



Year 9 Parent Learning Group

Term 1 2021





Today's Outline

- › Upcoming Dates for Year 9
- › What's Different About Year 9
- › Support networks– Year Ad - Ms Bennett, H/T Teaching and Learning Wellbeing –Mrs Johnson
- › Communication
- › NAPLAN
- › KLA Presentations – IBL, Science, Social Science
- › High Expectations
- › 2021 Directions
- › Staff Professional Learning Focus areas
- › Assessment Program and Support



Upcoming Dates



Friday 5th March – Athletics Carnival

Tuesday 9th March – Photo Catch up

Friday 12th March – Pi Day

Friday 19th March – Harmony Day

Thursday 1st April – Last day of term 1

Tuesday 20th April – All students return

Week 4 – Year 7 & 9 NAPLAN

Week 5 blackout period

Week 6 Assessment period



Feedback From Learning Reflections

- › *Learning Reflection* interviews were held to review Year 7 and 8.
- › Focus on growth over the year, goals achieved and setting new goals.
- › Emphasis on sharing with others and what they learnt from others.
- › Honest and positive input.



Most excited about Year 9, interested in expanding friendships, mostly positive about IBL, good advice for Year 7, most were pleased with their growth in organisation, looking to use diary or to do list and value this!



So... What's New for Year 9

Curriculum

- Graded Maths classes (all 5.3)
- 200Hr (2 year elective; 4pds)
- 100hr (1 year elective; 2pds)
- IBL (Board Endorsed Course)
- Sport (period 3,4 Wed)
- No Guidance

Support Structures

- Year Advisors, HT Teaching and Learning Wellbeing, DP
- Counsellor, self-referral
- Wellbeing plan
- Disability Provisions
- Peer groups...

LEADERSHIP OPPORTUNITIES

- Leadership Passport
- SRC Nominations
- Peer Support Nominations

New
AND *Exciting*



MEREWETHER HIGH SCHOOL



Junior Leadership Challenge Passport

Encourage Participation
Representation
Support of
School Programs
Recognition of Attitude

Social Justice
Community Involvement
Academic
Achievement

Each of the five challenges requires specific criteria in order to fulfil the requirements of the passport.

CHALLENGE 1 – School Carnival.

Please ensure you are signed off by a teacher at the carnival who can verify you have participated in events.

CHALLENGE 2 – Academic Achievement

20 merit certificates in at least 3 different faculty areas need to be received and signed off by your Year Advisor.

CHALLENGE 3 – School Representation and Service

Students are required to have participated in two areas in Challenge 3. These may include debating, Mock Trial, Anzac Memorial Service, choir, band, community art exhibitions, SRC, robotics, library service, regional/state/Australian subject related competitions, public speaking, Duke of Edinburgh, school sport representation, regional or state music, drama, dance or aerobics activity etc.

The Merewether High School Leadership Challenge

The Merewether High School Leadership Challenge provides opportunities for junior and senior students to demonstrate and develop their leadership capacity through participation in and contribution towards, a wide range of school and community activities.

Junior students are to return their completed Passports to Ms Gilbertson by Week 2, Term 4 in order to be presented a Principal's Leadership award at the end of year assemblies.

N.B. Your Leadership Challenge passport may be active over 1, 2 or 3 years.

Name of Student: _____

Student Signature: _____

Date: _____



Communication and Organisation

- › Website <http://www.merewether-h.schools.nsw.edu.au/>
- › Moodle <http://web1.merewetherh.schools.nsw.edu.au/moodle/>

Facebook

Bulletin

Email

Notes

Phone calls

Timetables

Student Diary

Student Portal

Daily Notices

Assembly

Student Noticeboards

Parent Learning Group

Parent Teacher Meetings

Parent Information Evenings



NAPLAN

NATIONAL ASSESSMENT PROGRAM
Literacy and Numeracy

Date	Test	Length
Tuesday 11 th May	Language Conventions	45 Minutes
Tuesday 11 th May	Writing	40 minutes
Wednesday 12 th May	Reading	65 minutes
Thursday 13 th May	Numeracy	65 minutes
Friday 14 th May	Catch up tests	



What are we doing to support students to achieve their personal best?

- › We are committed to guiding students to excel in literacy and numeracy in all KLAs.
- › Promoting a personal awareness of individual results by students.
- › Data from the students results in year 7 are analysed by staff.
- › This data has allowed teaching programs to be directed towards individual and group improvement.
- › We emphasise that student literacy and numeracy improvement is everyone's business.
- › Assessment items and classroom learning activities across all KLA's have been geared towards improving student literacy and numeracy.

what *doing?*
are we

Writing Marking Criteria

Writing genre for 2021 NAPLAN tests

- › The genre will not be disclosed prior to the test period, but will be either narrative or persuasive.

› Assessing the writing task

The writing criteria for both persuasive and narrative writing tasks follow.

Staff will continue to explicitly unpack the language, structure and stylistic features with students





Marking criterion	Description of persuasive writing marking criterion
Audience	The writer's capacity to orient, engage and persuade the reader
Text structure	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure
Ideas	The selection, relevance and elaboration of ideas for a persuasive argument
Persuasive devices	The use of a range of persuasive devices to enhance the writer's position and persuade the reader
Vocabulary	The range and precision of contextually appropriate language choices
Cohesion	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations)
Paragraphing	The segmenting of text into paragraphs that assists the reader to follow the line of argument
Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences
Punctuation	The use of correct and appropriate punctuation to aid the reading of the text
Spelling	The accuracy of spelling and the difficulty of the words used



Narrative writing

Marking criterion	Description of narrative writing marking criterion
Audience	The writer's capacity to orient, engage and affect the reader
Text structure	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure
Ideas	The creation, selection and crafting of ideas for a narrative
Character and setting	Character: The portrayal and development of character Setting: The development of a sense of place, time and atmosphere
Vocabulary	The range and precision of contextually appropriate language choices
Cohesion	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations)
Paragraphing	The segmenting of text into paragraphs that assists the reader to negotiate the narrative
Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences
Punctuation	The use of correct and appropriate punctuation to aid the reading of the text
Spelling	The accuracy of spelling and the difficulty of the words used



What we look at in RESULTS

KEY

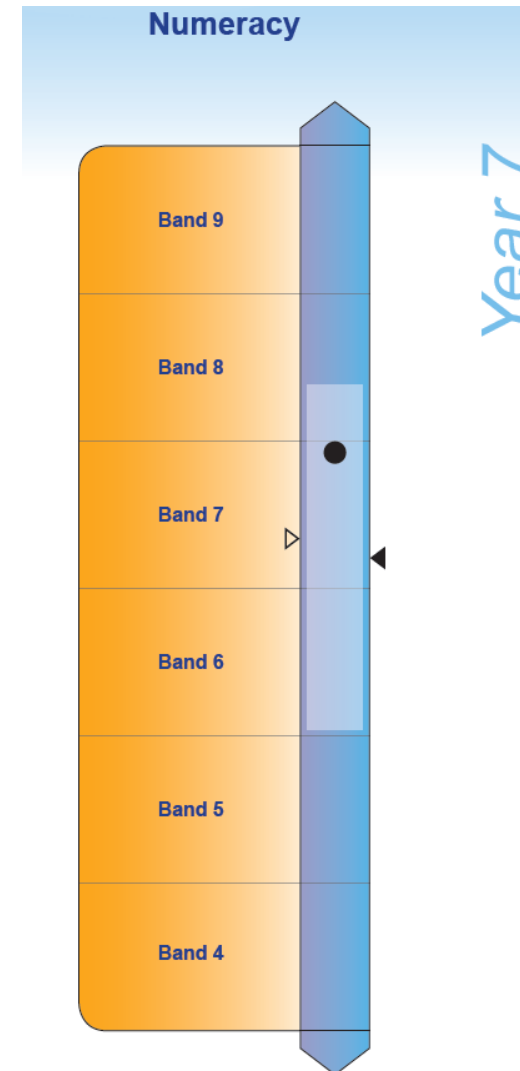
● Individual student result

◀ National average

▷ School average

Range of achievement for the middle 80% of Year 7 students in Australia

- › Individual Item performance in all components
- › Individual Growth
- › Achievement against school average.
- › Achievement against National standards
- › Achievement across bands from Band 4 to Band 9 in Yr. 7
- › Item analysis





Unpacking Individual Results

Item map of individual student responses

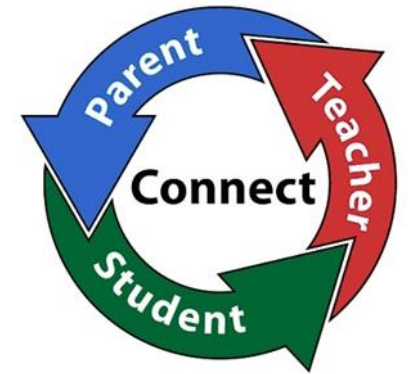
Comment to access additional features.

Reading				Persuasive Writing			
Questions which this student had correct	Q No.	State % Pop	Questions which this student had incorrect or did not attempt	Criteria which this student achieved	Cr No.	State % Pop	Criteria which this student did not achieve
	R32	18	Interprets the effect of pronoun selection (3)		W8.6	0	Correct/effective/varied sentences
Interprets quotation in an information text	R40	26			W1.6	1	Persuasive devices influence reader
Infers background to the action in a myth	R15	30			W3.5	1	Ideas-elaborated/sustained/dear/convincing
Locates information in a persuasive text	R48	30			W5.5	1	Range of precise, effective words
Infers an attitude in retelling of a myth	R14	34			W9.5	1	All applicable punctuation accurate
Infers the meaning of a word in context	R28	34			W10.6	2	Ten difficult/some challenging words
	R47	36	Derives meaning of an expression in a text (2)		W6.4	2	Correct/varied cohesive devices used
Synthesise information to make a judgement	R44	36			W2.4	4	Coherent controlled persuasive structure
	R43	36	Identify quote supporting a point of view (3)	Effective use of persuasive devices	W4.4	4	
Interprets an expression in a myth	R16	37			W8.5	4	Correct/varied sentences
Comprehends vocabulary in context in a text	R45	37			W7.3	6	Effective/accurate paragraphs
Interprets perception of a character	R37	37			W1.5	7	Persuasive devices engage reader
Interprets details in an information text	R42	37			W5.4	12	Sustained use of precise words
Infers a leadership role in a narrative	R12	39			W3.4	15	Substantial elaboration of ideas
Identifies a persuasive strategy in a text	R22	40		Mostly correct use of punctuation	W9.4	17	
Infers meaning of an idiom in an extract	R27	42		At least ten difficult words	W10.5	23	
	R34	44	Interprets the meaning of a phrase (4)	Most complex sentences correct	W8.4	34	
	R21	47	Synthesises the main idea of a paragraph (1)	Attempts to engage reader	W1.4	35	
Interprets an explanation in a text	R38	48		Correct use of cohesive links	W6.3	37	
Selects vocabulary that appeals to a sense	R30	48		Persuasive devices sometimes effective	W4.3	39	
Identifies meaning of an idiomatic phrase	R24	48		Development evident in two components	W2.3	42	
Identifies the purpose of brackets	R18	49		Some precise words used	W5.3	55	
Synthesises information to identify a theme	R36	49		Mostly correct paragraphs	W7.2	58	
	R41	51	Infers the purpose of a paragraph (4)	Some difficult words correct	W10.4	68	
Identifies the tone of a persuasive text	R49	52		Accurate sentence punctuation	W9.3	71	
Locates a reason for an action in a text	R39	55		Some development/elaboration of ideas	W3.3	78	
Applies directly stated information	R20	55		Some complex sentences correct	W8.3	81	
	R35	55	Infers meaning from characters' actions (2)	Uses some devices/use is ineffective	W4.2	83	
Interprets character's response to an event	R9	56		Attempts to support the reader	W1.3	84	
Locates directly stated information	R17	56		Some components of persuasive structure	W2.2	87	
Interprets a character's motivation	R31	56		Some awareness of paragraphing	W7.1	94	
Interprets a character's stance	R33	57		Most simple/common words correct	W10.3	94	
Infers the reason for figurative language	R29	58		Some correct sentence punctuation	W9.2	95	



How can parents help?

- › Help your students to understand their own areas of strength and areas for improvement.
- › Share the value of literacy and numeracy and encourage and support your children to improve in this critical area.
- › NAPLAN Practice Tests
<http://www.nap.edu.au/naplan/the-tests.html>
- › NAPLAN support is available to students and parents on Moodle.





Assessment Program

- Calendar Issued Last week (as scheduled)
- Urged to transfer dates to diary
- Look for two weeks written notice
- Copy on Website (School Years)
- Week 1 each term free, some % ongoing assessments (eg: PDHPE, English)
- Blackout weeks explained
- Exam periods and some tasks in-lieu of exam



Assessment

Year 7 Calendar
TERM ONE 2018

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1A	School Development Day	Year 7 Year	Assembly	Assembly	Assembly
2B					
3A					
4B	Year Meetings this week	Year 7 PLG	Zone Swimming	Assembly	Year 7 Camp
5A	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day
6B	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day
7A	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day
8B	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day
9A	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day
10B	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day
11A	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day	Year 7 Planning Day

Highlights assessment periods and blackout periods

Written notification given two weeks in advance.
Criteria and some

Issued week 6

Year 9 Calendar 2018
TERM ONE 2018

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1A	School Development Day	30/1	31/1	1/2	2/2
2B		6/2	7/2	8/2	9/2
3A		13/2	14/2	15/2	16/2
4B	Year Meetings this week	20/2	21/2	22/2	23/2
5A	ATHLETICS CARNIVAL	27/2	28/2	1/3	2/3
6B	HUNTER REG SWIMMING	6/3	7/3	8/3	9/3
7A	12/3	13/3 SCHOOL PHOTOS catch up	14/3	15/3	16/3
8B	Drama Performance and Reflection Science Practical Skills Commerce Research Report Geography Extended Response Food Tech Task Maths Class Test	20/3	21/3	22/3	23/3
9A	26/3	27/3	28/3	29/3	30/3
10B	EASTER MONDAY	3/4	4/4	5/4	6/4
11A	9/4	10/4	11/4	12/4	13/4

Some ongoing in class over semester

Subject Specific "in class" or "take home"



Assessment Calendars

- › *Issued Week 5*
- › *Forward Planning Tool (may vary slightly)*
- › *Indicates weeks of tasks, not days or details*
- › *Notifications with task outline issued a minimum of two weeks prior to date ➔ diary, fridge.....share the love!*
- › *Be ready to receive notifications – know the time to ask*
- › *Blackout periods and assessment periods*



An Approach That Works !

READ

On the day you receive the assignment, just **READ** it

HIGHLIGHT

Then **HIGHLIGHT** all the key words and instructions

DEFINE TASK IN
YOUR OWN
WORDS

Re-read the highlighted words then **DEFINE IN YOUR OWN WORDS**

CHUNK

Break down the large tasks into smaller more manageable
CHUNKS

PLAN

Create your **PLAN OF ATTACK**. Allocate blocks of time to complete each chunk of work in a planner

FEEL MORE
CONFIDENT

Now you understand **WHAT** you need to do and you have a clear **PLAN** to get your work completed by the due date.



Year 12 2020 - HSC Excellence

Notable highlights from our 2020 HSC Results:

- 9 students with an ATAR of 99 or above: Mackenzie Gilligan (99.85), Liam Prince (99.5), Harrison Lack (99.5), James Punch (99.45), Martyn Cox (99.2), Jeremy Burns (99.1), Kimberley Huang (99.1), William McCombe (99) and Christopher Beck.
- 2 first in Course: Genevieve Ball in Ancient History and Zeraphina Freeman in French Beginners
- 11 Students with State rankings: Mackenzie Gilligan - 2nd Physics & 16th Chemistry, Cas Masia - 3rd Engineering Studies, Martyn Cox - 8th Software Design & Development, Kimberley Huang - 8th Food Technology, Charlie Beddall - 9th Mathematics Advanced, Chris Beck - 10th Physics & 13th Chemistry, Liam Prince - 20th Chemistry
- 12 students on the high achievers list (10 units Band 6 results)
- Approximately 75% of all results were either a Band 5 or 6
- 290 Distinguished Achievers: Band 6s
- 464 Band 5s
- Most students received first preference offers for university
- Many students received scholarship offers



High Expectations....

Why High Expectations?





High Expectations

What works best: Evidence-based practices to help improve NSW student performance

Centre for Education Statistics and Evaluation



Six Effective Practices in High Growth Schools

This *Learning Curve* describes effective practices common to NSW government schools that achieved high growth in NAPLAN between 2010 and 2014. These High Value-Add (HVA) schools showed a strong positive institutional culture that emphasised academic.

KEY EFFECTIVE PRACTICES:

Effective collaboration	Engaging and sharing in professional learning
Setting whole-school goals and strategies for change	Using explicit and effective teaching strategies
Creating an environment that promotes learning and higher levels of student engagement	Setting high expectations for achievement



LITERATURE REVIEW

DEPARTMENT OF EDUCATION

Revisiting gifted education

Centre for Education Statistics and Evaluation



High Potential and Gifted Education Policy

The High Potential and Gifted Education Policy promotes engagement and challenge for every student, regardless of background, in every school across intellectual, creative, social-emotional and physical domains. It supports every student to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

1. Policy statement

1.1 The New South Wales Department of Education is committed to supporting every student to achieve their educational potential as stated in the Education Act (NSW) 1990.

1.1.1 High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

1.1.2 This commitment includes supporting the talent development of all high

Research has found that high expectations were an even more powerful influence on learning progress than relevant lessons, strong friendships and a positive attitude to homework.



How do we set 'High Expectations for Self, Staff & Students'?



- As a staff we need to set the standard of high expectations for:
 - Learning
 - Behaviour / Conduct
 - Uniform / Dress Code
 - Consistency of practice / Implementation of DoE & School procedures
- High expectations has clear links with increased student engagement, learning outcomes and increased student attendance AND staff development, trust, drives accountability and encourages teamwork.



2021 Directions

- **High Potential and Gifted Education Policy**
 - *Whole School monitoring of student learning*
 - *Data analysis to track (value add / growth)*
 - *Identification of underperformance / highly gifted*
- **Literacy & Numeracy**
- **Wellbeing: Students & Staff**
 - *Engagement*
 - *Attendance*
 - *Connection*
- **Teaching for Tomorrow – SDD Term 2 – Michael McQueen**
 - *Technology*
 - *Expertise & Innovation*
- **High Expectations**





Professional Learning for Staff in 2021

Staff Wellbeing

- Team building
- Engage with colleagues and improve practice

Mini COGE

- Meeting the diverse needs of High Potential and gifted students
- Talent Development
- Effective Practices

Teaching for Tomorrow

Michael McQueen

Combined SDD with Lambton HS, Newcastle HS 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.





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



Building Positivity

Praise the Process

- Strategies
- Hard work
- Improvement over time

Don't focus on the results but on learning and skills growth

Teaching Mindset Change

Understand the power of “yet”

Talk about the challenge and struggle and that it is ok!



Year Advisor

- › Life Without Guidance Lessons, support and guidance for your child.

Ms Bennett





Head Teacher - Teaching and Learning

› Wellbeing – Mrs Sherida Johnson



› Curriculum – Mr Rob Berry





High Resolves Wellbeing Initiative in 2021



Our Vision

A generation of young people
resolving to make a positive
difference to the world.



<https://highresolves.org/>

Inquiry Based Learning

creativity decision making
issues research problem-solving construct
attitudes purposeful skill development
roles gathering information thinking
investigation life-long learner
engaging processes reflecting
authentic ownership active engaged questions
action

Mr Rob Berry



Social Science



Mrs Nicki Clark





Science

Mr Steve Smith





Q&A



Thankyou for attending.

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

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