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Welcome and thank
you for your attendance

LILLYD ALE

HIGH SCHOOL



Year 9 Team



Elizabeth Nevins
Head of Middle School



Daniel Toma
Head of Year 9



Riana Asta
Middle School
Coordinator



Michael Bourne
Middle School
Coordinator



Amy Walton
Middle School
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Year 9 Start-Up

- Students' Home Groups are different to those in Junior School and they have been placed according to subject and elective choices.
- Students have been given the opportunity to take ownership of different aspects of their timetable through elective choices.
- Every student will undertake a 'Code of Conduct' session over the next two weeks outlining school rules, responsibilities and expectations.



Ready to Learn Initiative

- Displayed in classrooms, and the Student Planner
- Guidelines and expectations that give students the best opportunity to succeed



Lilydale High School
Excellence in Learning, Resilience in Life, Thriving in Community

Ready to Learn

Behaviours for success

- ✓ BE PUNCTUAL - TO SCHOOL & EVERY CLASS
- ✓ BE PREPARED - COME TO CLASS WITH THE CORRECT RESOURCES
- ✓ BE PERSISTENT - DON'T GIVE UP, EFFORT MATTERS
- ✓ BE POSITIVE - BRING A 'CAN DO' ATTITUDE TO CLASS
- ✓ COMPLETE ALL WORK SET TO THE BEST OF YOUR ABILITIES
- ✓ COMPLETE AND SUBMIT ALL ASSESSMENT TASKS
- ✓ COMPLETE AND SUBMIT ALL HOMEWORK

TAKE RESPONSIBILITY FOR YOUR LEARNING



LHS S and N Policy

Students overall grade will be based on effort. The following criteria apply;

1. Punctual to Class
2. Prepared for Class
3. Positive 'can do' attitude
4. Persistent, not giving up easily
5. Completing and submitting all set work
6. Completing assessments
7. Completing and submitting homework



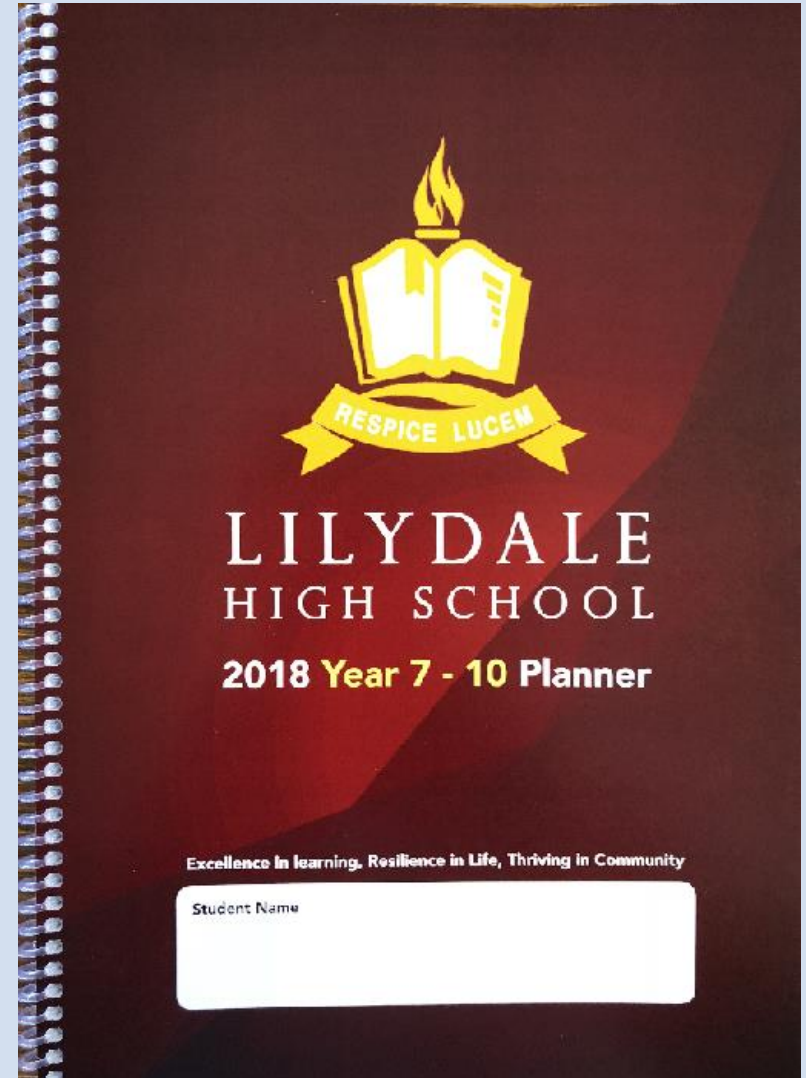
CATs and Work Requirements

- CATs - Common Assessment Tasks
Project type tasks
At least 1 per subject per term
- Work Requirements
Eg. keeping an up to date workbook



Homework and Study

- 3 – 5 hours a week, well spread out
- Environment free of distractions
- Increased expectations of students with regards to work load





Wellbeing and Resilience at LHS

- Improve student connectedness to the school and their learning and the ability to deal with the daily procedures/pressures of schooling life
- Resilience activities during Home Group
- Resilience Project guest speakers
- Year 9 Health and Wellbeing Day
- Student Leadership and Student Led assemblies
- Camps/Excursions



Resilience

The ability to bounce back from a difficult situation or circumstance.

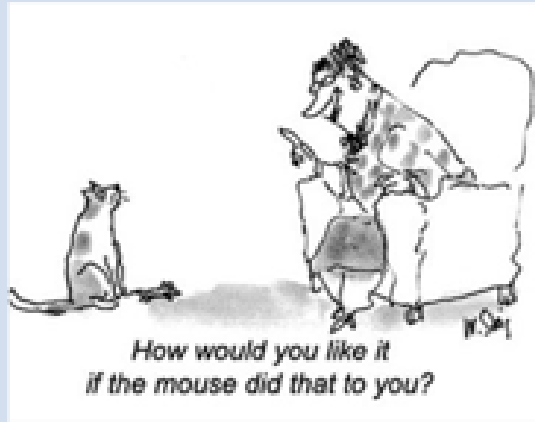
- Empathy
- Mindfulness
- Gratitude





Home Group Activities

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What can you do at home?



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The Resilience Project



Parent Session: Tuesday September 18

They deliver emotionally engaging programs to people and provide them with evidence based, practical strategies to build resilience.



Future Pathway Opportunities

The school offers a range of different pathways including VCE, VET and VCAL.

- We offer a large range of subjects throughout Year 10 and VCE at Lilydale High School that allows students to design their courses to suit their career aspirations.
- To support students who are a bit unsure of which subjects would suit their desired career we have a range of themed pathways sheets that outline which subjects would be best suited to certain career paths.
- Students have the opportunity to study a VET subject in Year 10, VET is a great opportunity for students to do some hands on learning. Students receive a certificate 2 qualification from their VET studies in Year 10.
- Lilydale also offers a VCAL program to Year 11 students, which is an alternate pathway. If your son/daughter is interested in this then we recommend they seek further information from the school's careers counsellors.



Select-Entry Year 10 Subjects

Applications for Year 10 electives including the select-entry courses, such as Excellence In Sport (EIS) and VET will happen early on in Term 3, so it is important to be having conversations about working towards applying for these programs throughout this year.

The select entry classes have criteria that reflect the 'Ready to Learn' criteria, so it is very important for your child to be maintaining their effort and behaviour throughout the year.



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TAKE RESPONSIBILITY FOR YOUR LEARNING



Reading

A combination of strategies are taught across all key learning areas.

Strategies to help students read for meaning:

- asking questions of the text
- re-reading sections that they don't completely understand
- relating to the text by bringing in their own experiences and feelings
- making predictions about what they think will happen later on in the text
- making inferences based on what they have read



Reading: *Of Mice and Men*

They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, and wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely.

- Clarifying, Questioning, Inferring (Person? Place? Plot?)



Writing Initiative

Thinking Thursday and Friday Frenzy:

Visual or written prompt:

Doubt kills more dreams than failure ever will.

Do you agree with this statement? What does it say about believing in yourself?

Inference task:

The Austrian horses glinted in the moonlight, their riders standing tall in the saddle, swords raised.

Infer Person, Place, Plot



Writing Folio



- Students are taught the ‘Six Traits’ of writing in weekly mini-lessons
- They complete their own pieces of writing
 - some prescribed, some of their own choice
- Students are taught that there is a process writers use, which includes seeking feedback and drafting



Cross Age Tutoring Program

In 2018, Year 9 students will be offered the opportunity to participate in the Cross Age Tutoring program for Maths and English.

Students work with a Year 11 Student Tutor who can assist with classwork, homework or a particular area they would like further assistance.

Tutoring takes place on a Monday in the Library from 3 pm to 3.45 pm.



Maths Homework Program

Year 9, 2018

- Complete 8 sheets per term (7 first term)
- Three problem solving questions
- Term 4: exam revision questions

YEAR 7 HOMEWORK PROGRAM (PROBLEM SOLVING)

Term 1 - Sheet 6

Name: _____ Form: _____

Strategy: Draw a picture or a graph
Each of my daughters has as many brothers as sisters, but each of my sons has three times as many sisters as brothers. How many children do I have?

0 1 2 3 4

Strategy: Try all possibilities systematically
The digits 3, 4, 5, 6 and 7 are arranged to form even, five digit numbers. What is the hundred's digit in the largest of these numbers?

0 1 2 3 4

Strategy: Look for a pattern
You drop a rubber ball from a height of 1.0m. The ball rebounds to a height of 8m and then to a height of 64m. The ball continues to bounce in the same ratio. What is the height of the ball when the top of its bounce is less than 3m, and on what bounce will this occur?

0 1 2 3 4





Supporting Your Child in Mathematics

What can you do?

1. Check your child's Maths book each fortnight
2. Talk to your child about their weekly homework sheet
3. Attend Three-Way conferences
4. Check Compass regularly
5. Contact your child's teacher if you have any questions



Learning Conversations

- An initiative that began in 2017
- All Year 9 students will participate in a learning conversation this year
- Focuses on examining a student's progress and how they are approaching their learning
- The conversations will cover aspects of their learning that students are proud of, areas to improve and if there are ways that the school can better support them



Everyday Bits and Pieces

- Attend every day
- Make student appointments out of school hours if possible
- No “days off”
- The days that Year 9 students don't have to be at school are always made clear on the school website



Everyday Bits and Pieces

- Constantly check the website, newsletter and Compass 'News Feed'
- Wear the correct uniform or note to explain why
- Facial piercings (inc. clear piercings) **are not permitted**
- Mobile phone and iPod's **are not permitted**



Three Way Conferencing

- Thursday, March 15 (Week 7)
- Please book in to see as many teachers as possible
- It is expected that students will attend the conferences with you on this day



Year 9 Camp

- We will be travelling to Tasmania again
- Last year we had a wonderful time and we encourage you to consider coming away with us this year
- Further details including the date for the first deposit will be released later this term
- We are planning to travel between November 12-16 (Week 6, Term 4)



Year 9 Careers Day

Students will have the opportunity to:

- Develop and write a CV
- Learn how to apply and search for part time jobs
- Mock interview practice

Held during Term 2



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Thank you for your attendance
this evening

*Please feel free to approach any one of the LHS
staff if you have any further questions*