

# Year 7

## Parent Information Night



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# Welcome

Ms Hayley Emmerton

# Year 7 Adviser

Ms April Kang

# Role of Support Staff

- **SASS staff** – attendance, application of extended leave and administrative enquiries, payments over the phone  
*Online* – parents can make payments, explain absences
- **Counsellor & Learning Support staff** – learning and welfare issues.

# Role of Year Advisor

The **Year Advisor** is the link between welfare resources in the school, wider community, the student and the family.

The **Head Teacher Wellbeing** will become involved for case management for families and students for significant welfare concerns

*Academic and class related issues should first be directed to the teacher, then you may escalate to the head teacher*



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### Classroom Teacher

- Concerns with students' academic progress in a particular subject
- Students behaviour with a particular CLAST

### SPORT

- Sports organiser
- Sports teacher
- PDHPE faculty

### Faculty Head Teacher

- Concerns with a classroom teacher in their faculty
- Increasing student behaviour concerns in the faculty
- Concerns with actions of other students in classes

### Head Teacher Teaching & Learning

- IT support
- Technology

### Year Advisor

- Minor student wellbeing concerns/issues
- Academic progress across a range of subjects
- Wellbeing events related to the year group



Liaise & communicate with Head Teacher Wellbeing and Counsellor where necessary

### Learning & Support

- Learning difficulties across a range of faculties
- Student behaviour concerns across faculties



### Careers

- Careers & transition enquiries
- Subject enquiries
- TAFE

### Deputy Principal & Principal

- Significant and critical student wellbeing concerns/issues
- Increasing behavioural issues across multiple faculties
- Concerns with actions of other students in the playground or whilst travelling
- Serious concerns of actions of staff members
- Confidential issues
- Financial issues

# Our Focus for the year

- A Strong Transition to High School: organisation and routine building
- Resilience Report – online tool
- Respectful Relationships



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# Wellbeing Initiatives



**Throughout the year:**

- Peer support

**Term 2 – Week 3**

- My Resilience

**Term 3 – Week 6**

- Brainstorm Productions

**Term 4 – TBC**

- Rewards day



# Building a good routine for school

## AFTER SCHOOL

- Hand notes to parents
- Check diary
- Complete homework
- Pack equipment for next day
- Charge laptop
- **No devices after 8 PM**

## BEFORE SCHOOL

- Put laptop in already packed bag
- Wear correct school uniform
- Pack recess and lunch in bag
- Leave home to get to school by **8.45 AM**



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# English

- **Poetry:** a focus on poetic structures and techniques
- **Novel Study:** plot, characters, setting, themes and style
- **Narrative Writing:** writing stories, with characters
- **Introduction to Shakespeare:** a study of Shakespeare's villains

*Inter-class debating, journal writing, wide reading and grammar exercises are embedded in the program.*



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# Mathematics

Students use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts.

The content studied in Stage 4 is divided across Year 7 and Year 8

- Computation with Integers
- Fractions, Decimals and Percentages
- Financial Mathematics
- Ratios and Rates
- Algebraic Techniques
- Indices
- Equations
- Linear Relationships
- Length, Area Volume
- Time
- Properties of Geometric Figures
- Angle Relationships
- Data Collection and Representation
- Single Variable Data Analysis
- Probability

# Science



Introduction to chemistry and the properties of matter, focusing on water



Investigates our place in the solar system and our use of resources on Earth

Students will access resources through: [sciencebydoing.edu.au](http://sciencebydoing.edu.au)



Balanced and unbalanced forces in everyday life



The classification of living things and flow of energy through ecosystems



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# Geography

## Topics Studied

- Landscapes and Landforms
- Place and Liveability

Students will start to learn how to use Geographical skills and tools. These are important as these skills and tools will then be expanded upon and be part of examinations from years 7-10.

Students will focus on developing their writing skills, with the development of a strong paragraph being the focus alongside the development of writing persuasively.

Students will participate in a compulsory day of fieldwork during the course.



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# History



## Topic Studied

- Investigating the Ancient Past
- The Mediterranean World
- The Asian World

Students will start to learn how to carry out source analysis. This is important as this skill will be expanded upon and be part of examinations from year 7-10.

Students will focus on developing their writing skills, with the development of a strong paragraph being the focus alongside the development of writing narratives.

Students will participate in a compulsory site study during the course.



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# CAPA Drama

Students investigate performance skills to explore the human experience.  
Topics to be studied:

- Improvisation & Theatre sports, Comedy, Characterisation and Scriptwork, Build your own...play!

Skills covered in these units include critical thinking, creativity and communication. Students also build resilience by forming strong ensemble groups, working collaboratively with these groups and developing the ability to evaluate their own work and the work of their peers.



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# CAPA Music

- Semester One - Students learn to read rhythm notation in a **percussion unit** - and develop skills in composition and working collaboratively.
- Semester Two - Practical work is based on **ukulele/vocals**. Students learn composition skills in the Music Lab and investigate how sound is made.
- Year 7 Choir – an opportunity to build confidence and friendships!!



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# CAPA Visual Arts

Students will cover topics such as:

- What makes good art?
- Painting techniques and colour chemistry
- A Portrait in Words: portraiture
- Abstraction and distortion
- From Then to Now: Australian art traditional to modern

And will experiment with:

- Painting, Illustration, Ceramics, Printmaking, Sculpture



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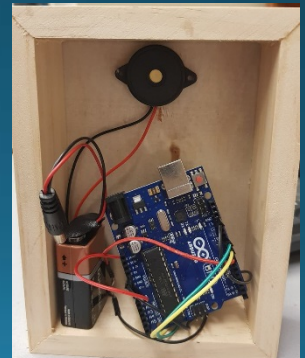
# Technology Mandatory

Students learn about various existing, new and emerging technologies while using a range of materials, tools and techniques to design and produce projects relevant to their own environment and circumstances.

The Technology Mandatory syllabus has a strong focus on design and production with the majority of time to be spent on practical experiences.

Content is arranged into four contexts:

- Agriculture and Food technologies,
- Digital Technologies,
- Engineered Systems and
- Materials technologies.



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# PDHPE

Content covered in theory lessons includes;

- Connectedness, self-esteem and positive relationships
- Alcohol and other legal drugs
- Healthy lifestyle including diet and physical activities
- Puberty
- Students also experience participation in a variety of sports in practical lessons including: Hockey, soccer, dance, indigenous games and athletics



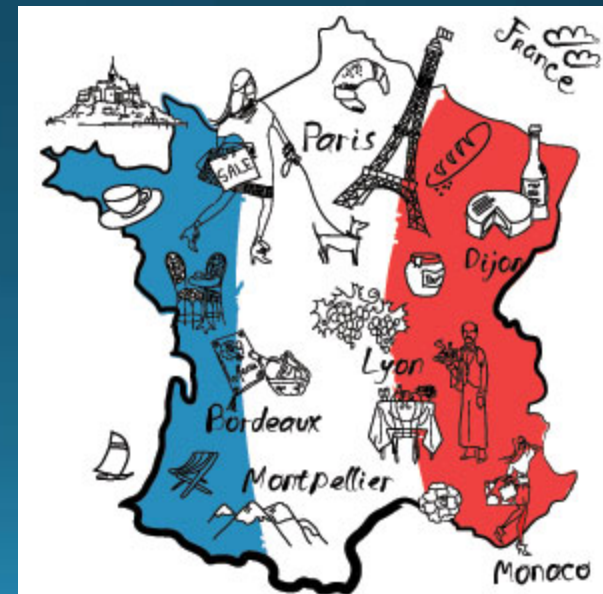
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# Advanced French

## Extension French

Students who have already studied French in primary school may consider the Advanced or Extension courses.

- **Topics:** Personal World, Relationships, School Experiences, Daily life and Interests.
- **Skills :** Listening, Speaking, Reading, Writing
- **Culture :** School, Daily life and  
Leisure in France



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# Wellbeing Curriculum



Students have a wellbeing lesson once a fortnight dedicated to explicitly teaching concepts of wellbeing. The purpose of the program is to support students to feel a sense of belonging by building character strengths, resilience, coping skills and a growth mindset.

Terms	Content
1	Introduction to wellbeing, making friends and social skills, overcoming challenges and support networks, building resilience and coping with stress, goal setting
2	Core values and sense of meaning, My Resilience – follow up, growth mindset, optimism, TTFM
3	Report reflection and goal setting, Hurting Game follow up, R U OK Lessons
4	Study habits and study plan, motivation, future pathways, skills for the future, TTFM and wellbeing program evaluation





# Year 7 Deputy Principal

Ms Dennielle Woskanian



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# Digital Device Policy

Learning is at the centre of all that we do. The use of a device is not to act as a distraction from learning, or the learning of others at any time.



When entering a learning environment, it is a requirement that all communication apps are switched off or in flight mode except those specifically identified by the teacher.



If a teacher does not specify device use, it is assumed that it is stored in a location that prevents it from distracting the student from learning.



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# Assessment Policy

- Assessment tasks are to be submitted on time
- If a student is away the day a task is due, they must provide an explanation in writing from the parent.
- The letter and task are to be submitted on the first day back at school.
- If **no** explanation is provided, then the student will receive a mark of zero. However, the task must still be completed to complete the course.
- Students and parents will be notified in writing when a mark of zero is awarded.
- If students fail to complete work, they will be determined as Non-Completed for the course.



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# Extra-curricular opportunities

The more students get involved in school programs, the more they will get out of their education.

Duke of Edinburgh

ISCF

SRC

Prefects

Music Programs

Environmental group

Public Speaking

Debating

Toastmasters

Gifted and Talented sports

Chess Club

Ceramics & Photography

Table Tennis Club

Stage Crew

Positive Peer Culture Club

French

Science Club



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# Parent Portal



Killarney Heights High School  
Parent Portal

karen.willets



Logout



Dashboard



Applications▼



Absences



Family Details

Welcome - Select the student you'd like to view below

Welcome to Killarney Heights High School's online student and parent portal. This portal is acting as an addendum to the information services provided by the school's administration office. In the case of the portal not working correctly on your computer, please access the required service via the administration office on (02) 9451 7005.

Each of your students that attend Killarney Heights High School will be shown below. Simply select which student you'd like to review by clicking on their photo. You can always change the student you're reviewing by using the My Students link at the top of each page.



Zoe MOSHOVELIS  
10HR3 - YEAR: 10

## Student/Family Access Key

Family/Student access key:

Add Key

IF YOU HAVE RECEIVED A FAMILY/STUDENT ACCESS KEY  
FROM YOUR SCHOOL YOU CAN ENTER IT HERE.


Parent Bulletin





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# Parent Portal


(click on the photo)





Killarney Heights High School  
Parent Portal


karen willets[Logout](#)


Dashboard


▼ Zoe MOSHOVELIS  
429328527


 Dashboard


 My Timetable


 Resources


 Activities


 Attendance


 Wellbeing


 Reporting


 School Records


 Dashboard

 Bulletins▼


 Daily Notices


 Teacher Messages


 Classes▼

 Homework


School Applications

 Global Calendar

 Moodle

 My eDiary

Daily Notices



Maths competition

BY MR A. KIESEWETTER ON MONDAY, 6 FEBRUARY 2017 AT 8:13AM

DAILY

Congratulations to the following students for correctly answering the week 1 challenge question.(42)

Sebastian P and William K from year 12

Keigo K from Year 11

Mitchell C and Abbey M from Year 10

Alana and Shannon from Year 9

Christian K from Year 8

Students can collect their prizes next Monday from the Mathematics staffroom. New question this Thursday.

Today's Timetable

0	
1	<b>Science Yr10 (10SCIX)</b> ROOM D01L WITH J MCKENZIE
H	<b>Homeroom Yr10 (10HR3)</b> ROOM B14VA WITH R SPENCE
2	<b>English Yr10 (10ENGX)</b> ROOM A06 WITH K ADLARD
R	
3	<b>Information Software &amp; Technology Yr10 (10IST2)</b> ROOM D06PC WITH S WALTERS
4	<b>Visual Arts Yr10 (10VAR1)</b> ROOM B14VA WITH R SPENCE
L	
5	<b>Drama Yr10 (10DRA1)</b> ROOM A07DR WITH P WOOD
6	
7	



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# Daily Notices



## Purple Turtle Short Film Festival All Years

[✓ Mark as Read](#)

Daily Notice by Ms Genavieve Zoeller on Wednesday, 15 February 2017 at 3:19pm

CALLING ALL YOUNG FILM MAKERS! As part of World Harmony Day (March 21st) we encourage you to participate in the Purple Turtle Short Film Festival. The festival aims to celebrate cultural diversity, and promote empathy and understanding - all through the wonderful artistic platform of film making. As you know students face many issues ranging from lack of acceptance and recognition to bullying and discrimination, and film is an awesome way to make us more aware of what we can do to limit discrimination - if not eliminate it!

The purple turtle is a symbol of acceptance no matter race, colour or creed.

CRITERIA: Secondary School students and all other entries should be 6-10 mins. The four main themes to explore in your film are;

- \* Diversity is our Strength (MultiCulturalism)
- \* Religions working together (MultiFaith)
- \* Girls/Women thriving (Looking out for each other)
- \* Bridging gaps (Indigenous issues, bridging inequality in minority groups)
- \* There is also a fifth open section dedicated to wider views that encourage harmony in cultural diversity.

Entry is FREE for students. Please check out the website for more [<http://purpleturtlesortfilmfestival.com.au>] or chat to Ms Zoeller from the English faculty.



## Assembly period 3 Y7 Y8

[✓ Mark as Read](#)

Daily Notice by Mr Thomas Wilson on Monday, 20 February 2017 at 8:00am

Reminder to all year 7 and 8 students. You have a special assembly today straight after recess in the hall. Please go there straight from



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# School Website

[www.killarney-h.schools.nsw.edu.au/](http://www.killarney-h.schools.nsw.edu.au/)

