

# Year 10

## Parent Information Night



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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.



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# Ms Higgs Year 10 Adviser



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Ms Rose  
Deputy Principal  
Yrs 7 & 11



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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 school 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



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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

# 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><br>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><br>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><br>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><br>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?

## 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 cause and 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.

# Attendance

- Supporting positive school attendance is a shared responsibility. Regular attendance is essential if students are to achieve their potential and increase their career and life options. Parents are legally responsible for the regular attendance of their children.
- Parents are required to **explain absences** of their children from school promptly and within seven days by replying to the daily SMS, sending an email or using Sentral and providing a note/doctor's certificate.
- **Partial absence** – Where students are late for any reason they are required to report to the Administration Office, sign in and receive a late pass that is handed to the classroom teacher. Partial absences are legal absences and must be explained with a note of explanation from parents/carers. Parents will be informed if students are consistently late without explanation and the school may request a meeting.
- **Early Leavers** – All early leavers must provide a note of explanation from parent/carer to the front office on the morning of the absence at the latest. Students will be issued with an early leaver slip and they must sign out of the front office when leaving the school.
- **Sport** – Wednesday Sport is compulsory to meet mandatory hours of planned sport across the week for students in years 7-10. Partial Day absences due to medical appointments that unavoidably fall during this time need 24 hours notice via email to the office with evidence of the medical appointment eg screenshot of appointment booking. Unexplained absences will be treated as truancy with a letter to parents/carers and Friday lunchtime detention.

# Ms Higgs Year Adviser



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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** – Candice works with individuals and small groups in wellbeing support.



# Communication with school

- If you have an enquiry relating to your child please ring or email the Administration Office
- Emails to the school will be passed on to relevant staff. Please detail the nature of the enquiry in the email so it can be easily directed.
  - Class and academic queries - classroom teacher or Head Teacher
  - Wellbeing concerns - Year Advisor (who will liaise with Head Teacher Wellbeing where necessary)
  - Learning Support concerns - Learning and Support Teacher
  - Careers, TAFE and future pathways queries - Careers Advisor



# Our Welfare focus for the year

- Goal 1: Maintaining respectful relationships, conflict resolution and academic resilience
- Goal 2: Resilience, Respectful Relationships, Work Experience and Academic Goals

| TIME   | Activity                                                                                                                                                              | Approx. Cost |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Term 1 | Study Sensei (wk 4) – organisation and study skills workshop                                                                                                          | \$12         |
| Term 3 | Relationships Australia (TBC) - small group, whole year program. Focusing on respectful relationships, conflict resolution, and setting boundaries within friendships | N/A          |
| Term 4 | Work Experience (wk 6) – Students will participate in work placement                                                                                                  | N/A          |

# Small Group wellbeing

Students contact their Year Adviser to join:

- Rise
- Thrive
- RAISE
- SSO-run wellbeing programs eg Skills for School; Gardening/school projects; Empower & Energize

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

Coding Club

Chess Club

Gifted and Talented sports

Warhammer Alliance

Breakfast Club

Stage Crew

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

**Knock-out sport competitions:** AFL, Baseball, Basketball, Cricket, Football, Netball, Touch, Tennis, Volleyball



# 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



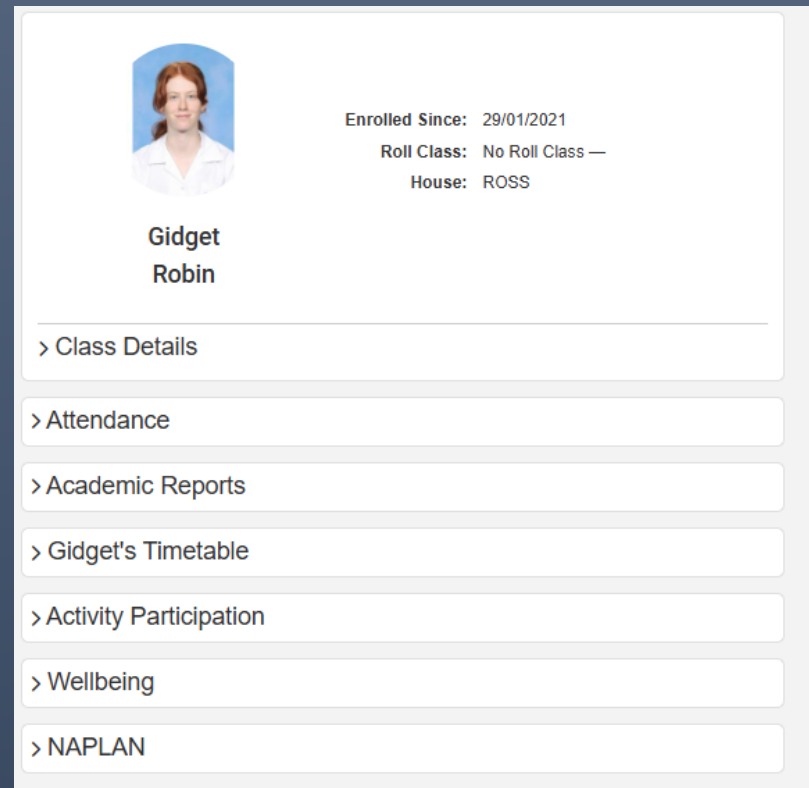
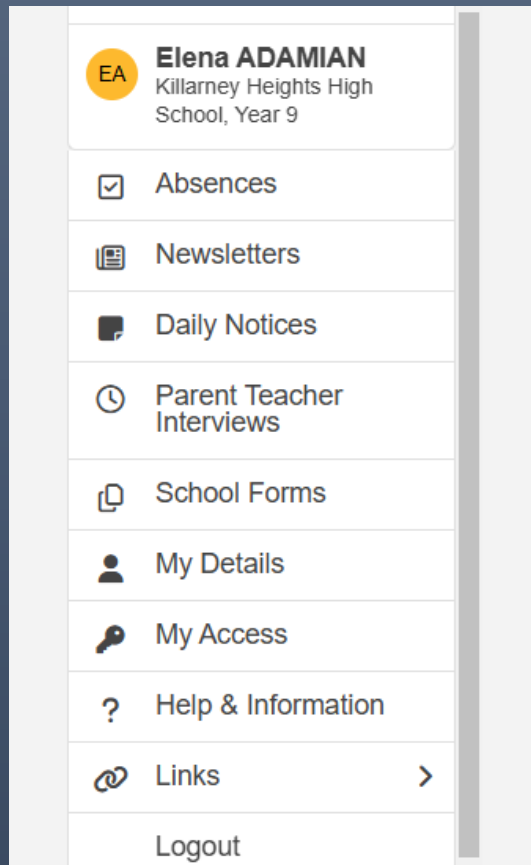
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Ms Walters  
Deputy Principal  
Years 8 & 10



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# Parent Portal -Website

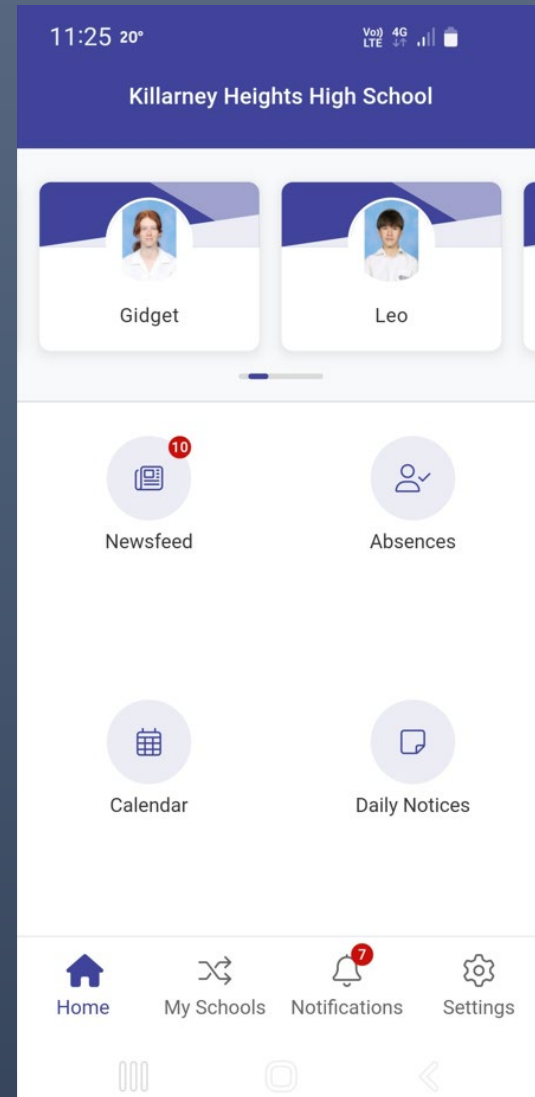


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# Parent Portal - App

Download Sentral Parent App

Select school



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# Laptops

- Used as a tool to enhance learning
- Lockers are available
- Buy a hard case
- Charge every night
- Short term loans are available

## Agreement

The laptop remains the property of the school. It is to be kept in working condition. Damages or loss are at the expense of the borrower and may be invoiced for repair or replacement. Lack of care for the device may result in the loan being retracted.

A laptop case is provided to help protect the laptop, it is to be used each day.

This laptop is loaned to students for the purpose of completing school work.

Agreed Term of loan: \_\_\_\_\_

I agree to the terms above.

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

I agree to 'care for' my laptop and do my best to avoid any damage.

Student name: \_\_\_\_\_

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Assessment – Purpose

- 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.



# Senior Course Requirements and N-Warnings

- Students must successfully complete 12 units in order to qualify to move on to the HSC in year 12.
- Students must submit all assessment tasks on time.
- Students must make a serious attempt at all assessments and examinations.

# Organisation session

Students received –

- Assessment Handbook
- Term Planner
- Blank Study Template

|    |                                          |                                                                                  |                                                                                |                           |
|----|------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------|
| 6  |                                          | French Prior -40(C)<br>French BSp-40 (C)<br>French - 40 (C)<br>Japanese - 40 (C) | Technology - 40 (H)<br>Visual Arts-35 (H)                                      | Formal Examination Period |
| 7  |                                          |                                                                                  | History - 30 (C)<br>Maths - 35 (C)                                             |                           |
| 8  | Science - 30 (H)<br>PDHPE - 35 (C)       |                                                                                  | PDHPE - 35 (C)                                                                 |                           |
| 9  |                                          | English - 35 (H)                                                                 | Science - 35 (H)<br>French - 30 (C)<br>French BSp- 30 (C)<br>Japanese - 30 (C) |                           |
| 10 | English - 30 (C)<br>Visual Arts - 35 (H) |                                                                                  | English - 35 (C)<br>French Prior -30(C)                                        |                           |
|    | Maths - 30 (H)                           |                                                                                  |                                                                                |                           |

| Time      | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------|--------|---------|-----------|----------|--------|----------|--------|
| 7-8 am    |        |         |           |          |        |          |        |
| 8-9 am    |        |         |           |          |        |          |        |
| 9 – 10am  |        |         |           |          |        |          |        |
| 10 – 11am |        |         |           |          |        |          |        |
| 11 – 12pm |        |         |           |          |        |          |        |
| 12 – 1pm  |        |         |           |          |        |          |        |
| 1 – 2pm   |        |         |           |          |        |          |        |
| 2 – 3pm   |        |         |           |          |        |          |        |
| 3 – 4pm   |        |         |           |          |        |          |        |
| 4 – 5pm   |        |         |           |          |        |          |        |
| 5 – 6pm   |        |         |           |          |        |          |        |
| 6 – 7pm   |        |         |           |          |        |          |        |
| 7 – 8pm   |        |         |           |          |        |          |        |
| 8 – 9pm   |        |         |           |          |        |          |        |
| 9 – 10pm  |        |         |           |          |        |          |        |

| NSW Department of Education |      |                                                     |                                                     |                                                     |                                                        |
|-----------------------------|------|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------|
| School Planner 2025         |      |                                                     |                                                     |                                                     |                                                        |
| Term 1                      | Week | Monday                                              | Tuesday                                             | Wednesday                                           | Thursday                                               |
| January/February            | 1    | Australia Day                                       | School holiday                                      | School holiday                                      | School holiday                                         |
| February                    | 2    | School development day for Eastern division schools | School development day for Eastern division schools | School development day for Eastern division schools | Term 1 begins for students in Eastern division schools |
| February                    | 3    | School development day for Western division schools | School development day for Western division schools | School development day for Western division schools | Term 1 begins for students in Western division schools |
| February                    | 4    |                                                     |                                                     |                                                     |                                                        |
| February / March            | 5    |                                                     |                                                     |                                                     |                                                        |



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# 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

# Study Expectations



**Practice Makes Progress** -  
Aim to be a little bit better  
today than yesterday.

**Consistency** – Do a little bit  
very often.



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## 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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# Study routines

School is a marathon, not a sprint. There is a lot to achieve in the year – *start early*

- Visual reminders for tasks: use a wall planner
- Quiet place for regular study
- Develop regular study habits and a study timetable
- Regular daily revision is more effective than cramming before an exam
  - Time management is key!
  - Seek feedback



# Feedback and assessment

- 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



# 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.



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# Senior Course Requirements and N-Warnings

- Affects students in years 10 -12
- Students must submit all assessment tasks on time.
- Students must make a serious attempt at all assessments and examinations.
- If 2 warning letters are not redeemed a student may not pass that subject
- Students have 2 weeks to redeem a warning



# Year 10 into Year 11 Subject Selection

- At the end of Term 2, we discuss subjects for Year 11
- Students are encouraged to choose subjects that they are interested in – *not necessarily what will set a path for university.*



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## Year 10 Work experience

- All students in Year 10 are required to undertake Work Experience in Term 4. It is an opportunity for students to find out about the world of work.
- The main aim of Work Experience is for students to develop the confidence to locate suitable work placements, to submit a CV/resume and make an application in person, by email or phone.



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# Questions?

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