



WELCOME

YEAR 7 BYO IPAD CLASS

THE JOURNEY SO FAR...

- In 2018, a number of key findings have allowed Leumeah High School to pursue the development of a BYOD (Bring Your Own Device) class to enhance student learning and engagement.
- 76% of students identified that they were already using an IOS device
- Over the last 5 years the school has already invested in over 250 iPads.
- Staff identified that the iPad devices in the school created the greatest opportunity for authentic learning experiences

OUR IPAD LEARNING EXPERIENCE (ILE)

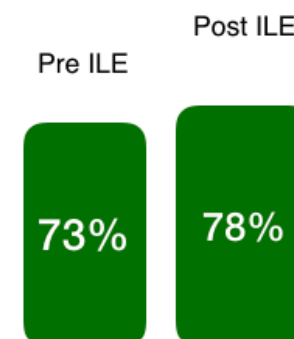
- Students began to show autonomy in work created.
- Instantaneous sharing of good work samples with the whole class through Apple Classroom and Apple TV.
- Student and staff confidence in Apps increased.
- Students able to use features on the iPad to assist their literacy and understanding of content.
- An increase in quality of multimedia work throughout the program.
- An increase in engagement.



of students said that the ILE made learning either more exciting or easier.

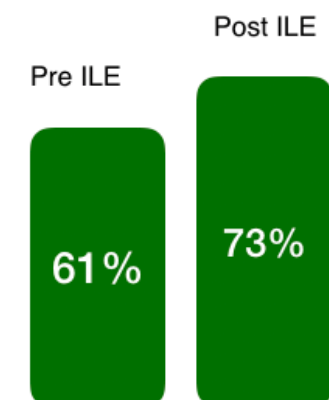


of students said that the ILE didn't change anything.



Percentage of students who agreed or strongly agreed to the following statement:

I work hard in school every day



Percentage of students who agreed or strongly agreed to the following statement:

I enjoy being in school...

OUR IPAD LEARNING EXPERIENCE (ILE)

- Add video

EVENT	THIS LED TO...
Student survey	76% of students already owning a device which operates using iOS
Leumeah High School meets with Apple Education	Professional support and technology partnership, Linkages with East Hills Girls Technology HS and Janalli HS. School provided with an Apple Education Specialist for ILE and PL
ILE	Increased student engagement, effort and enjoyment

EVENT	THIS LED TO...
Apple Store Immersion Visit	Enhanced student confidence and understanding with iPad use, Penrith Apple Store Partnership
2019 BYO-iPad Class	High level of interest from the student body, 1 full class in 2019
Partnership with EDUcomIT	Reduced costs for devices for students, technical support for parents

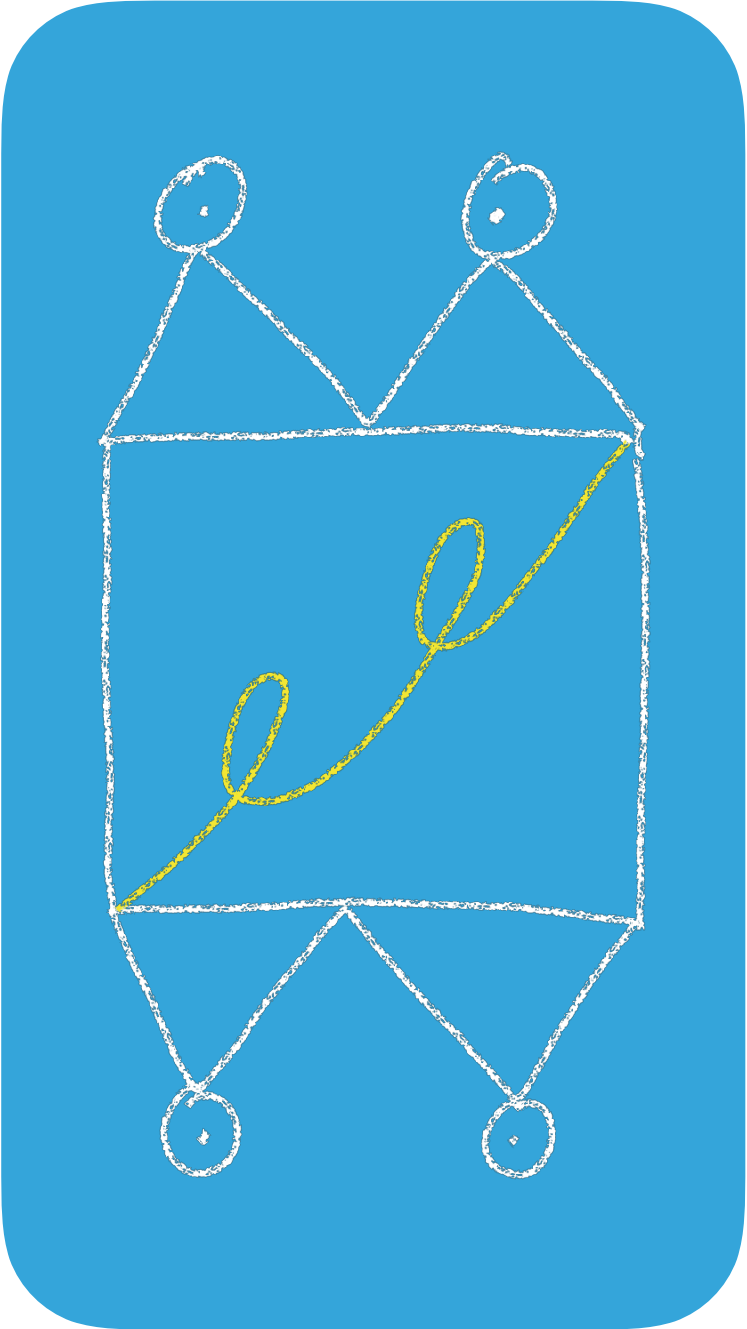
SCHOOL PLAN LINK

Strategic Direction 1: Quality Learning and Quality Teaching

<p>Purpose</p> <p>To enhance our learning environment of high expectations, while fostering creativity, critical reflection, collaboration and innovation, and encouraging students to be active owners of their learning.</p>	<p>People</p> <p>Students</p> <p>Students will engage in learning on becoming an effective learner through sessions on Growth Mindset, the Learning Pit and sharing their learning collaboratively with others.</p> <p>Staff</p> <p>Staff will undertake ongoing professional learning around classroom practice in the areas of Formative Assessment, explicitly teaching the 4Cs, and explicit teaching of literacy and numeracy strategies across the curriculum.</p> <p>Leaders</p> <p>School leaders will monitor and evaluate teaching strategies to improve student achievement.</p>	<p>Processes</p> <p>Implement a whole school literacy and numeracy initiative.</p> <p>Embed the Pillars of Formative Assessment and the Leumeah High School Model of Learning across the curriculum in all Stages.</p> <p>Implement a future-focused strategy in the Junior school to actively teach the 4Cs.</p> <p>Evaluation Plan</p> <p>NAPLAN</p> <p>HSC Results</p> <p>Internal assessment data</p>	<p>Practices and Products</p> <p>Practices</p> <p>All students regularly reflect on their learning to evaluate their progress and forward-plan strategies for learning growth using school and self-identified learning targets.</p> <p>Teachers use evidenced-based high-impact teaching strategies (HITS) to develop increasing levels of complexity in student knowledge and understanding (SOLO/BLOOMS).</p> <p>Teachers and students demonstrate regular use of William's 5 Pillars of Formative Assessment to actively engage students as effective learners</p> <p>Products</p> <p>Average Value-Added growth years 9-12 to grow from 24.42 to 25.00 and all HSC students to achieve the Literacy and Numeracy requirements prior to the start of Year 12.</p> <p>94% of Year 9 students perform at or above NMS in reading, 75% in writing, 98% in numeracy. 90% of aboriginal students perform at or above NMS in reading, and 75% in writing and numeracy.</p> <p>The 'LHS Model of Learning' is incorporated into all school teaching and assessment programs.</p> <p>42% of students in Yr 9 achieve Band 8 or higher in reading and numeracy and 30% in writing. 40% of aboriginal students achieve Band 8 or higher in reading and 25% in writing and numeracy</p>
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Staff

Staff will undertake ongoing professional learning around classroom practice in the areas of Formative Assessment, explicitly teaching the 4Cs, and explicit teaching of literacy and numeracy strategies across the curriculum.



RATIONALE / RESEARCH

iPad is transforming the way we teach and learn. Powerful creative tools, interactive textbooks, and a universe of apps and content make for endless learning possibilities. All on a device everyone already loves to use. The iPad not only allows students to read, view and listen to content, it encourages student to create. This is the cornerstone to successful learning and understanding for students.

CYBER SAFETY @ HOME

Digital citizenship

Parents/carers need to model the digital behaviour they expect from their children. Digital citizenship involves 9 aspects:

Respect Yourself / Respect Others

- Etiquette: electronic standards of conduct or procedure -
- Access: full electronic participation in society
- Law: electronic responsibility for actions and deeds

Educate Yourself / Connect with Others

- Literacy: process of teaching and learning about technology and the use of technology
- Communication: electronic exchange of information
- Commerce: electronic buying and selling of goods

Protect Yourself / Protect Others

- Rights and Responsibility: those freedoms extended to everyone in a digital world
- Safety (Security): electronic precautions to guarantee safety
- Health and Welfare: physical and psychological well-being in a digital technology world

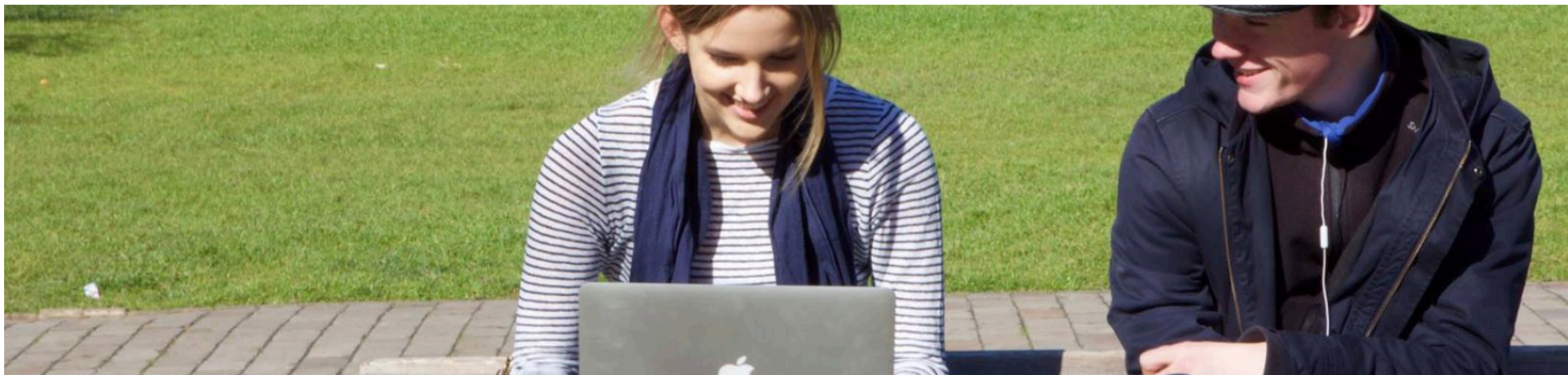
CYBER SAFETY @ HOME



Office of the
eSafety Commissioner



[Home](#) / eSafety information



eSafety information

The issues, apps, games and social networks that shape the online world.

E-safety website

RESPONSIBLE USE AT LHS

Cybersafety

Digital Citizenship Program at start of 2019

Social and Emotional Learning Curriculum (SEL)

Student messaging and Transferring of Documents

- Airdrop- should be turned off at all times. Only used at the teachers discretion
- iMessage- should be turned off at all times
- Email through department email addresses only

RESPONSIBLE USE @ LHS

Student Device Safety and Security

- All student iPads need to have Find my iPad installed and set up
- As per the LHS Electronic Devices Policy, students will not be permitted to use the devices in the playground. This is just important for safety as well as for social development.
- Games Apps- Should not be installed or should be made unavailable through parental controls during school hours.
- Students must use their own device only, students should not be borrowing or using other devices.
- The sharing of any data or media should along be done under the prevue of any given class.

RESPONSIBLE USE @ LHS

Student Device Safety and Security

Find my iPad- all iPads should be utilising this App

Playground rules- LHS Electronic Devices Policy

Games Apps- Should not be installed or unavailable through parental controls during school hours.

Other students devices- students must use their own device only

SAFE USE OF THE IPAD

- Transporting - iPads should be safely stored in bags when moving between classes. A sturdy case is recommended at all times.
- Apple Care - Highly Recommended \$85, allows students up to two full repairs for accidental damage over a three year period.
- Family Sharing - This provides parents with additional controls over their child's device, in particular, the apps they use, the time they use the device, how they use the device and what and when they purchase apps or complete in app purchases.




























POLICIES AND PROCEDURES


- School policy and User Charter
- Management of issues
 - ▶ Behavioural
 - ▶ Technical
 - ▶ Apple support
- Week 1/2 set up and boot camp

APPS NEEDED








Leumeah High School 2019 App List

Numbers 	Nearpod 	Geogebra 
Pages 	Pic Collage 	Videoscribe 
Keynote 	Swift Playgrounds 	Mathletics 
iBooks 	Stop Motion Studio 	Mathspace 
iMovie 	Google Suite 	Technique 
Book Creator 	Google Earth 	Kahoot 
Adobe Sketch 	Google Drive 	Showbie 
Adobe Photoshop Express 	Google Expeditions 	Padlet 
SeeSaw 	Comic Life 	Safari 

Adobe Draw 	MeasureKit 	Clips 
Find my iPad 	Anki Cozmo 	Cardboard 
Youtube 	Showme 	Paper 
Robobloq 		

Apps NOT supported by Leumeah High School

Facebook 	Messenger 	Snapchat 
Instagram 	Games	Netflix/Stan 

SCHOOL EXPECTATIONS

- Students to participate in boot camp week which includes: Apple Store visit, External introduction to the iPad and Cybersafety Program.
- Additional equipment list: power bank, case and screen protector, headphones.
- Optional AppleCare. Apple Pencil is optional, certainly a valuable tool for drawing and creativity.



WHAT WE NEED FROM YOU

- Student User Charter declaration - Yellow
- Permission to publish - Yellow



LEUMEAH HIGH SCHOOL

YEAR 7 – ENGLISH

ENGLISH SCOPE AND SEQUENCE OVERVIEW – 2019

Leumeah High School - Year 7 ENGLISH 2018

Semester 1

Assessment Task	Type of Task	Weight %	Due date
Term 1 Narrative Study: 'Connecting to Character'	Pecha Kucha - Digital Presentation	30%	Week 9 Term 1
Term 2 Poetry Study: 'Global Rhyme'	Viewing and Listening Examination: Short Answer Questions, Poetry Annotation and Extended Analytical Response.	20%	Week 7 Term 2 Reports in Week 9

Semester 1 Total = /100

Semester 2

Assessment Task	Type of Task	Weight %	Due date
Term 3 Exploration of Appropriation: 'Once Upon a Time'	Storyboard and Reflection on Composition	30%	Week 9 Term 3
Term 4 Media Study: Gender in Australia	Yearly Examination	20%	Examination Week Week 5/6 Term 4 Reports Week 7

Semester 1 Total = /100

TERM 1 – NARRATIVE STUDY: CONNECTING TO CHARACTER

Outcomes Assessed: 1, 2 and 4.

WHAT ARE THEY DOING?: STUDENTS WILL EXPLORE HOW COMPOSERS CREATE CHARACTERS IN THEIR TEXT. STUDENTS WILL REVIEW A RANGE OF SHORT STORIES, MICRO-FICTION AND ALSO STUDY A NOVEL. STUDENTS WILL DEVELOP THEIR PRESENTATION SKILLS AS THEY WORK TOWARDS THEIR ASSESSMENT TASK.

ASSESSMENT TASK: PECHA KUCHA DIGITAL PRESENTATION

WHAT APPS WILL STUDENTS USE?:

KEYNOTE - KEYNOTE WILL BE THE USED THROUGHOUT THE UNIT AS STUDENTS WILL BE WORKING TOWARDS CREATING THEIR OWN PRESENTATION AS A PART OF THEIR ASSESSMENT TASK.



TERM 2 – NARRATIVE STUDY: CONNECTING TO CHARACTER

Outcomes Assessed: 3, 6, 7 and 9.

WHAT ARE THEY DOING?: THIS UNIT IS A STUDY OF POETRY. STUDENTS WILL EXPLORE A RANGE OF DIFFERENT TYPES OF POETRY AND STUDY THE DIFFERENT LANGUAGE DEVICES, STRUCTURES AND FORMS OF POETRY.

ASSESSMENT TASK: VIEWING AND LISTENING EXAMINATION

WHAT APPS WILL STUDENTS USE?:

SEESAW - SEESAW WILL BE USED TO ALLOW STUDENTS TO ANNOTATE, COMPOSE AND SHARE THEIR OWN AND OTHERS' POEMS. SEESAW WILL ALLOW STUDENTS TO SUBMIT THEIR WORK DIGITALLY TO THEIR TEACHER AND SHARE THEIR WORK WITH THEIR PARENTS OR GUARDIANS AT HOME.



TERM 3 – EXPLORATION OF APPROPRIATION: 'ONCE UPON A TIME'

Outcomes Assessed: 3, 5 and 9.

WHAT ARE THEY DOING?: THE FOCUS OF THIS UNIT IS TO DEVELOP AND STRENGTHEN STUDENTS' UNDERSTANDING OF VISUAL TECHNIQUES AND HOW THESE ARE USED TO CREATE MEANING. STUDENTS WILL UNDERTAKE A FILM STUDY ACCOMPANIED BY REVIEWING A RANGE OF VISUAL TEXTS.

ASSESSMENT TASK: FILM SCENE STORYBOARD AND REFLECTION

WHAT APPS WILL STUDENTS USE?:

IMOVIE - IMOVIE WILL BE USED TO ALLOW STUDENTS TO EXPLORE THE IMPORTANCE OF PLANNING AND DRAFTING THEIR SCENES FOR THEIR ASSESSMENT TASK. HANDS-ON CREATION OF SCENES WILL ENABLE STUDENTS TO EXPLORE THE IMPORTANCE OF VISUAL TECHNIQUES AND HOW THEY CREATE MEANING TO THEIR AUDIENCE.



TERM 4 – MEDIA STUDY: GENDER IN AUSTRALIA

Outcomes Assessed: 1, 2 and 8

WHAT ARE THEY DOING?: IN THIS UNIT STUDENTS WILL EXPLORE A RANGE OF MEDIA. STUDENTS WILL CONSIDER HOW MEDIA HAS THE ABILITY TO POSITION READERS AND VIEWERS TO INFLUENCE THEIR RESPONSE. STUDENTS WILL FOCUS ON CULTURAL ASSUMPTIONS OF GENDER IN AUSTRALIAN MEDIA.

ASSESSMENT TASK: YEARLY EXAMINATION

WHAT APPS WILL STUDENTS USE?:

IBOOKS - STUDENTS WILL HAVE OPPORTUNITIES THROUGHOUT THE UNIT TO CREATE THEIR OWN MEDIA COMPOSITIONS (SUCH AS MAGAZINES, NEWSPAPER ARTICLES). IBOOKS WILL ALLOW STUDENTS TO ENGAGE IN THE CREATIVE PROCESS AND SHARE THEIR WORK WITH OTHERS AND THE WORLD.





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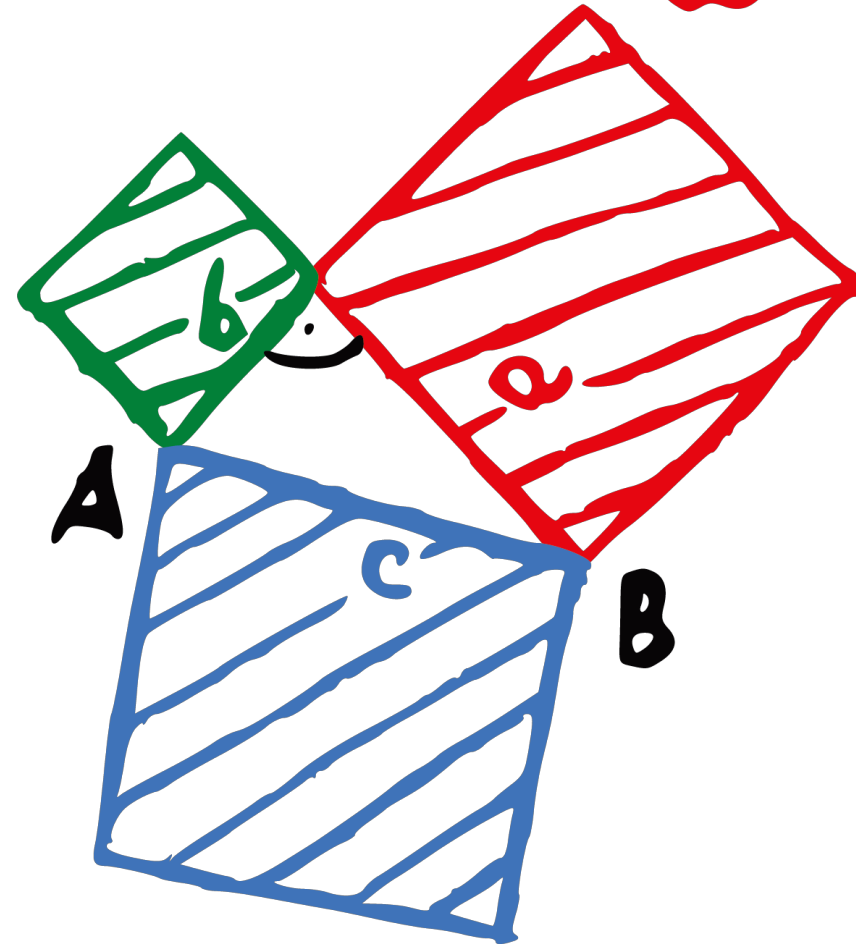
YEAR 7 – ART & MUSIC



LEUMEAH HIGH SCHOOL

YEAR 7 – MATHEMATICS

$$a^2 + b^2 = c^2$$



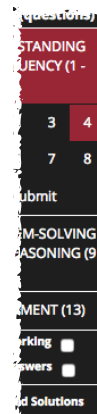
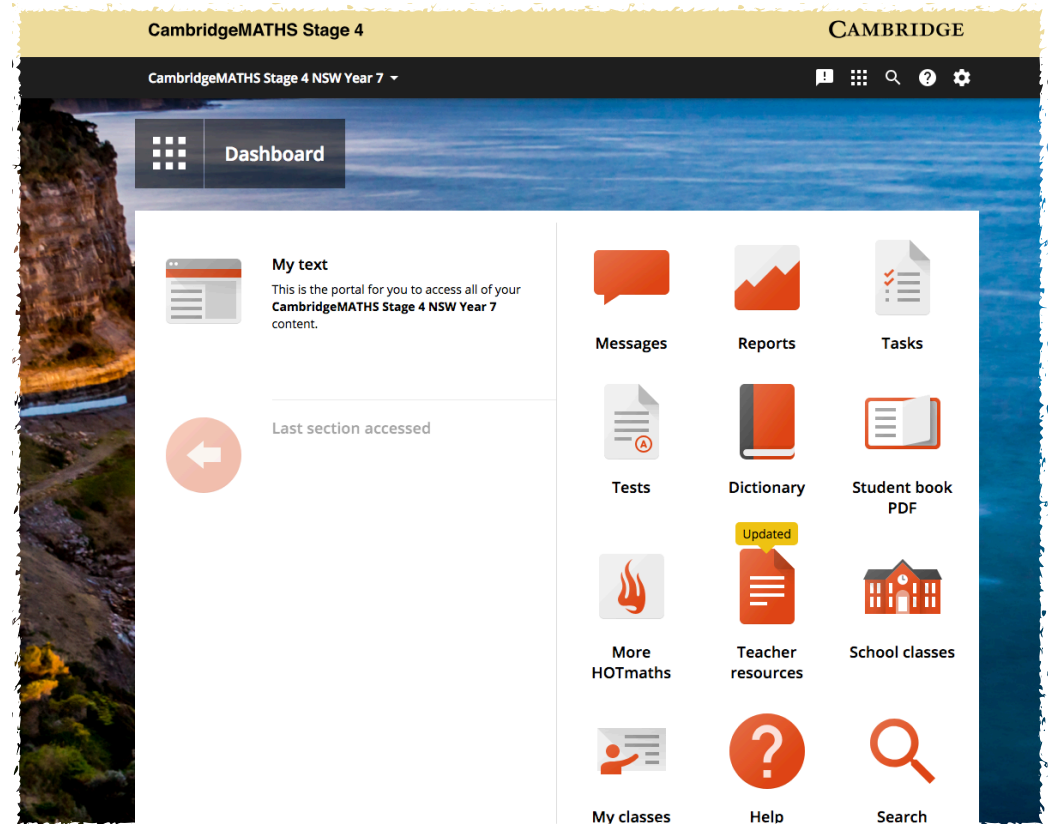
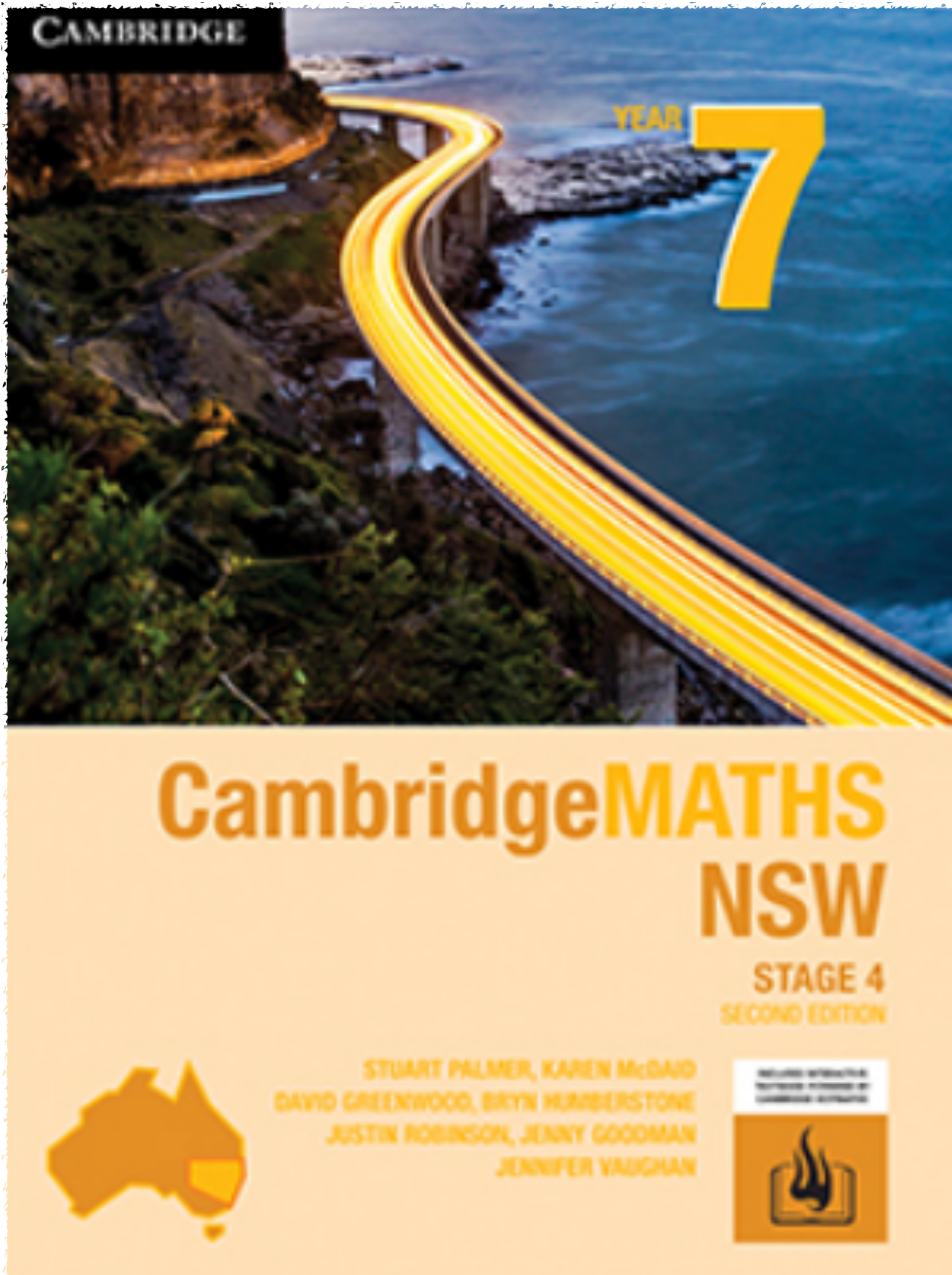
MATHEMATICS



APPS USED

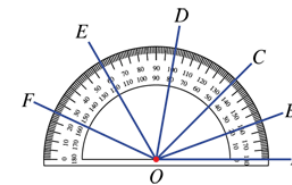


MATHLETICS



Question 5.

a. Write down the size of the angles shown on this protractor.



i. $\angle AOB$

- Workspace

+ Check answer

type

draw

upload

ii. $\angle BOC$

+ Workspace

iii. $\angle COD$

+ Workspace

iv. $\angle DOE$

+ Workspace

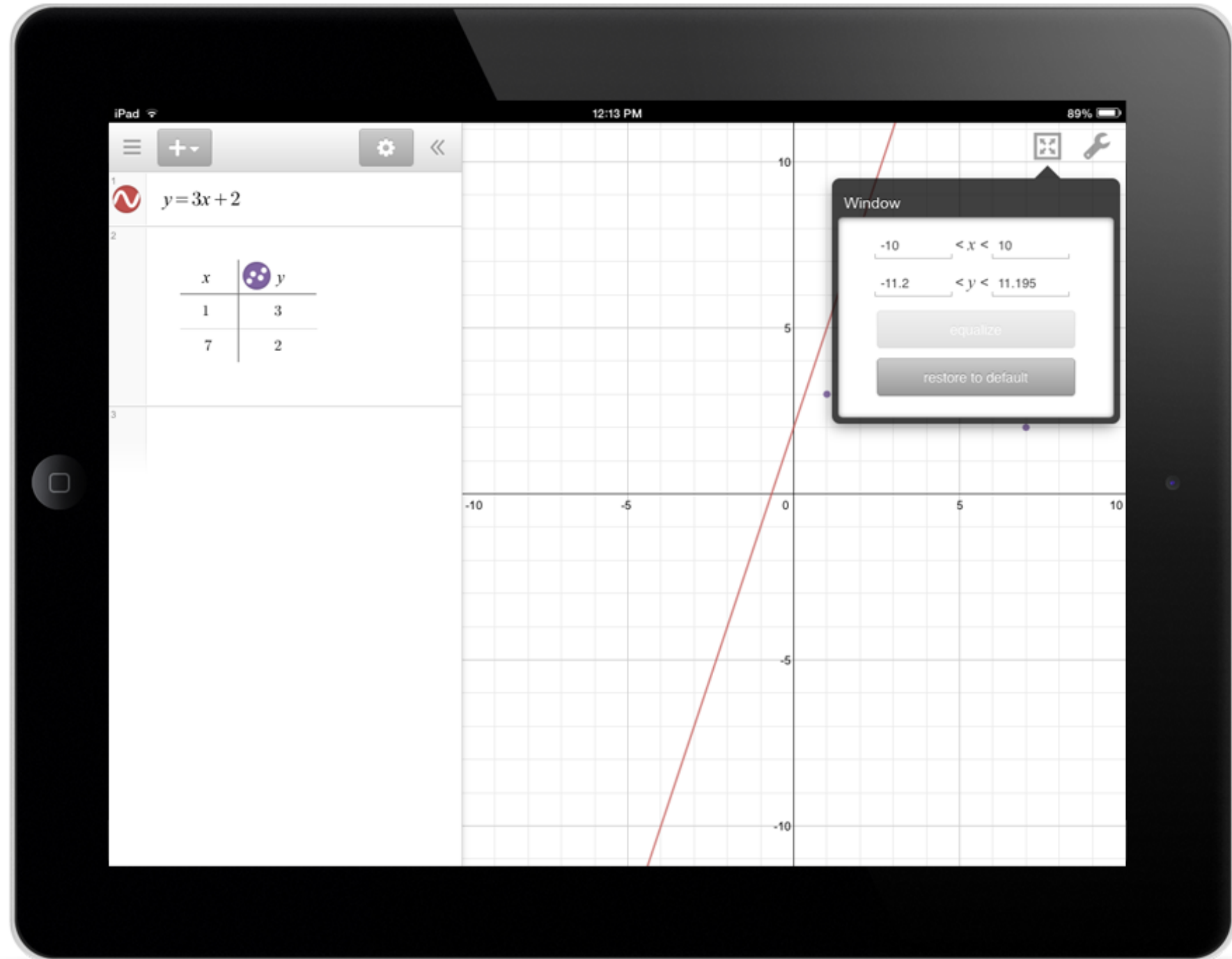
CAMBRIDGE

HOTmaths





desmos





LEUMEAH HIGH SCHOOL

YEAR 7 – SCIENCE

WELCOME TO SCIENCE



- **Keynote presentations of first hand investigations with discussion of results**
- **Compare primary data and secondary data using 'Measure' and a ruler**
- **Explore the use of models in science by constructing and viewing virtual models/simulations**

TERM 1

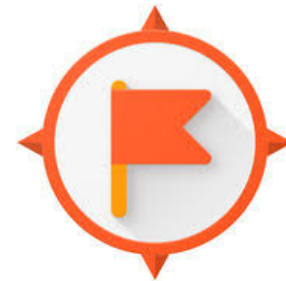
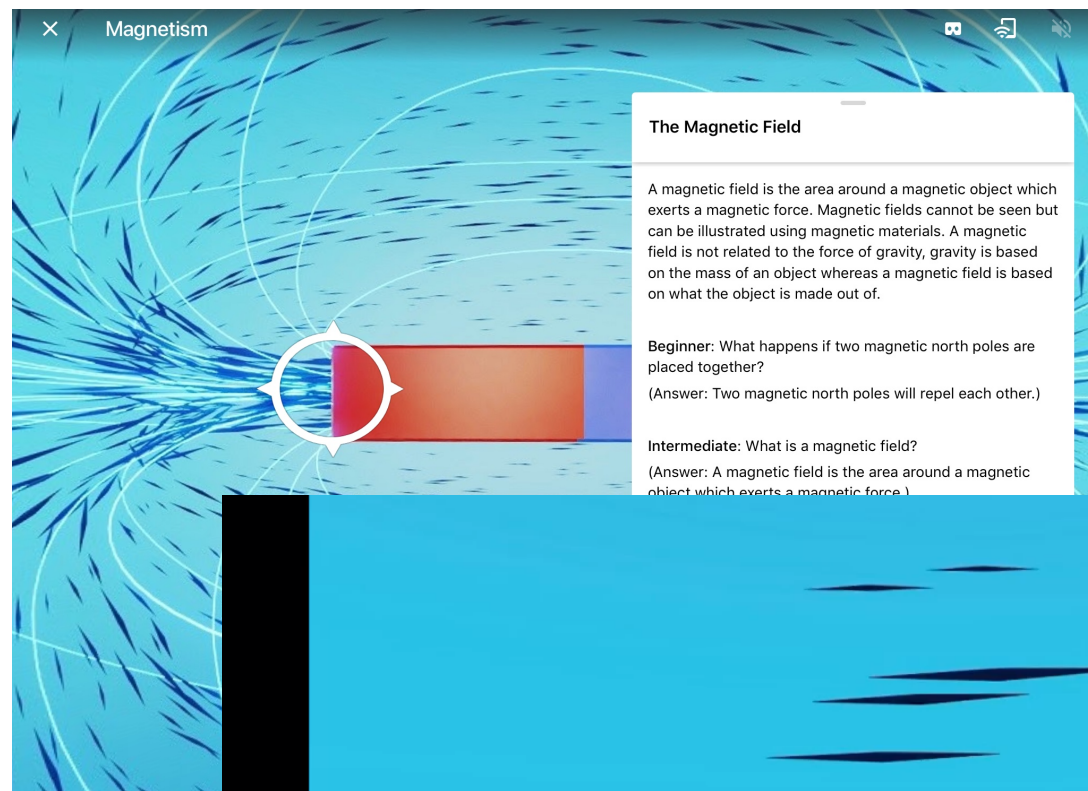
Chemical World 1



- Time lapse videos to record and analyse changes of state
- Stop animation to demonstrate particle movement during diffusion
- Create Quizlet cards to increase their understanding of subject specific vocabulary

TERM 2

Physical World 1



- **Use slow motion technology to analyse inertia acting on objects**
- **Experience VR excursions and manipulate AR to explore the nature of forces using Google Expeditions and JigSpace**



TERM 3

Living World 1

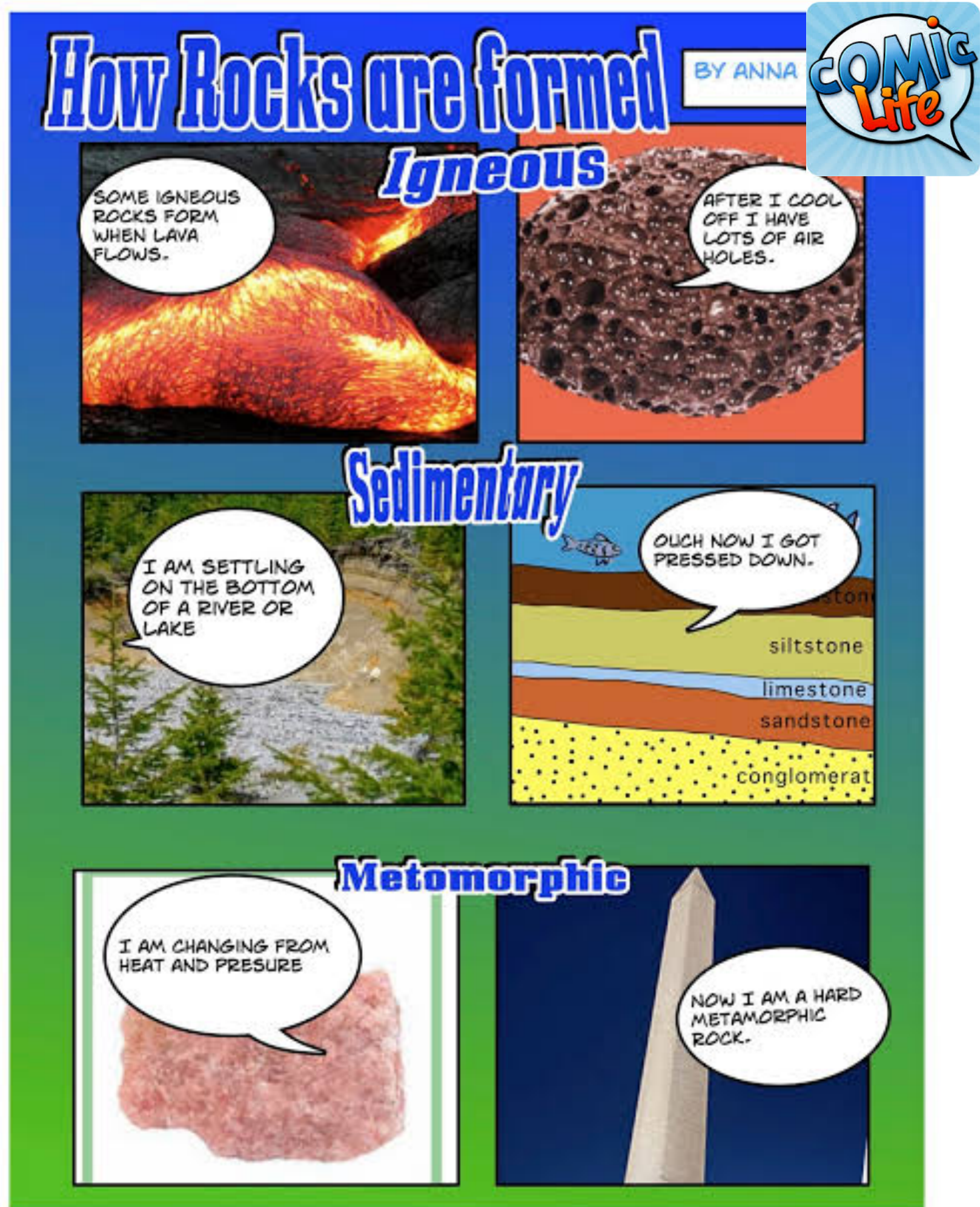
- Explore and analyse various organisms by creating interactive media fact sheets using iBooks and sharing their creations with the class
- Investigate the five kingdoms by taking, reviewing and labelling images of organisms
- Students create a QR code 'who am I?' of the 5 classes of classification



TERM 4

Earth and Space 1

- Use Comic Life to illustrate the formation and changes that occur in the rock cycle
- Create an 'iMovie' to demonstrate how fossils are made
- Create a video using green screen technology to demonstrate weathering and erosion





LEUMEAH HIGH SCHOOL

YEAR 7 – PDHPE

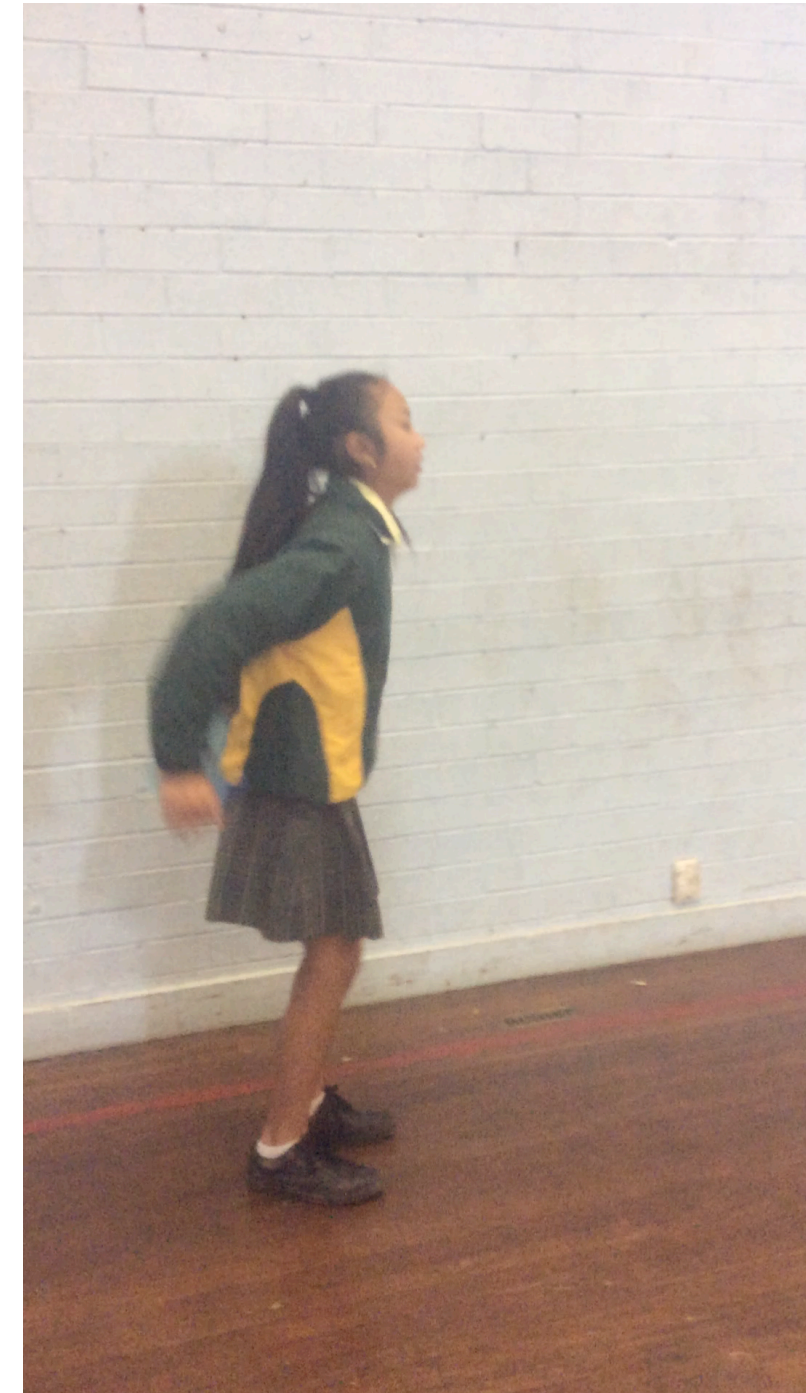
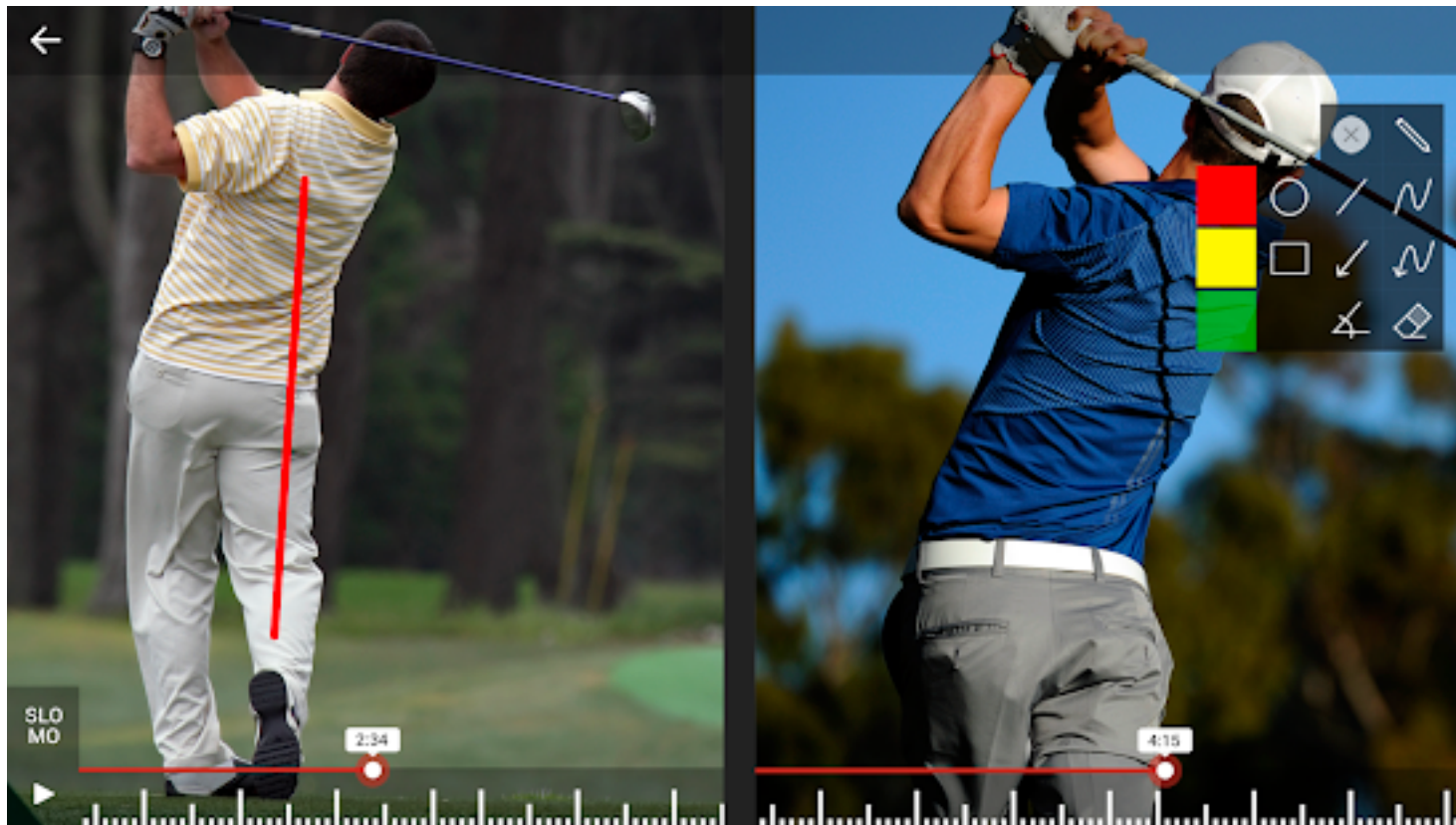
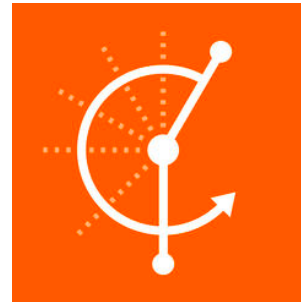
IPAD USE IN PDHPE

- iMovie - to produce video projects.
- Google Docs/ pages to collaborate
- Clips to video note/teach your peers
- Measure kit to see how far you can jump



IPAD USE IN PDHPE

- Videoing of performance for self and peer assessment





LEUMEAH HIGH SCHOOL

YEAR 7 – HSIE

Term one - History

Investigating the
Ancient Past
and
Ancient Egypt

Travel to the pyramids and down
the Nile using Google Expedition



Explore and investigate historical mysteries
in a QR reader scavenger hunt

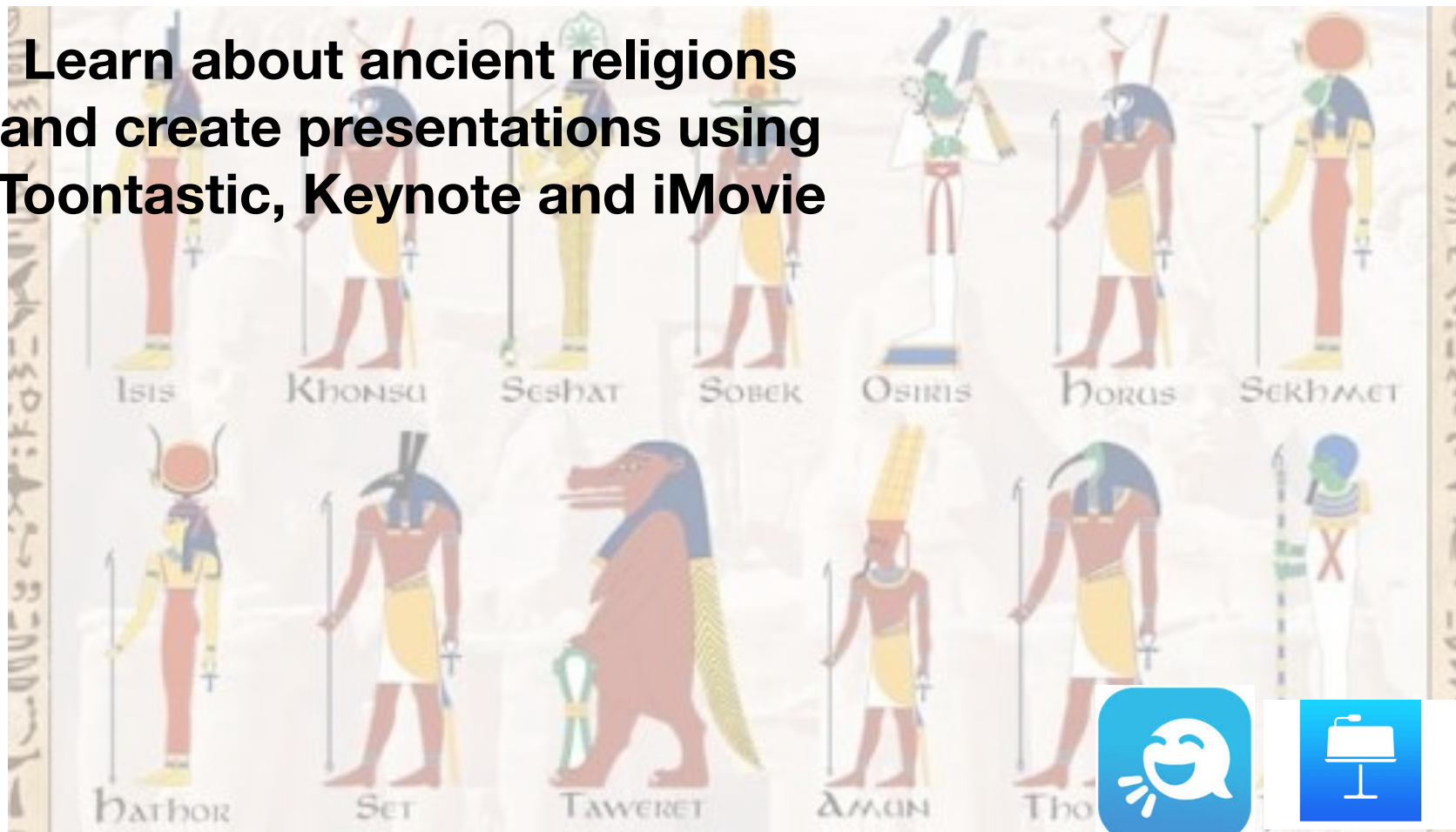


Use Doink Green Screen to become
a news reporter



**Visit the Terracotta Warriors
in augmented reality**

**Learn about ancient religions
and create presentations using
Toontastic, Keynote and iMovie**



Term 2 - History

Ancient Egypt
and
Ancient China

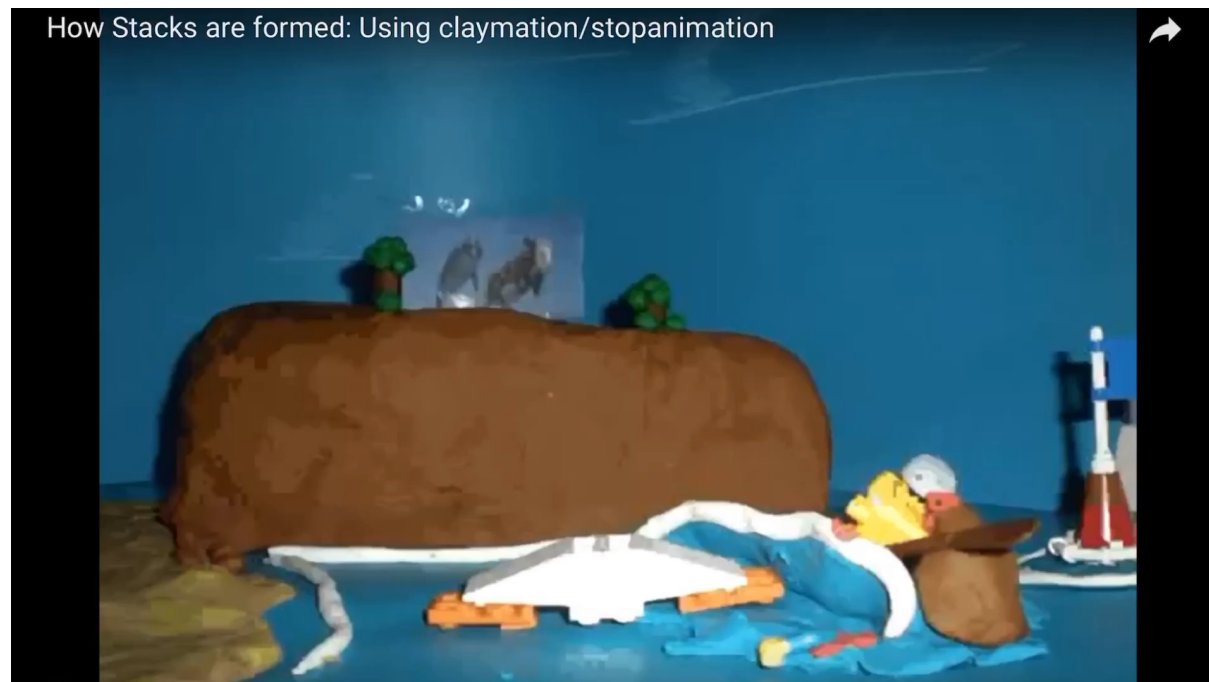
Term 3 - Geography

What is Geography
and
Landscapes and
Landforms



**Classifying landscapes and
landforms using GoogleEarth 3D**

**Create a claymation of
changing landscapes
using Shadow Puppet**





Report from the 'front line' of a natural disaster using Doink Green Screen

Create mindmaps in Canva looking at the impacts of natural disasters



Use Clips to teach others about the water cycle



**Term 4 -
Geography**
Natural Hazards
and
Water in the World



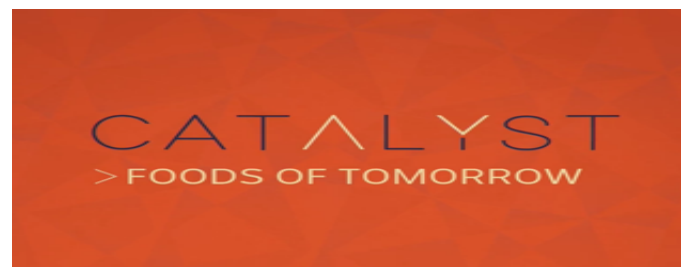
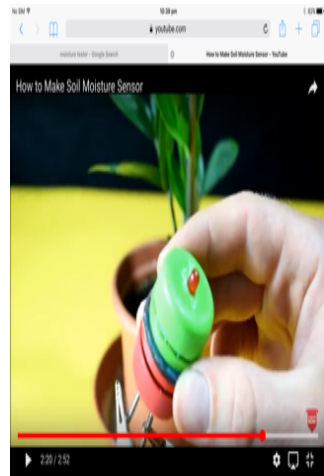
LEUMEAH HIGH SCHOOL

**YEAR 7 – TECHNOLOGY
(MANDATORY)**

TECHNOLOGY MANDATORY OVERVIEW:

- Technology encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities. Technology Mandatory is a rich and complex subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations.
- Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

AGRICULTURE AND FOOD TECHNOLOGIES AND DIGITAL TECHNOLOGIES: DELICIOUS FOOD FOR YOU- FOOD PRODUCTS, VERTICAL GARDEN AND SOIL MOISTURE TESTER



- Project overview: students will learn about food and its production. Student will grow their own ingredients, developing a simple circuit moisture tester and learn to process these ingredients into food products.
- iPad integration: diagrams, research, design, self paced learning and tutorials, progression evidence- mini movies or photo collages of their production process

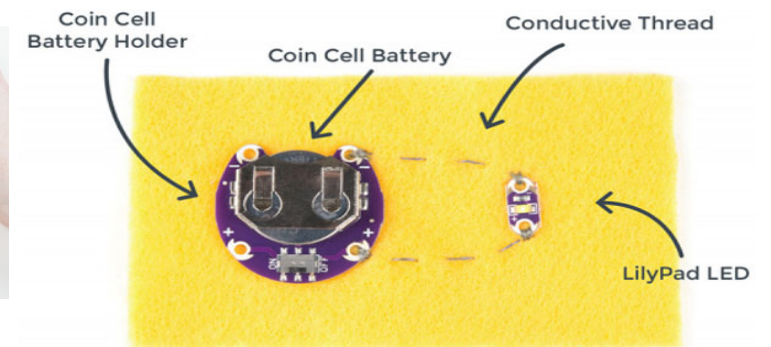
DIGITAL TECHNOLOGIES: GAME ON! GAME DEVELOPMENT

- Project overview: designing game characters, learning sequencing, block coding, storyboarding the game-concept to final product.
- iPad integration: game design, game development, diagrams, research, story board design, self paced learning and tutorials, progression evidence-mini movies or photo collages of their production process

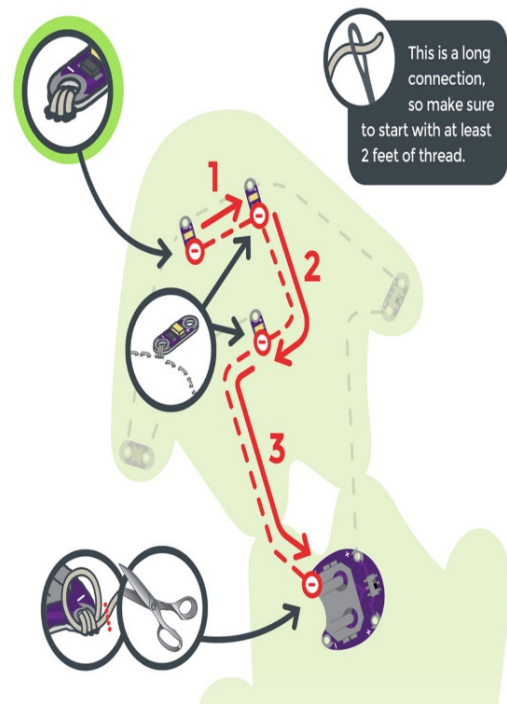


MATERIAL TECHNOLOGY AND DIGITAL TECHNOLOGY (E-TEXTILES) : MONSTER MANIA- FELT LIGHT UP MONSTERS

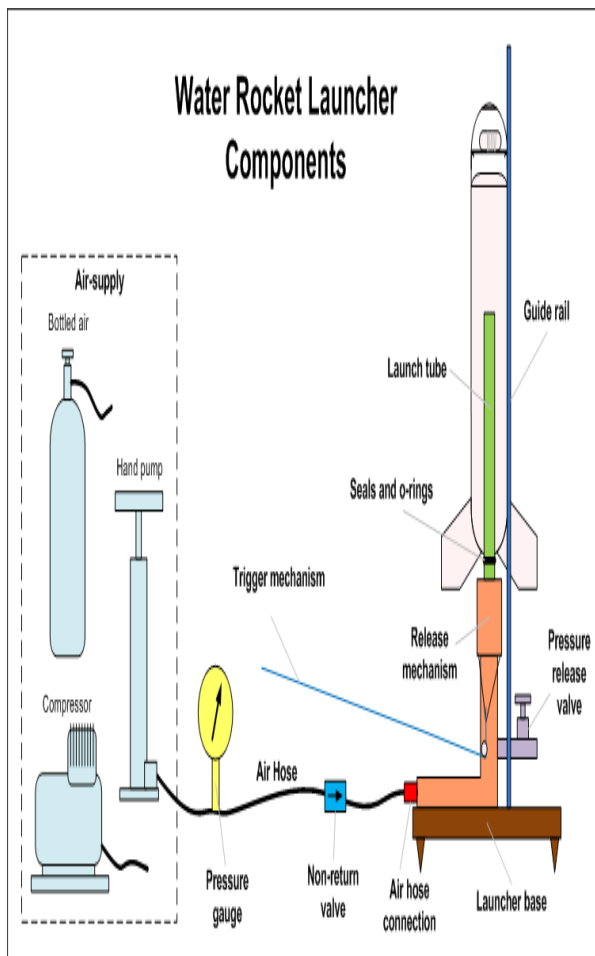
- Projects overview: students will learn about where fabric comes from and the development and design of a fabric product integrated with a simple circuit to light up.
- iPads integration: diagrams, research, design, self paced learning and tutorials, progression evidence- mini movies or photo collages of their production process



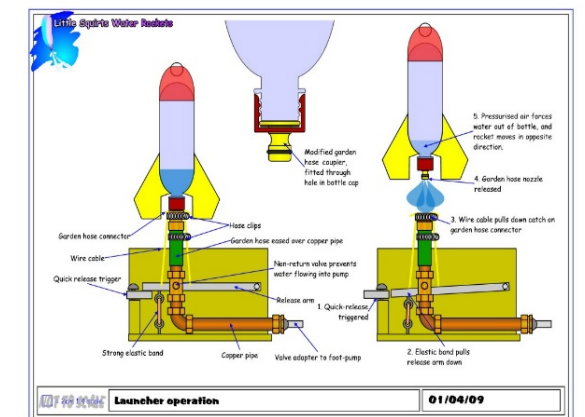
Parts of a LilyPad Circuit



ENGINEERED SYSTEMS: REACH FOR THE STARS- BOTTLE ROCKETS



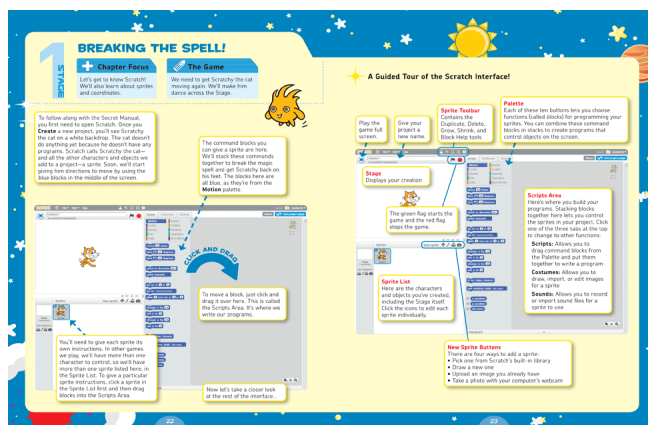
- Project overview: students learn about aerodynamics, sustainability, forces, motion, energy in the creation of bottle rockets.
- iPad integration: diagrams, research, design, self paced learning and tutorials, progression evidence- mini movies or photo collages of their production process



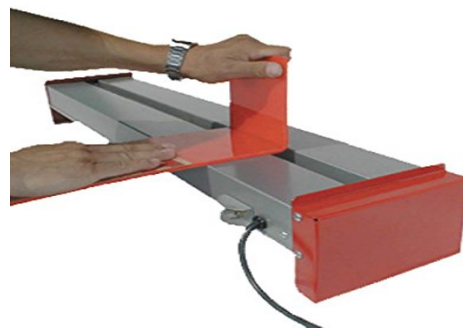
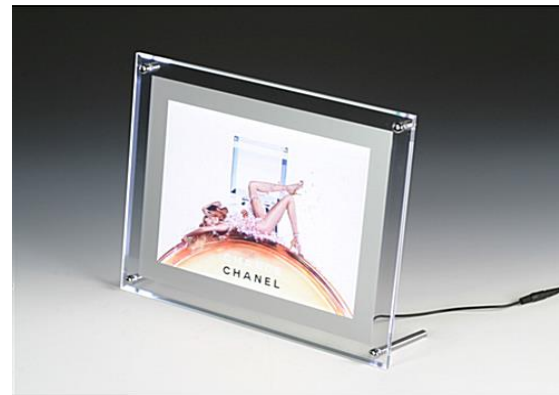
YEAR 7 - TECHNOLOGY (MANDATORY) BYO IPAD



- Project overview: developing computational thinking by learning to sequence code to direct different types of robots.
- iPad integration: coding (block and text type) robotics control system, diagrams, research, design, self paced learning and tutorials, progression evidence- mini movies or photo collages of their production process



MATERIAL TECHNOLOGY AND DIGITAL TECHNOLOGY: LIGHTS CAMERA ACTION- ILLUMINATING PHOTO FRAME



- Project overview: students will use acrylic materials and manipulate these into specific shape. These will then be inserted with a simple led circuit to light up
- iPad integration: diagrams, research, design, self paced learning and tutorials, progression evidence- mini movies or photo collages of their production process

Igniting
potential,
inspiring
passion and
purpose

