young person the chance to use their own mobile technology as a learning tool.

Why?

- ❖ Increasing presence of wifi enabled personal technology
- ❖ The integral nature of these devices to students lives
- ❖ These devices allow for many excellent learning opportunities
- ❖ Personalised, student centred learning
- ❖ Development of 21st century skills
- ❖ The availability of cloud based storage and applications



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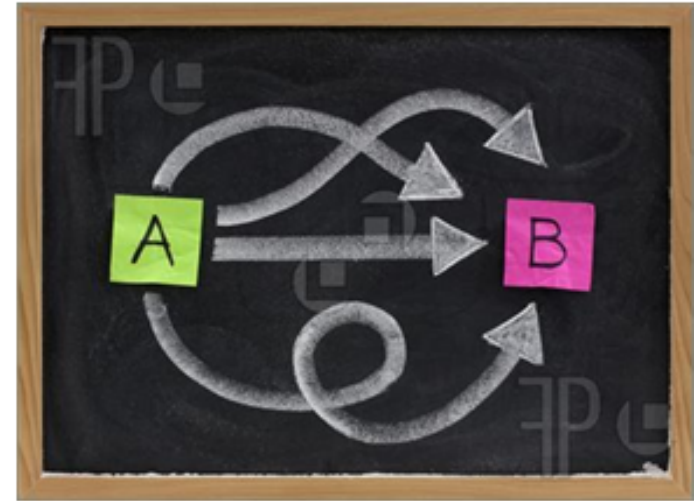
BYOD Models

BYOD Anything that Connects

BYOD Minimum Standard

BYOD from a Selected List

BYOD Determined by the School



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❖ Lambton High School has chosen Model 2

BYOD Minimum Standard

❖ Most flexible

❖ Most practical

❖ Most engaging

❖ Most affordable



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**Please consult our
LHS website for
further technical details**

**Information on device
requirements can be found
on our website**

**Our WiFi supports 802.11n
in both 5 and 2.4 Ghz
Standard**

No Mobile Phones Allowed

**Minimum Screen Size 9.7” and
a keyboard must be available
(can be Bluetooth)**



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Free Software



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- ❖ Software available to students through their DEC portal.

A wealth of software is available to all DEC students through their NSW Department of Education and Communities portal.

Key packages include:

- Office 365
- Google Apps
- Operating systems
- Adobe Creative Suite software

The software packages can only be downloaded to a device at home once.

- Home
- Email
- Oliver Library
- Help
- Notifications
- Change password
- Secret Questions
- Change Colours
- Sign Out
- Feedback

Search Hide

Google Search

Calendar Hide

We need you to verify who you are to Google so that we can look at your calendars. Please select the Authorise button below.

[Authorise](#)

Games Hide

Puzzlemaker

Counselling and Support Hide

Resources to help you right now.

makayla Settings Show

BlogEd Hide

My Posts | My Blogs

No posts found

[See more BlogEd content](#)

Learning Hide

Microsoft Visual Studio Pro for BYOD

Microsoft Office 365


Adobe DoE software download

[Show more](#)


Search Sites Hide

My School Library (Oliver)







Google Apps @ NSW DEC - Google Chrome
 student-googleapps.education.nsw.gov.au






Education & Communities









Collaborate & Present

-  **Drive**
Create documents, spreadsheets and presentations
-  **Docs**
Create & share documents
-  **Sheets**
Create & share spreadsheets
-  **Slides**
Create & share presentations
-  **Classroom**
Connect with your class online
-  **Sites**
Present your knowledge on a webpage to share with the world

Organise

-  **Calendar**
Organise your time
-  **Contacts**
Develop distribution lists to connect with people
-  **Bookmarks**
Organise all your web resources in one location

Investigate

-  **News**
Stay informed and research local, national and global events
-  **Books**
Research, read on-line and write book reviews
-  **Custom Search**
Create a search engine for your needs
-  **Finance**
Track, trace, predict and follow business information
-  **Maps**
Find and investigate your world
-  **Map Maker**
Locate, Plot and Measure your world

Lambton High School - BYOD Student Responsibilities

Operating system and anti-virus:

Students must ensure they have a legal and licensed version of a supported operating system and software. If applicable, students' devices must be equipped with anti-virus software.

Device Specification

Students must ensure their device meets the Lambton High School BYOD device specification.

NSW Department of Education and Communities' Wi-Fi network connection only:

Student devices are only permitted to connect to the department's Wi-Fi network while at school. There is no cost for this service.

Battery life and charging:

Students must ensure they bring their device to school fully charged for the entire school day. No charging equipment will be supplied by the school.

Theft and damage:

Students are responsible for securing and protecting their devices at school. Any loss or damage to a device is not the responsibility of the school or the Department.

Confiscation:

Student devices may be confiscated if the school has reasonable grounds to suspect that a device contains data or has been used to carry out inappropriate digitally related behaviour which breaches the BYOD Student Agreement.

Maintenance and support:

Students are solely responsible for the maintenance and upkeep of their devices.

Ergonomics:

Students should ensure they are comfortable using their device during the school day particularly in relation to screen size, sturdy keyboard etc.

Data back-up:

Students are responsible for backing-up their own data and should ensure this is done regularly.

Insurance/warranty:

Students and their parents/caregivers are responsible for arranging their own insurance and should

BYOD Policy and Student Responsibilities can be found on our website

Must meet the device Specification

Must only connect to the DEC Wifi while at School

The school is not responsible for lost, stolen, or damaged devices. The School reserves the right to confiscate devices in breach of the agreement

Equity addressed through DER laptop banks



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Other student responsibilities:

- Operating system and anti-virus (if applicable)
- Battery life and charging, general maintenance.
- Data back-up – many choices now including cloud storage.
- Insurance/Warranty
- If you use a BYOD device at Lambton High School you agree to abide by the school's student BYOD agreement – this can be found on the school's website.



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LaST– Mrs Karen Sandland

Email: Karen.Sandland@det.nsw.edu.au

The following will be presented to each Yr 7 class over the next few weeks:

How to be organised for high school

How to study for high school examinations (later in Term 1)

Groups/Programs of support:

- Literacy & Numeracy support programs : students identified through Yr 6 results & Best Start data.

- Organisational groups (once a fortnight) - (teacher identified, student self nominated, parent request)

Learning Support Room - B0

- Open for support or a space to complete work every lunch time.



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Questions?
