

# YEAR 8

## PARENT INFORMATION NIGHT



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HIGH SCHOOL

# 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.



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# MS TRAFFORD YEAR 8 ADVISER



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MS WOSKANIAN  
DEPUTY PRINCIPAL  
YEARS 8 & 11



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# COMMUNITY BUILDING AND STRENGTHENING CONNECTIONS

- Creating meaningful parent involvement
- Celebrating personal achievement and good behavior
- 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.



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# 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.



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# 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.



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# 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



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# 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



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# BEHAVIOUR SYSTEM

Student Behaviour Flow Chart	
White	<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.
Green Card	<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.
Orange Card	<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.
Red Card	<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.



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# 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?



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## 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.

# MS TRAFFORD YEAR 8 ADVISER



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# ROLE OF YEAR ADVISER

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.



### 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 WELFARE FOCUS FOR THE YEAR

*Our goals for this year:*

- *Creating & maintaining positive relationships and connections between peers*
- *Resilience and creating a sense of belonging and optimism*

Event	Date	Cost
Digital Thumbprint Cyberbullying Workshops	Term 1	None
Smashed Performance	Term 2	TBC
Brainstorm Productions – Mental Health Program	Term 3	\$8.50
Day Camp	Term 4	TBC



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# SMALL GROUP WELLBEING

Students contact their Year Adviser to join:

- Rise
- Thrive
- RAISE
- DAYSS

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.

KHHS Choir

SRC

Science Club

Anime Club

Chess Club

School knock-out sports teams

School grade teams in Term 2/3

Mandala Monday

Run club

Stage Crew

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

Crochet Club

Sustainability Club

Art Club

# 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  
homework and assignments



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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


 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

**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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# 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.

# 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

# YEAR 8 INTO YEAR 9 SUBJECT SELECTION

At the end of Term 2, we discuss subjects for Year 9

Core Subjects:

English, Maths, Science, Geography, History, PDHPE

Students choose three Electives from faculties:

CAPA, Languages, TAS, PDHPE, HSIE, Science

Students are encouraged to choose subjects that they are interested in – *not necessarily what will set a path for university.*



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# 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



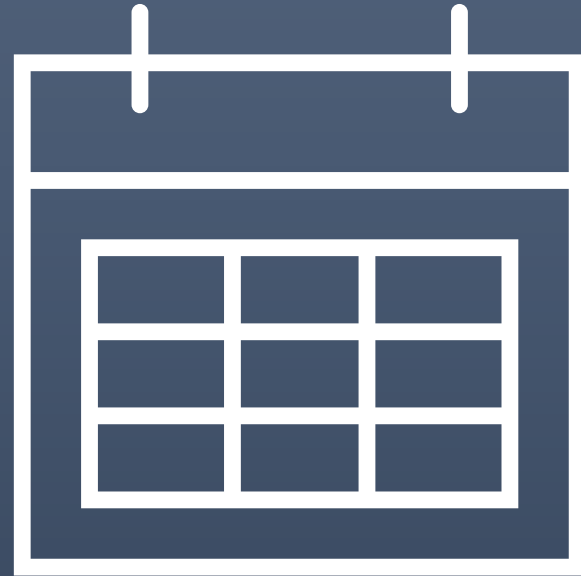
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# ORGANISATION SESSION

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 practice 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



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# QUESTIONS?

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