

- LAMBTON HIGH SCHOOL -

YEAR 9 PARENT INFORMATION MEETING 2023



RESPECT | EXCELLENCE | INTEGRITY | RESPONSIBILITY



Principal – Mr Darren Mitten



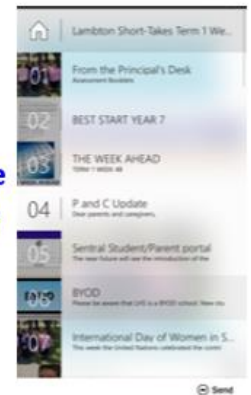
Click on the post to open Sway newsletter **LHS Official Facebook Page**



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



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





Deputy Principal – Ms. Angela Cohen (Rel.)

Questions?
**Please wait till the end of the
presentation.**

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

L'Extra

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



P & C



Meetings are held at 7 the **second Tuesday of each month**, during school terms in the Library.

Next meeting is **Tuesday March 8th.**

Parent Learning Community Groups

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

Date	Time / Venue	Focus	Presenters
Term 1 Week 10 Wednesday DATE: 30/03/22	5pm – 6pm	Supporting student Wellbeing	Gary Bennet – Principal Darren Mitten – Deputy Principal Dan Wilson – Deputy Principal Karen Birrell – HT Wellbeing Ruby Kozlik – Student Support Officer
Term 2 Week 5 Wednesday DATE: 25/05/22	5pm – 6pm	Reading and Writing Strategies Focus on Reading – Super 6 TEAL/TEEL ALARM	Samantha Wass – HT Teaching and Learning Madeleine Howe – English Teacher
Term 2 Week 10 Wednesday DATE: 29/06/22	5pm – 6pm	Supporting your student in Mathematics	Carolyn Nolan - HT Mathematics
Term 3 week 5 Wednesday DATE: 17/08/22	5pm – 6pm	Study Skills	Senior Learning Centre Staff
Term 3 Week 10 Wednesday DATE: 21/09/22	5pm – 6pm	HSC Minimum Standards Information – Y10, 11 and 12 Career Planning – advice for parents of students in Yrs 9-12	Kerensa Dunkerley – HT Administration Mick McKinley – Careers Advisor
Term 4 Week 5 Wednesday DATE: 9/11/22	5pm – 6pm	Inquiry Based Learning Showcase – LLL and EP presentations	Future Focused Learning Team

BYOD



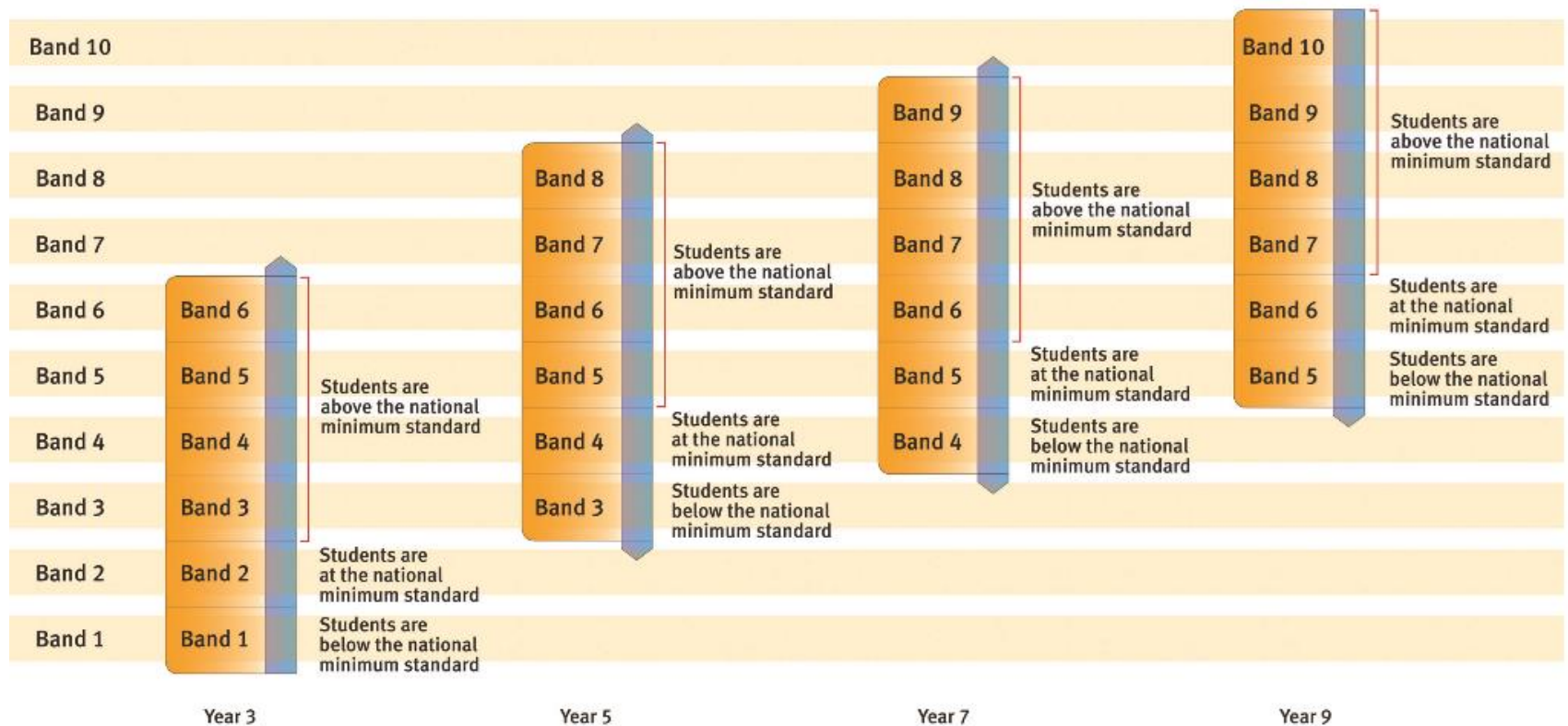
- ☐ Information regarding BYOD device requirements can be found on our school website.
- ☐ Mobile phones are not to be used as a BYOD device
- ☐ Damage to devices is not the responsibility of the School.
- ☐ We encourage you to support our use of BYOD. For those students you do not have access to their own device, the School has laptop banks.
- ☐ Lambton High School is embarking on the CANVAS journey. CANVAS is a one stop shop for communication, assessment & school information.

NAPLAN – May 10, 11, 12, 13 – 2022

Catch up – May 16

NAPLAN 2022 On-Line

National Assessment Program—Literacy and Numeracy National Assessment Scale



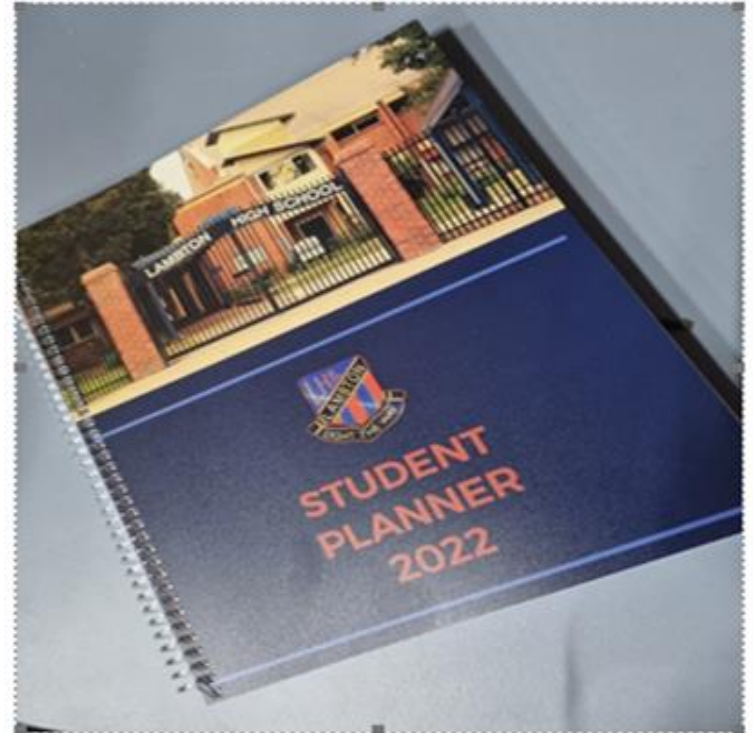
JUNIOR MENTORING 2022

Student Planners

Wednesday Mentoring

Resilience Project – GEM

Study Skills



Assessment Planner

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

Week	Year 9 - Term 1 - 2022			
1				
2				
3				
4				
5	PE Practical			
6				
7	History	Elective History		
8		Accelerated PE Theory		
9	English	Music	Drama	Accelerated PE Theory
10	Drama	PASS Practical	Industrial Technology	Marine Studies
11			Science	Music
12	Commerce/International Studies	Child Studies	Visual Arts	Music
Week	Term 2 - 2022			
1				
2	ST	History/Geography	Maths + Acceleration	PASS Theory
3			NAPLAN	Accelerated PE Practical
4	STEM	Design and Fashion	IT-Wood	Accelerated PE Practical
5	Elective History			
6	Drama			
7				
8	English			
9				Science
10				
Week	Term 3 - 2022			
1				
2				
3	Commerce/International Studies	Food Technology		
4	Music			
5	Marine Studies			Accelerated PE Theory
6	Maths + Acceleration	POHPE Practical	Accelerated PE Theory	Industrial Technology Multimedia
7	ST	History		Elective History
8	Drama	Geography		
9	Child Studies			
10	PASS Practical	POHPE Theory	POHPE Prac	Visual Arts
Week	Term 4 - 2022			
1	STEM	IT-Wood		Accelerated PE Practical
2	Design and Fashion	History/Geography		
3		Accelerated PE Practical		
4	Year 9 Yearly Exams, Exam Timetable to be issued with subject exams.			
5				
6				
7				
8	Maths Acceleration (only)			
9				
10				

Assessment

HSIE Faculty

Course Outline and Assessment Schedule

Year: 9 2022

Course: Commerce



Course Description

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

Course Outline

Topics include:

1. Consumer and Financial Decisions
2. Investing
3. Travel
4. The Economic and Business Environment
5. Our Economy

A full copy of the Commerce Years 7 – 10 syllabus can be viewed on the NSW Education Standards Authority website: <https://educationstandards.nsw.edu.au/wps/portal/nsw/k-10/learning-areas/hsie/commerce>

Outcomes

- 1. applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts COM3-1
- 2. analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts COM3-2
- 3. examines the role of law in society COM3-3
- 4. analyses key factors affecting decisions COM3-4
- 5. evaluates options for solving problems and issues COM3-5
- 6. develops and implements plans designed to achieve goals COM3-6
- 7. researches and assesses information using a variety of sources COM3-7
- 8. explains information using a variety of forms COM3-8
- 9. works independently and collaboratively to meet individual and collective goals within specified timeframes COM3-9

Assessment Program

Nature of Task	Outcomes	Weight	Timeframe
Communication Task (in-class)	COM3.1, COM3.4	25%	Term 1 Week 11
Research Task	COM3.7, COM3.8	40%	Term 3 Week 3
In-class examination	COM3.2, COM3.3	35%	Term 4 Week 4-5
	Total	100%	

Specific Subject Requirements

- In the event of illness/misadventure, refer to the Assessment Booklet.

Assessment Notification Example



LAMBTON HIGH SCHOOL

Task Notification

Course	Stage 5 Elective Music
Task Number	2
Task Weight	30% - 15% for Part 1: Composition and 15% for Part 2: Performance
Date of Notification	Tuesday 8 June, 2021
Date Due/Date of Task	Friday 18 June, 2021 and we will continue through our music lessons until the last live performance has been completed.
Submission Method	Digital Upload to Google Classroom or Live performance in class.
Contact Teacher	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.
<ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> Have various instrumental / vocal layers Have a backing track, plus other recorded instrumental / vocal parts Have multiple percussion layers on top of instrumental / vocal parts All of the above. 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: <ul style="list-style-type: none"> 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 Cubase ProTools BandLab GarageBand Soundtrap	Adobe Premiere iMovie (for Mac users) Sony Vegas that 'acapella' app

What will I be marked on? (Marking Criteria)

A	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.	17-20
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.	13-16
C	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.	9-12
D	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.	5-8
E	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.	1-4

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



**Head Teacher 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

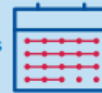


30 mins
per day



=

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

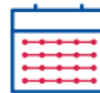
and years over their school life

1 day per fortnight



=

4 weeks



=

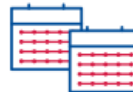
Over **1** year missed

1 day per week



=

8 weeks



=

Over **2.5** years missed

education.nsw.gov.au



Year Adviser - Ms Meg Salter



Meg Salter
(English teacher, English staffroom, B Block)

My role:-

- Primarily, a welfare role. Helping students as they need it, helping to address problems and to do what I can to assist them to succeed in their high school careers.
- To monitor and look after wellbeing and its impacts on the learning of the students in my 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:
 - Tanya Cullen (Monday & Thursday)
 - Marcus Geale (Wednesday & Friday)
- Wellbeing Coordinators
 - Boys Advisor - Mr Tim Pulsford
 - Girls Advisor - Ms Sarah Smith
- Student Support Officer – Ms Ruby Kozlik
- Year Adviser – Ms Meg Salter
- 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





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

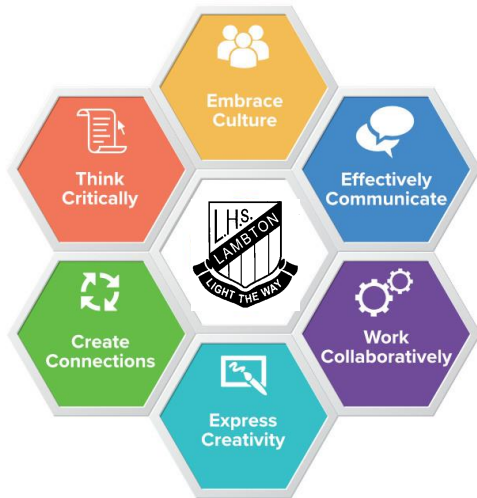
- Instilling and teaching help seeking behaviors in young people
- Helping students develop social and emotional skills
- Build resilience, coping skills and positive relationships
- Enhancing student learning and wellbeing outcomes

HOW?

- Individual support
- Targeted small group interventions eg Cool Kids and Resourceful Adolescent Program
- Whole school initiatives eg R U Ok Day



**IBL Team Leaders –
Ms Angela Cohen/Ms Maria Glabus**



Year 7 L3: Lambton Learning Ladder

Year 8 EP: Enrichment Program

Year 9 IX: Innovation eXtreme

Year 10 SF: Senior Foundation

Future Success: HSC/University/Work Force

Why have a future-focused learning approach?

Future Focus Skills:

- ☐ Presentation and communication
- ☐ Collaborative learner
- ☐ Independent learner
- ☐ Creative thinking
- ☐ Critical thinking and problem solving
- ☐ Self-evaluation and self-reflection
- ☐ ICT / Technology

SUPER SLEUTHS AND FORENSICS



• 2019 – RAW CHALLENGE

ABLETON U ABLETON ME



CHILDREN'S BOOKS... À LA FRANÇAISE

MR. NASH



BACKYARD BEE KEEPING

MS. GLABUS



'LAMBTON SHORT CUTS' MOBILE DEVICE SHORT FILMS

Mr. Clift

EXAMPLE VIDEO



LOOKING AT NEW AND
INTERESTING WAYS OF
MR. MANNWEILER
CREATING SHORT FILMS
IMAGES

CREATIVE PHOTOGRAPHY

RAW CHALLENGE 2019

ADORNED

MISS FLICK & MISS IRVINE

NINJA WARRIORS

DO YOU HAVE WHAT IT
TAKES TO BECOME A
NINJA?



SAILING

MR. LORANG



When is it?

TERM 4 – Weeks 7 & 8

- ❑ **Week 7:** Thursday 24th November – Friday 25th November
- ❑ **Week 8:** Monday 28 November – Tuesday 29th November
- ❑ **Showcase:** Wednesday 30th November

The Innovation eXtreme (IX) Challenge competencies are made up of:

- Core Future Focused Skills Competency (Core FFS Competency) + *IX Challenge Project - Subject Specific Skills (SSS)*
- To achieve the Core FFS Competency and/or SSS students demonstrate at assessed at:

COMPETENT = all the descriptors & expected evidence criteria are assessed as C

OR

PROGRESSING TOWARDS COMPETENCY = most or some descriptors & expected evidence criteria are assessed as PT (*some may also be competent and/or NYC*)

OR

NOT YET COMPETENT = all descriptors & expected evidence criteria demonstrated are assessed as NYC

Assessment methodology – assessment occurs progressively across the week of the IX Challenge by the student and peers (or audience). Final assessment of competencies is negotiated, **based on evidence**, with Innovation eXtreme Mentor/Teacher

REPORTS

The Year 9 RAW Challenge is a compulsory and important component of the Future Learning curriculum at Lambton High School. The Future Learning curriculum begins with Lambton Learning Ladder (L3) classes in Year 7 and 8. Explicit instruction is given on the Future Focused Skills (FFS), leading onto guided practice and finally more independent work with Inquiry Based Learning team projects.

In Year 9 to test these important skills are developing and/or are beginning to embed, students are to participate in a large scale learning group challenge for a full week at the end of the year. Known as the RAW Challenge (RC), the purpose is for students to practice the FFS again and to discover for themselves if they can be transferred into new or unfamiliar group learning situations with little reiteration.

Below is an overview of your student's Future Focus Skills development at the end of Year 9 as determined by the core competencies unpinning the RAW Challenge project.

Explanation of Terms

COMPETENT - (C) - achieved when all core competencies in RAW Challenge Future Focus Skills are attained.

PROGRESSING TOWARDS COMPETENCY - (P) -when one or more competencies in RAW Challenge Future Focus Skills are not attained.

NOT YET COMPETENT - (NYC) - No competencies achieved at this point in time

- Non participation in Raw Challenge
- Extended absence the week of the RAW Challenge.

RAW Future Focus Skills Core Competencies	Competent	Progressing Towards Competency	Not Yet Competent
Effective Communicator	✓		
Successful Collaborator	✓		
Critical Thinking	✓		
Creative Thinking	✓		
Self Reflection Evaluation	✓		

Questions?



- L A M B T O N H I G H S C H O O L -