

# Year 9 Parent Learning Group

Term 2 Week 5 – DP Jane Crooks





## FEATURED TODAY

- › Important Dates for Yr 9
  - › Semester 1 assessment week
  - › Strategies and feedback
  - › Habits of an effective teenager
  - › Risk Taking
- 
- › KLA presentations
    - PDHPE
    - Mathematics
    - TAS





## Upcoming Year 9 Dates

- › Week 5 - Blackout period commences
- › Period 3 - Today – Police Talk – Safe Partying
- › Week 6 - Assessment period 24<sup>th</sup> May-28<sup>th</sup> May
- › Week 6 - 28<sup>th</sup> May - Hunter Cross Country Carnival
- › Week 7 - 31<sup>st</sup> May – Zone Athletics
- › Week 9 – Lets talk consent - Legal Aid
- › Week 10 – 21<sup>st</sup> June - ROSA Assembly
- › Week 10 – 25<sup>th</sup> June – Reports issued
- › TERM 2
- › Week 1 - Tuesday 13<sup>TH</sup> July – Students return for Term 3
- › Week 2 - Tuesday 20<sup>th</sup> July – Year 9 Parent Teacher Interviews

MARK YOUR  
CALENDAR!





# PDHPE

physical education



“every child is a winner when they try their very best!”



# TAS – Technology and Applied Studies





# Mathematics

$$\frac{\partial}{\partial a} \ln f_{a, \sigma^2}(\xi_1) = \frac{(\xi_1 - a)}{\sigma^2} f_{a, \sigma^2}(\xi_1) = \frac{1}{\sqrt{2\pi\sigma}} \exp\left\{-\frac{(\xi_1 - a)^2}{2\sigma^2}\right\}$$
$$\int_{\mathcal{R}_n} T(x) \cdot \frac{\partial}{\partial \theta} f(x, \theta) dx = M\left(T(\xi) \cdot \frac{\partial}{\partial \theta} \ln L(\xi, \theta)\right) \int_{\mathcal{R}_n} T(x) f(x, \theta) dx$$
$$\int_{\mathcal{R}_n} T(x) \cdot \left(\frac{\partial}{\partial \theta} \ln L(x, \theta)\right) \cdot f(x, \theta) dx = \int_{\mathcal{R}_n} T(x) \left(\frac{\partial}{\partial \theta} \frac{f(x, \theta)}{f(x, \theta)}\right) f(x, \theta) dx$$
$$\frac{\partial}{\partial \theta} M(T(\xi)) = \frac{\partial}{\partial \theta} \int_{\mathcal{R}_n} T(x) f(x, \theta) dx = \int_{\mathcal{R}_n} T(x) \frac{\partial}{\partial \theta} f(x, \theta) dx$$

E + = √ ∞  
Mathematics  
90° - 45



**Year 9 Assessment Period 2021 – May 24<sup>th</sup> – May 28<sup>th</sup>**

<b>Mon 24/5</b>	<b>Period</b>	<b>Venue</b>	<b>Exam</b>	<b>Duration</b>
	3	LC1	Year 9 Japanese	40 minutes + 5 mins reading
	5	KM1	Year 9 Music Elective 100	60 minutes + 5 mins reading

<b>Tues 25/5</b>	<b>Period</b>	<b>Place</b>	<b>Exam</b>	<b>Duration</b>
	1	Hall	Year 9 Maths	85 minutes
	2	Hall	Year 9 Maths	

<b>Fri 28/5</b>	<b>Period</b>	<b>Place</b>	<b>Exam</b>	<b>Duration</b>
			Year 9 Design and Tech 100 and 200 Research Task	In class

<b>Tue 1/6</b>	<b>Period</b>	<b>Place</b>	<b>Exam</b>	<b>Duration</b>
	1	Hall	Year 9 Science	85 minutes
	2	Hall	Year 9 Science	85 minutes

For more details on the exams above see your class teacher.

**NOTE:**

1. If you have an exam in PERIOD 1 please meet your teacher at your timetabled Period 1 EXAM location. The roll will be marked during the exams. Students will enter in class groups (letter/number) one at a time.
2. Leave your bags outside/front of the classroom. Only take into the room your required writing materials and calculator in a clear plastic sleeve or bag
3. Once you enter the room there is a strict no talking rule.
4. Eating and mobile phones are not permitted in the exam room. Students may bring a clear plastic water bottle.
5. At the end of the exam stay seated until told as the exams will be collected in classes. The teacher will advise you if there is time to return to normal allocated classes.

# Strategies to help prepare

In diary & issued to all students

## 3,2,1 Go..🏁

## Exams Scheduled Wk 6 (timetable to follow)

- ☺ 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

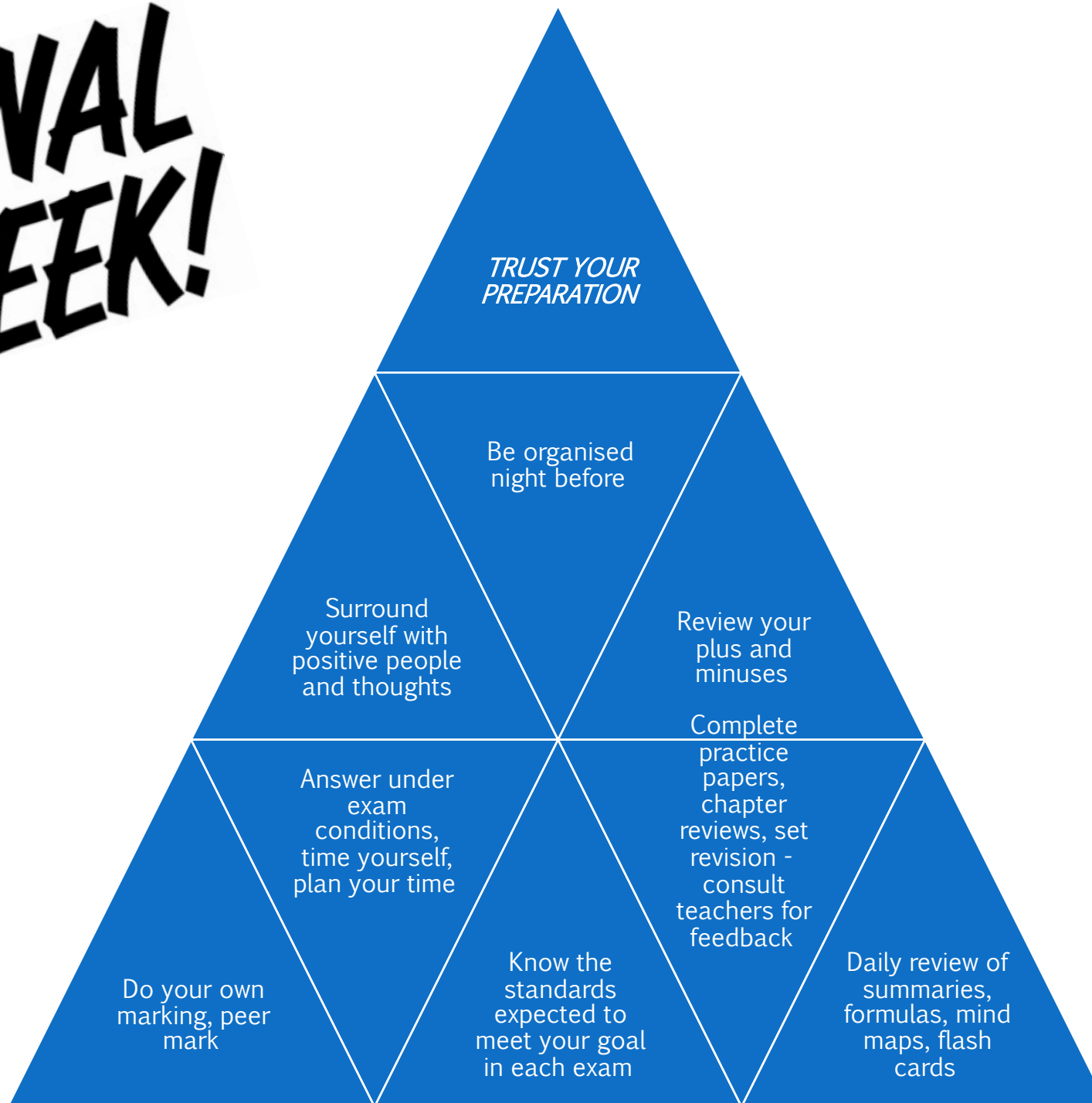
*TRUST YOUR PREPARATION*

*the lead up week*





# 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



# Study Planner

MY WEEKLY GOALS

DATE:

## I HAVE TO:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## I NEED TO:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## I WOULD LIKE TO:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

Mr Jones will distribute in Guidance lessons to all students

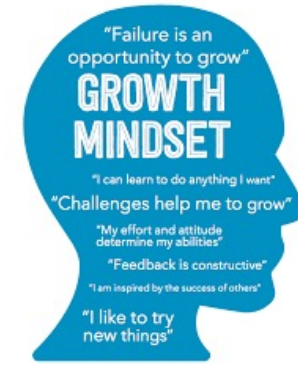


MEREWETHER HIGH SCHOOL STUDY PLANNER

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



# Debrief and Feedback



- › Marks from exams do not define an individual
- › Reflection important on preparation, level of anxiety and impressions after each exam
- › Short term goal setting after exams; write them down!
- › Look at feedback, record teacher comments
  
- › Have a discussion prior to parent teacher interviews about possible questions
  
- › **GROWTH MINDSET!**







# Building Resilience in our Children



- › *Having a positive attitude yourself.*

Model what you want in them, it helps cement a 'you can do it' attitude when we meet some of life's curve balls.

- › *Look for teachable moments.*

Learning opportunities may be disguised as problems. Make the most of these opportunities!

- › *Make kids active participants in the family.*

This helps develop self-help, problem-solving and independence skills

- › *Build kids coping skills.*

Pass on strategies of acceptance, getting away for awhile, and normalisation

***Make resilience and character building part of regular conversations!***



# 7 Habits of Highly Effective Teens

1. Be Proactive  
(take responsibility  
in your life)

2. Begin with the  
end in mind (have  
a mission or goal)

3. Put First Things  
First (Prioritise)

4. Think Win Win  
(Positive mindset)

5. Seek first to  
understand then to  
be understood  
*(Listen !)*

6. Collaborate  
(work together to  
achieve more)

7. Sharpen the  
Saw (Renew and  
care for body and  
mind)

*How do we help  
build these habits??*



# Vaping



- › Alcohol and Drug Foundation
- › Australian surveys show vaping by young people has increased.
- › Young people who vape nicotine are exposed to a toxic chemical that can harm adolescent brain development (the brain continues to develop until the age of 25) and lead to dependence.
- › Companies are also glamourising their products to seem cool or fun and creating flavours that appeal to young people.

<https://adf.org.au/talking-about-drugs/parenting/vaping-youth/vaping-youth-2/>



Vaping hasn't been around long enough for us to know how it affects the body over time. But health experts are reporting serious lung damage in people who vape, including some deaths.

Vaping puts nicotine into the body. Nicotine is highly addictive and can:

- slow brain development in kids and teens and affect memory, concentration, learning, self-control, attention, and mood
- increase the risk of other types of addiction as adults

E-cigarettes also:

- irritate the lungs
- may cause serious lung damage and even death
- can lead to [smoking cigarettes](#) and other forms of tobacco use

Some people use e-cigarettes to vape [marijuana](#), THC oil, and other dangerous chemicals. Besides irritating the lungs, these drugs also affect how someone thinks, acts, and feels.





# Nanging

- › 'Nanging' is a slang term used to describe the inhalation of a gas called nitrous oxide ( $N_2O$ ) from cartridges, usually used in soda syphons or for making whipped cream. According to UrbanDictionary.com, it's called 'nanging' due to the "repetitive sound distortions induced by its use".





# Time online

Help your child achieve a healthy balance in their online and offline activities.

## How much is too much?

There is no magic figure. The right amount of screen time can depend on a range of factors like your child's age and maturity, the kind of content they are consuming, their learning needs and your family routine.

It can be easy to focus only on the clock, but the quality and nature of what they are doing online, and your involvement, are just as important.

## Signs to watch for:

- less interest in social activities like meeting friends or playing sport
- not doing so well at school
- tiredness, sleep disturbance, headaches, eye strain
- changes in eating patterns
- reduced personal hygiene
- obsession with particular websites or games
- extreme anger when being asked to take a break from online activity
- appearing anxious or irritable when away from the computer
- becoming withdrawn from friends and family

Reducing your own screen time sets a positive example.



# Reminder

Please ensure all students have their names on their Jackets and items of school uniform.

Thank you





**Thankyou for attending.**

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

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