2015 “Meet the Teacher” Evening
Hill Campus Philosophy

- Development of independence Years 5-8
- Seamless transition from primary to high school
- Formal and informal education that meets student needs
- Co-curricular involvement that encourages students to work constructively with each other
Hill Campus Structure

- Director of Operations – Mr Duncan McKensey
- Director of Learning & Teaching – Mrs Lisa Peterson
- Director of Student Wellbeing – Ms Lynne Walker
- Head of Co-Curricular – Mrs Corey Rowntree
- Stage 3 Coordinator – Mrs Simone Muddle
Communication

- Newsletter
- Student Bulletin
- Assemblies
- My Big Campus
- Mentor groups
Student Wellbeing

Director of Student Wellbeing

Ms Lynne Walker
The House System

• develops *relationships* and *connectedness* to the School through shared experiences

• provides opportunities for *personal growth & leadership*

• is the primary vehicle for the delivery of the School’s *Wellbeing Curriculum*

• Facilitates the monitoring and management of the *overall progress & wellbeing* of students
• There are 4 **Houses** in Stewart (years 5-8):
  - **Hunter**
  - **Macquarie**
  - **Shortland**
  - **Tyrrell**

• each House has 4 **Mentor** groups
• Students are grouped ‘**vertically**’ in these Mentor Groups (i.e. students from years 5 – 8 together)
• Each group contains approximately 15 students.
• The groups are **single-sex**
Mentor Groups

Mentor Groups meet twice per week for 25 minutes, and sit together in Chapel & Assembly.

Each Mentor group develops its own unique culture and sense of identity, driven by the interests, needs and strengths of the students and staff.

Belonging, empowerment, choice and fun provide the foundation for Mentor activities:

- **Celebration**  *birthdays and special events*
- **Cheer or Challenge**  *games and other fun activities and Inter-Mentor challenges*
- **Charity and Community**  *activities that allow students to give their time over to others.*
- **Communication**  *getting to know one another better*
- **Cultivating Leadership**  *older students leading activities or discussions; peer mentoring…*
NGS

Code of Conduct

&

Responsible Behaviour Management Plan
We all share in the responsibility for a safe, happy & inclusive School community.
We all SHARE in the responsibility for a safe, happy and inclusive School Community

Am I being...

SAFE
HONEST
ACCOUNTABLE
RESPECTFUL
ENGAGED

Have I brought the 'best' version of myself to School each day?
The word discipline comes from the Latin term ‘discere’ which means ‘to learn’
Discipline is really all about working together to learn and understand what’s expected of us .... so that we can behave in a way that makes sure we all feel safe, happy, respected and included.
Behaviour Management Flow Diagrams

- Class Teacher
- Faculty Coordinator
- House Coordinator
- Director of Student Wellbeing
- Head of School

- Playground Staff
- Co-curricular Staff
  - MIC
  - Director of Music
  - Director of Sport
  - OC Cadets
  - Head of Co-curricular
  - Head of School

Newcastle Grammar School
Our Code of Conduct & Responsible Behaviour Management Plan are there to help us to:

- understand how to behave and relate to others
- grow towards self-regulation
- repair and restore relationships
Co-Curricular Programme

Head of Co-Curricular
Mrs Corey Rowntree
The Co-Curricular Programme

• The School has a full range of co-curricular activities available for students

• It is compulsory for all students to participate in at least one co-curricular activity during the year
Co-Curricular Activities

- Sports - Aerobics, Step, Hip Hop, Rowing, Netball, Basketball, Futsal, Touch, Surf Sports, Hockey, Tennis and Rugby Union
- Service and Adventure Training Unit
- Music - Chamber Choir and Grammarphones, Brass RaZoo and Bamboozle, Symphony Orchestra, String Ensemble and Concert Band
• Extra-Curricular
• Robotics
• Science Club
• Debating
• Tournament of the Minds
• The Learning Centre
• Skate Boarding
• Artist in Residence
• Various Music Ensembles
Annual Camps
Year 7
Information Evening
The Academic Programme

Director of Learning & Teaching
Mrs Lisa Peterson
The Stage 4 Curriculum

• NSW Board of Studies
• The Australian Curriculum
  • ACARA
  • NAPLAN
  • Exams
The Academic Programme

English
Mathematics
Science
History
Geography

Languages
Visual Art
Music
PDHPE
Technology
Divinity
English
Mr Ian Parr
English National Curriculum

The Aim of English in Years K–10 is:

• To enable students to understand and use language effectively
• Appreciate, reflect on and enjoy the English language
• Make meaning in ways that are imaginative, creative, interpretive, critical and powerful.
English Course outline:

- Fictional Worlds – “In the Sea There are Crocodiles”
- Mythbusters – *Local marine History*
- Imagine – *Creative writing folio*
- A View from the Hill – *Perspectives of our local community*
- Lights, Camera, Action – *Film study*
- Drama – *Integrated through the year*
- Wide Reading – *Focus “Why Do We Read?”*
English Language

- ‘The NSW Syllabus for the Australian Curriculum’ focuses explicitly on the way language is used to make meaning according to purpose, audience and context.
- Each unit of NGS Year 7 English engages with relevant and explicit content relating to Language and Literacy.
- Content is organized into Spelling and Vocabulary, Punctuation and Grammar.
Assessment

• National Curriculum aims-
  o Students to become active, independent and lifelong learners
  o To work with each other and to reflect on their learning
  o Explicit, ongoing, embedded in Unit content
  o For, Of and As Learning

• NGS Year 7 English - formal and informal, individual and group, and includes Half-Yearly and Yearly Examinations.
### Term 1

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<th>Week 10</th>
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<tbody>
<tr>
<td>Computation with Integers (Ch 1)</td>
<td>Number and indices (Ch 3)</td>
<td>Camp</td>
<td>Patterns and algebra (Ch 4)</td>
<td>Decimals (Ch 6)</td>
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<td>MA4-4NA</td>
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</thead>
<tbody>
<tr>
<td>Directed numbers &amp; the number plane (Ch 7)</td>
<td>Naplan</td>
<td>Angles (Ch 5)</td>
<td>Fractions (Ch 7)</td>
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<td>MA4-4NA</td>
<td>MA4-18MG</td>
<td>MA4-18MG</td>
<td>MA3-7NA, MA4-5NA</td>
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### Term 3

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<tbody>
<tr>
<td>2D &amp; 3D Space (Ch 8)</td>
<td>Perimeter, area and volume (Ch 10)</td>
<td>Percentages (Ch 11)</td>
<td>Statistics (Ch 14)</td>
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<td>MA4-19SP</td>
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<tbody>
<tr>
<td>Equations (Ch 13)</td>
<td>Examinations</td>
<td>Probability (Ch 12)</td>
<td>Symmetry (Ch 15)</td>
<td>Speech Day</td>
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<td>MA4-17MG</td>
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Assessment

Formal
4 common tasks throughout the year
Including the Half-Yearly and Yearly Examination.

Informal
A collection of assignments, class tests and revision exercises that contribute towards their class mark.
Structure

• 3 streamed classes

• Students have the opportunity to move up and down throughout the year.
2014 Year 7 Yearly Scatter
Learning Support

- Excellent teaching staff
- Mathematics online
- Mangahigh
- Tutorials
Science
Mrs Chamberlain
Year 7 is a collaborative and creative course. As required by the NSW Australian Curriculum, the emphasis is on student based inquiry learning. This will culminate in students achieving a dynamic body of knowledge complimented by the skills required to engage students as self motivated and independent life long learners.
• Students are presented with a problem

• Question and seek solutions to the problem through experimentation, observation, research and use of technology

• Conclusions are made based on evidence and ethical considerations

• Students are engaged in the provision of innovative solutions
• Biology, Physics, Chemistry, Geology

• Knowledge and Skill outcomes integrated with General Capabilities and Cross Curriculum Priorities
Assessment

Assessment of Learning
• Two Skills Tasks – Term 1 and Term 3
• Half Yearly Examination – Term 2
• Yearly Examination – Term 4
• Class Tests

Assessment for, and as Learning
Practical Tasks and Reports, ICT Presentations, Model Making, Displays, Collaborative Tasks, Individual Research Tasks, Role Play/ Debates/Speeches
Homework and Study

Meaningful, Appropriate, Achievable, Balanced

- **Homework**
  - 1 ½ hours

- **Study**
  - Regular
  - Range of strategies

“The secret to getting ahead is getting started.”

Mark Twain
Assessment

• Informal Assessment
• Formal Assessment
  – Assessment Tasks
  – Examinations
• External Assessment
  - NAPLAN
  - ICAS
• Assessment Procedures
Reporting

- Programme Book
- Feedback
- Half-Yearly Report
- Parent/Teacher/Student Evening
- Yearly Report
Achieving Academic Success

Qualities and habits of an effective learner:

• Cognitive skills
• Metacognitive skills
• Disposition
• Parental involvement
Supporting and Enhancing Learning

- BYOD
- State-of-the-art Facilities
- The Learning Centre
- Performance opportunities
- Exhibitions
- Excursions

- HRIS Music Camp
- HICES G&T Camp
- Composer in Residence
- Artist in Residence
- Peripatetic staff
- Individual lessons
Student Wellbeing

Director of Student Wellbeing

Ms Lynne Walker
Horizontal Wellbeing Programmes

Target specific Year groups with age appropriate information and skills.
Year 7 Wellbeing Sessions

Positive Self
Positive Emotions
Positive Mindset
Positive Direction
Positive Relationships
Term 1 Transition Programme

- Happy Me
- Getting Organised
- Confident Me
- Team Building
- Getting Ready for Camp
- Bouncing back
- Savouring
- Transition Self Reflection
Four roads to feeling good...

- Having fun
- Friends and Family
- Positive self-talk
- Being healthy
Two paths to Flourishing…

Setting goals and having a positive direction

Making a difference to others
Year 7 Camp

March 2015
Southern Cross Outdoor Education Centre
www.southerncrossoec.com

‘Building friendships that can last forever’
Activities

Abseiling
Indoor Rock Climbing
Bike Skills
Kayak
Archery

Flying Fox
Pirates Climb
Low Ropes
Whole group Games
African Drumming
Indigenous Dance