



# Kellyville High School

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**Learning | Excellence | Integrity**

## Information Booklet 2020

**Principal:** Ms J Barnier

**Deputy Principals:** Mr D Wanstall  
Years 8, 10, 12

Mrs J Roberti  
Years 7, 9, 11

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**Website:** [www.kellyville-h.schools.nsw.edu.au](http://www.kellyville-h.schools.nsw.edu.au)

**Office Hours:** 8:00am – 3:15pm daily

**Payments:** 8:00am – 1:00pm Parent Counter  
8:00am – 8:30am Student Counter  
Lunch 1 (Mon -Thurs)  
Lunch 2 (Mon – Friday)

**P & C Meets:** Twice a term on a Tuesday at 7.00pm in the Library

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[Kellyville High School – Official](#)



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# Kellyville High School

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**Learning | Excellence | Integrity**

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

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## PRINCIPAL'S MESSAGE

# WELCOME...

A very special welcome to our Year 7 students and those families who are new to our school.



Kellyville High School is the outstanding choice of school for every parent in our area of North Western Sydney. We offer every student the opportunity to excel and to achieve their personal best through outstanding teaching and learning practices in a safe and supportive environment for all students.

This is reflected in building on our core values - **Learning**, **Excellence** and **Integrity**. They are our foundation in creating a 'whole person' curriculum.

We take pride in providing the important balance between academic, cultural, social, emotional and physical needs of our students.

Student leadership, gifted and talented programs, creative and performing arts performances, sporting opportunities and celebrating achievements and community events capture the imagination, talent and energy of our students.

Please make the time to visit our website. I invite you to find our 'app', like our Facebook page, or follow us on Twitter so that you can stay in touch with our school. They all contain a wealth of information about our world class comprehensive high school. I hope you will explore further and discover why Kellyville High School is committed to delivering excellence in education.

Justina Barnier  
Principal

## SCHOOL CAPTAIN'S MESSAGE

As school captains of Kellyville High School, we would like to welcome all new students and their families into our community.

We are proud to say that Kellyville is a supportive, safe, and friendly learning environment that we have enjoyed coming to everyday.

The close bond students have with their teachers within our school is something unrivalled, as they go above and beyond to ensure students reach their full potential, while also supporting their welfare as they make their way through higher schooling.

There truly is an opportunity for everyone with our extracurricular activities ranging from sporting teams to drama to leadership, and everything in between.

Our sporting houses, Clarke, Evans, Manning and Pryce, provide a fun and competitive environment for students. While the Student Executive Council (SEC) and House Council provide leadership roles for students to become more confident and expand their skills.

Along with drama, dance and debating groups, students are able to choose from a very wide range of subjects to undertake from years 9 to 12.

During our years at Kellyville High School we have thoroughly enjoyed our experience, from the life-long friendships that we have made, to the valuable life skills that we have learned. We hope that you and your family will be just as fortunate as we have been in your time with us.

Regards,  
Anthony Dowd, Sarah Chadwick, Liam Pike and Jace Coaldrake-Redhouse  
*School Captains and Vice Captains of Kellyville High School 2018/2019*



### OUR SCHOOL CREST



Kellyville High School has been built as a school of the new millennium, completely different in design to schools built in the fifties, sixties and later.

In designing a crest for this new high school, we wanted to look to the future rather than the past, and therefore sought something fresh and colourful with a future orientation and upon which we could build our own history.

The school is built on the three (3) principles of **Learning, Excellence** and **Integrity**. When students come to our school they enter a specific and crucial stage of life's journey. We aim to instil ideals in our youth so that when they leave the school to embark on the next part of their journey, no matter what pathway they take, they will have the skills and the strength to succeed. The crest design reflects symbolically the entry into one stage of development and the exit into the next part of life.

The colours chosen are those from the local area of the Kellyville community, particularly the primary schools of Kellyville and Beaumont Hills. The people had the foresight and strength to promote the building of Kellyville High School as a 7-12 local comprehensive school. It is our intention to ensure that we live up to those aspirations.

The crest was created by Shaun Galloway, a local resident and businessman who is the Managing Director of Galloway Training and Recruitment (Norwest Business Park).



### OUR SCHOOL VALUES

The school motto reflects what the school will stand for and what we expect from our students and teachers:

It will be a place of **LEARNING**. Both students and teachers will work together to achieve the best outcomes in learning in the academic, social, physical and emotional areas. The essential outcome is to provide students with the skills to be lifelong learners. Learning is continuous. It does not stop at the school gate.













We will work towards **EXCELLENCE** in each area. Excellence is defined as the attainment of superior personal performance. This is achieved in the school by raising expectations, generating confidence and by providing support and encouragement.

All our dealings will be characterised by **INTEGRITY**. Just as we pursue excellence in learning we want our students and staff to model appropriate values. While we live in a rapidly changing technological age we should not forget a value system, which underpins our decision making and actions as human beings.

<b>S</b> Safe	<b>R</b> Respect	<b>R</b> Resp.	<b>E</b> Engaged	<b>A</b> Active	<b>L</b> Learners
<p><i>Kellyville HS has adopted a Positive Behaviour for Learning (PBL) model for managing student behaviour. Our S'RREAL matrix involves the explicit teaching of behavioural expectations and the use of the same language throughout the school community to work together towards our foundation principles of LEARNING, EXCELLENCE and INTEGRITY.</i></p>					

In addition to the three foundation values, the school uses the SRREAL framework to explicitly define to the school community the behaviours that are expected throughout different school contexts.

## STAFF

	<b>PRINCIPAL</b> <i>Mrs J Barnier</i>  Leads and manages the school community and ensures that education comes first.		
	<b>DEPUTY PRINCIPAL (6 into 7, 8, 10, 12)</b> <i>Mr D Wanstall</i> Support the Principal in the smooth running of the school – staff, wellbeing & curriculum.		<b>DEPUTY PRINCIPAL (7, 9, 11)</b> <i>Mrs J Roberti</i> Support the Principal in the smooth running of the school – staff, wellbeing & curriculum.
	<b>YEAR 7</b> Mrs T Swain		<b>ASSISTANT YEAR 7</b> Ms T Mitai
	<b>YEAR ADVISER (Year 8)</b> <i>Ms M Gazzera</i>		<b>ASSISTANT YEAR ADVISER (8)</b> <i>Ms T Moy</i>
	<b>YEAR ADVISER (YEAR 9)</b> <i>Mr C Ghorayeb</i>		<b>ASSISTANT YEAR ADVISER (9)</b> <i>Ms K Oakley</i>
	<b>YEAR ADVISER (YEAR 10)</b> <i>Ms J Pinto</i>		<b>ASSISTANT YEAR ADVISER (10)</b> <i>Ms S Lata</i>
	<b>YEAR ADVISER (YEAR 11)</b> <i>Ms G Shakas</i>		<b>ASSISTANT YEAR ADVISER (11)</b> <i>Ms K Georgey</i>
	<b>YEAR ADVISER (YEAR 12)</b> <i>Mr B Joyce</i>		<b>ASSISTANT YEAR ADVISER (12)</b> <i>Mrs T Mehandru</i>



## STAFF

	<b>HEAD TEACHER ENGLISH</b> <i>Mrs H Ruys</i>		<b>HEAD TEACHER MATHEMATICS</b> <i>Mrs M Wise</i>
	<b>HEAD TEACHER SCIENCE</b> <i>Mr T Brown (Relieving)</i>		<b>HEAD TEACHER HSIE</b> <i>Mrs S McHardy</i>
	<b>HEAD TEACHER TAS</b> <i>Mrs D Maloney (Relieving)</i>		<b>HEAD TEACHER PDHPE</b>
	<b>HEAD TEACHER CAPA</b>		<b>HEAD TEACHER INCLUSIVE EDUCATION</b> <i>Ms H Alalikin</i>
	<b>HEAD TEACHER ADMIN</b> <i>Mr D Knott (Relieving)</i>		<b>HEAD TEACHER STEM &amp; COMPUTING</b> <i>Mr F Caprarelli (Relieving)</i>
	<b>HEAD TEACHER WELFARE</b> <i>Mrs W Limmer (Relieving)</i>		<b>HEAD TEACHER ADMIN/STUDENT</b> <i>Mr D Gardner</i>
	<b>HEAD TEACHER TEACHING &amp; LEARNING/LOTE</b> <i>Ms K Graham</i>		<b>CAREERS ADVISER</b> <i>Mr H Obidi</i>

## SCHOOL ADMINISTRATIVE TEAM

Mrs Pam Isaac	Business Manager
Mrs Michele Hood	School Administration Manager (Rel.)
Mrs Racquel Daley	School Administration Officers
Mrs Vita De Angelis	
Mrs Maree Fitch	
Miss Samantha Henry	
Mrs Carla Lewis	
Ms Annie Barnett	
Mrs Joanne Jones	Kitchen Assistant
Mrs Ami Ghandi	Library Assistant
Mrs Gill Green	
Miss Shannon Cole	Print Room
Mrs Tammy Chen	ESL Support
Mrs Michelle Shahfazi	Science Assistant
Mr Mark Gibbons	General Assistant

## SCHOOL COUNSELLORS

Mrs K Marshall	Wednesday, Friday
Ms A Girardi	Tuesday
Ms K Pastor	Monday, Thursday





## ENROLMENT ESSENTIALS

### Term Dates 2020

Term 1:	28 January to 9 April 2020
Term 2:	27 April to 3 July 2020
Term 3:	20 July to 25 September 2020
Term 4:	12 October to 18 December 2020

### HANDY CHECK LIST

- ☐ Enrolment Form – completed and handed in at the Enrolments Office.
- ☐ Opal Bus/Rail Pass Application – if required completed online.
- ☐ Exercise books, stationery and other equipment needs arranged.
- ☐ School uniform requirements arranged ready for Day 1.
- ☐ School Contribution / Subject Course Fees – can be paid online or at the School Office.

### ORGANISATION OF THE DAY

School hours are Monday 8.30am to 2.03pm, Tuesday to Friday 8.30am to 2.53pm.

There are 6 x 50-minute periods per day over a 10-day cycle. There are TWO equal 30-minute breaks.

A students' timetable is divided into Week A and Week B so that all subjects can be included.

A full school assembly is held each Monday morning. A Seminar period of 20 minutes in our student wellbeing groups occur on Tuesday, Thursday and Friday.

Class rolls are marked each period. The first period roll is the official attendance roll for the day.

### BELL TIMES

	MON	TUE	THU	FRI		WED
MOVEMENT BELL	8.30 am	8.30 am	8.30 am	8.30 am	MOVEMENT BELL	8.30 am
Period 1 (50m)	8.33 – 9.23	8.33 – 9.23	8.33 – 9.23	8.33 – 9.23	Period 1 (50m)	8.33 – 9.23
Period 2 (50m)	9.23 – 10.13	9.23 – 10.13	9.23 – 10.13	9.23 – 10.13	Period 2 (50m)	9.23 – 10.13
SEMINAR (20m)	10.13 – 10.33 Assembly	10.13 – 10.33 Wellbeing Group	10.13 – 10.33 Wellbeing Group	10.13 – 10.33 Wellbeing Group	LUNCH 1 (30m)	10.13 – 10.43
LUNCH 1 (30m)	10.33 – 11.03	10.33 – 11.03	10.33 – 11.03	10.33 – 11.03	Period 3 (55m)	10.43 – 11.38 JUNIOR SPORT
Period 3 (50m)	11.03 – 11.53	11.03 – 11.53	11.03 – 11.53	11.03 – 11.53	Period 4 (55m)	11.38 – 12.33 JUNIOR SPORT
Period 4 (50m)	11.53 – 12.43	11.53 – 12.43	11.53 – 12.43	11.53 – 12.43	LUNCH 2 (30m)	12.33 – 1.03
LUNCH 2 (30m)	12.43 – 1.13	12.43 – 1.13	12.43 – 1.13	12.43 – 1.13	Period 5 (55m)	1.03 – 1.58 SENIOR SPORT
Period 5 (50m)	1.13 – 2.03	1.13 – 2.03	1.13 – 2.03	1.13 – 2.03	Period 6 (55m)	1.58 – 2.53 SENIOR SPORT
Period 6 (50m)	Early Finish Meeting time*	2.03 – 2.53	2.03 – 2.53	2.03 – 2.53		



## ABORIGINAL & TORRES STRAIT ISLANDER

Kellyville High School acknowledges the Dharug people, the traditional custodians of this land, and their Elders past and present. We acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

The Marella Mission Farm was a place where Aboriginal children, removed from their families, were placed from 1953 to 1978. The Kellyville High School Marella Award is the most coveted prize for students to strive for and will be presented annually at Presentation Day, as it represents the culmination of dedication, enthusiasm for learning, positive behaviour for learning, and application with consistency.

Our Aboriginal Liaison Officer works in conjunction with the ATSI students and their families to ensure that they are able to access all programs and initiatives at the school.

*Message from Indianna Gay (pictured on the right)  
School Captain 2017-2018*

*I am an indigenous student from the Warijari Tribe located in Wagga Wagga. I am lucky enough that Kellyville High School acknowledges my culture and give me so many opportunities. These opportunities include saying the welcome to country at assemblies and special events, attending the school to work program for aboriginal students at Western Sydney University and I have been involved in Harmony Day, holding the Aboriginal flag. I am proud of my indigenous culture and glad to be acknowledged at my school.*



(L-R) Alexandria Loizou, Aunty Rita Wright, Indianna Gay

## ANTI-BULLYING PLAN

The following text has been extracted from the current anti-bullying plan. Please refer to our school website for full copy of the school's Anti-bullying plan.

Bullying behaviour can be:

- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term "bullying" has a specific meaning. The school's Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.



Over the past two years, there has been extensive student and community consultation on the anti-bullying plan. This process of student voice has resulted in the student designed pledge:

- I will speak up instead of acting as a bystander
- I am powerful in making a difference in our school
- I accept others for their differences

We are proud of this work and this has contributed significantly to a reduced number of bullying incidents and empowered students to speak up and to foster a strong sense of belonging in our school.

**School staff** have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students** have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

**Parents and caregivers** have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur

**All members of the school community** have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur

### **The first steps**

1. Have an ongoing awareness of the Anti-bullying Plan
2. Encourage the **reporting** of bullying or harassment incidents
3. Listen and acknowledge the importance of the report no matter how trivial it may first appear
4. Discuss the issues with the student
5. Gather details systematically
6. What is the problem
7. Report serious incidents of physical violence to a Head Teacher or the relevant Deputy Principal immediately for consideration of serious action
  - Matter referred to relevant personnel, e.g. Peer Mediation, racism should be referred to school Anti-racism Contact Officer (ACRO)
  - Discuss the issues in groups
  - Incident placed on the school's welfare database
  - Teacher Mediation
  - Students are encouraged to use strategies discussed in wellbeing program.

### **Action Plan for Students – What to do if you are harassed or bullied?**

#### **Step 1: If you are bullied you should:**

- Use the strategies suggested from Wellbeing programs and seek help from others in your wellbeing group
- Seek the help from your SEC/House Council leaders
- Talk to your friends and family about what is happening
- Bullying stops
- No further action needed

#### **Step 2: If you find these methods don't work and the bullying continues you should:**

- Tell someone at school – this may be:
  - Family and friends
  - SEC representative
  - Class or playground teacher
  - Year Adviser
  - Anti-racism Contact Officer
  - School Counsellor
  - Welfare Head Teacher
  - Deputy Principals
  - Principal
  - Wellbeing teacher
- Students – victims and bullies – will be interviewed to examine the incidence of bullying/harassment
- Use a "safe place" in the school – somewhere to go where you feel safe
- If bullying continues, disciplinary action will be implemented
- Bullying stops
- No further action needed

## Steps for Parents/Caregivers

Parents should encourage their students to report all incidents. This is most important in breaking the bullying cycle and disempowering bullies. Students must feel assured that they will be supported. We must eliminate the “fear of dobbing” mindset.

- Have an on-going awareness of Anti-bullying plan
- Encourage the **reporting** of bullying or harassment incidents
- Listen and acknowledge the importance of the report no matter how trivial it may first appear
- Discuss the issues with your child
- Gather details systematically
- What is the problem?
- Report serious incidents of physical violence to the relevant Deputy Principal immediately for consideration of serious action.
- Encourage your child to report the bullying
- Contact the school, if your child’s efforts to deal with the bullying and victimisation do not appear to be working, your assistance may well be sought. In cases of serious physical bullying you will be automatically involved.

## ASSESSMENT POLICY

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any Faculty.

Each student at the commencement of every school year receives a printed copy of all assessment schedules for that year. These booklets outline the type of task, its weighting and an indicative due date. Electronic copies are also located on the school website. Parents are encouraged to access these plus support their child with organization and school based assessment procedures.

### A. SATISFACTORY COMPLETION OF A COURSE COURSE COMPLETION CRITERIA

A student will be considered to have satisfactorily completed a course if, in the principal’s view, there is sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes

For the satisfactory completion of a course, the Board of Studies does not mandate attendance requirements. As a guide, however, if a student’s attendance falls below 85% of a school’s programmed lesson time for a course, a principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, absences will be regarded seriously by principals, who must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student’s absence or non-completion of course requirements.

If at any time it appears that a student is at risk of receiving an ‘N’ determination - this is a non-successful completion of course, the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.



Periodically, each student's progress will be monitored by their Year Adviser, the Subject Head Teacher and the Deputy Principal. Students who are in danger of receiving an 'N' Award will be interviewed, if possible, and a note sent home informing parents/guardians of their child's status.

Students who have not complied with the above requirements and have received at least two (2) written warnings may be regarded as not having satisfactorily completed the course. The principal will then apply the 'N' determination.

## **B. LATE SUBMISSION OF ASSESSMENT TASK**

The precise date for an Assessment Task will be provided by your classroom teacher, **ten (10)** school days before it is due.

If your Assessment Task is not handed in to the **Class Teacher by 8:30am on the due date** you will receive zero.

- If you receive a zero you may lodge a request for Review of Assessment to the Deputy Principal. Forms are available from the Deputy Principal. The responsibility for this rests with the student.
- If you fail to submit assessment tasks amounting to over 50% of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you will not be eligible to receive the award of a Record of School Achievement or Higher School Certificate.

## **C. EXPLAINED ABSENCES FOR ASSESSMENT TASKS**

- In cases where a student has been genuinely sick on the day of an Assessment Task, where that task is to be done at school, a Doctor's Certificate must be sighted by the relevant Head Teacher. An Illness and Misadventure form must be submitted to the Deputy Principal. In such cases a different Assessment Task on the same topic may be set.
- In cases where a student has had an accident or any other misadventure, a different Assessment Task on the same topic may be set. Students in this predicament should present their circumstances to the Deputy Principal.
- In rare cases, such as an extended illness, an estimate may be given for an Assessment Task. Again, the circumstances should be presented to the Deputy Principal.

## **D. UNEXPLAINED ABSENCES FOR ASSESSMENT TASKS**

- In all cases and for all students, any unexplained absence from an assessment task will result in zero being awarded for that task.

## **E. FAILURE TO COMPLETE NON-ASSESSMENT TASKS**

- To satisfy the requirements for the award of a Record of School Achievement or Higher School Certificate, students must have satisfactorily completed the course.
- At the discretion of the Principal, failure to complete course work will result in the withdrawal of a student from the Record of School Achievement or Higher School Certificate.

## **F. REVIEW OF ASSESSMENTS**

- Students may ask for a review of their Assessments if they feel that special circumstances have interfered with their performance, which are not covered by the rules above. This request for review must be submitted in writing to the Deputy Principal, who will consult with the Head Teacher and Year Adviser. Documentary evidence is usually required

- If you wish to appeal against the Grade awarded by the school at the end of the course, you must submit a written appeal together with evidence to the School Principal. The School will review the grade you have been given and advise you of the result of the review. The Review Panel will consist of:

1. Principal or Deputy Principal
2. Head Teacher of the subject in question or a nominee
3. Year Adviser

Your application for a review / appeal should show that your grade in the course is not consistent with the reports given to you throughout the year by the school.

## **G. COVER SHEET**

- All tasks must be submitted with the school cover sheet. No task will be accepted or deemed to have been handed in unless the cover sheet is completed with all relevant signatures.

## **H. MALPRACTICE**

- Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

### **Malpractice includes, but is not limited to:**

- Copying someone else's work in part or in whole, and presenting it as your own;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- Using material directly from books, journals, CDs or the internet or any other source without reference to the source;
- Building on the ideas of another person without referring to the source;
- Buying, stealing or borrowing another's work and presenting it as your own;
- Damaging another student's work;
- Paying or having someone else complete the task for you;
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed substantially;
- Breaking published school examination rules;
- Using non-approved aides during an assessment task;
- Providing false explanations for work not handed in by the due date;
- Assisting another student to engage in malpractice.

If a student can produce conclusive evidence that malpractice has not occurred, an appeal may be lodged with the DEPUTY PRINCIPAL in writing. An interview with the student will follow and the decision made will be final. If it is found that malpractice has occurred, no substitute task will be given.



## ATTENDANCE

Good attendance is a prerequisite for good learning by students.

If a child is away consistently, this impacts on their achievement of syllabus outcomes. In addition, **punctuality** to school and to class is part of the building of students' taking responsibility for their lives and learning.

Explicit attendance procedures are necessary to:

- meet the legal requirements placed on the school by the government and department.
- to fulfil the obligations place on the school by parents and caregivers.
- to fulfil our duty of care under the Education Act.

The policy and procedures ensure that the teachers monitor students' attendance and provide a systematic method of following up unexplained absences, lateness, fractional truancy and unsatisfactory attendance.

**Parents or carers are responsible for ensuring their child attends school EVERY DAY and ON TIME.**

### LATENESS

Our school commences at 8.30am with the first period lesson. Students who arrive at school late must 'swipe in' using their student ID card at the office counter before attending class, and provide a valid reason. Please note that this count's towards overall percentage attendance.

Those with NO VALID REASON will be placed on a detention, and regular offenders will be placed on after-school detention.

### DAILY ABSENCE

Kellyville HS sends an SMS message to parents daily regarding student absence from school. A detailed explanation for all absences (and late arrivals/early leavers) from school is legally required. **Please note that this SMS will be sent daily**, even if you provide an explanation that covers future possible days. All absences must be explained within 7 days of the absence. This may be via SMS or a note provided to the student office. Otherwise, the absence will be considered "**unexplained**". If an explanation is provided, it is at the Principals discretion to accept it or refuse the explanation provided as unacceptable.

#### • EXPLAINED – and JUSTIFIED

#### SICK:

A student will be marked as sick if the parent or carer provides an explanation due to a student's sickness or as the result of a medical or paramedical appointment. The Principal may ask for a medical certificate in addition to explanations if in doubt or if the student has a history of unsatisfactory attendance.

#### LEAVE:

Approved leave may be granted at the Principal's discretion for circumstances such as misadventure or an unforeseen event, domestic necessity such as serious illness of an immediate family member, attendance at funerals, and recognised religious festivals or ceremonial occasions.

#### • EXPLAINED – but UNJUSTIFIED

#### ABSENT:

The following are **not** considered to be valid reasons for your child to be absent from school, and will be marked as 'Absent', even if an explanation has been provided.

- *Studying for exams and/or assessments*
- *At home*
- *Exhausted from recent exams and will stay at home*
- *Permission to be absent/to stay at home*

- *Family reasons and/or commitments, appointment – (A specific reason or type of appointment must be given)*
- *With me (Parent/Caregiver)*
- *That you are aware of your child's absence*
- *Family holiday during school time (see note below)*
- *Slept in and I cannot get them to school*

## **FLEXIBLE LEAVE**

This code is entered during examination periods, attendance at TAFE courses and is adjusted when a roll is received from the TAFE campus. This does not count towards absence.

## **REPRESENTATIVE SPORTS/ARTS/ENTERTAINMENT**

Students who represent our school at NSW Department of Education at further levels (eg NSW OzTag or State Drama ensemble) will require a signature from the DP in order to represent the school. A copy of this note is placed on file and entered as school business. This will not count towards absence; similar to any excursion.

## **APPLICATION FOR EXTENDED TRAVEL**

Families are encouraged to travel during school holiday times. If travel during school term is necessary, it must be discussed directly with the Deputy Principal. An *Application for Extended Leave* should be completed. **NB: *Approved absences relating to extended travel will be marked as 'Leave' on the roll and still contribute to your child's explained absence for the year.***

## **EXEMPTION FROM ATTENDANCE**

Students who represent in entertainment, elite sport or art competitions beyond those organised through NSW DEC can complete an *Exemption from Attendance* form. These are not counted as absences, but signify that you have been exempted from attending school to participate. Please contact a Deputy Principal in these circumstances prior to the event.

**NOTE:** An *Illness/misadventure form* may also be required if a student will miss assessments during any form of leave. Please discuss the circumstances with the Deputy Principal.

## **EARLY LEAVE**

Students seeking permission to leave school early must provide a note from parent/carer to the Student Counter before 8:30am. When unexpected early leave is required only the enrolling parent/carer 1 or 2 listed on the enrolment application form are legally able to sign the student out. Parents must provide photo ID when signing these students out at the office. Parents are asked to where possible make all appointments out of school time to minimise disruption to learning.

## **SENIOR STUDENTS**

Senior students with timetabled free periods in the morning must sign in at least 15 mins prior to the commencement of their first scheduled class. If they sign in once the timetabled period has started they are late.

TAFE (T-VET) students need to sign out before leaving the premises.

**Please refer to 'Compulsory School Attendance – Information for Parents' document on school website for further information.**

Following our 2014 trial and extensive consultation with the P&C and community partners, our BYOD Policy was implemented. Complementing this policy, all students will continue to have access to our designated computer labs and the school has moved towards open-space learning "pods" to ensure equitable access to technology across the school. This includes our most recent library re-design.

### What is BYOD?

Bring Your Own Device refers to students bringing a personally owned device to school for the purpose of learning. There are different models of BYOD. KHS has chosen a BYOD model that will lead to the best learning outcomes for our students. The device must meet the requirements listed on our website in order to be able to connect to the school Wi-Fi and receive school-based technical support.

### BYOD at KHS

We are making recommendations as to the model of device you might choose to bring **or** you may elect to bring any device which meets the **Device Specifications** (as listed on the website).

It is essential that students and parents are aware of the following responsibilities **before** they decide to participate in the BYOD program. Access to current ICT equipment will still be available to students.

***Students are responsible for securing and protecting their devices at school.*** Students and their parents/caregivers are responsible for arranging their own insurance and should be aware of the terms of the policy and warranty conditions for the device. ***The school will not accept responsibility for loss or breakage.***

Students are solely responsible for the maintenance and upkeep of their devices. This includes the backing up of data and updating of applications, including antivirus software. ***Any loss or damage to a device is not the responsibility of the school or the Department.***

Students' devices may be confiscated if the school has reasonable grounds to suspect that a device contains data which breaches the BYOD Student Agreement. Devices will be returned to parents upon discussion about the breach.

The school website will contain updates to the policy and specifications as they become available.



## CODE OF BEHAVIOUR

The Code of Behaviour is the foundation stone of our interpersonal relations and is the basis of our school S'RREAL values.

It is a broad-based overview of our expectations of each other both as individuals and as a community. Our actions will be judged against the intentions of the code. We will be acknowledged as positive participants or our behaviour will be judged as inappropriate. There are consequences for both. It is applicable to all situations: the classroom; sport; the playground; movement between lessons; excursions; travelling to and from school; all school related activities eg. socials; camps; uniform.

The ultimate outcomes are for people to accept responsibility for their behaviour, develop self-discipline and become responsible members of the school community.

### 1. Be A Responsible Person

- Show by your behaviour and appearance that you have self-respect
- Follow school procedures
- Be prepared for all lessons
- Report any dangerous or potentially dangerous situation

### 2. Maximise Your Learning Time

- Always apply yourself to the best of your ability
- Always attend school and each lesson
- Seek out advice/suggestions when needed to improve your learning and development
- Do not interfere with the learning time of others

### 3. Respect All People and Their Property

- Be fair, courteous and speak politely in your dealings with other people
- Help maintain your school and its property
- Contribute to a clean and positive school environment
- Respect others and their learning time
- Let others have their say in the appropriate way
- Respect others' thoughts and opinions
- Solve any disagreement peacefully without conflict

### 4. Be A Positive Participant

- Recognise the importance of working with others and following instructions
- Become involved in school activities at any and all levels where you can contribute and enjoy the experience
- Be proud of your school
- Be proud of what you have achieved

### 5. Support Each Other

- Be sensitive to the differences and needs of others
- Encourage others regardless of gender, race, ability, religion, age or appearance
- Be prepared to offer help
- Let others know if they have achieved well
- Do not exclude others

### 6. Mutual Respect

- Mutual respect between staff and students
- Treat others as you would have them treat you

The following behaviours are not acceptable to anyone: bullying, harassment – physical or verbal; verbal abuse; swearing, stealing, damaging or interfering with property of others, violence, bringing articles to school that will endanger your health or the health of others. This includes drugs, both legal and illegal and weapons as defined by legislation and the NSW DoE

**Smoking is prohibited at all times on DoE property and at all school events including those not held on school grounds**

## COMMUNICATION WITH PARENTS

Communication with parents is a critical factor in the successful transition and continued success of a child at high school. Not only does it need to be encouraged but actively pursued.

If you have a query about an issue, there are a number of people to talk to:

- **Year Adviser or HT Welfare** re general progress; welfare
- **Class Teacher or Head Teacher** re progress in a specific subject
- **Deputy Principal** re school policy and / or private matters
- **Principal** re school policy and / or private matters

### PARENT/TEACHER INTERVIEWS

A formal interview evening is held each year. Parents may seek feedback/interviews at any time by contacting the Year Adviser. Bookings are completed online and details are sent home in Semester One.

### MOBILE PHONES and ELECTRONIC DEVICES

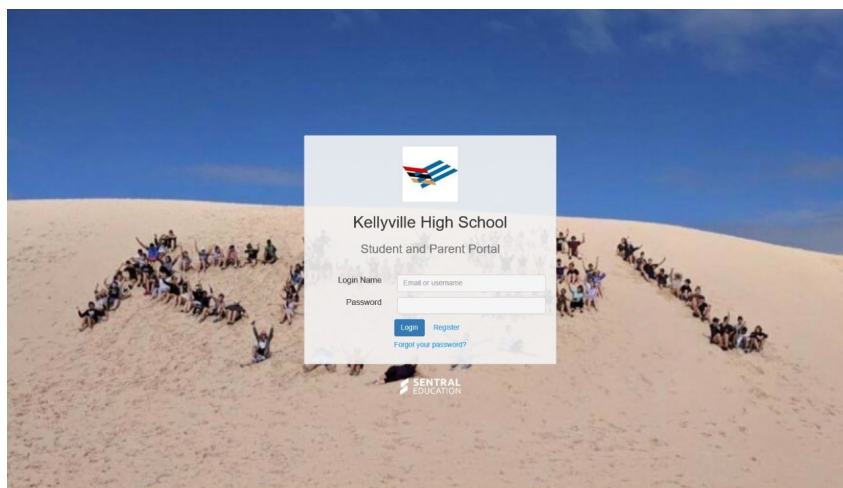
For reasons of security and monitoring, the school policy is that mobile phones and electronic devices must be switched off and put away as soon as the student arrives at school. Under specific teacher instruction, mobile devices can be used for learning experiences in the classroom.

**If parents need to communicate with their children or vice versa during the day, this must be done through the School Office.** The school cannot accept responsibility for mobile phones or other electronic devices lost or stolen at school.

## PARENT PORTAL

The parent portal allows parents to keep fully updated on all matters related to school events and your child's education. Enquiries or technical issues can be resolved by contacting the school office.

The student parent portal can be accessed by the following link:  
[web2.kellyville-h.schools.nsw.edu.au/portal2/](http://web2.kellyville-h.schools.nsw.edu.au/portal2/)



## SCHOOL COMMUNITY CHARTER

The NSW Department of Education has introduced a school community charter for all members of the NSW public schools' communities. It outlines the responsibilities of parents, careers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.



# School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

## What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

**The best education happens when parents and schools work together.**

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



## Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from school staff will be timely, polite and informative.
- professional relationships with school staff are based on transparency, honesty and mutual respect.
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise the wellbeing** of all students and staff

**Unsafe behaviour** is not acceptable in our schools

We work **together** with the school

**Ensuring respectful learning environments for all members of NSW Public Schools communities.**

© NSW Department of Education



We create  
**collaborative**  
learning  
environments

We  
all play  
**a part**

We work  
**in partnership**  
to promote  
student  
learning

### Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: [education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students)

### Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

### Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.  
Respectful.  
Communication.**

**School Community Charter**

[education.nsw.gov.au](https://education.nsw.gov.au)





## COUNSELLOR

The school counsellor's primary role is to provide support and guidance to students about issues from within and outside school. This support is also provided to family groups as well as individual students.

The counsellor is both an accredited teacher and psychologist.

The counsellor can also provide information to both students and parents for more specific help with emotional situations.

Referrals may be made by student self-nomination and/or by parents directly to the counsellor.

## CURRICULUM

### Year 7:

All students will follow a common curriculum in Year 7, aimed at giving them a broadly-based introduction to high school subjects and contributing towards the NESA (NSW Education Standards Authority) requirements for mandatory studies leading to the Record of School Achievement (ROSA).

The following subjects will be taught in Year 7:

- English
- Mathematics
- HSIE
- Science
- Personal Development / Health / Physical Education
- CAPA (Art, Music)
- Technology – Mandatory (Digital technologies, Agriculture + Food Technologies, Engineered System, Materials Technologies)
- School based innovations (STEM + FLAME)
- SRE – Special Religious Education

### Year 8:

Students also follow a common curriculum in Year 8. In addition, a school based STEM (Science, Technology, Engineering, Mathematics) enquiry based course. Plus FLAME (passion based individualised learning program).

### Year 9 and 10:

For Year 9 and 10 all students study a core of English, Maths, Science, HSIE and PDHPE. They also select 3 electives which they study throughout Years 9 and 10.

### Senior Students:

In the Senior School students select a minimum of 12 units from a broad range of subjects. The only compulsory subject is English. They may reduce this to 10 units for Year 12.

**Sport** is a compulsory part of the curriculum for Years 7-10.



## EXTRA-CURRICULAR ACTIVITIES

One of the foundation principles of the school is to provide opportunities for students across a broad range of activities. The following activities are encouraged:

- **Band & Instrumental Music Ensembles**
- **Choir**
- **Dance Ensemble**
- **Debating**
- **Duke of Edinburgh Scheme**
- **Environment Crew**
- **Flag Team**
- **Hall Crew/Sound & Lighting**
- **Homework Centre**
- **Games Group**
- **Knockout Sport Competitions**
- **Leadership Activities in School & Local Government**
- **Musical**
- **Peer Tutoring / Peer Numeracy**
- **SOS – Supporting Our Seniors**



## FACILITIES

Kellyville High School maintains the highest quality, up-to-date facilities for teaching and learning. Surrounded by an ecologically protected environmental buffer zone, the buildings' are spread around a spacious quadrangle and playing fields. Facilities include:

- Drama/Movement complex, equipped with sound and lighting
- Basketball courts
- Oval
- Three (3) well-equipped Science laboratories
- Two (2) fully-equipped kitchen demonstration and practical spaces
- A large, open practice and performance space for music, as well as a soundproofed practice room. The performance space is also equipped with lighting and mirrors
- A modern library with computer access in the main space and computer rooms attached
- Fitness lab – Gym available Tuesday and Thursday until 4pm
- Visual Arts and photography facilities
- Canteen & Uniform Shop
- Connected classroom and fully networked wifi access to all buildings
- Practical workshops for Timber and Metal Technologies
- Learning Centre
- Careers Resource Centre
- Open space learning areas in each block



## GIFTED AND TALENTED POLICY

Kellyville High School is committed to catering for individual differences and helping students reach their full potential and it provides a Gifted and Talented Program for those students who need to be extended beyond the usual standard for their Stage.

A combination of measures will be carefully applied across the school to identify students' gifts and talents. In the case of academic potential, they may include: pre-tests, teacher check lists, standardized achievement tests, parent nomination, teacher observation, psychological assessments, tracking students and/or student profiles. In cases of sporting or musical talent, teacher checklists will again be a basic tool for identification, as well as observation of exceptional performance and referrals from outside groups.

The school Gifted and Talented policy recognises the existence of degrees of giftedness and also the wide range of fields in which it may be exhibited, by employing a range of strategies which may be mixed and matched to the situation.

- For students working at the top of or beyond the standards set by the curriculum for their Stage, there will be some grouping of students to allow more rapid coverage of Stage Outcome material and the addition of extension work. This includes the formation of an Extension Stream in Year 7. One class with LITERACY focus and one with a NUMERACY focus. Entry to this group is by a combination of external testing and information supplied by the Primary School.
- In all classes a differentiated curriculum will cater for a wide range of abilities and preferred learning styles. Gifted students will benefit from strategies which focus on higher order thinking skills, encourage discovery learning, encourage students to explore issues rather than topics, diversify the outcomes of learning and empower students to understand how they learn.
- Additional enrichment activities will be offered to a number of students to broaden and stimulate learning and to foster talents (e.g. tournament of minds, specialist sports coaching, specialised performance opportunities – including dance, drama and music, subject competitions, guest speakers, excursions, art / language camps, chess, and debating).
- For that small group who demonstrate a high or exceptional level of giftedness in one or more areas, the emphasis will be on an individualised response through the G&T Project Program. Entry to this program is by application, assessment and selection and the emphasis is on independent learning by negotiation and contract. This may include participation in programs outside the school, contact with experts in the field and working with a mentor teacher. Any such contract learning will be closely monitored and evaluated by the school and included in a student's Academic Report.

## HOMEWORK CENTRE

The Homework Centre is located in the library and operates on Thursday afternoon between 3.00pm & 4.00pm. For details contact Mrs Ruys, Head Teacher English. A specialist maths tutor is available for all year 7-12 students.



## HOMEWORK POLICY STATEMENT

### TYPES OF HOMEWORK:

There are three main types of homework:

- **Practice Exercises**

The students apply new knowledge or review, revise and reinforce newly acquired skills. Examples include essay writing, reading for pleasure, maths problems.

- **Preparatory Homework**

Where students gain background information on a unit of study to better prepare them for future lessons.

- **Assessment Tasks**

Encourage students to pursue knowledge individually and imaginatively. Assignments, which include a book review, researching a topic or retrieving items from the internet.

- **Project based learning**

An integral component of learning at our school incorporates enquiry based/project based learning whereby students seek to explore answers to driving questions and solving of real world problems.

## INCLUSIVE EDUCATION FACULTY (IEF)

The school has five specialist classes for students with higher order learning support needs, including mild and moderate intellectual disabilities classes and classes for students with autism.

Entry to these classes through special application directly to the Western Sydney Regional Office. An intake committee assesses each application and allocates positions for our school.

For further information, speak to Ms Helen Alalikin Head Teacher IEF.



## LEARNING SUPPORT

The school has Learning and Support Staff and a Learning Centre for students experiencing difficulty. Referral for support can be made by parents, students and teachers who recognise a need.

Support is provided through withdrawal for one to one or small group assistance, in class support or provision of modified/differentiated curriculum.



## LIBRARY

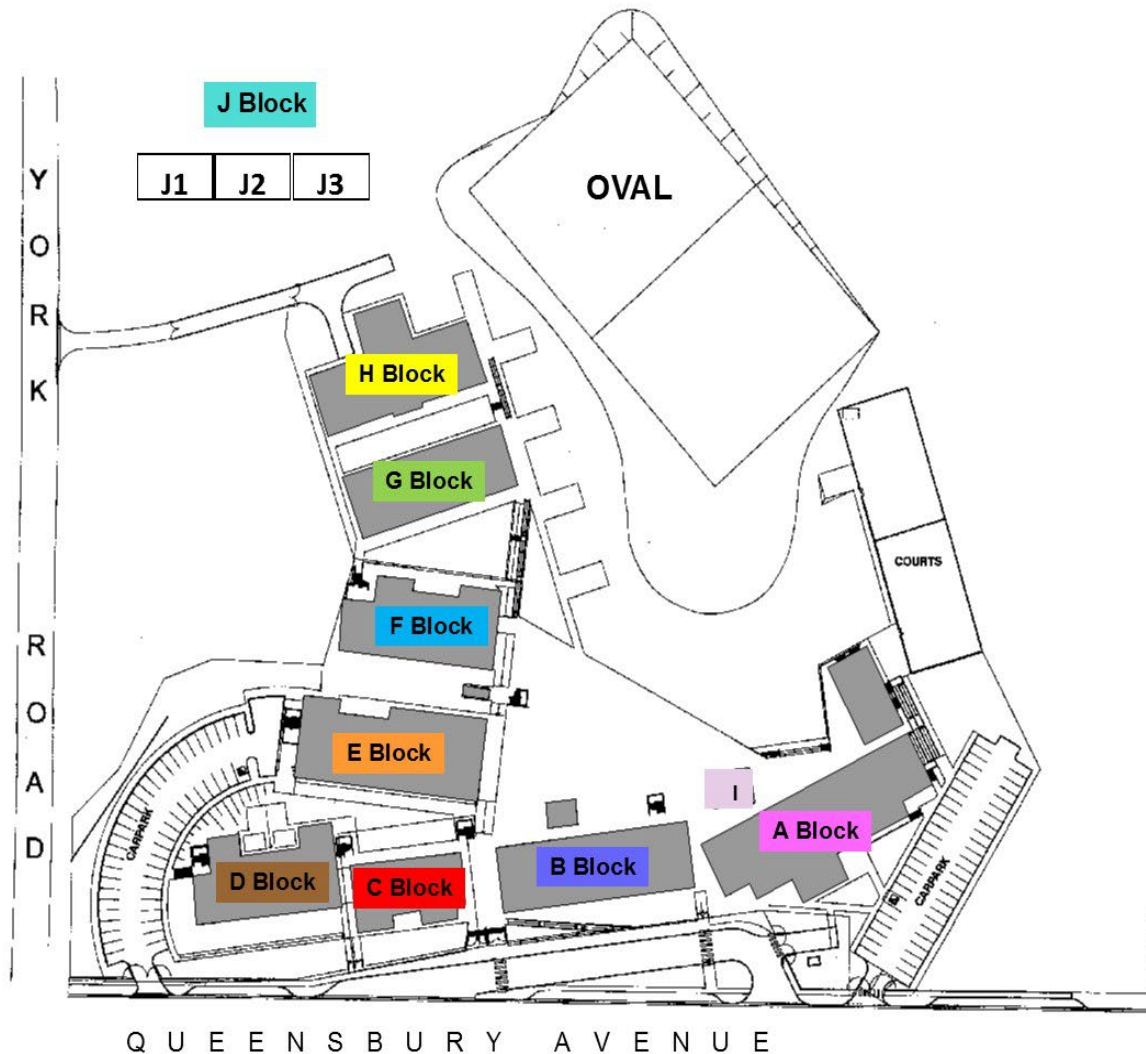
The school library is open before school, at recess and lunchtime for research and private study.

The library has a number of terminals and internet access points which are available for student use.





## Map of Kellyville High School



A	Movement Studio and Hall
B	Science Labs, Kitchens & Music
C	Administration & Classrooms
D	General Classrooms
E	Support Unit & Library
F	Classrooms & Staff Rooms
G	Woodwork & Fitness Lab
H	Metalwork, Visual Arts, Photography
I	Canteen
J	Demountables

## MERIT SCHEME

	Academic	S'RREAL	School Service	Community Service	Sport
<b>Level 1 Achievement Award</b>	3 in one Faculty ↓	3 ↓	3 ↓	3 ↓	3 ↓
<b>Level 2 Merit Award</b>	4 in different subject areas ↓	4 ↓	4 ↓	4 ↓	4 ↓
<b>Level 3 Certificate of Excellence</b>					

## Level 4 Awards of Distinction

<b>Silver Level Award</b>	One Certificate of Excellence
<b>Gold Level Award</b>	Two Certificates of Excellence from different areas
<b>Platinum Level Award</b>	Three Certificates of Excellence from different areas
<b>Diamond Level Award</b>	Four Certificates of Excellence from different areas
<b>Honour's Level Award</b>	Five Certificates of Excellence from different areas

## Annual Presentation Night Awards

### Principal's Awards

Awarded to the student who achieves the most Achievement Awards in each area of achievement.

Academic	S'RREAL	School Service	Community Service	Sport
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### Hugh Kelly Medal

Awarded to the student in each year with the most Achievement Awards in the current year.

7	8	9	10	11	12
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### Marella Medallion

Awarded to the student with the most Achievement Awards in the current year.





## 2019 P&C Committee

President:	Mr David Kempe
Vice Presidents:	Mr Steed Leonard
Secretary:	VACANT
Treasurer:	Mr Leuven Naiker

To contact the P&C please email [KHS\\_PandC@hotmail.com](mailto:KHS_PandC@hotmail.com)

A warm welcome is extended to all parents, caregivers and other members of our school community.

The Kellyville High School Parents and Citizens Association was formed in 2003 and are a valuable team in our school. They help to further enhance the learning, physical and social environment of the school, and to raise its profile in the local community.

### The P&C aims to

- Promote cooperation between families, students and the school
- Assist in informing families about educational matters
- Assist in providing facilities for students.

### Why get involved with the P&C?

- Get up-to-date information about what's happening and what's proposed from the Principal.
- You get to have a say, ask questions and gain a better understanding about curriculum, school policies and activities.
- You get to meet some great parents and develop strong friendships within the school and parent community.
- International research shows that young people's learning and development are greatly enhanced when families and schools work together.
- You will be in a better position to support your child's learning, both at school and at home, and you send a clear message that their education is important to you.



The school encourages parental involvement and values a strong partnership with its local community.

## P&C MEETINGS

Our P&C meet twice a term on a Tuesday evening 7.00pm in the school library.

### 2020 Dates

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
4 <sup>th</sup> February	5 <sup>th</sup> May	4 <sup>th</sup> August	3 <sup>rd</sup> November
3 <sup>rd</sup> March	2 <sup>nd</sup> June	1 <sup>st</sup> September	1 <sup>st</sup> December

### \*\*Annual General Meeting

P&C meetings are open to all interested parents and community members. Throughout the year forums are presented that are very informative. You are most welcome to attend as a visitor or become a member. Membership is \$2 and valid for a year.

## SICK BAY

It is best for your child to remain at home if they are unwell in the morning.

However, should they become ill at school they can advise their teacher who will issue the student with a pass to attend sick bay. Office staff will contact the Parent/Carer or your emergency contact person to arrange transport home. To this end it is vital that student contact details are up to date.

The School policy is any incidents involving the head must be sent home. Parents will be contacted to take their child home for further observation and/or medical intervention.

**Students are NOT PERMITTED to RING their parents/carers (via a mobile telephone) themselves OR leave the school without permission.**

## SPORT

Sport is a regular, weekly part of each student's timetable. All students are expected to participate, unless precluded by a medical condition. Students must wear their sports uniform on a Wednesday. **For their PE practical lesson, students should wear their regular school uniform to school and change into their sport uniform.**



A number of local venues are used for team and individual sports, such as basketball, tennis, ice-skating, to name but a few. Bernie Mullane is often used as a supplementary venue for school sport and PDHPE.

Swimming and Cross-Country Carnivals are held in Term 1 and an Athletics Carnival in Term 2. **Attendance and participation in these carnivals is expected of every student.** Talented students also have the opportunity to progress to Zone and Regional Carnivals.

Swimming and Cross-Country Carnivals are held in Term 1 and an Athletics Carnival in Term 2. **Attendance and participation in these carnivals is expected of every student.** Talented students also have the opportunity to progress to Zone and Regional Carnivals.

Students in Years 7-10 have the opportunity to trial for grade sport participation against other schools, held each Wednesday afternoon. For those who do not enter grade sport a wide selection of recreational sports is available. Information is provided each term on the type of sport and costs involved.

The Sports Organiser is Mr Michael Jaaniste. More information about sport will be provided in the school's Sports Information Booklet available from the school office.



## STUDENT IDENTIFICATION CARDS

Each student will be issued a Student ID card. Which they should carry with them at all times.

The ID cards are prepared after the school photographs early in the school year.

The card acts in a number of ways:

1. Swipe system for signing in late or leaving early
2. Senior students use it to swipe in late or leave early if no timetabled classes.
3. It is a Library borrowing card





## STUDENT LEADERSHIP

### HOUSE COUNCIL

Instead of having House Captains, Kellyville High School has a House Council. The House Council is a group of students from year 7 through to year 12.


The aim of the House Council is to improve house spirit and school spirit by influencing and inspiring all students to engage in sporting opportunities at our school.



























The House Council provides additional leadership and student voice opportunities at Kellyville High School. The House Council students strive to increase enjoyment and participation in all sporting activities and wellbeing.

The House Council was formed at the end of 2015. Already they have created House chants and House mascots for the four Houses of Evans, Pryce, Manning and Clarke and organised an annual day out to Wet'n'Wild for the winning house as the conclusion of each year.

Students in the House Council organise wellbeing activities, run fundraising days, make announcements at weekly assemblies and help organise sports carnivals and assemblies. They also take part in planning days and go on a reward day to thank them for their efforts and contributions they have made during the year.



### House Council 2018/2019

EVANS	 Emily Fileman	 Emma Stocker	 Jessica Weidemier	 Joshua Dymott	 Taylor Watson	 Ajinesh Chand
CLARKE	 Myuran Kuganathan	 Willow Alderton	 Jacqueline Gervais	 Samantha Hurworth	 Savannah Jacobs	
MANNING	 Diego Stratton	 Tyler Coslovich	 Savanna Griffiths	 Sarah Lockhart	 Matthew Sun	
PRYCE	 Michael Annor	 Nathan Teh	 Yomal Wannigama	 Tori Jackson	 Olivia Mason	 Waris Bhardwaj
				 Maddison Eivers	 Isaiah Santos	

*\*2020 yet to be determined*




## STUDENT EXECUTIVE COUNCIL


At Kellyville High school the Student Executive Council (SEC) is a student elected leadership group. Students elected into the SEC are the representatives of their respective year groups. Within the SEC we work collaboratively to address a range of school issues and run a variety of whole school events. The last year has seen the SEC make changes to the student's bathrooms, raise valuable funds for a variety of charities, run whole school activities and address a range of concerns that have come through the student-initiated suggestion box. SEC representatives have opportunities to represent the school in the wider community and our senior students go on to fill the positions of school captains and vice captains.


To be eligible to be in the SEC students must first write a short expression of interest, have a teacher support their application and then be interviewed by a staff member and current senior students. Nominees then present a speech to their year group putting forward the skills that they could bring to the SEC. Year groups then vote, with the successful candidates then being selected into the SEC for that calendar year.

**Student  
Executive  
Council 2018/2019**





**School Captains**

  
 Sarah Chadwick


  
 Anthony Dowd

**Vice Captains**


  
 Jace Coaldrake-Redhouse


  
 Liam Pike


**IEF Captain**


  
 Joe Yako

**Year 11/12**


  
Anna Antonito


  
Chloe Lahoud


  
Jacob Pearse


  
Emma Robinson


**Year 10/11**

  
Blake Greuter


  
Khushi Kundra


  
Xander Papadopoulos


  
Gabriel Sahlieh


  
Daniel Schwartzel

**Year 9/10**


  
Jowin Dubash


  
Jade Lahoud

  
Alex Shim


  
Jack Worrall


**Year 7/8**


  
Jade Fauvette


  
Dylan Lahoud


**Year 8/9**


  
Angelin Antonito


  
Makayla Kent

  
Veron Mehta

  
Gayathree Selvakumar

  
Tayla Wearne

  
Tannah Latham

  
Kieran Stocker

*\*2020 yet to be determined*

## TECHNOLOGY

We are a fully networked school, comprising of thin client terminals, as well as desktops PC's and a multimedia laboratory.

Students are able to store data and files on the network, and will be provided the opportunity to access secured data storage.

Students are also encouraged to have access to a portable storage USB device that will facilitate the movement of files from school to home. This is part of the school's vision to provide the infrastructure to support the demands upon students in regard to information and communication technologies.



## TECHNOLOGY CODE OF BEHAVIOUR

1. Students shall use all technology, such as computers, printers and scanners, to which they have access, in a responsible manner with due consideration for all other users.
2. Internet access at Kellyville High School is provided for educational purposes. Students shall not waste time searching for non-school related materials nor shall they intentionally seek out material on the Internet which is deemed controversial, obscene or contrary to the ethos of the school. If students find any material of an offensive or controversial nature they shall report it immediately to their supervising teacher. This includes but is not limited to material involving nudity and/ or pornography; sexist or racist material; material promoting violence, illegal activities or the use of illegal substances. Inappropriate chat lines and playing networked games are prohibited.
3. Students shall not prepare, print or transmit information, which is discourteous towards an individual or organisation or is of illegal, obscene or offensive nature. All publishing on the Internet by a student will be subject to checking by teachers.
4. Students shall not tamper with any files belonging to others without express permission. Such tampering will be met with sanctions under the school's Discipline Policy and withdrawal of computer and Internet access.
5. Students shall not tamper with, or interfere in any way, with software programs running on the school's computers. Such tampering will be met with sanctions under the school's Discipline Policy and withdrawal of computer and Internet access.
6. Students will observe copyright at all times. Any use made of another's work (sourced from the Internet or elsewhere) will be properly acknowledged in the form of a bibliography or other appropriate means. Material downloaded from the Internet is to be saved on student mapped drives not the hard drive of the computer.

7. Students shall use all technology, such as computers, printers and scanners, to which they have access, in a responsible manner with due consideration for all other users.
8. Internet access at Kellyville High School is provided for educational purposes. Students shall not waste time searching for non-school related materials nor shall they intentionally seek out material on the Internet which is deemed controversial, obscene or contrary to the ethos of the school. If students find any material of an offensive or controversial nature they shall report it immediately to their supervising teacher. This includes but is not limited to material involving nudity and/ or pornography; sexist or racist material; material promoting violence, illegal activities or the use of illegal substances. Inappropriate chat lines and playing networked games are prohibited.
9. Students shall not prepare, print or transmit information, which is discourteous towards an individual or organisation or is of illegal, obscene or offensive nature. All publishing on the Internet by a student will be subject to checking by teachers.
10. Students shall not tamper with any files belonging to others without express permission. Such tampering will be met with sanctions under the school's Discipline Policy and withdrawal of computer and Internet access.
11. Students shall not tamper with, or interfere in any way, with software programs running on the school's computers. Such tampering will be met with sanctions under the school's Discipline Policy and withdrawal of computer and Internet access.
12. Students will observe copyright at all times. Any use made of another's work (sourced from the Internet or elsewhere) will be properly acknowledged in the form of a bibliography or other appropriate means. Material downloaded from the Internet is to be saved on student mapped drives not the hard drive of the computer.
13. Students should not disclose personal information about themselves or other students to anyone they contact through the Internet. Personal information includes full name, address, phone number or location. Students should not arrange to meet with anyone they have contacted through the Internet unless they have parental permission to do so.
14. A student breaching any of the above provisions may:
  - Have access to facilities restricted or withdrawn, and/or
  - Be subject to further disciplinary action
  - Be liable to legal action or prosecution if that abuse of facilities is considered to be an act of damaging or criminal nature.

Kellyville High School staff will do their best to teach students to be responsible users of technology and the Internet but it is impossible to foresee and prevent all possible abuses of the system which makes this Code of Behaviour necessary. Kellyville High School does not accept responsibility for the accuracy or nature of information obtained via the Internet although all staff will be as vigilant as possible in supervising student access to the Internet. Internet management programs will be in place to restrict, as far as possible, student access to materials of an obscene, offensive or controversial nature e.g. the use of smart filter software to block access to certain sites. All possible care will be taken to avoid downloading viruses from the Internet but parents are advised to ensure that home computers are similarly protected.

Please consider this code as showing the way for responsible behaviour, rather than being restrictive and prohibitive.

## TRANSPORT

Bus travel to and from school is provided by Hills Bus / Westbus and Hawkesbury Bus Service. Busways include the school on their specific T71 bus route.

Applications for School Opal Cards will be available once confirmation of enrolment is approved if the student resides more than 2.0 kilometres (radial distance) from the school. Applications must be completed online and bus passes are mailed to your home address.

Timetables are available from Westbus either over the counter or on the internet at [www.hillsbus.com.au](http://www.hillsbus.com.au) and [www.busways.com.au](http://www.busways.com.au)

Bike racks are available within school grounds. Students must provide their own chains and locks. Students riding bikes to/from school are reminded that it is compulsory to wear helmets and obey all road rules. For safety reasons bikes are not to be ridden on school grounds and storage of bikes **must** be in the racks provided. No responsibility is taken for items stored in this area.

### PARENT DROP OFF / PICK UP

Pick up bays are located at the front of the school and in York Road. These are 'through zones' and people are asked to be mindful of keeping the traffic flow moving. Please do not stop at the Zebra Crossing or in the Bus Bays. Police often patrol this area at busy times, so be mindful of the speed zone and No Stopping signs.



## UNIFORM POLICY

The school community endorses, supports and expects students to be in uniform.

Uniform is an important part of the development of the school as it presents the first (and often lasting) impression people form about the school and its students. We want our students to be seen in a positive way. There are a number of specific advantages uniform gives to students and parents.

1. The uniform promotes a **sense of identity, common purpose, consistency and unity** in the daily activities of students. Wearing it develops pride in achievement and school, which helps establish the positive culture of the school.
2. **Economically** it presents a better alternative to buying brand names and the demand to continually upgrade to the latest trends and fads. It lessens the competition for brand names that can develop.
3. It provides **security** in the sense of easily identifying where students come from should there be an accident. It certainly allows identification of people who don't belong in the school.

**We have a Uniform Shop at school**  
**Opening hours are: Monday 11:30am to 3:30pm and**  
**Thursday 8:00am to 12:00pm**

**Second Hand Uniform Shop 1<sup>st</sup> & 3<sup>rd</sup> Thursday of each month**  
**Opening hours are: 8.15am to 9.00am in the Conference Room near parent counter.**

### SCHOOL UNIFORM

The uniform is a year-round one with additions for winter rather than a separate design.

<b>BOYS</b>	<p>Juniors: Chambray deluxe style shirt</p> <p>Seniors: White deluxe style shirt (Year 10 are classified Senior from Term 4)</p> <p>College style taupe shorts or long trousers – belt loops, pleated front</p> <p>Black belt in traditional style</p> <p><b>NO CUT-DOWNS, ¾ SHORTS OR FOOTBALL SHORTS, CHINOS OR TRACK PANTS</b></p>
<b>GIRLS</b>	<p>Juniors: Chambray corporate style over blouse</p> <p>Seniors: White corporate style over blouse (Year 10 are classified Senior from Term 4)</p> <p>Skirt in school design – 2 pleats front and back, knee length</p> <p>(Navy / taupe / black / maroon tartan)</p> <p>Optional winter trousers, black pleated style with elastic inserts in waist or “Kellyville” hipster style</p>
<b>SOCKS</b>	<p>Plain white or black, ankle length (to the ankle bone) – No ‘short cut’ sport socks for daily use</p>
<b>PULLOVER</b>	<p>Black, v-neck woollen jumper with embroidered crest</p>
<b>JACKET</b>	<p>Black polar fleece hooded jacket with school logo</p>
<b>SCARF</b>	<p><b>Plain black in winter</b></p>
<b>SHOES</b>	<p>Black leather lace up traditional school shoes</p> <p><b>NO PUMPS, SLIP-ONS OR VARIATIONS, NO RABENS SHOES OR RABEN-STYLE. NO BALLET OR SLIPPER STYLE SHOES. DISREGARD ATTEMPTS BY SHOE SELLERS TO TELL YOU THESE STYLES ARE ACCEPTABLE – THEY ARE NOT ACCEPTED AT Kellyville High School.</b> (Work Health and Safety rules require closed in leather shoes)</p>
<b>HAT</b>	<p>Black school cap</p>
<b>SPORT UNIFORM – Wednesday only</b>	

<b>SHIRT</b>	Polo (black / sky panel) with crest
<b>SHORTS</b>	Black micro fibre long leg shorts, embroidered crest on leg
<b>SHOES</b>	Joggers of choice
<b>SOCKS</b>	Plain white or black
<b>TRACKSUIT</b>	Black school tracksuit with school colours
<b>HAT</b>	Black school cap

**Special note:**

- **No tights or gym pants allowed to be worn**
- **There will be times when some students will attempt variations to fit the latest transient fad or style. This may involve requests to buy what appear to be 'similar' items from other shops eg Supre, City Beach and so on. These variations are not acceptable.**

**PARENTS ARE ASKED TO PLEASE RESIST ALL SUCH REQUESTS**

Uniform by nature implies unity and consistency. Once variations start to creep in the value of the uniform can be undermined.

**DRESS CODE – SPECIAL ITEMS**

**JEWELLERY** This includes items such as rings, earrings and chains.

The basic rule is to use common sense and be aware of safety issues within the school.

- Inoffensive standard jewelry is acceptable. This includes stud earrings, small chain to be worn inside the shirt, but to be removed for PE or sport.
- Long dangling earrings, large loop earrings and chains (either around the neck or waist) are inappropriate and present safety concerns. Students may be asked to remove any jewelry which is unsuitable / offensive or a safety hazard.
- Excessive makeup is inappropriate for school
- Piercings are unacceptable. Students should wear only plastic studs to school

**NOTE:** Any student who wears clothing and / or jewelry which is offensive, may be removed from class and parents called. This includes for example clothing bearing inappropriate symbols, pictures, or language, or messages such as endorsing drugs.



## WELFARE POLICY

### DEFINITION

Student welfare encompasses everything the school community does to meet the personal social and learning needs of students and to enhance their happiness and wellbeing.

(NSW DEC Policy Statement 1996)

The aim is to promote a positive school culture and environment where learning occurs and students achieve.

### CONTEXT

The Welfare Policy (and procedures) is the foundation for this development as good welfare practice and effective learning are intertwined. Student welfare is a whole school focus and is achieved through the total school curriculum and the way it is delivered, assessed and reported.

In line with this context there are three broad areas of operation:

- Effective learning and teaching
- Positive climate and good discipline. [The Discipline Policy should be seen as one part of the total welfare structure]
- Community participation.

## WELLBEING PROGRAMS



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



Our Students will be respected, valued, encouraged, supported and empowered to succeed.



Our Students will grow and flourish, do well and prosper.

### ENABLE

The School environment is pivotal to the growth and development of our most important assets - our children and young people.

Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

*Extracted from DoE framework policy*

## INTERNATIONAL STUDENTS

The following information will help you.

Our **International Student Coordinators** is Ms Yurkowski & Mrs Maloney.  
You can speak to her with any of your concerns.

Our **School Counsellor** is Ms Girardi, Mrs Marshall & Ms K Pastor.  
You can speak to her if you have any concerns related to your wellbeing.

**Your Year Advisers are:**

Year 7: Ms Bachu

Year 8: Ms Gazzera

Year 9: Mr Ghorayeb

Year 10: Ms Pinto

Year 11: Ms Shakas

Year 12: Mr Joyner

You can also see your Year Adviser with any of your concerns.

The contact in the **school office** is Mrs Carla Lewis.

**Welfare and emergency services**

In case of an emergency, to contact the ambulance, police or fire brigade telephone 000 or 112 from a mobile.

The local **police station** is:

Castle Hill Police Station

Cnr Castle & Pennant Streets, Castle Hill 2154

9680 5399

The nearest **Medical Centre** and nearest **Shopping Centre** is at

Kellyville Plaza

Shop 3/ 90 Wrights Rd, Kellyville 2155

8883 0800

The nearest **Hospital** is:

Norwest Private Hospital

11 Norbrik Drive, Bella Vista 2153

8882 8882

The nearest **Bank** is:

Commonwealth Bank

16 Victoria Avenue, Castle Hill 2154

13 2221



If at any stage you feel unsafe inside or outside the school, report this to one of the international student contacts at school.

### **You and the law**

- It is illegal to consume alcohol if you are under 18 years old
  - It is illegal to purchase cigarettes if you are under 18 years old
  - Possession and use of illegal drugs is a criminal offence
  - For information about laws relating to children and young people visit the website [www.lawstuff.org.au](http://www.lawstuff.org.au)
- 

### **Questions, concerns and complaints**

If you have any questions, concerns or complaints see the International Student Coordinator, Ms Yurkowski. The NSW Department of Education and Communities has a complaints procedure; details are available on the website [www.internationalschool.edu.au](http://www.internationalschool.edu.au).

### **Deferment of Course Commencement Date**

Any request for a deferment must be submitted in writing and signed by your parents to DE international. A request for deferment after your student visa has been issued will only be approved where evidence of compelling and compassionate circumstances can be provided. A deferment may affect your visa so please consult DIBP before submitting a request.

### **Suspension of Studies**

If you are requested to take leave from attending school due to compassionate or compelling circumstances, a suspension of your studies may be possible, whereby your absence is not counted towards your attendance rate.

Prior to taking leave, a signed request from your parents must be submitted to DE International along with evidence of compassionate or compelling circumstances.

A suspension of studies may affect your visa so please consult DIBP before submitting a request.

### **Year 11 Enrolments and subject choice**

Students who enrol in Year 11 at the start of the year or during Term 1 are eligible to select any available subjects offered at the school.

Students who enrol at or after the start of Term 2 must choose subjects they have studied in Year 11 in their home country, which are not specifically Australian in content. These students are granted RPL for subjects studied offshore, then documents submitted to the Board of Studies advising of this must also be signed by the student and kept on file at the school.

The subjects typically chosen for study in Year 11 are:

- Science Subjects
- The students first language
- Business Studies
- Saturday School of Community Languages
- Open High School
- English Second Language

## Information Sheet for International Students

Australia's laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS framework and they include the Education Services for Overseas Students (ESOS) Act 2000 and the National Code.

For a summary of the ESOS framework, go to:

[www.aei.gov.au/Regulatory-Information/Pages/Regulatoryinformation.aspx](http://www.aei.gov.au/Regulatory-Information/Pages/Regulatoryinformation.aspx)

For information about student visa requirements refer to the Department of Immigration and Citizenship (DIAC) website: [www.immi.gov.au/students](http://www.immi.gov.au/students)

Contact the **International Students Coordinator** at your school if you have any concerns or questions about your school, personal issues or other problems. The Coordinator will assist you or refer you to the appropriate staff member.

The following regulations apply to your studies at a NSW government school:

### Attendance and course requirements

- You must attend a minimum of 80% of all scheduled classes. If you do not meet attendance requirements you may be reported to DIAC, unless there are compassionate or compelling circumstances (guidelines are provided below).
- You must provide a doctor's certificate for any absences of 3 (three) days or more. The doctor must be a registered medical practitioner. If you are absent for 1 or 2 days, a letter of explanation must be provided by your guardian or if you are over 18 years, you can provide your own written explanation.
- You must meet course progress requirements. Your school will provide you with information about course requirements as outlined by the Board of Studies. Further information about course requirements is available at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

### Accommodation and welfare arrangements

- If you are under 18 years, you must **maintain your approved accommodation, support and welfare arrangements**. If these arrangements are approved by the NSW Department of Education and Communities, you must not change those arrangements without prior written approval. Requests to change the arrangements must be made in writing to DEC International and signed by your parents.
- If you want to change your homestay, you should contact the International Students Coordinator at your school.
- NSW Department of Education and Communities recommends that students over 18 continue to live with relatives or homestay families. Changes to accommodation should be within reasonable travelling distance to your school.
- Your parent or relative (approved guardian) must notify your school of your residential address within 7 (seven) days of arriving in Australia and notify any changes of address and contact details within 7 (seven) days. Students over 18 years who change address must also notify their school within 7 (seven) days.

### Conditions of enrolment

- You must commence school enrolment on the date stated on the **Confirmation of Enrolment** and if this is not possible notify DEC International in writing within 24 hours of the start date on the Confirmation of Enrolment.

DEC International  
Locked Bag 53  
Darlinghurst NSW 1300  
Australia

Tel: +61 2 8289 4777  
Fax: +61 2 8293 6928  
Email: [isc@det.nsw.edu.au](mailto:isc@det.nsw.edu.au)  
Web: [www.internationalschool.edu.au](http://www.internationalschool.edu.au)

CRICOS Provider Name: NSW Department of Education and Communities (Schools) | CRICOS Provider Code: 00588M



- You must adhere to school rules and the terms and conditions of enrolment as stated on the international student application form. You will receive information about school rules and expected behaviour at orientation.
- Your school may suspend or cancel your enrolment on grounds of misbehaviour. For further information about student behaviour and suspension and expulsion of students, refer to the International Students Coordinator at your school.
- Travel during school holidays, other than returning to your home country, is only permitted if you are travelling with your guardian or relatives or on an approved school excursion. Written permission from your parents is required.
- If you want to transfer to another government school you must provide a written request to your school signed by your parents or guardian.
- If you want to change provider you must provide a written request to your school signed by your parents. For further information concerning visa regulations about change of provider refer to the DIAC website and the coordinator at your school.

#### **Taking leave**

- If you are going to be absent for a week or more during school term, your parents must request approval from the principal. You must not defer your start date or take extended leave without the principal's permission. Approval is only granted on compelling or compassionate grounds (guidelines below).

#### **Complaints and Appeals**

- NSW Department of Education and Communities has a complaints and appeals process. If you wish to make a complaint or appeal a decision made concerning your enrolment, course progress or other decision, you should contact the International Students Coordinator at your school. Your guardian (if you are under 18) or support person (if you are over 18) must be present with you in any appeal interviews.

#### **Work**

- If you obtain Work Rights on your visa, you are able to work during holiday periods. Any part-time work during school term must not interfere with your school studies and must not exceed 20 hours per week.

#### **Guidelines for compassionate or compelling circumstances**

Leave approved on grounds of compelling or compassionate circumstances is not counted in attendance records. Compassionate or compelling circumstances are generally those beyond your control and which have an impact upon your course progress or wellbeing. These could include, but not limited to:

- illness, where a medical certificate states that you are unable to attend classes or
- bereavement of close family members such as parents or grandparents (where possible a death certificate or other evidence should be provided either prior to departure or on return) or
- major political upheaval or natural disaster in the home country requiring their emergency travel and this has impacted on your studies or
- a traumatic experience which could include, but is not limited to:
  - involvement in, or witnessing of an accident
  - witnessing or being the victim of crime
- and this has impacted on you (these cases should be supported by police or psychologists' reports or advice)
- inability to begin studying on the course commencement date due to delay in receiving a student visa.

DEC International  
Locked Bag 53  
Darlinghurst NSW 1300  
Australia

Tel: +61 2 8289 4777  
Fax: +61 2 8293 6928  
Email: [isc@det.nsw.edu.au](mailto:isc@det.nsw.edu.au)  
Web: [www.internationalschool.edu.au](http://www.internationalschool.edu.au)

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