

- LAMBTON HIGH SCHOOL -

# YEAR 10, 2023

## PARENT INFORMATION MEETING



RESPECT | EXCELLENCE | INTEGRITY | RESPONSIBILITY



**Principal – Mr Darren Mitten**







# P & C

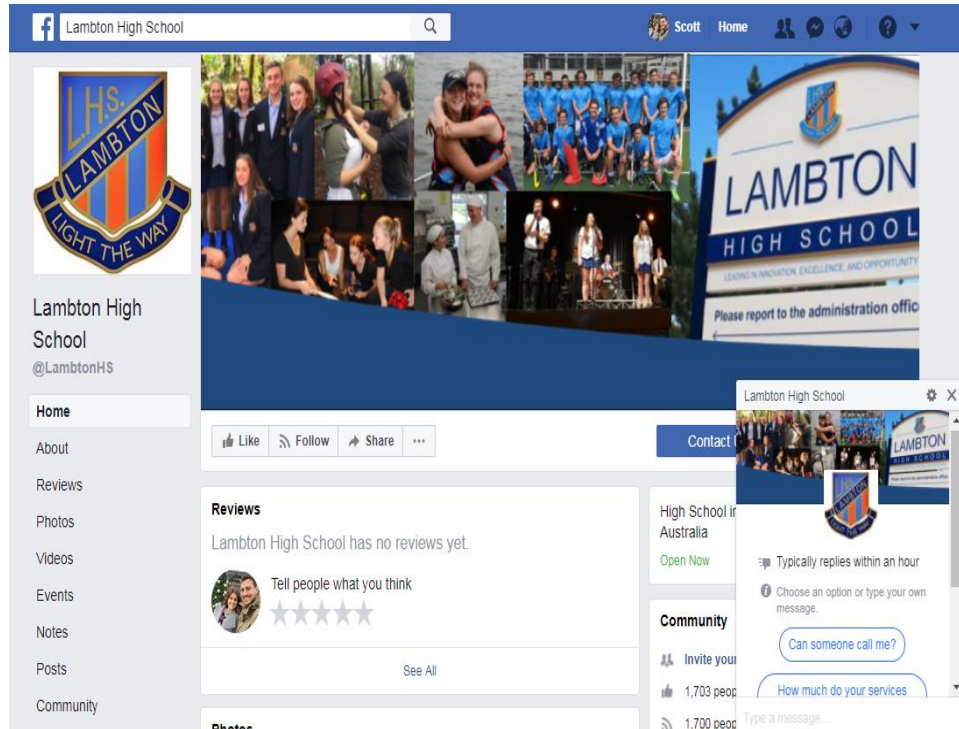


Meetings are held at **7.00pm** on the **second Tuesday of each month**, during school terms in the Library.

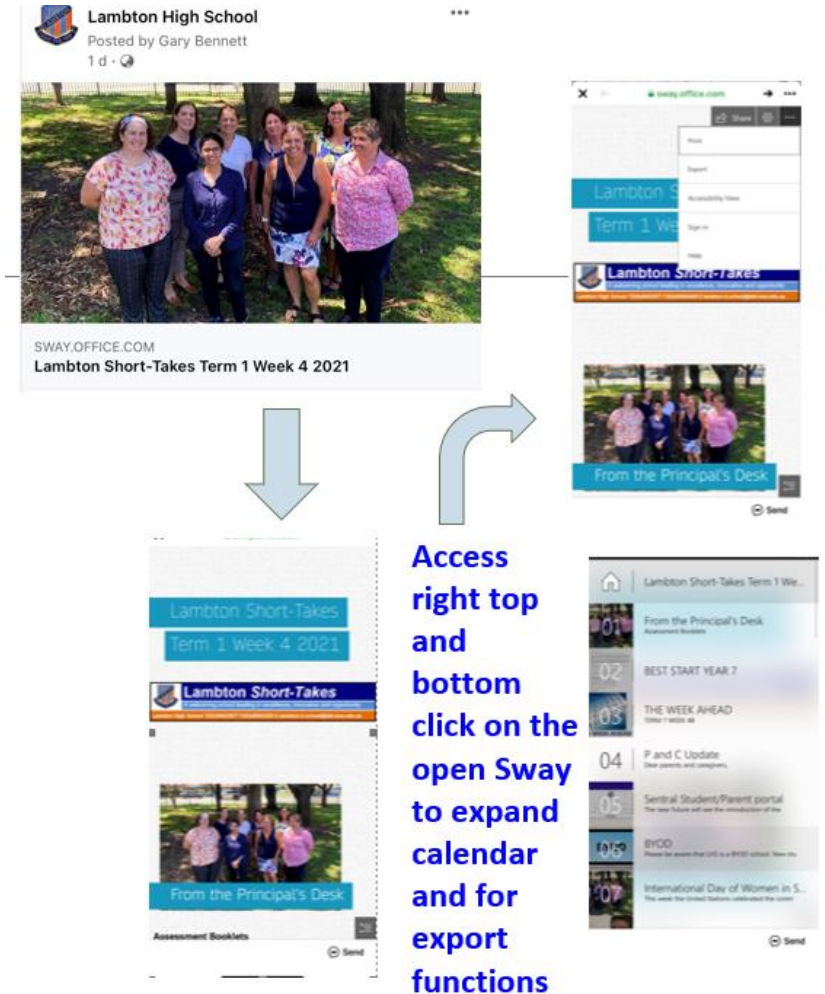
Next meeting is **Tuesday 8th March**

# Click on the post to open Sway newsletter

## LHS Official Facebook Page



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







**Mr Nick Willis – Deputy Principal Y10**

# School Procedures and Expectations

## Core Values

RESPECT

EXCELLENCE

INTEGRITY

RESPONSIBILITY

- ☐ **Wellbeing Team.** Girls/Boys Advisers, YA, Assistant YA, SSO, HT Wellbeing, LaST team
- ☐ Uniform
- ☐ Homework
- ☐ Mobile Phones
- ☐ Senior Mentoring
- ☐ Assessment
- ☐ Subject Selections

# Assessment Blocks

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

## Senior Foundation Assessment Blocks 2022



LAMBTON HIGH SCHOOL

Young Road Lambton NSW 2299  
Telephone 4952 3977 – Fax 4956 2429  
Email – [lambton-h.school@det.nsw.edu.au](mailto:lambton-h.school@det.nsw.edu.au)  
Website – <https://lambton-h.schools.nsw.gov.au>  
Principal: Gary Bennett

### YEAR 10 2022 ASSESSMENT BLOCK 1

| TERM ONE 2022 | WEEK 8B | PERIOD             | MONDAY 14 MAR                       | TUESDAY 15 MAR                                  | WEDNESDAY 16 MAR   | THURSDAY 17 MAR | FRIDAY 18 MAR    |
|---------------|---------|--------------------|-------------------------------------|---|--|-----------------|------------------|
|               |         | Task due by 9:30AM |                                     |   |  | PASS            | Design & Fashion |
|               |         | 1                  |                                     |   |  |                 |                  |
|               |         | 2                  |                                     |   |  |                 |                  |
|               |         | 3                  |                                     |   | Food Technology (Bertram – Group 2)                        |                 |                  |
|               |         | 4                  | Food Technology (Bertram – Group 1) |   |  |                 | Drama            |
|               |         | 5                  |                                     |   |  |                 |                  |
|               |         | 6                  |                                     |   |  |                 |                  |
|               | WEEK 9A | PERIOD             | MONDAY 21 MAR                       | TUESDAY 22 MAR                                  | WEDNESDAY 23 MAR   | THURSDAY 24 MAR | FRIDAY 25 MAR    |
|               |         | Task due by 9:30AM |                                     |   |  | English         | PD/H/PE          |
|               |         | 1                  |                                     |   |  |                 |                  |
|               |         | 2                  |                                     |   |  |                 |                  |
|               |         | 3                  |                                     | Child Studies<br>International Studies<br>Music | Food Technology (O'Connor – Group 2)<br>(Irvine – Group 1) |                 |                  |
|               |         | 4                  |                                     | Food Technology (O'Connor – Group 1)            | Food Technology (O'Connor – Group 2)                       |                 |                  |
|               |         | 5                  |                                     |   |  |                 |                  |
|               |         | 6                  |                                     |   |  |                 |                  |

| TERM 1 2022 | WEEK | SENIOR FOUNDATION ASSESSMENT SCHEDULE |  |  |  |                            |
|-------------|------|---------------------------------------|--|--|--|----------------------------|
|             | 5    |                                       |  |  |  |                            |
|             | 6    | PDHPE PRACTICAL: LTMN                 |  |  |  |                            |
|             | 7    |                                       |  |  |  |                            |
|             | 8    | YEAR 10 ASSESSMENT BLOCK 1            |  |  |  |                            |
|             | 9    |                                       |  |  |  |                            |
| TERM 2 2022 | 10   | PDHPE PRACTICAL: AOBH                 |  |  |  |                            |
|             | 11   |                                       |  |  |  |                            |
|             | 1    |                                       |  |  |  |                            |
|             | 2    |                                       |  |  |  |                            |
|             | 3    | YEAR 10 ASSESSMENT BLOCK 2            |  |  |  |                            |
|             | 4    |                                       |  |  |  |                            |
| TERM 3 2022 | 5    |                                       |  |  |  |                            |
|             | 6    |                                       |  |  |  |                            |
|             | 7    |                                       |  |  |  |                            |
|             | 8    |                                       |  |  |  |                            |
|             | 9    | YEAR 10 ASSESSMENT BLOCK 3            |  |  |  |                            |
|             | 10   |                                       |  |  |  |                            |
| TERM 4 2022 | 1    |                                       |  |  |  |                            |
|             | 2    |                                       |  |  |  |                            |
|             | 3    |                                       |  |  |  |                            |
|             | 4    |                                       |  |  |  |                            |
|             | 5    | YEAR 10 ASSESSMENT BLOCK 4            |  |  |  |                            |
|             | 6    |                                       |  |  |  |                            |
| TERM 5 2022 | 7    | PDHPE PRACTICAL                       |  |  |  |                            |
|             | 8    |                                       |  |  |  |                            |
|             | 9    |                                       |  |  |  |                            |
|             | 10   |                                       |  |  |  |                            |
|             | 1    |                                       |  |  |  | YEAR 10 ASSESSMENT BLOCK 5 |
|             | 2    |                                       |  |  |  |                            |
| TERM 6 2022 | 3    |                                       |  |  |  |                            |
|             | 4    |                                       |  |  |  |                            |
|             | 5    |                                       |  |  |  |                            |
|             | 6    |                                       |  |  |  |                            |
|             | 7    |                                       |  |  |  |                            |
|             | 8    |                                       |  |  |  |                            |



# Assessment Schedule

## English

| Course Components   | Syllabus Weightings | Task 1   | Task 2                             | Task 3   |
|---|---------------------|--|------------------------------------|--|
| Task Type   |                     | Multimodal Presentation                        | Imaginative Writing and Reflection | Yearly Exam  |
| Timing  |                     | Term 1, 2021<br>Week 9                         | Term 2, 2021<br>Week 9             | Term 4, 2021<br>Week 1                                 |
| Assessment Component  |                     | SUBMIT   | IN CLASS                           | IN CLASS   |
| Through responding to a wide range of texts and composing a wide range of texts through speaking, listening, reading, writing, viewing and representing | 100%                | 30   | 30                                 | 40   |
| Weightings  | 100%                | 30%  | 30%                                | 40%  |
| Outcomes Assessed   |                     | EN5-1A, EN5-4B, EN5-5C, EN5-7D, EN5-8D, EN5-9E | EN5-1A, EN5-4B, EN5-7D, EN5-8D     | EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-6C, EN5-7D, EN5-9E |

### Course Outcomes

- EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C** investigates the relationships between and among texts
- EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

# Assessment Notification Example



## LAMBTON HIGH SCHOOL

### Task Notification

|                              |   |
|------------------------------|---|
| <b>Course</b>                | Stage 5 Elective Music  |
| <b>Task Number</b>           | 2   |
| <b>Task Weight</b>           | 30% - 15% for Part 1: Composition and 15% for Part 2: Performance   |
| <b>Date of Notification</b>  | Tuesday 8 June, 2021  |
| <b>Date Due/Date of Task</b> | Friday 18 June, 2021 and we will continue through our music lessons until the last live performance has been completed. |
| <b>Submission Method</b>     | Digital Upload to Google Classroom or Live performance in class.  |
| <b>Contact Teacher</b>       | Mr D Wilson   |

#### Outcomes assessed

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study.
- 5.6 uses different forms of technology in the composition process.

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

##### Type of task:

##### PART ONE: COMPOSITION:

Compose and/or arrange a piece of music based around digital recreation.

- 1) Compose a piece of music that is multi-layered. You may use original and pre-made material in your piece. You can do this in various ways;
  - a. Have various instrumental / vocal layers
  - b. Have a backing track, plus other recorded instrumental / vocal parts
  - c. Have multiple percussion layers on top of instrumental / vocal parts
  - d. All of the above.
- 2) Video record all of your elements for the creation of a music video of the completed performance. Your teacher has given you lots of examples in class of ways that you could achieve this in terms of the look of the video, but also ways to technically achieve this with editing programs.

##### PART TWO: PERFORMANCE:

Perform a piece of music of your own choice, but it must include some form of digital content. Whether that be the use of;

- A loop pedal
- Amplification
- Digital sound manipulation – ie: reverb, delay, echo
- Drum looping or digital percussion backing

You may submit both of these as filmed performances and submit via the Google Classroom, or you can complete these live in class on the due date.

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

|   |   |
|---|---|
| Ableton<br>Cubase<br>ProTools<br>BandLab<br>GarageBand<br>Soundtrap | Adobe Premiere<br>iMovie (for Mac users)<br>Sony Vegas<br>that 'acapella' app |
|---|---|

#### What will I be marked on? (Marking Criteria)

|          |   |              |
|----------|---|--------------|
| <b>A</b> | All components of the task have been completed to a very high standard, demonstrating highly developed technical facility, understanding of style, understanding of role either as a soloist or part of an ensemble and a sense of personal expression. | <b>17-20</b> |
| <b>B</b> | All components of the task have been completed to a high standard, demonstrating advanced technical facility, understanding of style, understanding of role either as a soloist or part of an ensemble and a sense of personal expression.              | <b>13-16</b> |
| <b>C</b> | All components of the task have been completed to a satisfactory standard, demonstrating some technical facility, understanding of style, understanding of role either as a soloist or part of an ensemble and a sense of personal expression.          | <b>9-12</b>  |
| <b>D</b> | All components of the task have been completed to a basic standard of technical facility, understanding of style, understanding of role either as a soloist or part of an ensemble and a sense of personal expression.                                  | <b>5-8</b>   |
| <b>E</b> | All components of the task have been completed to a limited standard of technical facility, understanding of style, understanding of role either as a soloist or part of an ensemble and a sense of personal expression.                                | <b>1-4</b>   |

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

Your teacher will provide your mark and written justification of how you have satisfied the criteria of the assignment and possible areas in which you could improve.

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

Head Teacher

Contact Teacher



# Illness/Misadventure Process



LAMBTON HIGH SCHOOL

Light The Way

Telephone 4952 3977 Fax 4956 2429  
Email – lambton-h.school@det.nsw.edu.au  
Principal – Mr G. Bennett



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## ILLNESS-MISADVENTURE APPEAL

Year 10 / Year 11 / Year 12 (Circle one)

### PART A – TO BE COMPLETED BY STUDENT (Please return to the appropriate Deputy Principal)

Name of Candidate: ..... Teacher: .....

Course: ..... Assessment Task: ..... Due Date: .....

Reasons for failure to meet requirements: (Please outline your reasons)

.....  
.....  
.....

### PART B- DOCUMENTATION (Please attach evidence)

|                          |     |    |
|--------------------------|-----|----|
| 1. Statutory Declaration | YES | NO |
| 2. Medical Certificate   | YES | NO |
| 3. Other Documentation   | YES | NO |

Student Signature: ..... Parent/Carer Signature: .....

Date: .....

\* SUBMIT THIS FORM TO THE DEPUTY PRINCIPAL WITHIN 5 DAYS OF THE MISADVENTURE

### PART C- TO BE COMPLETED BY THE DEPUTY PRINCIPAL

- ☐ Uphold the appeal  
☐ Dismissing the appeal  
☐ Other (explain) .....

Deputy Principal: ..... Date: .....

### PART D- TO BE COMPLETED BY THE APPEAL COMMITTEE (IF REQUIRED)

Scheduled Meeting Date: ...../...../..... Venue: .....

- ☐ Uphold the appeal  
☐ Dismissing the appeal

Deputy Principal: ..... Head Teacher: .....

Year Adviser: ..... Date: .....

## ASSESSMENT TASK FLOWCHART

### ASSESSMENT TASK DUE

If Task is not completed on time

Hand in what has been completed of the task on time

Task marked

Marks awarded based on work submitted

0 Marks awarded  
OR  
Illness/  
Misadventure  
Appeal  
submitted

ABSENT FROM SCHOOL ON THE DAY TASK IS TO BE DONE OR  
ABSENT ON DUE DATE TO SUBMIT TASK.  
Student/family to contact Lambton High School to explain the absence on the day of the task.

Zero marks awarded if no Illness/Misadventure Letter is submitted within 5 days of the task being due

If no appeal, zero mark stands, N-Award Warning processed.

Illness/Misadventure Appeal completed and returned to school on students first day back at school

I/M submitted to Deputy Principal for consideration and final determination

MARK RECORDED

# L'Extra

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





# Parent Learning Community Groups

- ❑ Workshops held at the school twice per term
- ❑ Parents invited via email, Short-takes and school Facebook page

## Parent Learning Community Groups 2023

| Date   | Time / Venue             | Focus   | Presenters  |
|--|--------------------------|---|---|
| Term 1 Week 10<br>Wednesday<br><b>DATE: 29/03/23</b> | 5pm – 6pm<br>LHS Library | Supporting student Wellbeing  | Darren Mitten – <i>Principal</i><br>Grant Godfrey – <i>Deputy Principal</i><br>Angela Cohen – <i>Deputy Principal</i><br>Nick Willis – <i>Deputy Principal</i><br>Karen Birrell – <i>HT Wellbeing</i><br>Ruby Kozlik – <i>Student Support Officer</i> |
| Term 2 Week 5<br>Wednesday<br><b>DATE: 24/05/23</b>  | 5pm – 6pm<br>LHS Library | HSC Minimum Standards Information – Y10, 11 and 12<br><br>Career Planning – advice for parents of students in <del>Yrs</del> 9-12                   | Jim Keath – <i>HT Secondary Studies</i><br><br>Melena Nardi – <i>Careers Advisor</i>  |
| Term 2 Week 10<br>Wednesday<br><b>Date: 28/06/23</b> | 5pm – 6pm                | Canvas – <i>orientation for parents</i>   | Dan Wilson + Canvas Team  |
| Term 3 Week 5<br>Wednesday<br><b>DATE: 16/08/23</b>  | 5pm – 6pm<br>LHS Library | Reading and Writing Strategies <ul style="list-style-type: none"> <li>• Focus on Reading – Super 6</li> <li>• TEAL/TEEL</li> <li>• ALARM</li> </ul> | Samantha Wass – <i>HT Teaching and Learning</i><br><br>Madeleine Howe – <i>English Teacher</i>  |
| Term 3 Week 10<br>Wednesday<br><b>DATE: 20/09/23</b> | 5pm – 6pm<br>LHS Library | Supporting your student in Mathematics<br><br>Numeracy Strategies? – Problem Solving?   | Carolyn Nolan - <i>HT Mathematics</i>   |
| Term 4 Week 9<br>Wednesday<br><b>DATE: 6/12/22</b>   | 5pm – 6pm<br>LHS Library | Enrichment Showcase   | Year 7 e3 Teaching Team   |

# 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.





**HT Administration – Miss Kerensa Dunkerley**

# 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.

# 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](mailto:lambton-h.school@det.nsw.edu.au)
- Parent Portal – in the parent portal you can notify us of absences in advance



## 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

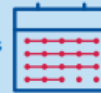


**30** mins  
per day



=

**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

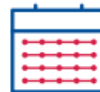
and years over their school life

**1** day per fortnight



=

**4** weeks



=

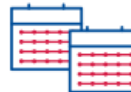
Over **1** year missed

**1** day per week



=

**8** weeks



=

Over **2.5** years missed

education.nsw.gov.au

# 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
- These will be discussed at the parent learning evening on Wednesday 21/09/2022 (Week 9, Term 3)
- However, if you have any questions before this date, my email is:

[kerensa.dunkerley@det.nsw.edu.au](mailto:kerensa.dunkerley@det.nsw.edu.au)



**Year Adviser – Mr Stephen Nash**



# My role:-



**Stephen Nash**  
**(French teacher, IT/LOTE staffroom, B1)**

- Predominantly welfare/wellbeing.
- Assisting students, when possible, with any issues they have and then advising / directing them as necessary, i.e. other staff, services, etc.
- Point of contact for students who require wellbeing support and, if unable to directly assist, to help find assistance elsewhere.
- Helping to address problems and to do what I can to assist students to succeed in their high school careers.
- To monitor and look after wellbeing and its impacts on the learning of the students in the year group.
- Provide a point of contact for parents with questions or concerns regarding their child.

# Seeking Assistance

We are here to support students and parents when needed:

- Learning Support
- School Counsellors and psychologist
- Wellbeing Coordinators
  - Boys Advisor - Mr Tim Pulsford
  - Girls Advisor - Ms Kasumi Irvine
- Year Adviser – Mr Stephen Nash
- School Executive
  - Head Teacher of Wellbeing: Mrs Karen Birrell

Call or email to make an appointment:

- (02) 4952 3977
- [patrick.nash@det.nsw.edu.au](mailto:patrick.nash@det.nsw.edu.au)





**Student Support Officer – Miss Ruby Kozlik**



# 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 eg Cool Kids and Resourceful Adolescent Program
- Whole school initiatives eg R U Ok Day





**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 2023

# The Course

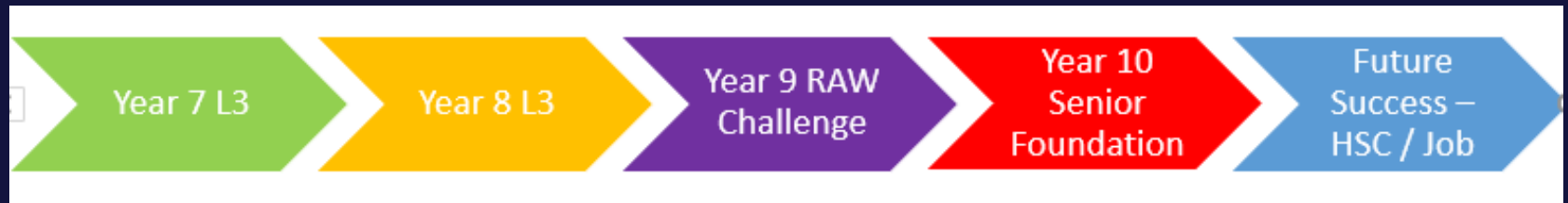
- HSC Preparation and Beyond LHS (Content / Skills)
- 2 Subjects delivered over 2 semesters. Each student will complete 2 courses).
- Accumulation of IBL Skills (Future Focus Skills) – L3 / RAW / SF (Whole School Approach)
- Future Focus - Core (6) and Subject Specific (2)
- Assessed by Teacher, (Student)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

# Senior Foundation Courses:

| Course Title                      | Course Teacher          |
|-----------------------------------|-------------------------|
| Medical Science                   | Debbie Attenborough     |
| Physical Performance and Health   | Rebekah Radnidge        |
| Games Application                 | James Hanna/Sarah Smith |
| Engineering Mechanics             | Con Papadopoulos        |
| 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            |
| 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 page from a student booklet titled 'Future Focus Skills (Core / Subject)'. It contains two tables. The first table is for 'Communication' and the second is for 'Creative, innovative and critical thinker / doer'. Each table has three columns: 'Description (What)', 'Indicators (How / Evidence)', and 'Evidence (Examples)'. The 'Communication' table lists skills like communicating effectively using various media, using relevant resources to understand practice, and explaining concepts. The 'Creative, innovative and critical thinker / doer' table lists skills like using creative and critical thinking to produce ideas, using critical reflection to solve problems, and connecting concepts to create new ones.

| Communication  |  |   |
|--|--|---|
| Description (What)   | Indicators (How / Evidence)  | Evidence (Examples)   |
| <ul style="list-style-type: none"><li>Communicates effectively using written and/or symbols and/or visual and/or verbal language</li><li>Use relevant resources to understand practice and/or understandings of work</li></ul> | <ul style="list-style-type: none"><li>Use correct terminology correctly</li><li>Demonstrates how to use task verbs to guide written responses</li><li>Is able to successfully use TLUs planning</li><li>Use the LPE writing rubric to identify strengths and weaknesses in writing and demonstrate improvement in writing from using the rubric</li><li>Explains clearly concepts and ideas verbally to an audience</li><li>Ready for meaning by being able to identify the most important points/ideas in a text and create them in one sentence</li><li>Identifies mathematical information and meaning in a fiction and text and understands why or how they are being used</li><li>Communicates and represents mathematics in different ways</li></ul> | <ul style="list-style-type: none"><li>A written task (e.g. story, narrative, description, report) <b>etc.</b></li><li>Class worksheet or activity with mathematical strategies</li><li>Photos of an object made or created in class where pupils used to work out (e.g. weight &amp; size restrictions) <b>etc.</b></li></ul> |

| Creative, innovative and critical thinker / doer   |  |   |
|--|--|---|
| Description (What)   | Indicators (How / Evidence)  | Evidence (Examples)   |
| <ul style="list-style-type: none"><li>Use creative and critical thinking skills and practices to produce innovative ideas, products and/or processes</li></ul> | <ul style="list-style-type: none"><li>Demonstrates the ability to ask critical questions to solve problems</li><li>Explains own and others judgments to present well-reasoned solutions to problems</li><li>Use critical reflection and action to solve problems and improve it</li><li>Connects up with ideas/ideas</li><li>Seeks different perspectives</li><li>Connects concepts, ideas and/or experiences to create new concepts, ideas and/or experiences</li></ul> | <ul style="list-style-type: none"><li>Teacher feedback commenting on student's creative or innovative approach</li><li>Report comment indicating student's ability to use learning in new and different contexts and scenarios to create innovation/unique approaches</li><li>Peer assessment from group work highlights student's ideas and creative ideas</li><li>Student demonstrates evidence which is not traditional response in a typically conservative field</li></ul> |

# Assessment and Reporting

- Yearly Report for Senior Foundation
- Based on Teachers (Subject Specific Skills) and Interview / Students (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 Guidelines Document

(1) = Competent (2) = Working towards competence

| Core Competence     | (1) | (2) | Evidence | Statement on why you have achieved / what you will do to improve |
|---------------------|-----|-----|----------|--|
| Communication       |     |     |          |  |
| Organisation        |     |     |          |  |
| Learning            |     |     |          |  |
| Self                |     |     |          |  |
| Learning Capability |     |     |          |  |
| Personal Capability |     |     |          |  |
| Social Capability   |     |     |          |  |

| Subject Competence | (1) | (2) | Evidence | Statement on why you have achieved / what you will do to improve |
|--------------------|-----|-----|----------|--|
| HS                 |     |     |          |  |
| HS                 |     |     |          |  |
| HS                 |     |     |          |  |



# Assessment Schedule and Interview Panel

## Change in Procedure 2023

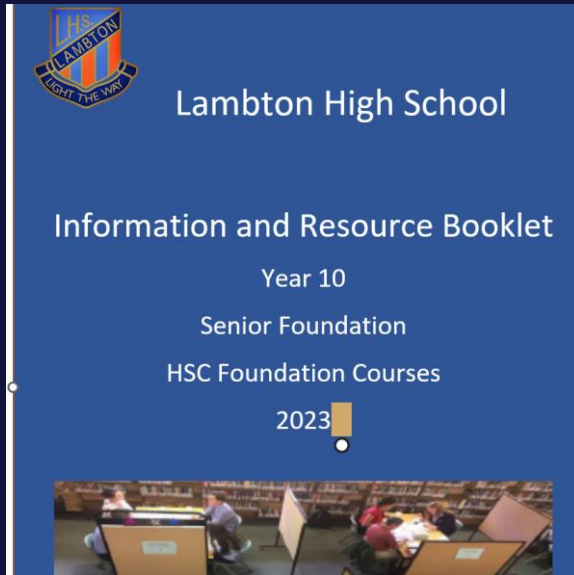
- To increase engagement and application, students will be required to submit their E-Portfolio (Including all relevant pages and titles) via the Canvas - Term 2, Week 10

## 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 2023 - [Year 10 Home Page 2023 \(instructure.com\)](https://instructure.com)



## Contents

### ***Section 1***

- Introduction
- Assessment
- E-Portfolio

### ***Section 2***

- Timeline
- Reflection on Learning
- Interview Preparation

# Timeline /Events 2023

| Term          | Key Dates   |
|---------------|---|
| <b>Term1</b>  | Week 7: Introduction Meeting<br>Week 9: In-class Preparation Lesson<br>Week 11: Staff/Student Survey  |
| <b>Term 2</b> | Week 5 and 7: In-Class Preparation Lesson<br>Week 9: Student survey of Semester 1 Course<br><b>Week 10: E-Portfolio Due (Shell Only)</b>                                    |
| <b>Term 3</b> | Week 6 and 8: In-Class Preparation  |
| <b>Term 4</b> | Week 4: Final In- class Preparation<br>Week 8: Interview Prep<br><b>Week 9: Final E-Portfolio submission and Interview Due</b><br>Week 10: Student survey of 2023 SF course |





**Miss Melena Nardi – Careers Adviser**

# Careers Background...

**HSIE/LOTE teaching background since 2001**

**Careers Adviser(Relieving) - Cessnock High School: March- August 2022**

**RMIT- Graduate Certificate in Career Education and Development, 2018**

**Member of Hunter Valley Careers Advisers' Association (HVCAA)**

**Member of NSW/ACT Careers Advisers Association (CAA)**

**Open door policy for students and parents**

**Readily contactable through email and phone.**

**Email: [carmelina.nardi@det.nsw.edu.au](mailto:carmelina.nardi@det.nsw.edu.au)**



Apprenticeships/Traineeships   SBAT program   EVET Coordinator  
Scholarships   USI   White Card courses  
Speed Career   Referee/References   Uni Open days   RSA/RCG courses  
Employment applications   TAFE open days   Volunteering   AQF guidance   UAC & University offers  
TAFE Taster courses   TAFE and College transition  
UAC and University applications   Work experience programs  
Subject selections   Career Expos   ADF/Academy   Tailored careers lessons for students  
NESA requirements/Eligibility   Excursions   Guest presenters  
Cover Letters/Resumes/Interview techniques   Industry Visits   STW individual interviews with all students  
UNI Early Entry and Schools Recommendation Schemes   Undertaking careers interest and analysis of students

## Lambton High School Careers Adviser





**Lambton  
High School  
Careers**

[IMPORTANT INFORMATION](#)

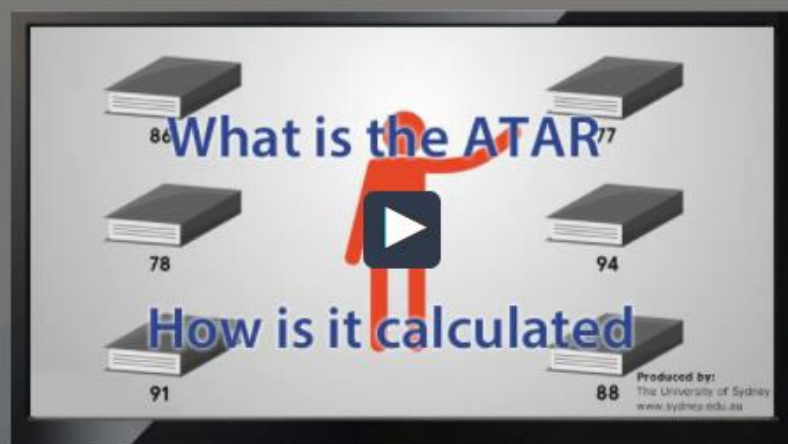
[HSC/ROSA](#)

[POST-SCHOOL OPTIONS](#)

[WORKPLACE LEARNING](#)

[FOR PARENTS](#)

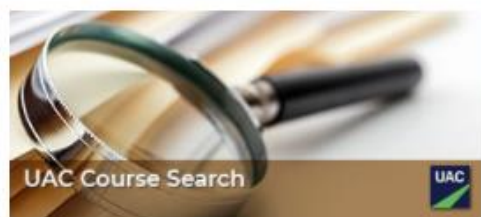
[FOR STUDENTS](#)



## 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.



# Main areas of Careers in Yr 10 of 2022

- **Careers Lessons**
- **STW Transition Interviews**
- **Work Experience**
- **Subject Selections for 2023**
- **EVET applications for 2023**
- **Careers Expo**
- **SBAT prospects**
- **White Card**

# Any Questions?

- LAMBTON HIGH SCHOOL -