

Year 10 Parent Learning Group

Term 2 2021





Social Science

Mrs Nicki Clark





Creative and Performing Arts





TAS





PLG Focus



- ❑ KLA Focus – CAPA, Social Science and TAS
- ❑ Mid Course assessment preparation and study tips
- ❑ Yr. 11 Accelerated Illness/Misadventure processes
- ❑ Subject selection/curriculum pattern Yr 11
- ❑ Student Wellbeing and Voice





Dates to Watch Out For!

This Term:

Week 8: Year 10 Blackout period

› This Friday Regional Cross Country Carnival

Week 9: Semester 1 Assessment period

Week 7: Zone Athletics

Week 10: Monday 21st June ROSA Assembly 1:30pm

Term 3

Week 3 Reports issued, Monday 2^{6h} July.

Week 3: Thursday 29th July parent/teacher interviews

Week 4: 2nd August 2022 subject selection information evening

Term 4:

Week 6: 9th November - Our next PLG

**MARK YOUR
CALENDAR!**



Mid Course Assessments

Week 9

- Scheduled based on course assessment programs
- Tasks in most subjects
- Times vary – can be up to 80 mins
- Normal timetabled classes when no assessment

Timetable will follow





Strategies to help prepare

In the student diary

3,2,1 Go.....

Semester 1 Assessment Preparation/Guide

- ☺ Time to catch up on notes, tasks and worksheets
- ☺ Clarify what subjects have exams and the contents
- ☺ Make a list of pluses (good points) and minuses (need to improve) from past exams
- ☺ Get organised at home, clear study space, share your plan
- ☺ Allocate 1 subject per day for study, review notes, exercises
- ☺ Begin summaries, flash cards, mind maps, posters, formula sheet
- ☺ Locate and copy chapter reviews, revision questions past papers

In the next week

- 🔴 Complete, summaries, mind maps, sample answers this week
- 🔴 Decorate your room with post-its, mind maps, summaries; READ OVER
- 🔴 Two subjects per day, some review some practice questions
- 🔴 Make a list of questions to ask friends or teachers...ASK THEM!
- 🔴 Get used to the format of past exams, know what to expect
- 🔴 Practise specific maths problem types, extended responses, drawing diagrams to help imprint them
- 🔴 Address the minuses from past exams – seek clarification
- 🔴 Set goals for next week

the week after

- ➔ Daily review of summaries, formulas, mind maps, flash cards
- ➔ Complete practice papers, chapter reviews, set revision - consult teachers for feedback
- ➔ Know the standards expected to meet your goal in each exam
- ➔ Answer under exam conditions, time yourself, plan your time
- ➔ Do your own marking, peer mark
- ➔ Review your plus and minuses
- ➔ Be organised night before
- ➔ Surround yourself with positive people and thoughts

TRUST YOUR PREPARATION

the lead up week



A Plan for Preparing

1
WEEK



Time to catch up on notes, tasks, worksheets

Get organised at home; clear study space & share your plan

Clarify what subjects have exam and the contents

Allocate 1 subject per day for study, review notes & exercises

Locate and copy chapter reviews, revision questions, practice questions

Make a list of strengths & areas for development

Begin summaries, flash cards, mind maps, posters & formula sheets

*Week 1 Down
3 Weeks To Go!*



week two



Know what to expect



Complete summaries, mind maps, sample answers this week

Make a list of questions to ask friends and teachers. **ASK THEM!**



2 subjects per day; some review, some practice questions

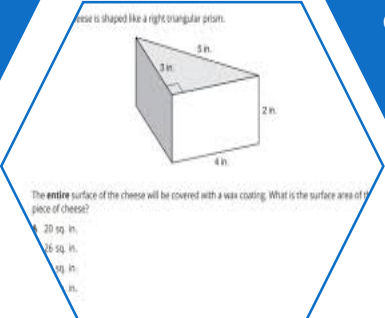


Practise specific maths problem types, extended responses & draw diagrams to help *imprint* them

Decorate a space with post-its, mind maps, summaries and READ OVER

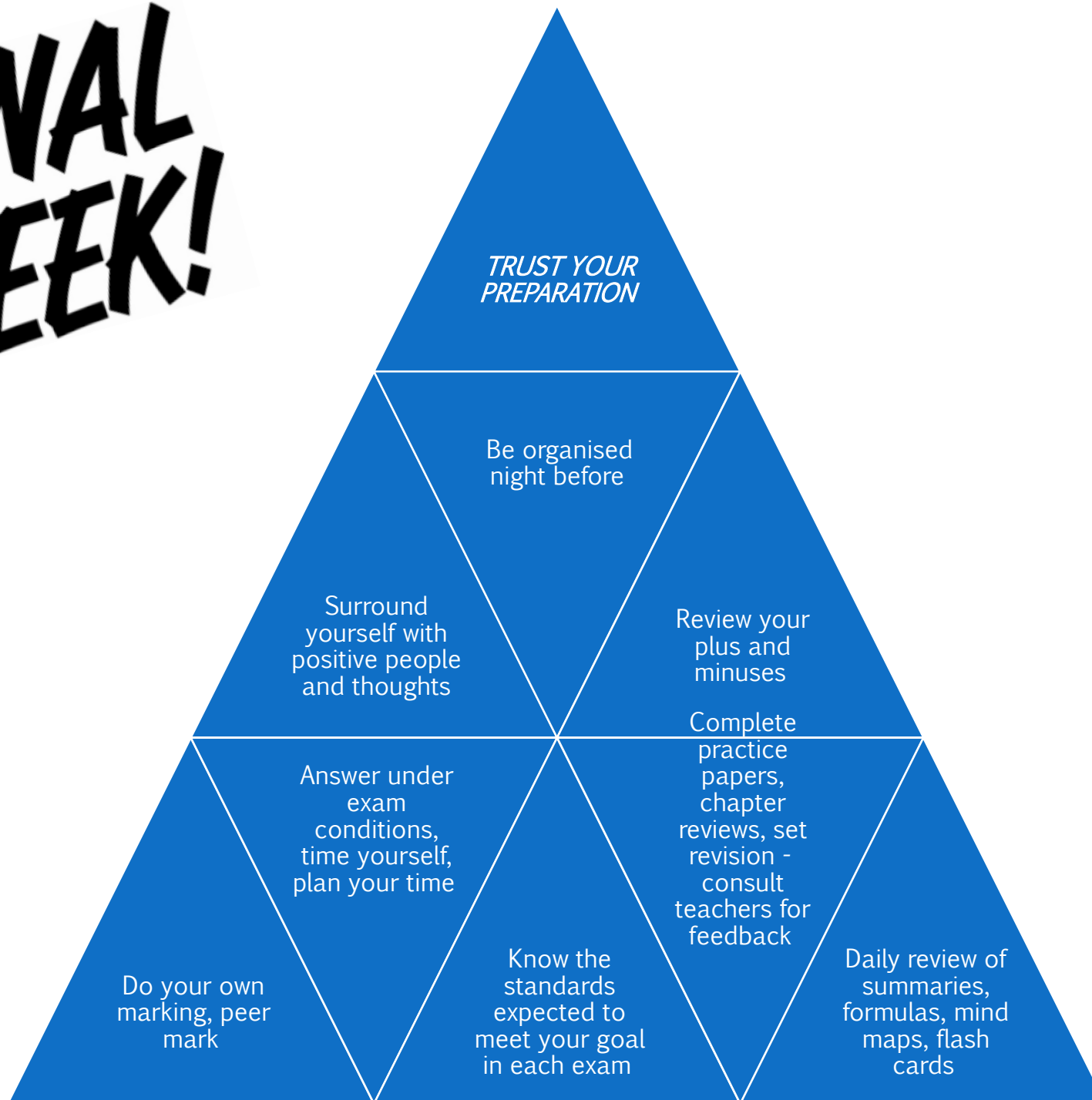


Set goals for next week





FINAL WEEK!



TRUST YOUR PREPARATION

Be organised night before

Surround yourself with positive people and thoughts

Review your plus and minuses

Answer under exam conditions, time yourself, plan your time

Complete practice papers, chapter reviews, set revision - consult teachers for feedback

Do your own marking, peer mark

Know the standards expected to meet your goal in each exam

Daily review of summaries, formulas, mind maps, flash cards



MEREWETHER HIGH SCHOOL STUDY PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
3 - 4						
4 - 5						
5 - 6						
6 - 7						
7 - 8						
8 - 9						



Study Planner

MY WEEKLY GOALS

DATE:

I HAVE TO:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

I NEED TO:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

I WOULD LIKE TO:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY



Elevate education works with our students, delivering high impact workshops on study skills, motivation, wellbeing, and exam preparation.

Yr 10 -12 program of visits building skills



Success of ELEVATE is based on short sharp sessions of study skills

Key focus each year which compliments years before.

FREE PARENT WEBINAR SERIES

EMPOWERING PARENTS TO REINFORCE STUDY SKILLS

<https://get.elevatecoaching.info/au/register>

Link to register and information has been emailed to you.



Merewether High School

Application for Consideration - Illness / Misadventure

Stage 4 & 5

Section A: Student Submission

Students are asked to complete and submit this form or have a copy accompany a written note from a parent or carer in request of consideration for illness or misadventure regarding an assessment task.

Name:		Course:	Year:
Task Number:	Description:		
Date Scheduled:	Class Teacher:		
Reason for the Application (State details and attach supporting documentation)			
<hr/> <hr/> <hr/>			
Medical Certificate / other supporting evidence is attached:		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Student's signature:	Date:	Parent / Caregiver's Signature:	

**Students are responsible for consulting their Teacher for the outcome of their application*

Section B: Staff Consultation	<i>Date Received by Teacher:</i>
Class Teacher / Head Teacher recommendation:	
Head Teacher's signature:	Date:



Stage 6 Illness and Misadventure Information



Applications may be in respect of

- ✓ Illness or physical injuries suffered directly by student which allegedly affected their performance in the assessment (eg: influenza, asthma attack, cut hand)
- ✓ Misadventure – any event beyond your control which allegedly affected the student's performance in the assessment (eg death of a friend or family member, involved in traffic accident, isolation by flood)



Limitations

*Students may only apply in relation to circumstances that occur **immediately before or during** an assessment and that affect their performance in the assessment.*

You **cannot** submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example as a result of earlier illness
- alleged deficiencies in teaching; eg: extended teacher absences or long term matters relating to loss of preparation time, loss of study time or facilities during Yr 11,12
- long term illnesses unless you suffer a flare up of that condition during the assessment
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an assessment.
- Computer/printer/technology malfunctions or difficulties
- Misreading the assessment timetable.
- Misreading assessment instructions or notification





Their/Your Part in the Application



Merewether High School

Application for Consideration - Illness / Misadventure

Stage 6

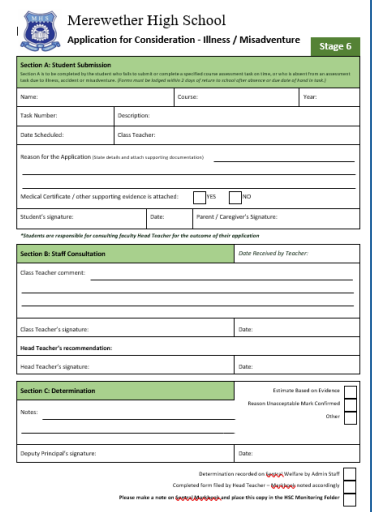
Section A: Student Submission

Section A is to be completed by the student who fails to submit or complete a specified course assessment task on time, or who is absent from an assessment task due to illness, accident or misadventure. (Forms must be lodged within 2 days of return to school after absence or due date of hand in task.)

Name:		Course:	Year:
Task Number:	Description:		
Date Scheduled:	Class Teacher:		
Reason for the Application (State details and attach supporting documentation)			
Medical Certificate / other supporting evidence is attached: <input type="checkbox"/> YES <input type="checkbox"/> NO			
Student's signature:	Date:	Parent / Caregiver's Signature:	

**Students are responsible for consulting faculty Head Teacher for the outcome of their application*

They need to follow up with HT for outcome of the application



Provide supporting evidence & submit to teacher within 48hrs of returning to school

Ensure they & you sign the document



Disability provisions for the Accelerated Higher School Certificate Examinations

Why now? Need to start seeking medical reports and supporting documentation as soon as possible.

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room.

The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks, small group supervision.

Schools are responsible for determining and approving [adjustments for all school-based assessment tasks](#). NESA determines disability provisions for the Higher School Certificate examinations.

To apply for provisions, we must submit an online [application](#) to NESA. This application tells us [which provision/s a student is requesting](#) and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.



2022 Subject Selection processes

Final choice in curriculum pattern

- Choose **10 additional units** (min)
- Most subjects = 2 units
- English is mandatory
- All students complete 2 units next year but continue into Year 12 with another 10 units (totalling 12 units for HSC)
- Booklets issued early Term 3
- Ms Abbo providing information in Careers lessons regarding university requirements.
- Student choices provide matrix of subjects we can offer
- Parent information session T3/Wk. 4



STUDENT'S

CHOICE

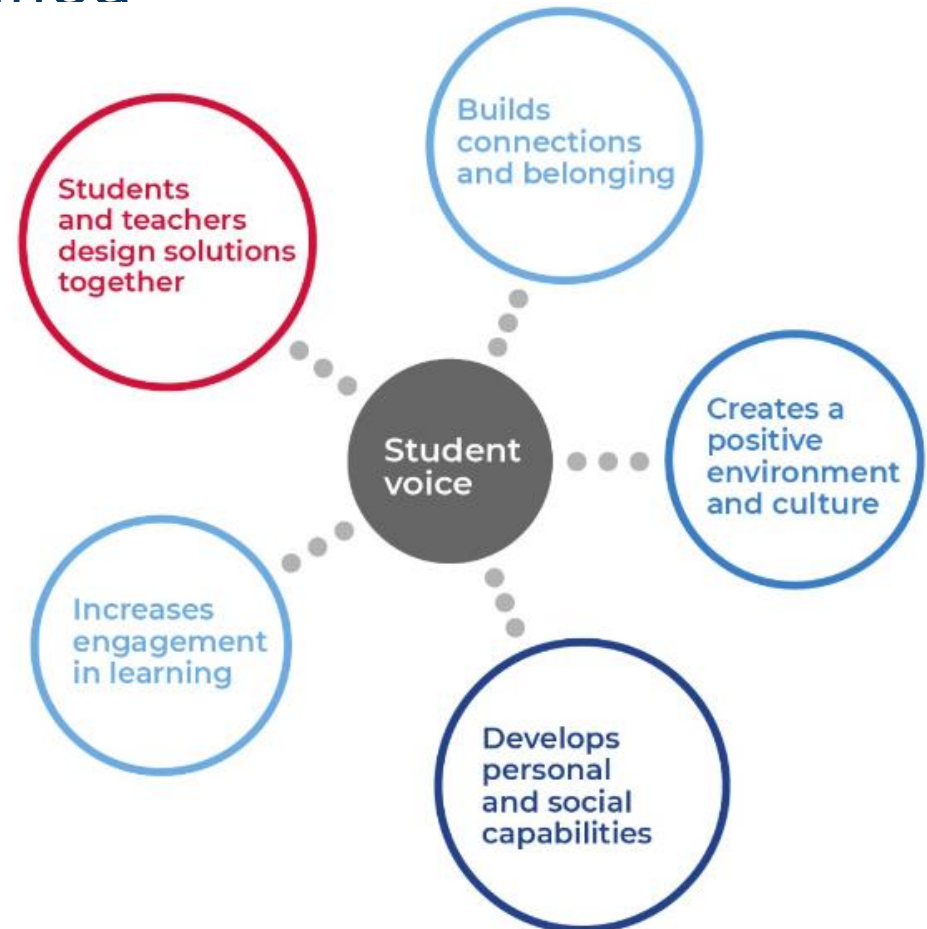


Student Wellbeing

› **Tell Them From Me** – student feedback about where to from here? Focus areas identified

› **Student Voice**

› **Focus groups**





What is student voice?

Student voice is defined as students actively participating in decision-making on things which shape their educational experiences. It is an approach to education that values the perspectives, experiences and aspirations of students across three settings; the classroom, the school and in the wider community.

How are student voice and wellbeing connected?

When young adults participate in meaningful decision-making and feel that they are valued at school, they:

- experience higher levels of wellbeing and empowerment
- feel a deeper connection to their learning and school community
- develop a range of skills and capabilities to feel connected and successful at school and in life.





How can student voice be encouraged at home?

As educators we want your child to love learning. We want them to feel confident in expressing their voice, having influence and making authentic choices at school. There are many ways you can support this at home and further develop the skills they are learning at school.

Top tips for supporting student voice at home

1. Create opportunities within the home for your sons/daughters to lead activities and make meaningful choices.
2. Support your children in identifying and celebrating their personal strengths and those of others.
3. Support them in making learning goals and sharing them with us. This will empower them to shape their learning environment to reflect their unique needs.
4. Encourage them to be a leader in their classroom, school and communities. These do not have to be traditional leadership positions, such as school captains. Students can complete their leadership passports, become peer-support leaders and/or member of the SRC, join clubs and forums or become student mentors and volunteers.
5. Create opportunities for collaboration and meaningful discussion in the home.





*Thank
you*

Please forward your feedback and areas you would like covered in future PLGs to me via email.

esme.corney@det.nsw.edu.au