



The Marella Muse

Kellyville High School
Learning | Excellence | Integrity

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VOLUME 15 – EDITION 15

5 Dec 2018

CALENDAR CHECK

2018 | Term 4

W8B Thu 6 Dec Yr 10 PASS – Manly Surf School
Fri 7-12 Dec Duke of Edinburgh (Gold) Camp

W9A Wed 12 Dec Sports Assembly
Thu 13 Dec HSC Results Released
Fri 14 Dec ATARs Released
Year 12 Morning Tea
Talent Quest

W10B Mon 17 Dec Presentation Day (10 – 12.00pm)
Wed 19 Dec Last day for students

CELEBRATING SUCCESS

CONGRATS | Congratulations to Brittney B and Jordan F for being recipients of the prestigious NSW Combined High Schools Sports Association Blues Award!



ARCHIBULL | Our 2018 entry into The Archibull Prize!




Kellyville High School
Dates for your Diary

29 January 2019
School Development Day
(students do not attend school this day)

30 January 2019
All Year 7 & 8 students commence

31 January 2019
All Year 11 & 12 students commence

1 February 2019
All Year 9 & 10 students commence

5 February 2019
New Parent BBQ 5pm in the Quad and
P&C Meeting 7pm in the Library

11-13 February 2019
Year 7 Camp

15 February 2019
Swimming Carnival
All students expected to attend

CELEBRATING SUCCESS

HSC 2017 | Congratulations to Caelan C on having his Timber Major work showcased in the Technology Education Conference 2018 Magazine!



Faculty Focus (CAPA)

Noteworthy 

Ricky O Year 8

Ricky O in Year 8 plays the trumpet and was a part of the KHS Musical Wizard of Oz Band. Unfortunately, he will be leaving KHS at the end of 2018. However, your contributions to this school and the JME will not be forgotten, Ricky!



Q: When did you first start learning this instrument?

About 5 years ago.

Q: Do other members of your family play music?

Yes.

Q: What has motivated you to continue music in your high school years?

My mother and the availability of a trumpet to play.

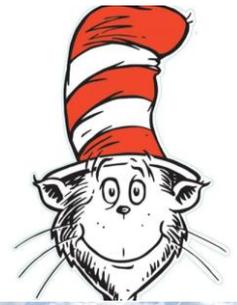
Q: Do you have any words of advice?

Practise makes permanent. Keep practising!

Mrs B Smith
Music Teacher

Orientation Day – Year 7 2019

We welcomed our Year 7 2019 cohort for their Orientation Day on Tuesday. We hope you had a great day and look forward to seeing you all next year!



Thank you to all the staff and students who assisted throughout the day.



Miss M Gazzera
Year Adviser | Teacher, TAS

Twilight Market Performances

On Friday 23rd of November, many students performed as part of the KHS Twilight Markets for 2018. Performances were quite varied this year including solo singers, small bands, small vocal ensembles and a Year 7 dance ensemble. The range of repertoire and styles of music presented made the night very enjoyable and fun for all to be a part of. A big thankyou to all the musicians and dancers that got involved in the night!



Mrs B Smith
Music Teacher

COMMUNITY NEWS

- Positive Parenting: *Transition to High School*
- SPC – NAPLAN analysis needs-based funding

insights



Making a smooth transition to secondary school

by Michael Grose

Going to secondary school is both exciting and scary for many kids. There's excitement about new friends, teachers and ventures, but this can be overshadowed by anxiety and stress.

The sheer size of a high school building can be overwhelming to the uninitiated. The potential loss of status when moving from big fish in a small pond to tiny minnow in a large ocean can be hard to swallow for some. Add the increased number of teachers and the hormonal changes that accompany puberty and drive emotional and cognitive development and it is little wonder the first year of secondary school often sees a plateauing in learning. Most kids are flat out making new friends and getting used to how secondary school works, so learning takes a back seat for a time.

While it's easier for those who have a brother or sister already there who can pass on some tips about how to survive secondary school, many don't have that luxury. Fortunately, there are number of strategies parents can use to make the transition to secondary school easier.

1. Know the school space

Familiarity helps reduce anxiety. Most secondary schools have familiarisation programs for incoming students but it helps to reinforce with your young person where the key spaces are – such as administration, toilets, the tuck shop and drinking taps. A trip to the school during the holidays, if possible, can help reassure a nervous secondary school starter.

2. Make the leap with friends

Negotiating new friendships can be stressful so it helps to identify some friends from primary school or outside school that your child can travel with or meet up before school, at lunch breaks and during times when classes aren't scheduled. This will give them the opportunity to share and compare experiences, which is therapeutic for kids who are experiencing change.

3. Help with planning and organisation

Some students can be overwhelmed by the organisational demands of secondary school. If your child fits this category, be prepared to be on hand to coach your young person in the finer arts of being on time to class, organising work in folders, planning homework time, handing in multiple assignments and filling out forms.

4. Set up a designated study space in the home

Now that your young person has hit the big time it's important that they have a study space to call their own. Keep this outside the bedroom if possible – the bedroom is a space for sleeping and relaxing. Use any area that is reasonably quiet and well lit. Set up a desk with a computer, if possible, along with stationery items.

5. Establish a work schedule

If your child's primary school homework was given inconsistently then be prepared for a change. Most secondary schools try to coordinate homework between different teachers but there will be more times than not when your child will come home with multiple homework assignments to complete. Build the homework habit early and choose a regular time that allows for breaks. Encourage them to work quickly so that work does not drag on and become demotivating.

6. Stay patient and positive

The social and academic demands of going to secondary school can be mentally draining for young people. Some will miss old friends and the relative comfort of primary school. It's important for parents to be patient with their young person, to expect a few behaviour blowouts and to be prepared to listen and help them process their new experiences. If your young person has negative experiences, point them in the direction of the good things that may happen during the day.

Your young person's coping mechanisms are being tested during this time. They can change on a daily basis. If stress becomes overwhelming or persistent to the point that they don't want to go to school after the initial settling-in period, consider organising some extra assistance. A year-level coordinator, school counsellor or the local doctor can be good starting points should extra assistance be needed.

Starting secondary school is one of many transitions your young person will face in life. With planning and support, your child can make a positive start to secondary school and enjoy an amazing time at their new school.



Media Release

Latest NAPLAN analysis reflects importance of needs-based funding 28 November 2018

The NSW Secondary Principals' Council (NSW SPC) is the professional body representing Principals of government schools and colleges in NSW that have secondary school enrolments. The Council works closely with senior officials from the NSW Department of Education and the NSW Education Minister and provides advice on matters relating to public secondary education in NSW.

Recent analysis by Macquarie University researchers indicates that the area in which a student goes to school is one of the clearest predictors of year 5 NAPLAN reading scores.¹ NSW SPC President, Chris Presland, said that while the report is confronting it is trend that has been reflected by data for some time:

“The fact that socioeconomic disadvantage plays out in such a geographic way in Sydney reflects what OECD data has been telling us for many years – there are large gaps between high performing and low performing students and this is largely linked to socioeconomic and socioeducational status.”

Mr. Presland said the study reaffirms the importance of a needs-based funding model:

“I do ask myself exactly how many times we have to see the same evidence to bring about policy change. A recent UNICEF report² ranks Australia as having one of the most unequal education systems in the OECD and now we have this research highlighting yet again that there is a strong link between educational outcomes and social advantage. Funding needs to be spent in the right places and that means implementing a truly sector blind, needs-based funding model which gives all Australian children equal opportunities to achieve educational success.

As educators we seek to empower our students, but we also need increased investment from government to ensure that funding is going to the children and families that need it most. Every Australian child deserves a right to a quality education and a needs-based funding model has the power to shape and transform the educational outcomes of our students. We need schools to be properly resourced to meet the unique needs of every child and to guarantee that where a child lives doesn't determine their ability to succeed in education.”

Chris Presland
President, NSW Secondary Principals' Council
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¹ Smith, C., Parr, N., and Muhidin, S. (2018) Mapping schools' NAPLAN results: a spatial inequality of school outcomes in Australia. *Geographical Research*, <https://doi.org/10.1111/1745-5871.12317>

² Chzhen, Y., Gromada, A., Rees, G., Cuesta, J., and Bruckauf, Z. (2018). An Unfair Start: Inequality in Children's Education in Rich Countries, *Innocenti Report Card* no. 15, UNICEF Office of Research, <https://www.unicef-irc.org/publications/995-an-unfair-start-education-inequality-children.html>



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