MEREWETHER HIGH SCHOOL YEAR 12 2021 3 TERMS TO GO!



Parent Learning Group





Today's Topics



- Important Dates
- Mid Course Examinations & the Holidays
- Academic Review Process
- University Pathways, Scholarships and Seminars – Ms Abbo
- KLA Presentation English Mrs Colbert
- Illness and Misadventure Procedures
- Yr. 12 Initiatives



- Today 1st April Mid Course Assessment Period
- 20th April All students return Yr 12 Meeting
- 28th April School Cross Country
- 5th May Reports Issued
- 10th May Academic Reviews Commence
- 11th May Parent Teacher Night
- 8th June Next Parent Learning Group
- 21st June ROSA Assembly 1:30pm Yr 8, 10, 12





2020 HSC - How Did we do?

We have the teaching, expertise, processes and support to deliver exceptional results.

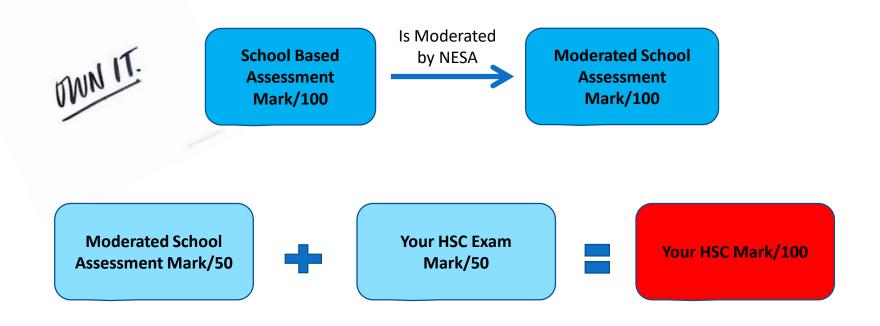
TRUST IT!

- ➤8 students ATAR above 99
- ▶2 first in Course and 11 Students with state rankings
- ➤ 12 students on the high achievers list (10 units Band 6 results)
- ➤ Approx. 75% of all results band 5 or 6
- **≥**290 Band 6s
- **→**464 Band 5s

- Accelerated 62 Band 6's and 70 Band 5's
- Most students have received first preference offers for university
- ➤ Many received scholarship offers



Their HSC Mark ... how it works





Mid Course Assessment Period

A variety of task types and submission

Week 9	
Tuesday	English (Advanced, Standard)
Wednesday	French Speaking English Ext 1 Food Technology Maths Extension 2 Music 1 performance Music 2 Performance
Thursday	Modern History
Friday	Business Studies French Beginners Legal Studies SDD Hand in task

Week 2	
Monday	Maths (Advanced, Standard) Design and Technology
Tuesday	CaFS Biology Geography Physics
Wednesday	Earth and Environmental Science Engineering Studies Hospitality Economics Society and Culture Studies of Religion
Thursday	Maths Extension 1



Illness and Misadventure



Information Guide for Students

See page 12 of their HSC assessment booklet for guidelines

Applications may be in respect of

- ✓ Illness or physical injuries suffered directly by you which allegedly affected the student's 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 <u>immediately before or</u> <u>during</u> 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
- o 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
- o 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

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:			Yea	r:	
Task Number: Description:						
Date Scheduled:	Class Teacher:					te
Reason for the Application: (State	details and attach supportin	ng docu	ımentatio	on)		
Medical Certificate/other supporti	ng evidence is attached:	Yes		No		
Student's signature			Parent/0	 Caregiver	 's signature	Ensure the sign the

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

Ensure they & a parent sign the document

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

Academic Review Meetings Pre-meetings Weeks 4-5 Term 1



All students met with a key staff member for 5-10 mins

Key Areas

- ➤ Accelerated course reflection
- ➤ Discussion of current support structures, what is working
- >Areas to focus on in the lead up to mid-course assessments





Biggest learnings from studying an accelerated course

Wasn't on top of HSC processes and expectations

Studying methods/techniques improved over the course.

Cannot just summarise all at the end just before the exams

Noticed greater self awareness of where I was in class in terms of understanding.

More conscious of capabilities and the need for triggers to get things STARTED

Worked extra hard towards the end of the course to add depth to understanding.

Experience in the workload and what is expected for success.

Mark in one task did not determine overall HSC mark/rank.





Current Support Structures

Study planners

Better organisational tools, summaries updated as you go, to do list each

Working collaboratively with friends in study groups

Mentors

NEWSPACE, Working in ILC





Mid-Course meetings Week 4-6 Term 2

All students have a 15-20 minute meeting with a key staff member

Key Areas:



- ► Mid-course debrief
- assess current support, mentor, class teacher
- discuss time commitments, study plan, options
- > set priorities, goals
- ► ATAR prediction
- > study methods, online resources

- 0 0 0 0 0 0 NA - 0 0 0 0 0 0 NA - 0 0 0 0 0 NA - 0 0 0 0 0 NA - 0 0 0 0 0 NA - 0 0 0 0 0 0 NA - 0 0 0 0 0 NA - 0 0 0 0 0 0 NA - 0 0 0 0 0 0 NA - 0 0 0 0 0 0 NA - 0 0 0 0 0 0 NA - 0 0 0 0 0 NA - 0	tudent Name		BOS	Unit	Estimated		Scaled TES	Relative Course			
- 0 0 0 0 0 0 NA - 0 0 0 0 0 NA - 0 0 0 0 0 0	ourse Name				HSC Mark				4	-	
- 0 0 0 0 0 0 NA - 0 0 0 0 0 NA - 0 0 0 0 0 0 NA - 0 0 0 0 0 NA - 0 0 0 0 0 0 NA - 0 0 0 0 0 0 NA - 0 0 0 0 0 NA - 0 0 0 0 0 0		•		0		0	0.0	NA		1	
- 0 0 0 0 0 0 NA Estimates - 0 0 0 0 0 0 NA Year UAJ ATAF - 0 0 0 0 0 0 NA 2015 NA NA - 0 0 0 0 0 0 NA 2017 NA NA - 0 0 0 0 0 0 NA 2018 NA NA - 0 0 0 0 0 0 NA 2019 NA NA		•		0		0	0 - 0	NA		Cent	re
- 0 0 0 0 0 0 NA Calculate - 0 0 0 0 0 0 NA Year UAI ATAF - 0 0 0 0 0 0 NA 2015 NA NA 2016 NA NA - 0 0 0 0 0 0 NA 2017 NA NA - 0 0 0 0 0 0 NA 2017 NA NA - 0 0 0 0 0 0 NA 2018 NA NA - 0 0 0 0 0 0 NA 2019 NA NA		•		0		0	0 - 0	NA	_		
- 0 0 0-0 NA Year UAI ATAF - 0 0 0-0 NA 2015 NA NA 2016 NA NA - 0 0 0-0 NA 2016 NA NA - 0 0 0-0 NA 2017 NA NA - 0 0 0-0 NA 2018 NA NA 2018 NA NA 2019 NA NA		+		0		0	0 - 0	NA		Estimat	es
2015 NA NA 2016 NA NA 2016 NA NA 2017 NA NA 2018 NA NA 2019 NA NA 2019 NA NA		-		0		0	0 - 0	NA		Calculate	,
- 0 0 0-0 NA 2015 NA NA - 0 0 0-0 NA 2016 NA NA - 0 0 0-0 NA 2017 NA NA - 0 0 0-0 NA 2018 NA NA 2019 NA NA		-		0		0	0-0	NA	Year	UAI	ATAF
2016 NA NA - 0 0 0-0 NA 2017 NA NA - 0 0 0-0 NA 2018 NA NA 2019 NA NA				n		n	0.0	NΔ	2015	NA	NA
- 0 0 0-0 NA 2018 NA NA 2019 NA NA				Ŭ		•		160	2016	NA	NA
- 0 0-0 NA 2019 NA NA		-		0		0	0-0	NA	2017	NA	NA
		_		0		0	0.0	NA	2018	NA	NA
- 0 0 0-0 NA L									2019	NA	NA
		~	1	0		0	0-0	NA			
	udent Notes: E	stimate Note	es:								





Mentoring

- ☐Still an option for students to approach a teacher for mentoring
- ☐ Individual or small group
- Mentoring by Stealth!
- ☐ Meet weekly, fortnightly, or as needed. Most successful when student initiated and negotiated
- ☐ Time management, how to study, balance, understanding notifications and feedback.
- □ It will intensify → intervention for stress or health issues
- □ Compliment Learning Conferences



Guiding students on coping strategies, changing mindset



The 100 Mark Journey

- Regular opportunity to meet
- Varied topics student driven
- A 10 mins sharing session
- Opt in with "chase ups at no added cost"
- Compliments mentoring, communication session
- Follow through to HSC
- Designed to "reassure, support and look out for them"
- Opportunity to reinforce we in this 'together'





Yr. 12 Initiatives

- up
- Some prefect initiated others whole group
- Easter Raffle
- After school study sessions
- World's Greatest Shave
- Formal Committee
- Sporting events; staff/student, whole school

Working on building a group identity





The ILC

- Open 7:45am 5pm. See if they can pocket 30 minutes before class starts or after school
- Great organisation time
- Supervisors Mr Kelty (Mondays & Thursday Wk A), Mr Southward (Tuesdays & Thursday Wk B), Miss Morrow (Wednesdays)
- Tutors Available 3 afternoons a week until 5pm





Motivation - How to kick start again

- We can't change what happened last term, move on...
- Take one term, one task at a time —Make a start do an achievable, concrete task , start a simple routine
- Build in the ILC, Local Library or "NEWSPACE" Newcastle Uni
- Combat NEGATIVE SELF TALK by owning your preparation and results
- Maybe they are "naturally gifted" or "work hard" for good results Establish what are Good Results and what are Great Results.
- Value the journey of improving (Growth Mindset)
- Are they brave enough to ask their teachers the hard questions "What is the one thing I need to do to improve in ..."



Holiday Recommendations

- 1. At least 50% of the time full holidays! They need a rest.
- 2. Some time organising notes/summaries.
- 3. REFLECT ON ASSESSMENT PERIOD; their preparation, healthy mindset, WWW and EBI (WRITE IT DOWN).
- 4. Plan for Term 2 and forward.
- 5. More rest, reward and indulgence.





Moving Intelligence → performance

Intelligence is something that can be cultivated through concentration and effort

KEYS

- → Listening and Participation in class
- Completion of home tasks, regular review of content and concepts
- On time to school, to class
- → Direct correlation between attendance and success
- Use your school time effectively



Stress - managing it

An Olympic swimmer on the blocks has stress each time they are about to dive in the pool

- ➤ Stress is not necessarily bad a certain level can be useful
- ➤ Stress can get your blood pumping faster and cause adrenalin to flow
- ➤ Your mind can be sharper, more focussed and more driven to do well.
- ➤ Too much stress can work against you be aware of it and use strategies to reduce it



What can they do?

Be prepared!

The best way to avoid stress and anxiety is to be well prepared. Check your organisational system, put enough time into your studies, create good notes, summaries and sample answers and plan for assessments and exams.

Deal with physical factors proactively!

Check your diet (healthy eating), regular exercise, quality sleep, establish routines of work, relaxation, reward, fresh air and sun (build on it)



Working on Mindsets

Fixed Mindset

- Fear of failure
- "I am good at maths but can't write essays"
- They believe that things should be easy and panic when they aren't
- If I have failure I am a failure
- Perfectionists

Growth Mindset

- Believe that qualities can be developed
- See failure as an opportunity for learning
- Tend to not be as stressed and persist with efforts
- Frequently do better







- Work in the Senior Independent Learning Centre (a roll is marked for every study period as per your timetable)
- Work under the direction of faculty staff on specific subject tasks eg: Major Works (this can only occur after first having your name marked off in the SILC)

SIGN IN or OUT IF...

- Have a late start or early finish
- Have a note from a parent for a medical or unavoidable appointment

Flexible Attendance Privileges do not include:

- Sitting in the playground chatting until they leave
- > Playing ball games or sport in the school grounds.
- > Arriving late for the start of their lesson.







As Senior students of the school they are senior role models.

They set the standard!









Careers Advisor Opportunities and ongoing support









MHS 2021 Directions

High Protentional and Gifted Education

- Achievement and Underachievement
- Meeting the diverse needs of gifted students
- Talent Development
- Effective Practices

Teaching for Tomorrow

Michael McQueen – SDD Term 2 Combined SDD with Lambton, Newcastle and HSPA

- How to equip today's students for the future
- Social and Technological trends
- Skills and competencies to be future fit
- How educational practices will evolve and strategies to support classroom learning.

Literacy & Numeracy Wellbeing: Students & Staff

- Engagement
- Attendance
- Connection

High Expectations



https://www.education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/video-what-do-we-mean-by-high-potential-and-gifted-students





POTENTIAL

DEVELOP THE

OFFERENCE