



Kellyville High School

Learning | Excellence | Integrity

The Marella Muse

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| www.twitter.com/KellyvilleHS | www.facebook.com/KellyvilleHS
| www.instagram.com/KellyvilleHS |



LEARNING | EXCELLENCE | INTEGRITY

VOLUME 17 - EDITION 2

14 February 2020

EDITION 2 ARTICLES

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BEST START YEAR 7 ASSESSMENT

Dear parents and carers,

Year 7 students will participate in the Best Start Year 7 Assessment in Term 1, 2020.

Best Start Year 7 is an online literacy and numeracy assessment available to secondary schools that assessed key literacy and numeracy skills for Year 7 students.

It is designed to assist teachers to identify who may require additional support in developing their literacy and numeracy skills.

The assessment is undertaken within the first five weeks of the school year.

The purpose of the Best Start Year 7 assessment is to provide feedback to teachers to help identify student needs. Feedback will be provided to teachers who may choose to share this with students, parents and carers during teacher interview processes.

Best Start Year 7 is just one of a range of assessments the school uses to assess students.

Ms K Graham |

Teaching and Learning

MATHS ONLINE

Title: Mathsonline

Group: All students

Details: The Mathematics Faculty at KHS offers membership to Mathsonline.

It is an excellent online program that offers tutorials, questions, quizzes and feedback to students in Mathematics.

If you would like your child to have access to Mathsonline until February 2021, the price is just \$20. This amount is payable to the office or online before Friday, 21st February 2020.

Cost: \$20.00

For more information, you can visit the website mathsonline.com.au or contact Mrs T Moy at the school on 8824 5955. The permission note is available on the school website and at the office.

KHS CONTACT INFORMATION FOR PARENTS

Phone: (02) 8824 5955

Fax: (02) 8824 9755

Email: kellyville-h.school@det.nsw.edu.au

Website: www.kellyville-h.schools.nsw.edu.au

Facebook: <https://www.facebook.com/KellyvilleHS/>

Twitter: <https://twitter.com/KellyvilleHS>

PRINCIPAL'S ADDRESS

It has been a busy three weeks as we ready ourselves for the rest of the year, and can I just say how proud I am of this school and our students.

We have many important events coming up this term that I would like to highlight.

The first, being the red carpet premiere of the KHS Media Team's Film: Barangal Skin which will be held on Friday, 21st February 2020 at Event Cinemas on George St. I am so excited to showcase our students' skills, and to show the community just what our students can do when afforded the time, opportunity and collaboration of our teachers and staff who have worked tirelessly with them to produce something wonderful. The film combines many stories about the Stolen Generation, and its impact in a modern context on both Indigenous and non-Indigenous communities. It is an important story to tell and I cannot wait for you all to see it. Special thanks to Auntie Rita Wright who chose us to share her story with.

The second event is that of our KHS Open Night 2020. This will be held on Tuesday, 3rd March 2020 from 4:00pm – 6:00pm. Tea, coffee and refreshments will be served from 3:30pm. It is an essential night for prospective Year 7 students and allows parents and carers the opportunity to participate in guided tours, forums, displays and gain further insight into the extracurricular activities offered at our school. Please let friends and family know about this important event.

It is an exciting term, with the development of our new Behavioural Management program for our students. The new Mobile Phone Policy is highly successful and students have been especially responsible with the use of their phones.

I cannot wait to see what unfolds this term as our students continue to prosper within their learning environment.

Ms J Barnier

Principal

2020 | TERM 1*

W1A	29 Jan	Year 7 & 8 Return
	30 Jan	Year 11 & 12 Return
	31 Jan	Year 9 & 10 Return
		Textbook Distribution
W2B	4 Feb	Y7 Assessment Night (5pm)
		TOTAL BBQ (6pm)
		P&C Meet (7pm)
W3A	10 – 13 Feb	Duke of Ed (GOLD) (cancelled due to severe weather)
W4B	17 Feb	School Photos (1)
	20 Feb	Year Meetings
	21 Feb	KHS Swimming Carnival
		KHS Film Premiere 'Barrangal Skin' Film Premiere
W5A	24 Feb	School Photos (2)
W6B	2 Mar	Macq. Cup Soccer
	3 Mar	Recognition Assembly
		P&C Meet (7pm)
	5 Mar	Macq. Cup Basketball
		Sendai HS Visit
	6 Mar	Macq. Swimming Sendai HS Visit

W7A	9 – 12 Mar	Sendai HS Visit
	9 – 13 Mar	Y12 VET Placements
	10 Mar	Macq. Cup Netball
	12 Mar	Selective Schools Test

W8B	16 – 20 Mar	Y12 VET Placements
	19 Mar	Macq. Cup Touch Football
	20 Mar	SW Swimming Harmony Day

W9A	24 Mar	CAPA AutumnFest
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W10B	30 Mar	Y12 Reports Published
	2 Apr	Y7/11/12 PT Night (3.30pm – 7.30pm)

W11A	6-7 Apr	Senior First Aid
	7 Apr	HAST Test
	8 Apr	KHS Cross Country
	9 Apr	ANZAC Ceremony Last Day of Term 1

***Please be aware that these dates may be subject to change during Term 1 2020. You will be notified if any changes occur.**

WAR TORN

A Short Story by Emily S (Year 9)

I was walking past the local sporting field near the airport I worked at. It was calm, birds chirping, leaves rustling on the trees. But then, all of a sudden, everything changed.

The birds fell silent. The air was filled with suspense.

Suddenly there were sirens going off everywhere and it sounded as if the world was coming to an end.

Well that's what it sounded like to me. After my harrowing experiences in the army, any sirens made me think the world was about to end.

The sirens brought back the memories. They reminded me of the time there was a journalist in the war zone that was telling me what to do even though he wasn't even an army sergeant. God forbid he wasn't even a soldier.

Or so we all thought.

He kept telling me to evacuate the area, whilst trying to yell into my radio, 'We need to retreat, NOW!'

This proved to be a big problem because I had tuned my radio into the main channel which meant that all of my comrades could hear the commands this lunatic was screaming! Of course it also caused a major disruption because everyone knew we were trapped anyway. So we couldn't retreat. There was nowhere to go!

I ordered him to stop, but before I could even finish my sentence he reached for my gun! In doing so he revealed the army badges on the jacket under his coat. He wasn't a journalist! In fact not only was he one of our targets, one of the enemy, but I then recognised him to be the person who had started this terrible war.

Immediately following protocol, I shot at him. Not just once but 4 times.

All I heard was a bloodcurdling scream and then silence.

It was so quiet. Just like the silence before the sirens went off today.

It later turned out that one of the bullets I had shot had gone straight through one of his lungs and his spine. Another had gone straight through his heart.

After that it became a day of celebration across the land. The offending army surrendered due to the death of their leader.

But none of us celebrated.

Instead we grieved. Both for the death of our fallen comrades and for the deaths of those we had killed.

We wished the war had never happened and, on that day, we swore to never let it happen again.

THE INSPIRATION BEHIND THE STORY

The reason why I write stories like these are to offer my own, unique perspective of trauma through the medium of the written word. I believe that it is essential to share stories that are thought-provoking, not only for students but for parents that can spark a conversation regarding human trauma, and the different ways in which it manifests. Teenagers like us, and even some adults, often feel uncomfortable with topics like these, and so we tend to hide behind facades of humour so that we aren't confronted by anything real. But we can use the medium of story writing to highlight these issues and relate them back to our own lives. This story, though it seems like a story about just war, is actually a metaphor for trauma. Trauma is something we should all try to understand - not mock or hold in contempt. We all face it, and we all have our own war inside us.

THE MAN NAMED SNAPPY

A Poem by Emily S (Year 9)

There was once a man named Snappy,

And he was always happy.

Then he stepped on a toad,

And fell on the road,

And now he's feeling crappy.

I wrote this poem back when I was in Year 7, and I was bored. But now that I think about it, really, I wrote this poem because I was upset and I was trying to find something that makes me happy. When I read this poem to people, and they laugh, it makes me happy. I want to bring happiness and hope and something that people can laugh about and enjoy, without it being serious, into this world.

Secrets of Success: Emma Kempe

KHS Alumni DUX 2019

Emma Kempe was the DUX of Kellyville High School in 2019. She achieved outstanding results for her Higher School Certificate, and has gone on to pursue Tertiary Education at the University of Sydney. We recently interviewed Emma Kempe to gain some insight into her secrets of success despite the high demand of her Year 12 course-load.

1. What motivated you to reach for success during your HSC?

I had a course and a specific goal in mind, particularly when it came to University. I knew that I needed to get the marks I wanted for my dream course, and also understood that these marks were basically essential to get accepted into the area of study that I was *really* passionate about. In order to have this option, I knew I had to achieve and work exceptionally hard to get there.

2. How did you combat stress and manage your other extra-curricular activities?

I knew that, in order to fully immerse myself in my studies, that I had to maintain a sense of normality in my everyday life. I kept up a regular routine and balance between my studies and life at home, ensuring that I did not pay too much attention to one or the other so as to maintain that balance.

3. What study and learning techniques did you implement for your HSC?

I found that studying at home was too much of a distraction for me. Home was simply too comfortable, and I wasn't able to concentrate as much as I would do in a learning environment. Because of this, I would drive myself to the library in the morning at 8am, and I would basically force myself to stay and study there. Even if I wasn't 100% immersed in studying, the environment was way more beneficial and helped me focus.

4. Were there times when you struggled with your studies, and what did you do to overcome these moments?

I think the best example of when I had struggled would be Chemistry. It wasn't a subject that I was particularly fussed about in comparison with my other units, and as a result, my marks were—at first—a reflection of the blasé attitude I had towards it. In the first few assessments, I completely bombed out. I felt so disappointed, and as if I had really let myself down—which I had! I knew that I was smart enough to fulfil the requirements of the subjects, but I also knew that it was my own attitude towards the subject that let me down. It was a real 'kick in the bum' for me. It was during HSC that I decided to really put in all my effort. My Chemistry exam was my last one, and I knew that I had a whole week to prepare for it. I spent that whole week focusing my attention on the syllabus, and tried really hard. It ended up paying off in the end, as I ended up achieving the highest mark for Chemistry in the school. I was really proud of myself, and so were my teachers and family. I had originally felt so helpless, and it really drove me up because I knew that it had been my own attitude that had originally let me down. I learnt a valuable lesson then: that if you put in the effort, it will definitely pay off.

5. Do you have any advice for students approaching or currently undertaking their senior studies?

My advice is this: focus on the subjects you enjoy, and the ones you are interested in. You're always going to be forced to do other subjects that you dislike, and so use the subjects you *do* enjoy to provide relief for the others that your heart really isn't invested in. It's all about a balance. For me, Maths was one of my most hated subjects, but because I was studying so many other units that I genuinely enjoyed, I knew that I just had to push through it and find solace in the subjects that were a medium of relief for me. You want to focus on the subjects that you wish to pursue in the future, but make sure that you get the marks you need to do so—like I did with Maths. Looking back, I can see that if I hadn't created that balance between the subjects I loved, and the ones I *didn't*, I would have been in big trouble.

6. What are you doing now?

I am about to commence Tertiary Education at the University of Sydney. I am studying a Bachelor of Science and Bachelor of Advanced Studies. Advanced Studies is essentially a double major in Advanced Science. I am hoping to pursue a career in Genetic Engineering.

KELLYVILLE HIGH SCHOOL



The Students and Staff invite you to
Guided tours, forums, displays & further insight into extracurricular activities offered at our school.

OPEN NIGHT 2020

Tuesday 3rd March

4:00PM – 6:00pm*

**Tea and coffee will be served from 3:30pm.*

Kellyville High School

Cnr York Rd & Queensbury Ave Kellyville 2155
8824 5955

<http://www.kellyville-h.schools.nsw.edu.au>
Kellyville-h.school@det.nsw.edu.au

*"We are a vibrant and innovative learning community that is committed to delivering excellence
within a rich and diverse learning environment.*

*Every student has the opportunity to achieve their personal best through
engaged, active learning in a safe, respectful and supportive school.
Students will grow into global digital citizens."*



Education



Learning Excellence
Integrity

14/02/2020

Dear School Communities,

Due to the recent outbreak of the Coronavirus in China, supply for our School Uniforms have been greatly affected. All manufacturing facilities have been closed by order of the Chinese Government and associated Health organisations. As a result all manufacturing has been put on hold. Logistics and transport has also been greatly impacted, which will also create delays.

Factories are taking measures to contain the spread of the virus. At this stage we are not confident in employees returning to work for fear of contamination.

Here at Daylight Schoolwear we are closely monitoring the situation and will continue to do our utmost to alleviate the situation, we will manufacture garments locally where possible.

We appreciate your understanding and will keep you updated.

This will not effect all of our Daylight Supplied schools as we do carry a lot of stock.

If you have major concerns about the supply to your School please give me a call.

Regards,



Adam Holland (Director)
Daylight Schoolwear
0413 771 716

Parking Rules & Penalties

Council's Compliance Officers enforce parking signs at your school.

When it comes to the safety of vulnerable road users like school children, drivers found breaking the law will be met with zero tolerance.
When an offence is detected, you will be fined.



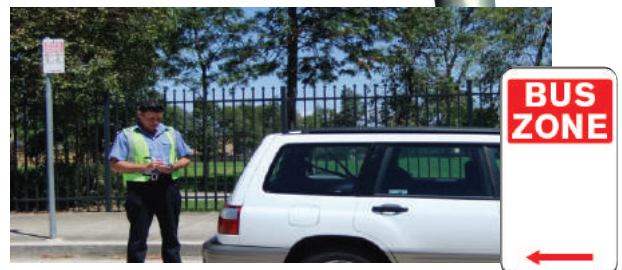
NO STOPPING

You must not STOP at any time.

Stopping includes when the vehicle is not moving but the engine is still running.

SCHOOL ZONE

Penalty from \$344 and 2 demerit points



BUS ZONES

You must not stop your vehicle in a Bus Zone unless you are driving a public bus.

Stopping includes when the vehicle is not moving but the engine is still running.

SCHOOL ZONE

Penalty from \$344 and 2 demerit points



NO PARKING

You can stop only to drop off or pick up passengers or goods and you must not stop for more than 2 minutes and The driver must stay within 3 metres of your vehicle. Stopping includes when the vehicle is not moving but the engine is still running.

SCHOOL ZONE

Penalty from \$191 and 2 demerit points



DRIVEWAYS

You must not park your car over or block access to a driveway. You can stop in a driveway to drop off or pick up passengers BUT only for less than 2 minutes AND the driver must stay with the car.

SCHOOL ZONE

Penalty from \$344 and 2 demerit points

There are now increased penalties and demerit points associated with all offences in School Zones.



NO PARKING

You have no more than 2 minutes for drop-offs or pick-ups and must stay within 3 metres of your vehicle.

Penalty from \$191 and 2 demerit points



NO STOPPING

Under no circumstances are you permitted to stop on a length of road to which a No Stopping Sign applies.

Penalty from \$344 and 2 demerit points



BUS ZONE

You must not stop your vehicle in the indicated zone unless you are driving a public bus.

Penalty from \$344 and 2 demerit points

Double parking

\$344 & 2 demerit points

Stop on path or nature strip

\$344 & 2 demerit points

Stop on / near marked pedestrian/children's crossing

\$457 & 2 demerit points

Approach children's crossing too quickly to stop safely

\$572 & 4 demerit points

Illegal U turns

\$457 & 4 demerit points

Stop across driveway

\$344 & 2 demerit points

Drive using a hand held mobile phone

\$457 & 5 demerit points

Parallel park close to (within 3 metres) double centre line

\$344 & 2 demerit points

FINES CURRENT AS OF JULY 2019

For a complete list of school zones offences visit www.rms.nsw.gov.au

3 Columbia Court, Baulkham Hills NSW 2153

PO Box 7064, Baulkham Hills BC 2153

Phone 02 9843 0555 Email council@thehills.nsw.gov.au

Facsimile 02 9843 0409 www.thehills.nsw.gov.au

THE HILLS
Sydney's Garden Shire



Come & Join Your Local Family Club

Boys, Girls, Men's and Ladies

Under 5 to Over 45 Teams

All Juniors Get Their Own Jersey And Training Ball
All Seniors Get Their Own Jersey



REGISTRATIONS NOW OPEN!

www.rangersafc.com.au

RAGE

A 4 week anger management course for young people

RAGE PROGRAM OUTLINE

- W1 27/02/20** THE MANY FACES OF ANGER
W2 05/03/20 THE 4 T'S OF ANGER.
W3 12/03/20 HEALTHY EXPRESSION OF ANGER.
W4 19/03/20 GETTING THROUGH THE GUILT OF ANGER. SUMMARY & AWARDS.

THURSDAY'S 3:30PM – 5PM @ WAAT YOUTH HEALTH SERVICE

The RAGE program is a free 4 week program that introduces the topics of: reflecting on anger, recognizing anger symptoms & identifying the different faces of anger. Refreshments will be provided.

Suitable for young people 14-18 years old who:

- Want help dealing with anger or violence**
- Have been suspended from school**
- Have been in trouble for anger or violence**
- Want to improve relationships with family & friends**

RAGE is strengths-based, solution focused anger management program that is hands on, practical and fun for participants

RAGE is run by trained staff in a youth friendly setting at WAAT

(RAGE is the intellectual property of RCI)

**For registration complete attached forms and return or contact Fay Jelley Fay.Jelley@Health.nsw.gov.au
Buran Close, Mt Druitt NSW 2770
Phone: (02)9881-1230
Fax: (02)9625-9110**



Health
Western Sydney
Local Health District

Youth Health

RAGE Program: Parent / Carer / Referrer Questionnaire

WOD/Intake: _____

Date: _____

IPM registration _____

Young Person's Name _____

Age and Date of Birth _____

Gender _____

Country of Birth _____

Address _____

Contact Details of Young Person Home _____ Mobile _____

Name of School, course and year _____

Indigenous Status ☐ Aboriginal Origin ☐ Torres Strait Islander
☐ Both Aboriginal and Torres Strait Islander ☐ Not Stated

Religion _____

Medicare Card No _____ / _____ Expiry Date: /

Does the young person see a regular GP or Doctor? Yes / No

If Yes

Name of GP _____

Contact Phone number for GP _____

Name of parent, guardian or carer _____

Contact Details of Parent / Carer _____

Date of RAGE Program:

Please tick any that apply:

* Does your young person suffer from any of the following disorders? (Please tick)

- | | | | |
|---------------------------------|--|--|--|
| <input type="checkbox"/> ADHD | <input type="checkbox"/> Schizophrenia | <input type="checkbox"/> Bi-polar Disorder | <input type="checkbox"/> Learning Disability |
| <input type="checkbox"/> ODD | <input type="checkbox"/> Depression | <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Diabetes |
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Allergies | | |

* Does this young person take any medications? ☐ YES ☐ NO

If yes, which medication? _____

* Has this young person been suspended from school or day program for anger issues in the last year? ☐ YES ☐ NO

* Does this young person express anger in violence towards others, injuring themselves or damaging property? ☐ YES ☐ NO

* Does this young person abuse alcohol or illegal drugs ☐ YES ☐ NO

* Has there ever been DoCS or JJ's involvement? ☐ YES ☐ NO

* Are there any court orders in place concerning this young person? ☐ YES ☐ NO

If you answered yes to any of the above, please elaborate?

* Do you give permission for photos to be taken of the young person participating in the RAGE program activities for promotional purposes at a later date? ☐ YES ☐ NO

Parent or Carer Signature:

Date:

Please return this form with completed young person's questionnaire to the facilitator of group.

Thank you for taking the time to complete this questionnaire!

RAGE Program: Participant Questionnaire

Name _____ Date _____

Please circle:

*** I am in control of my anger?**

0 1 2 3 4 5 6 7 8 9 10
Never All of the time

*** I know when my body feels angry**

0 1 2 3 4 5 6 7 8 9 10
Never All of the time

*** I know what my personal triggers are**

0 1 2 3 4 5 6 7 8 9 10
Not at all Know them all

*** I know what thoughts make me angry**

0 1 2 3 4 5 6 7 8 9 10
Never All of the time

*** I know what I can do to calm down**

0 1 2 3 4 5 6 7 8 9 10
Never Always

*** I understand the importance of diet, exercise and relaxation in controlling my anger**

0 1 2 3 4 5 6 7 8 9 10
Not at all Completely

*** I want to come to this course**

0 1 2 3 4 5 6 7 8 9 10
Not at all Can't wait to start

Thank you for taking the time to complete this questionnaire!