

# Year 7

## Parent Information Night



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HEIGHTS  
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# Acknowledgement

I acknowledge the Traditional Custodians of Country on which we meet today. I acknowledge the First Nations peoples' connections to land, sea and community and pay my respect to their elders past and present and extend that respect to all First Nations people present with us today. Sovereignty was never ceded, it was and always will be Aboriginal land.

Ms Rose  
Deputy Principal  
Years 10 and 12



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# Community building and strengthening connections

- **Creating meaningful parent involvement**
- **Celebrating personal achievement and good behaviour**
- **Establishing school norms and routines that build values**
- **Creating rituals, celebrations and traditions that are fun for students and teachers**
- **Encouraging innovation in the classroom**
- **Professionally developing teachers**
- **Explicitly teaching the importance of inclusion, kindness and compassion**
- **Maintaining the physical environment of your school**

# Assemblies

- To build a culture of our students working and learning together to build a sense of belonging.
- We acknowledge the success of our students
- We engage students with world issues such as NAIDOC, Harmony Day, IWD and Wear it Purple
- We celebrate our school as a community

# Student Leadership

Targeted student leadership program for SRC, Prefects and Captains to enhance transformational leadership skills. Student leaders have the opportunity to:

- Advocate for change and shape school culture.
- Develop charity and fundraising initiatives and positively impact the broader school community.
- Develop skills in public speaking, inspiring others, event management, fundraising and community building.

# Student Leadership

- SRC and Prefect elections take place in term 2.
- Students submit a written application and deliver a speech to their peers.
- Positions are offered based on a combination of votes and the quality of the application and speech
- Students interested in pursuing prefect and captaincy positions in years 11 and 12 will receive 5 additional points for each year served on the SRC.

# Diversity and inclusion

- We foster an inclusive and equitable school culture that fosters acceptance, appreciation and respect for all students, regardless of their socio-economic status, gender identity, sexuality, disability, body type, religion, race, culture, language background or accent.
- We celebrate and embrace the diversity of the community.
- We promote a harmonious and just school environment where everyone is valued.
- We do not tolerate discrimination, prejudice, bullying, or vilification.



# Positive Behaviour For Learning

- PBL refers to the explicit teaching of classroom, playground and other whole schools routines.
- Routines foster a predictable and calm school environment and reduce uncertainty and anxiety.
- Routines create the structure and stability required for a harmonious school community.
- Routines minimise disruptions students and teachers to focus on the core business of teaching and learning.

# Classroom routines

Trauma informed practice and to create a safe, predictable learning environment at KHHS. Provides consistency & predictability to support students.

1. Line up quietly in two straight lines facing the front with hats off.
2. Enter the room and move quietly and calmly to your assigned seat.
3. Get your equipment out and silently complete the DO NOW activity displayed on the board.
4. Pay attention as the teacher explains the lesson intentions, success criteria and lesson outline.
5. At the end of the lesson, pack up and wait silently and calmly for the teacher (not the bell) to dismiss you row by row.



# Mobile/Yondr pouches

## What?

- ✓ A Yondr pouch allows students to bring their phone to school so you are able to access it on their journey to and from school.
- ✓ When they get to school, their phone can be locked away so it does not get in the way of socialising with friends or focusing on your learning.

## How?

1. Place your phone inside the pouch before you walk through the front gate.
2. Use one of the locking stations located at the school gates to unlock your phone when you leave for the day.
3. Use the locking station at the front office if you are leaving early.



# Bus stop

1. Unlock your Yondr pouches using the unlocking stations on the gate at the end of the pedestrian pathway.
2. Form an orderly line facing down the hill and wait until the teacher signals you to board the bus.
3. Opal Card out
4. The teacher will board the bus first, letting students in one by one.
5. Students who push will be sent to the back of the line.

# Behaviour system

## **RESPECT (Instructions and environment)**

- Follow all instructions
- Use school facilities and resources considerately
- Be present and punctual
- Wear school uniform

## **CONNECT (Relationships and community)**

- Foster positive, inclusive relationships
- Interact with dignity and compassion
- Celebrate difference and diversity
- Collaborate positively

## **ASPIRE (Learning)**

- Strive for the highest standards in learning
- Be ready and equipped for learning
- Embrace challenge
- Have a growth mindset

# Rewarding positive behaviour

## **GOLD MEDAL**

Awarded for receiving 500 Killa awards

## **SILVER MEDAL**

Awarded for receiving 250 Killa awards

## **BRONZE MEDAL**

Awarded for receiving 100 Killa awards

## **RIBBON**

Awarded for receiving 50 Killa awards

## **CERTIFICATE**

Awarded for receiving 20 Killa awards



# Behaviour system

Student Behaviour Flow Chart	
<b>White</b>	<b>Prevention – All Students</b> Teaching pro-social behaviour, building a positive classroom and school community and responding to low-level or isolated behaviours of concern.
<b>Green Card</b>	<b>Early Intervention – Some Students</b> Responding to student behaviours of concern that causes <u>moderate</u> or <u>repeated</u> harm or risk of harm to the learning, safety or wellbeing of themselves or others.
<b>Orange Card</b>	<b>Targeted Intervention – A Few Students</b> Responding to student behaviours of concern that causes <u>substantial</u> or <u>continuing</u> harm or risk of harm to the learning, safety or wellbeing of themselves or others.
<b>Red Card</b>	<b>Intensive Intervention – Identified Students</b> Responding to behaviours of concern that causes <u>significant</u> or <u>persistent</u> harm or risk of harm to the learning, safety or wellbeing of themselves or others.



# Restorative Practice

- Restorative justice is an approach to discipline that focuses on repairing harm, restoring relationships, and promoting responsibility and accountability.
- Restorative justice is a more effective and compassionate approach to discipline in schools than punishment.
- It promotes healing, reconciliation, and responsibility, and helps students develop the skills they need to succeed in life.
- Decreases the likelihood of future misbehaviour.
- Improves relationships, fosters a positive school climate and helps students develop empathy, problem-solving skills, and a sense of responsibility.



# Restorative Practises

Examples of restorative practices in schools include:

- Restorative Circles
- Conferencing
- Mediation
- Repairing harm activities
- Can you explain what happened?
- How did it happen?
- What was the harm?
- Who do you think was affected?
- How were you affected?
- How were they affected?
- How do you feel about what happened?
- What needs to happen to make things right?

## Punishment

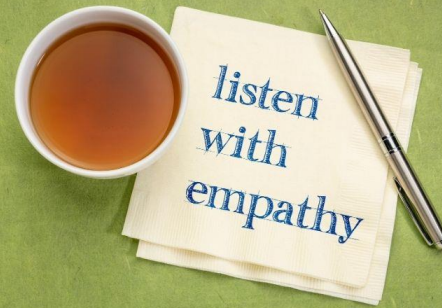
- Often leads to negative outcomes, such as resentment, rebellion.
- Does not address the root cause of the harm and does not promote healing for the individual or the community.
- Fractures the students' relationship with the school and increases feelings of alienation

## Restorative Justice

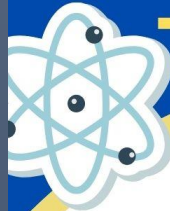
- Promotes healing and reconciliation between the individuals involved in a conflict.
- Directly addresses the the cause ad impact of the harm caused through repair strategies and positive replacement behaviours.
- Helps students understand the impact of their actions on others and encourages them to take steps to make things right.



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# PARENT SEMINAR



TUESDAY

**12**

**MARCH**

## Embracing Restorative Practices in Schools and Homes. A Pathway to Building Stronger Communities

Killarney Heights High School  
would like to invite parents  
to join us for a workshop on using  
**‘Restorative Practices’**  
to support young people to resolve  
conflict and develop effective  
communications skills.

**Speaker:**

**Deputy Principal Katie Rose**

**Where:**  
**Forestville RSL**  
**Time: 7pm**



Please RSVP

[killarney-h.school@det.nsw.edu.au](mailto:killarney-h.school@det.nsw.edu.au)



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# Ms Morris

## Year 7 Advisor



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# 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*

# Role of the support staff

- **SASS staff** – attendance, application of extended leave and administrative enquiries, payments over the phone

**Online** – parents can make payments, explain absences by calling the school number.

- **Counsellor & Learning Support staff** – learning and welfare issues. Counsellors are on site each day, students can self-refer or parents can ask wellbeing team to organise. Can communicate with external support and support students with a variety of issues.
- **Student Support Officer** - Eddie works with individuals and small groups in wellbeing support.



# Our Welfare focus for the year

*Our goals for this year:*

- *Fostering positive relationships and connections between peers*
- *Building resilience and self-advocacy*
- *Developing successful study habits*

Term	Event	Cost
All	Peer Support sessions	n/a
Term 2	My Resilience workshop (2 hours)	\$28 TBC
Term 3	Wired – Interactive theatre performance	\$10 TBC
Term 4	Cyber safety workshop	TBC



# Small Group wellbeing

Students contact their Year Adviser to join:

- Rise
- Thrive
- RAISE
- Eddie's Groups

These programs run throughout the year, contact us when you see them in the newsletter



# Extra-curricular opportunities

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

Duke of Edinburgh

SRC

Prefects

Science Club

Anime Club

Chess Club

Gifted and Talented sports

Crochet Club

KHHS Choir

Stage Crew

Ceramics/Photography

**Music Ensembles:** Big Band, Concert Band, Guitar Ensemble, Chamber Ensemble, Rock bands, Vocal Ensemble



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# MILO Club

My Individual Learning opportunity

Monday and Thursday afternoon

in the library 3.10-5pm

Supervised by a Maths or English teacher

An excellent way to get help with assignments



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# Parent Portal

- <https://killarney-h.sentral.com.au/s-V08zKa/portal2/#!/dashboard>

The screenshot shows the Parent Portal interface for Killarney Heights High School. The top navigation bar includes the 'SENTRAL' logo, the user's name 'Gidget ROBIN' with their school and year, and a 'Notifications' bell icon. A left-hand sidebar lists other students and navigation options. The main content area features a 'Student's Feed' dropdown menu, a message stating 'There are no feed items to display', and a profile card for Gidget Robin with her photo and enrollment details. Below the profile card are several expandable menu items.

**SENTRAL** **GR Gidget ROBIN** Killarney Heights High School **Notifications**

**BS** **Brandon SPENCER**  
Killarney Heights High School, Year 9

**GR** **Gidget ROBIN**  
Killarney Heights High School, Year 10

**NS** **Noah STENTIFORD**  
Killarney Heights High School, Year 9

**ES** **Eliza STENTIFORD**  
Killarney Heights High School, Year 7

**GS** **Gemma SAMMONS**  
Killarney Heights High School, Year 10

**IA** **Iris ANTOINE**  
Killarney Heights High School, Year 12

**LC** **Liam COWPERTHWAITTE**  
Killarney Heights High School, Year 11

**GF** **Georgia FENWICK**  
Killarney Heights High School, Year 10

Absences

Daily Notices

Parent Teacher Interviews

My Details


My Access

Help & Information

Logout

Student's Feed

There are no feed items to display

  
**Gidget Robin**

Enrolled Since: 29/01/2021  
Roll Class: Year 10 Roll Call — Ms Baker  
House: ROSS

> Class Details

> Attendance

> Academic Reports

> Gidget's Timetable

> Activity Participation

> Wellbeing



Ms Walters  
Deputy Principal  
Years 7 & 9



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# Assessment

- Year 7 have no assessments in term 1
- Assessment tasks are to be submitted on time
- Students receive a written notifications at least 2 weeks prior to due date
- If a student is away the day a task is due, they must provide an explanation in writing from the parent on the first day back to 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.



# Accessing Assessment Information

- <https://killarney-h.schools.nsw.gov.au/year-information/year-7.html>
  - Assessment Booklet

## Assessment Summary Year 7 2024

Week	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
1			Geography - 30 (C)	
2		Science - 30 (C) Geography - 30 (C) Visual Arts - 35 (H) PDHPE - 30 (C)		Drama - 30 (C)
3		Music - 30 (C) Technology-40(H)		
4		French Prior -50 (C) French B'gS -50 (C) Drama - 30 (C) Maths - 35 (C)		<b>Formal Exam Period</b>
5			Drama-40 (C) PDHPE-40 (C)orW10	Music -40 (C)
6			Maths - 30 (H) Visual Arts - 35 (H) Technology-40 (H) Science - 35 (H)	
7				
8			Music - 30 (H)	
9			PDHPE- 30 (H)	



# Accessing Assessment Information

<https://killarney-h.schools.nsw.gov.au/technology/parent-portal.html>

## Calendar via Sentral

The screenshot displays the Sentral parent portal interface for Killarney Heights High School. The top navigation bar is blue and contains the Sentral logo, a home icon with the text 'Home Killarney Heights High School', and a notifications bell icon. On the left, a sidebar shows the user is logged in as Sabina and lists several family members: Sabrina CASSIS (Year 12), Brandon SPENCER (Year 9), Gidget ROBIN (Year 10), Noah STENTIFORD (Year 9), and Eliza STENTIFORD. The main content area features a 'Home Feed' dropdown menu and a message stating 'There are no feed items to display'. On the right, an 'Upcoming Events' section lists several events:

- Tue 20 February: Year 7 Parent Information Evening (6pm — 7pm)
- Thu 22 February: Year 10 Vaccinations Men ACWY
- Mon 26 February: Evacuation
- KHHS School Swimming Carnival
- P&C Meeting (07am — 09am)
- Wed 28 February: Acknowledgement of Country Workshop KHPS and KHHS (1pm — 3pm)
- Band Committee Meeting (7pm — 8pm)
- RISE Mentoring Program



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# Assessment

- monitor student progress through an assessment
- provide ongoing feedback
- identify their strengths and weaknesses
- target areas that need further work.

Formal homework is not always set; students may be required to submit components of their assignment for feedback during the process of completing an assessment.



# Feedback

- Feedback can take many forms and is regularly provided to students. It can take the following forms:
  - Written feedback (Google docs/handwritten)
  - Verbal feedback in class
  - Student samples in class
  - Group feedback slides
  - Peer feedback in class

Ms Woskanian  
Deputy Principal  
Years 8 & 11

# Build Good Habits

Develop skills and routines for success each day

- study for each subject you did that day
- organise school notes from the day
- check for understanding
- start/continue assessments



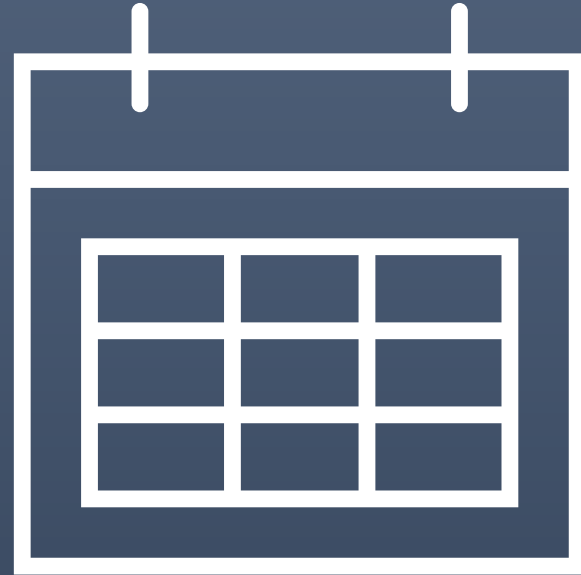
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# Organisation session

Assessment handbook

Google Calendar

- add assessment task due dates
- add after school activities
- include time for study



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# Study Expectations



**Fluency-building study** allows students to practise skills they know well to improve fluency over time.

**Application study** provides learners with the chance to apply newly learned skills to a new situation

# Questions?

This PowerPoint will be uploaded to the KHHS school website under 'Year Information'.