

- LAMBTON HIGH SCHOOL -

Year 8 2024

PARENT INFORMATION EVENING



RESPECT | EXCELLENCE | INTEGRITY | RESPONSIBILITY



Principal – Mr James Ostermann (Apology)



Mr Nick Willis – Deputy Principal





Welcome to Year 8!

- X and Y Electives
- Mentoring – GEM / Wellbeing focussed
- Assessment
- BYOD
- YONDR
- Uniform
- IBL → EP

Year 8 Curriculum



YEAR 8	9	9	9	7
	ENGLISH	MATHS	SCIENCE	HSIE

5	6	5	5	1	4
PDHPE	TECH MANDATORY (SEMESTERISED)	X-ELECTIVE	Y-ELECTIVE	[[[**	SPORT

RESPECT

RESPONSIBILITY



CORE VALUES



INTEGRITY

EXCELLENCE

RESPECT

RESPONSIBILITY



YONDR



INTEGRITY

EXCELLENCE



YONDR



INTEGRITY

EXCELLENCE



YONDR



Phones off or in airplane mode in pouches while on school grounds

Pouches remain in student bags

Parents can contact students via the administration office

Students can contact parents via School Phones in Emergencies

Pouches unlocked at the end of the day at exit points; supported by staff

Velcro pouches can be issued to support students with medical needs

INTEGRITY

EXCELLENCE

RESPECT

RESPONSIBILITY



UNIFORM



INTEGRITY

EXCELLENCE

RESPECT



UNIFORM



EXCELLENCE

RESPECT



UNIFORM



Correct uniform each day unless otherwise communicated

Leather enclosed shoes required for participation in practical subjects

Uniform Shop Onsite: MON 1 – 4PM; TUES 8 – 11AM; THURS 8 – 11AM

Renew: Wednesdays 8.15 – 9am; lisa.beacher@det.nsw.edu.au

Speak with your child's Deputy Principal if you need financial support

Out of uniform notes from deputies for those unavoidable mishaps

EXCELLENCE

RESPECT

RESPONSIBILITY



ATTENDANCE



INTEGRITY

EXCELLENCE

RESPONSIBILITY



ATTENDANCE



INTEGRITY

RESPONSIBILITY



ATTENDANCE



Renewed DoE Focus – ‘Every Day Matters’; >95% attendance goal

Students attend every day and every lesson they are well

Please explain all absences within 7 days

Please contact your child’s year adviser with attendance concerns

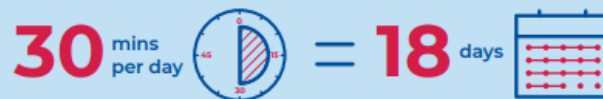
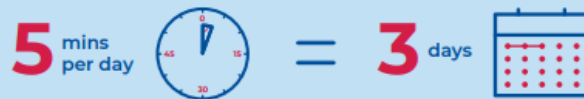
INTEGRITY



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



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



education.nsw.gov.au

RESPECT

RESPONSIBILITY



ASSESSMENT



INTEGRITY

EXCELLENCE

RESPONSIBILITY



ASSESSMENT



EXCELLENCE

RESPONSIBILITY



ASSESSMENT



Students familiarise themselves with assessment planner (Y8 CANVAS Page)

Students check canvas courses for assessment notifications

Thoroughly read notification; clarify with class teachers where needed

Revise and study for tasks

Thoroughly engage with teacher feedback following the task

EXCELLENCE

Assessment Plan/Timing

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



Year 8 Assessment Plan

TERM	WEEK	TASKS							
TERM 1 2023	1								
	2								
	3								
	4								
	5								
	6								
	7		Cabinet Work						
	8		Music	IT-Engineering	Geography	Design and Fashion	Jewellery Design		
	9		Drama	Food Technology	PDHPE Theory	English	Tech Man	Technology IA	Science
	10			Science	French	PASS Theory			PDHPE Practical LTMN - Gymnastics
	11								
TERM 2 2023	1								
	2			Computer Games					
	3		Geography	Technology – IA	Tech Man				
	4		PDHPE Practical AOBH - Gymnastics	Technology – AT	Maths Stage 4	Visual Arts	Graphics	Photography	
	5								
	6								
	7								
	8		English	PASS Practical	Drama		Science		
	9		French						
	10								
TERM 3 2023	1		Science						
	2		Science						
	3		Maths Stage 4	Music	Photography				
	4		Cabinet Work		Music				
	5			Computer Games	PDHPE Practical - Dance				
	6		PDHPE Prac (b)						
	7		PDHPE Theory						
	8		PASS Theory	Graphics	Technology - IA	History	IT-Engineering		
	9		Drama	French					
	10		Visual Arts Acc		PDHPE Practical – Game Sense				
TERM 4 2023	1		Science						
	2		PASS	Computer Games	Graphics	Science	Music	Music	
	3							Tech Man	

Assessment Schedule



PDHPE

Subject Contribution \$5

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

- 8.1 We not me - Relationships
- 8.2 Decisions Decisions
- 8.3 Towards Better Health
- 8.4 Shake it off

Practical Units

- Game Sense (Target, Net/Wall, Striking/Fielding, Invasion Games)
- Track and Field (Pentathlon)
- Gymnastics – Bounce (minitramp)
- Bush Dance
- Team Sports

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
- PD4 – 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 (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Written response and digital collage (Theory Task)	PD4 -3, PD4 -10	25%	Term 1 Week 9
Practical Assessment – Gymnastics (a) Dance (b) Game Sense	PD4 – 4, PD4 -11	50%	Term 1 Week 11 (a -LTMN) Term 2 Week 4 (a – AOBH) Term 3 Week 6 (b) Term 3 Week 10 (b)
Critical Literacy Task (Theory Task)	PD - 7	25%	Term 3 Week 7
	Total	100%	



Assessment Task

FACULTY	Creative And Performing Arts
COURSE	Year 11 Music 1
TASK NUMBER	1 - Performance and Musicology Task
TASK WEIGHT	25% Musicology 10% Performance (35% Total)
DUE DATE	Term 1 Week 9/10
CONTACT TEACHER	Mr Gibson

Assessment Notification Sample (Canvas)



Outcomes Assessed

- P1: performs music that is characteristic of the topics studied
 P2: observes, reads, interprets and discusses simple musical scores characteristic of topics studied
 P5: comments on and constructively discusses performances and compositions
 P6: observes and discusses concepts of music in works representative of the topics studied
 P9: performs as a means of self-expression and communication

Task Description

Part A: Performance (10%) – marked out of 20

Your performance piece can come from any genre you like, as long as you can find/create musical notation to use for Part B as mentioned below. Your performance piece should meet the following criteria:

- Must be at least 3 minutes long, but no longer than 5 minutes.
- You can perform solo, or with live accompaniment, however, if the song is meant to be accompanied, then it needs to be accompanied
- If you are using a backing track, your part can not be on the track. For example, if you are singing, there can not be any lead vocals on the track, if you are playing bass guitar, you can not have any bass guitar on the track, etc.
- Everyone must be ready to perform on Monday 22 March 2021 (T1W9) – I will select the order of performances at random. If you are not ready to perform when you are called, then you will receive zero marks and an N-award warning will be sent home.
- Marking criteria for the performance is attached. It will be marked out of a total of 20.

Part B: Musicology Written Submission (25%) – marked out of 20

You are to present a musicological discussion about the piece you are going to perform in Part A which is focused on the Concepts of Music. This will take the form of a 1-2 page written analysis of your piece. In order to achieve this you will need to do the following:

1. Analyse your performance piece thoroughly using 2 or 3 of the Concepts of Music as a framework.
2. Be able to discuss the most interesting features of your performance piece. This includes discussing any accompanying parts as well as your own.
3. You must include reference to some form of musical notation in your discussion. This could be internet tablature for drums, guitar, bass, etc., or it could be traditional sheet music (which you can easily purchase from www.musicnotes.com or any other online source – only a couple of dollars each).

You will submit this via CANVAS before 9:30am on Thursday 1 April 2021. You can hand it in earlier if you like. If you get stuck then email it to me: jarrod.gibson5@det.nsw.edu.au

Submission Requirements

Part A: Performance

- Your submission will be recorded live into CANVAS during your performance as part of your feedback.

Part B: Musicology Written Submission

- Submission....
- Include instructions on how to submit this task in Canvas (pref video)
- Unpacking of the task - if you recorded the unpacking of the task, place a link to the video here

Resources and References

- www.musicconcepts.com.au (past papers, audio excerpts, marking guidelines and scaffolds to help you structure your responses)
- hscub.nsw.edu.au/creative-arts-courses/music-hsc-course

There are guides for both the Concepts of Music and how to structure a musicological response, and the practical exam process in that link.

Feedback provided

Individual feedback for this task will be provided within 2 weeks of submission, in the form of:

- Canvas rubric
- Canvas annotations
- Written Feedback

Registration of Receipt

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

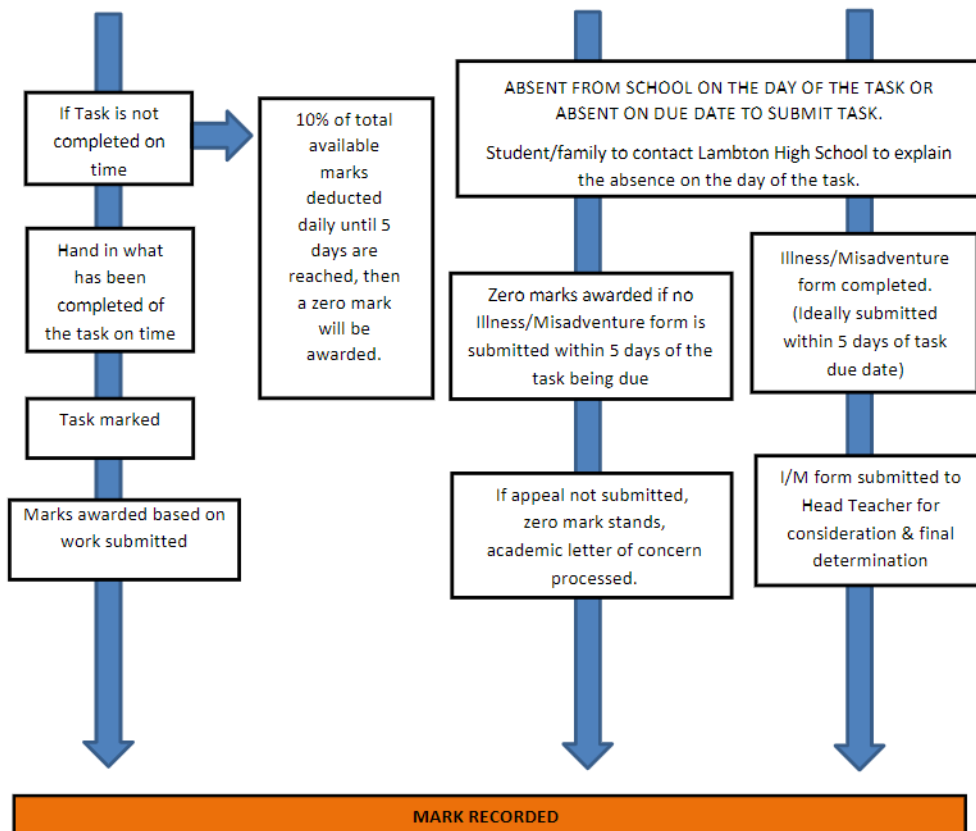
LHS assessment tasks can be submitted anytime before 9:30am on the due date.

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

Illness/Misadventure Process



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.

Notify School of absence: Notify Lambton High School by telephone (02) 4952 3977 on the day of the assessment task to ensure an **explained absence** is recorded against the student's name to support the illness/misadventure.

Assessment Task Appeal: At the start of the school day upon returning to school visit the faculty Head Teacher/Classroom Teacher to submit your **signed and dated Illness/Misadventure form (template page 47/48)** explaining your absence on the date of the task.

Letter Evidence: The letter must contain **acceptable evidence/reasons** for the absence/s that covers the day of the assessment task and all other absences until the task is completed. Visit pages 9/10 of this booklet (Procedures for Illness/Misadventure form).

Assessment Task Completion: Be prepared to sit or submit the task on the day of return to school or as negotiated with your classroom/Faculty Head Teacher.

Illness Misadventure Forms:



To be completed online

Year 7 Illness / Misadventure Application

Lambton High School

Student Details

Student Name *

Student Email Address *

Year Group *

Assessment Task Information

Faculty of Assessment Task Class *

Date of Assessment Task *

Classroom Teacher *

Subject Name *

Task Type *

Reasoning

Please provide more information about your illness or misadventure circumstances.

Please note that these items are not grounds for misadventure:

- Technology failure.
- Failure to remember due date.
- Workplace commitments

Reasoning *

Supporting Documentation

Please upload any justification or evidence as required.



47

8Men24

2024

Home

Announcements

Assignments

Discussions

Marks

People

Pages

Files

Syllabus

Outcomes

Rubrics

Quizzes

Modules

BigBlueButton

Collaborations

New Analytics

Item Banks

Studio

MultiTool

Settings

Recent Announcements



Assessment booklet

Good morning. The Yr 8 Assessment booklet can be found via the Assessment Booklet button o...

Poste

Year 8 2024 HOMEPAGE

Edit

LAMBTON HIGH SCHOOL LIGHT THE WAY

RESPECT EXCELLENCE INTEGRITY RESPONSIBILITY

YEAR 8

Year Adviser: Ms Miceli

Year 8 Deputy Principal: Mr Willis

DOWNLOADS

Assessment Information

Student Support

Subject Selection

Academic Tips

Technology Assistance

Illness Misadventure Process

Illness Misadventure Forms

Sentral Daily Notices



Enrichment Program (EP). Mr Tim Pulsford



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



Modelled

Guided

Independent

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
1. Communication Effectively presents inquiry based learning project and product to the panel Submitted a least of 16 pages prior to reference If at All Questions Outline the purpose of your project Talk about your IBL product What was successful in achieving an end product that answered your IBL question?	Outlining presentation, well organized, showing good and organization skills at a high order All necessary material related 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, short interview attire Basic communication skills, e.g. variety of tone, gesture, expression, voice, confident (Effective use of tone and balance of task presentation)	All material presented clearly and fully, showing sound organization skills All material completed Clearly communicates the importance of the purpose of their IBL project with reference to their completed product answering their IBL driving question Neat, short interview attire Highly developed communication skills, voice clear and sufficiently loud, eye contact Spoken to know	Well shows evidence of care and interest, strength of organization Communicates the purpose of their IBL project but lacks a strong explanation that connects the purpose and the product Neat, short interview attire Communication skills include eye contact, expression, clear voice Spoken to know	Material presented but may not be organized or well-organized and is fully completed Communicates the steps involved to complete their product only or no product and communication Neat, short interview attire Use of some appropriate speaking techniques May be under time	Little work completed or submitted Unable to describe their project Struggles to make connections between elements of the project's purpose Poorly presented and/or limited communication skills
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?	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 behavior and opening up of possibilities to allow ideas to take form into action that is co-constructed and leads to further connections and shared understandings is insightful using reflection and reasoning to demonstrate the quality and challenges of collaborative practice	Demonstrates a clear understanding of collaborative learning and provides examples of ability to work with others and to learn from their IBL project Demonstrates how to be able to contribute to challenging and evaluating the group's ideas but could not defend ideas further and make more connections in the shared understandings to reflect and act on resolving the quality and challenges of collaborative practice	It able to explain collaborative learning in 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 in developing reflective practices in collaborative practice	It able to explain what it means to work in a team Demonstrates to be able to engage with others and attempt to explain shared understanding of group's goals but has difficulty in taking responsibility or influencing outcomes of the joint venture Some awareness of collaborative practice	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 Lacks clarity of the quality and challenges of collaborative practice
3. Independent learner Talk us of a time during the project where you had to set goals for yourself and/or assumed responsibility to complete work on your own. Explain or show how effective you were	Demonstrates clear evidence from their IBL project of the ability to set goals and/or work independently to effectively achieve goals and/or take on responsibility to complete work on behalf of their team	Demonstrates evidence from their IBL project of the ability to set goals and/or work independently to effectively achieve goals and/or take on responsibility to complete work on behalf of their team	It 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	It able to explain what it means to be an independent learner	Unable to describe what it means to work independently Does not demonstrate evidence of independent learning
3. 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	Advanced understanding of critical thinking and problem solving demonstrated by the ability to frame critical questions and explore new and others' judgments, 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	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 reasoning judgments, solving ideas, to solving problems Is aware of using reflection to make critical thinking and problem solving	Describes some of the problems faced and the steps used to overcome them in the IBL project including attempts to manage and resolve problems, reasoning and elaborating on ideas Demonstrates a developing awareness of reflective critical practice	Describes problems but lacks clear explanation of the steps used to overcome them Has difficulty in reasoning assumptions or acting to manage and resolve problems Some awareness of critical reflective practice	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/or solutions Lacks clarity of critical reflective practice
4. Creative Thinking Questions What inspired you to do the project? Was an example of when you used creative thinking to complete the project? What did you do that was different, original and/or innovative in the project?	Demonstrates creativity in innovation as a leader rather than a follower (i.e. comes up with the idea/insight) Demonstrates the ability to connect concepts, ideas and experiences to synthesize new concepts, ideas and/or experiences Uses lateral thinking to move away from traditional responses, describe the obvious and look different perspectives Uses imagination and inspiration to solve problems Embraces uncertainty to explore the unexpected and unknown	Demonstrates the ability to connect concepts, ideas and experiences to synthesize new concepts, ideas and/or experiences Uses lateral thinking to move away from traditional responses, describe the obvious and look different perspectives Uses imagination and inspiration to develop or refine possibilities	Demonstrates the ability to connect concepts, ideas and experiences to synthesize new concepts, ideas and/or experiences Uses imagination and inspiration to refine the best idea for a particular purpose	Attempts to reflect on and insight possibilities Uses imagination and inspiration to come up with ideas but they have difficulty exploring a number of ideas	Does not show the use of imagination or inspiration to solve problems, or come up with ideas Engages with familiar ideas Does not perceive the possibility of new ideas
7. Self-Assessment 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.	Understands and is able to explain strengths and weaknesses in learning in the IBL project and clearly explains improvements to make or fail to do again Is able to evaluate overall quality of product by reasoning and mapping how the product can be improved	Shows ability to reflect on tasks and weaknesses in which they could be improved Clearly describes areas of strength and weakness in the IBL project and product by attempting to address assumptions and to provide solutions	Describes some examples of strengths and/or weaknesses in the IBL project or product and reflects on ways in which they can be improved	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	Does not describe any strengths or weaknesses in their IBL project or product Has difficulty to think about processes and solutions for improvement



Communication and Supports Available

Communication: Platforms



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



Communication: Staff



Typically All Students/Families:

- **Administration office:** *attendance – absence explanations, exemption forms and general enquiries*
- **Parent Learning Groups:** Weeks 5 and 10 each Term: wellbeing, careers, canvas plus more!
- **Parent Teacher Night:** 24th June Yrs 10, 11, 12; 5th August Yrs 7, 8, 9
- **Class Teachers:** *as per timetable for class specific concerns*
- **Year Adviser:** Ms Miceli - *first contact for general enquiries and student concerns*

Additional Supports



Some Students/Families

- **Head Teacher Wellbeing:** Mrs Birrell (*incl health care plans & Attendance*)
- **School Counsellors:** Tanya Cullen, Djcynta Middleton, Marcus Geale (*Liaising with external supports*)
- **Deputy Principal Years 8 & 11:** Nick Willis

Learning Support Staff (referral via LST/Year Adviser):

- **LASTS:** Karen Sandland, Robyene Lewis *Learning Support & Exam Provisions*
- **Student Support Officer:** Olivia Boglev
Promoting help seeking behaviours, developing social and emotional skills, building resilience & promoting positive relationships through individual/small group/whole school)
- **Boys Advisor:** Adam White; **Girls Advisor:** Sarah Smith

Student Support Officer

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

Aims and Objectives

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

HOW?

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



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.

Next meeting is **Tuesday 13th March**

ACCESSING CANVAS FOR PARENTS

- Parents are strongly encouraged to come to the Navigating CANVAS For Parents Session on March 14th from 6-7pm in the Mini Hall with Dan Wilson.

- LAMBTON HIGH SCHOOL -

- LAMBTON HIGH SCHOOL -



Questions?





Thank you for your
attendance

- LAMBTON HIGH SCHOOL -