

- LAMBTON HIGH SCHOOL -

Year 8 2023

PARENT INFORMATION EVENING



RESPECT | EXCELLENCE | INTEGRITY | RESPONSIBILITY



Principal – Mr Darren Mitten (rel)

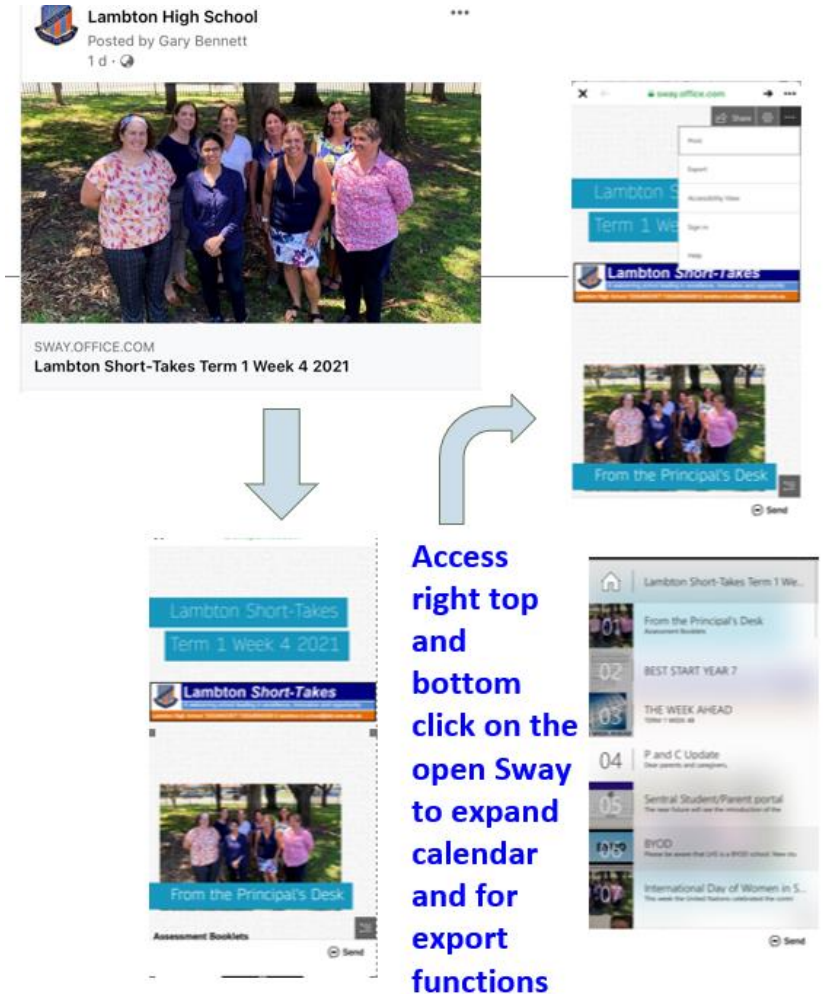


Click on the post to open Sway newsletter

LHS Official Facebook Page



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





Mr Grant Godfrey – Deputy Principal

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

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 Wednesday DATE: 29/03/23	5pm – 6pm LHS Library	Supporting student Wellbeing	Darren Mitten – Principal Grant Godfrey – Deputy Principal Angela Cohen – Deputy Principal Nick Willis – Deputy Principal Karen Birrell – HT Wellbeing Ruby Kozik – Student Support Officer
Term 2 Week 5 Wednesday DATE: 24/05/23	5pm – 6pm LHS Library	HSC Minimum Standards Information – Y10, 11 and 12 Career Planning – advice for parents of students in Yrs 9-12	Jim Keath – HT Secondary Studies Melena Nardi – Careers Advisor
Term 2 Week 10 Wednesday Date: 28/06/23	5pm – 6pm	Canvas – orientation for parents	Dan Wilson + Canvas Team
Term 3 Week 5 Wednesday DATE: 16/08/23	5pm – 6pm LHS Library	Reading and Writing Strategies <ul style="list-style-type: none"> • Focus on Reading – Super 6 • TEAL/TEEL • ALARM 	Samantha Woss – HT Teaching and Learning Madeleine Howe – English Teacher
Term 3 Week 10 Wednesday DATE: 20/09/23	5pm – 6pm LHS Library	Supporting your student in Mathematics Numeracy Strategies – Problem Solving	Carolyn Nolan – HT Mathematics
Term 4 Week 9 Wednesday DATE: 6/12/22	5pm – 6pm 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 who do not have access to their own device, the school has limited laptop banks.
- In addition, your child can access a one off download of free software provided by the department. You need to check your devices capacity regarding the downloading of some ADOBE software. Instructions on the downloading of this software is on the School website.

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
- ☐ Junior Mentoring
- ☐ Assessment

Assessment Plan/Timing

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

Year Eight Assessment Plan 2023

TERM	WEEK	TASKS				
TERM 1 2023	1					
	2					
	3					
	4					
	5					
	6					
	7	Cabinet Work				
	8	Music	CO2 Dragsters	Geo/History	Childcare	
	9	Drama	Food Technology	PDHPE Theory		Technology - IA Science
	10	English	Science	Elective Maths	PASS Theory	PDHPE Practical LTMN - Gymnastics
	11					
TERM 2 2023	1					
	2		Computer Games			
	3	Geo/History	Technology - IA			
	4	PDHPE Practical AOBH - Gymnastics	Technology - Mandatory	Maths Stage 4	Visual Arts	
	5					
	6					
	7					
	8	English	PASS Practical	Drama	Childcare	
	9					
	10					
TERM 3 2023	1	Science				
	2	Science				
	3	Maths Stage 4	Music			
	4	Cabinet Work	CO2 Dragsters	Music		
	5	Animation	Computer Games	PDHPE Practical - Dance		
	6	Elective Maths				
	7	PDHPE Theory				
	8	PASS Theory	Graphics	Technology - IA	Geo/History	
	9	Drama		PDHPE Practical - Game Sense		
	10	Visual Arts Acc				
TERM 4 2023	1	Photography	Science			
	2		Computer Games	Graphics	Science	Music
	3		Year 8 Exam Block Weeks 3/4			Music
	4	Geo/History	Visual Arts	English	Technology IA	Design and Fashion
	5	Elective Maths	English			Technology - AT
	6	PASS Practical				
	7					
	8					
	9					
	10					

Assessment Schedule



Year: 8, 2022
Course: Music

Course Description

Music involves the study of the Concepts of Music through Performing, Composing and Listening within the context of a range of styles.

Course Outline

At the end of the Year 8 Music course, students will be able to:

- Explore, experiment, improvise, arrange and compose using a variety of sound sources
- Notate compositions using traditional notation
- Listen, observe, discuss and respond in oral and written form to a range of repertoire
- Listen, observe, discuss and respond in oral and written form to how composers have used the concepts of music in their works
- Interpret different forms of notation & use different types of technology
- Experiment with computer-based technologies to create compositions
- Listen, observe, discuss and respond in oral and written form to a range of repertoire and to how composers have used the concepts of music in their works
- Identify and investigate the role technology has played in music throughout the ages

Outcomes

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music selected for study demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different types of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, where appropriate
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of all music

Year 8 Assessment Program

TERM 1 WEEK 8	TERM 3 WEEK 3/4	TERM 4 WEEKS 2/3/4
Composition 15% 4.4, 4.5, 4.6	Composition 15% 4.4, 4.5, 4.6	Performance 15% 4.1, 4.2, 4.3
Performance 10% 4.1, 4.2, 4.3	Performance 15% 4.1, 4.2, 4.3	Listening 15% 4.7, 4.8, 4.9, 4.10
Listening 15% 4.7, 4.8, 4.9, 4.10		
40%	30%	30%

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.
- A penalty of 10% of the full marks per day will be consistently applied for the submission of late tasks. After 5 days the student will receive zero

Assessment Notification Example



Course	Elective Music Year 8
Task Number	4 and 5
Task Weight	20%
Date of Notification	Week 1, Term 4
Date Due	Week 3, Term 4 – Monday 31 st October

Outcomes Assessed

- 4.1 Performs in a range of styles demonstrating an understanding of the musical concepts
- 4.2 Performs using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 Performs music selected for study demonstrating solo and/or ensemble awareness
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context

Task Description

Performance and Written Examination

Task Instructions

Task 4 : Written Task

Students will sit a listening task for approximately 40 minutes.

During this time they will have to;

- Complete an aural analysis based on the concepts of music and;
- A section in the basics of music theory and;
- A score reading analysis

Task 5 : Performance

Perform one piece of music in any style either as a solo piece (with accompaniment) or as a member of an ensemble. If you are playing as an ensemble your role within the ensemble must be clearly demonstrated.

Additional Information

- If you are away on the date of submission it is expected that you or your parent/guardian make contact with your specific teacher or Head Teacher on that submission date to discuss the handing in of the task.

Head Teacher CAPA

Mr. Dan Wilson

Class Teachers

Mr. Dan Wilson & Miss Helen Ranger

Absent for Assessment Task/Late Submission



LAMBTON HIGH SCHOOL

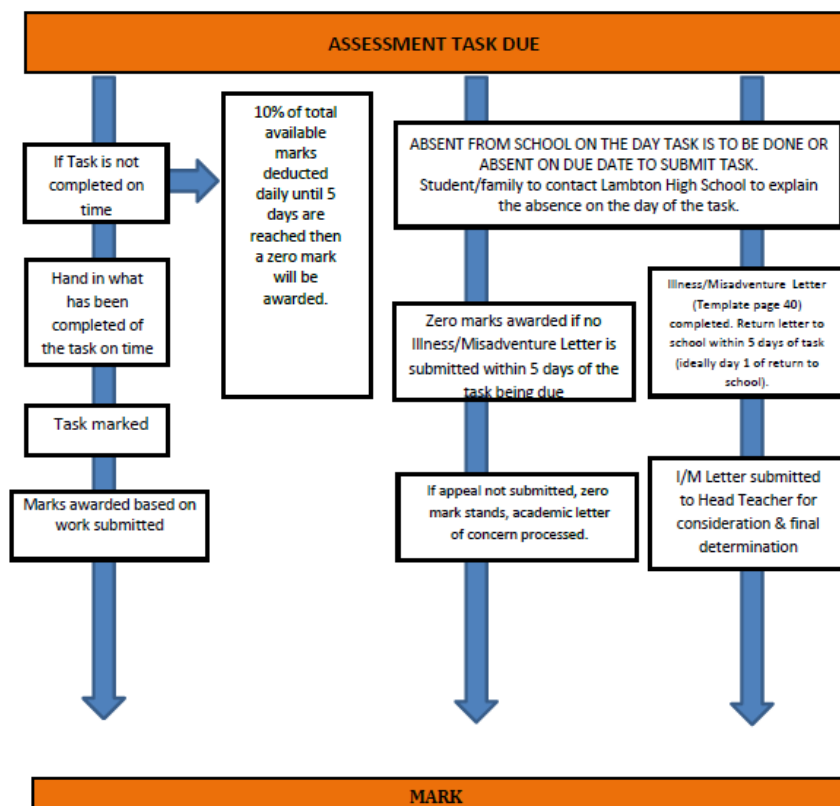
Young Road Lambton NSW 2299
Telephone 4952 3977 – Fax 4956 2429
Email – lambton-h.school@det.nsw.edu.au
Website – <https://lambton-h.schools.nsw.gov.au>
Principal: Gary Bennett



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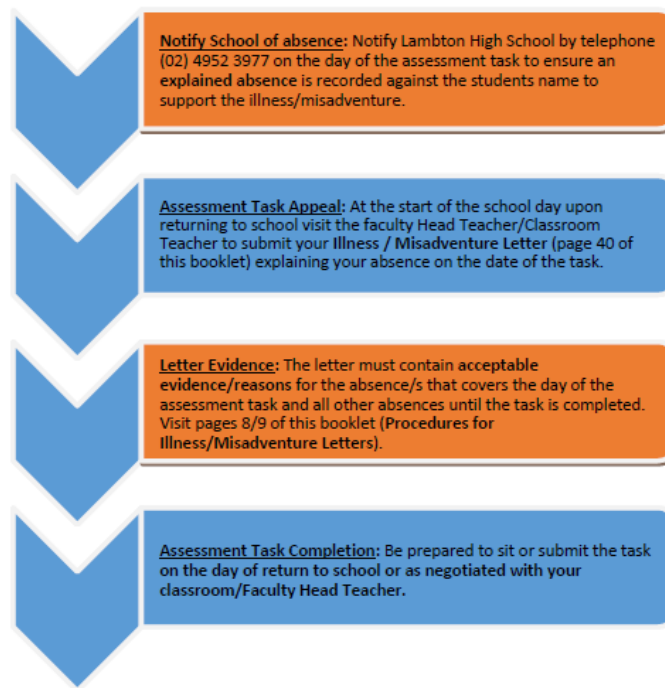
ASSESSMENT TASK FLOWCHART



MISSED ASSESSMENT TASK DUE TO ILLNESS OR MISADVENTURE

Years 7 – 9.

Lambton High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Year 7 Lambton High School Assessment Booklet.





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
- 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

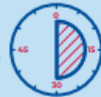


=

3 days

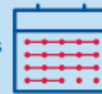


30 mins
per day



=

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

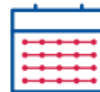
and years over their school life

1 day per fortnight



=

4 weeks



=

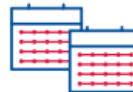
Over **1** year missed

1 day per week



=

8 weeks



=

Over **2.5** years missed

education.nsw.gov.au



Year Adviser:

Ms Sam McMellon – samantha.mcmellon1@det.nsw.edu.au

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 Advisors - Mrs Sarah Smith
 - Year Adviser: Ms Sam McMellon
 - School Executive
 - Head Teacher of Wellbeing: Mrs Karen Birrell
- Call or email to make an appointment:
 - (02) 4952 3977
 - Samantha.mcmellon1@det.nsw.edu



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



Enrichment Program

Skills developed in EP

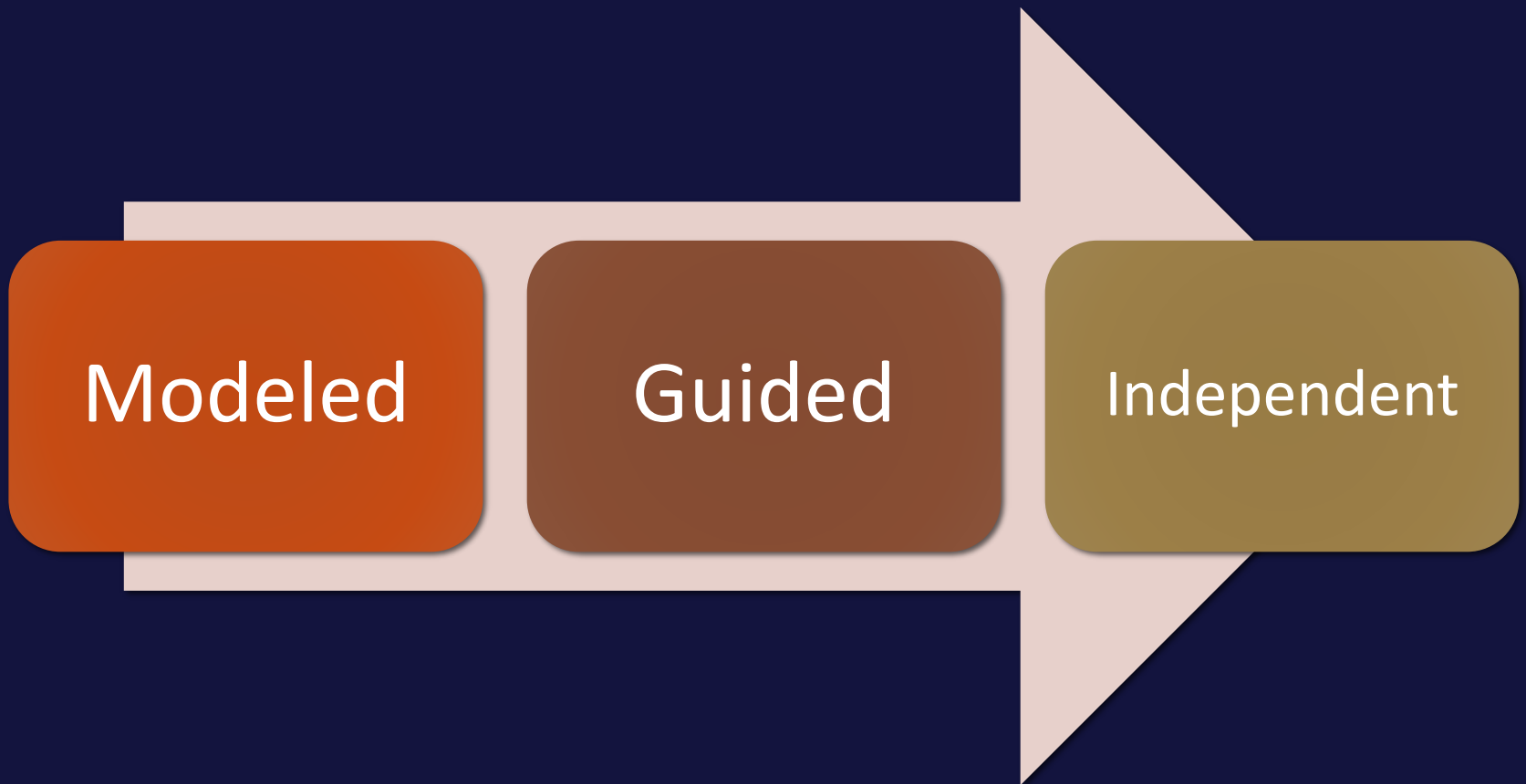


How it differs from Year 7 L3

- More in-depth research
- Based on real world issues
- Take global issues and act locally
- More time on task
- Produce an authentic prototype
- Two tasks - Showcase plus Interview style assessment



EP is a continuation of the L3 Learning Process



EP Presentation & IBL end product

Year 8 Authentic Assessment Learning (AAL) for presentation of IBL task & product

Question Guide & Assessment Rubric

The following questions and criteria is a sample of the one used by the panel to award a grade for the Year 8 IBL AAL presentation

Criteria & Questions	A	B	C	D	E
<p>Communication Effectively presents Inquiry Based Learning project and product to the panel Submitted a brief of IBL project prior to interview ✓ or X/Nil</p> <p>□ Questions Outline the purpose of your project Talk about your IBL product Were you successful in achieving an end product that answered your IBL question?</p>	<p>Outstanding presentation, well organised, showing pride and organisation skills of a high order All necessary material included and completed Confidently communicates the significance of understanding the purpose of their IBL project with reference to their completed product answering their IBL driving question Neat, smart interview attire Excellent communication skills, e.g. variety of tone, gesture, expressive voice, confident Effective use of time and balance of task presentation</p>	<p>All material presented neatly and tidily, showing sound organisation skills All material completed Clearly communicates the importance of the purpose of their IBL project with reference to their completed product answering IBL driving question Neat, smart interview attire Highly developed communication skills voice clear and sufficiently loud, eye contact Spoke to time</p>	<p>Task shows evidence of care and tidiness, Attempts at organisation Communicates the purpose of their IBL project but lacks a strong explanation that connects the purpose and the product Neat, smart interview attire. Communication skills include eye contact, expression, clear voice Spoke to time</p>	<p>Materials presented but may not be polished or well organised and/or fully completed Communicates the steps involved to complete their product only or no product and communicates information from research only Neat, smart interview attire. Use of some appropriate speaking techniques May be under time</p>	<p>Little work completed or submitted Unable to describe their project Struggles to make connections between elements of the projects purpose Poorly presented and / or limited communication skills</p>
<p>2. Collaborative learner What does the term collaborative learner mean to you? Give an example of when you demonstrated collaborative learning attributes when working on your IBL project? How effective were your efforts?</p>	<p>Demonstrates a deep understanding of what it means to be a collaborative learner and provides explicit examples from their IBL project of effectiveness when working with others and in teams Demonstrates highly motivated fostering and opening up of possibilities to allow ideas to take form into action that is co-constructed and leads to further connections and shared endeavour Is insightful with reflection and reasoning to demonstrate the capacity and challenges of collaborative practice</p>	<p>Demonstrates a clear understanding of collaborative learning and provides explicit examples of ability to work with others and in teams from their IBL project Demonstrates how is able to contribute to challenging and evaluating the group's ideas but could extend ideas further and make more connections in the shared endeavour Is reflective and active in realising the capacity and challenges of collaborative practice</p>	<p>Is able to explain collaborative learning or teamwork and provide an example when they have worked in a team Demonstrates commitment to reflecting on and influencing the outcomes of the group's joint purpose, but needs the support of the group's direction Is developing reflective processes in collaborative practice</p>	<p>Is able to explain what it means to work in a team Demonstrates is able to engage with others and attempts to explain shared understanding of group's goals but has difficulty in taking responsibility or influencing outcomes of the joint venture Shows awareness of collaborative practice</p>	<p>Unable to describe what it means to be a collaborative learner or work in a team Demonstrates attempts to communicate with others but has difficulty taking responsibility for the group's joint purpose Is unsure of the capacity and challenges of collaborative practice</p>
<p>3. Independent Learner Tell us of a time during the project where you had to set goals for yourself and/or accepted responsibility to complete work on your own Explain or show how effective you were</p>	<p>Demonstrates clear evidence (from their IBL project) the ability to set independent learning goals and /or work independently to effectively achieve goals and/or take on responsibility to complete work on behalf of their team</p>	<p>Demonstrates evidence (from the IBL project) the ability to set goals and /or work independently to effectively achieve goals</p>	<p>Is able to explain what it means to be an independent learner and give at least one example in their IBL project where they worked independently</p>	<p>Is able to explain what it means to be an independent learner</p>	<p>Unable to describe what it means to work independently Does not demonstrate evidence of independent learning</p>
<p>5. Critical Thinking and Problem Solving How effective are you as a critical thinker and problem solver? Provide examples of where you did this in your IBL project</p>	<p>Advanced understanding of critical thinking and problem solving demonstrated by the ability to frame critical questions and explore own and others judgements, resolve problems through reasoning Describes a variety of strategies used in the IBL project and is able to provide evidence of being able to independently solve problems and/or critically think Is insightful in using critical reflection and action</p>	<p>Describes critical thinking and problem solving attributes and is able to explain any problems faced in the IBL project and some of the strategies used to solve them such as: reassessing judgements, adapting ideas, re solving problems Is aware of using reflection to realise critical thinking and problem solving</p>	<p>Describes some of the problems faced and the steps used to overcome them in the IBL project including attempts to manage and resolve problems, contesting and elaborating on ideas Demonstrates a developing awareness of reflective critical practice</p>	<p>Describes problems but lacks clear explanation of the steps used to overcome them Has difficulty in recognising assumptions or acting to manage and resolve problems Shows awareness of critical reflective practice</p>	<p>Minimal understanding of problem solving and/or critical thinking Attempts to identify problems but has difficulty in putting in place practices to find solutions and take actions Unsure of critical reflective practice</p>
<p>6. Creative thinking Questions What inspired you to do this project? Give an example of when you used creative thinking to complete the project? What did you do that was different, original and/or innovative on the project?</p>	<p>Demonstrates creativity in innovation as a leader rather than a follower (i.e. comes up with the ideas/vision) Demonstrates the ability to connect concepts, ideas and/or experiences to synthesise new concepts, ideas and/or experiences Uses lateral thinking to move away from traditional responses, discards the obvious and seeks different perspectives Uses imagination and inspiration to solve problems Embraces uncertainty to explore the unexpected and unknown</p>	<p>Demonstrates the ability to connect concepts, ideas and/or experiences to synthesise new concepts, ideas and/or experiences Uses lateral thinking to move away from traditional responses, discards the obvious and seeks different perspectives Uses imagination and inspiration to develop or refine possibilities</p>	<p>Demonstrates the ability to connect concepts, ideas and/or experiences to synthesise new concepts, ideas and/or experiences Uses imagination and inspiration to refine the best idea for a particular purpose</p>	<p>Attempts to reflect on and imagine possibilities Uses imagination and inspiration to come up with ideas but may have difficulty exploring a number of ideas</p>	<p>Does not show the use of imagination or inspiration to solve problems, or connect concepts to come up with new ideas Engages with familiar ideas Does not perceive the possibility of new ideas</p>
<p>7. Self-evaluation and Reflection Can evaluate own progress in learning Explain what you think your strengths and weaknesses were in the IBL project? Describe what and how you would improve or change in the future.</p>	<p>Understands and is able to explain strengths and weaknesses in learning in the IBL project and clearly explains improvements to made if able to do again Is able to analyse overall quality of product by reassessing and imagining how the product can be transformed</p>	<p>Shows ability to reflect on tasks, and suggests ways in which they could be improved. Clearly describes areas of strength and weakness in the IBL project and/or product by attempting to address assumptions and or provide solutions</p>	<p>Describes some examples of strengths and weakness in the IBL project or product and reflects on ways in which they can be improved.</p>	<p>Can describe areas of strength and weakness in the IBL project or product, but lacks depth of reflection and/or has difficulty in making reasoned judgments on the product</p>	<p>Does not describe any strengths or weaknesses in their IBL project or product and/or lacks ability to think about processes and solutions for improvement</p>

Questions

and thank you for attending.