

Principal:

Dr Mark Carter

Deputy Principals:

Ms Elizabeth Diprose

Mr Ken Hopley

Ms Julie Phelan (Rel.)

School Captains:

Alice Webb

Nicholas Peterson

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Koola Avenue

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Have your say on changes to our uniform

Parents, staff and community stakeholders have expressed concern about aspects of the Killara High School uniform and the image students present to the wider community.

This survey has been designed to gather opinions about an update to the Killara High School uniform. Your participation in this survey is appreciated.

The survey link is:

<https://www.surveymonkey.com/s/GXZ87YF>

The survey will close on Monday of Week 3 Term 1 (6th February 2012).

Killara High School

43rd Annual Awards Ceremony

To acknowledge student achievement
for the 2011 school year

Friday 16th December 2011

10.30am

Kerrabee Centre

ArtExpress 2012

As in previous years Killara High School students' achievements in HSC Visual Arts were again outstanding.

The following students have been selected to be included in ARTEXPRESS 2012:

Jeffrey King - *Anatomy Revised* - Hazelhurst Regional Gallery & Arts Centre

Caspar Lewis - *Residue* - Hazelhurst Regional Gallery & Arts Centre, Newcastle Art Gallery, Wollongong City Gallery, Australian Catholic University Gallery

Jason Zhao - *Collect Them All* - Art Gallery of New South Wales, Female Orphan School, University of Western Sydney

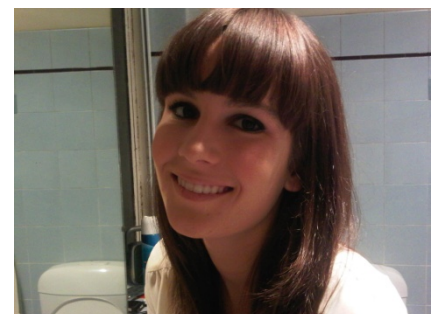
Encore 2012

Nick Duce has had his HSC Music Course 2 composition nominated for possible inclusion in Encore. Encore is a program of outstanding performances and composition by students from the Higher School Certificate Music examinations.

Giovanna Trenoweth, Head Teacher Creative Arts

Did you know?

Emma Bowers (HSC 2009), who was placed first in the Society & Culture course in NSW, has been awarded one of the three 2012 Charlie Bell McDonalds Scholarships valued at \$10,000 to support her tertiary studies. These prestigious scholarships are offered nationally. Such an achievement rewards outstanding scholarship. Congratulations Emma!



Calendar

December 2011

- 16 - Annual Award Ceremony – 10.30 am – Hall
- Arts Council Talent Quest
- Yrs 7-10 Semester 2 reports issued
- Last day Term 4 for students
- 19 - School Development Day
- 20 - School Development Day
- Last day Term 4 for staff

January 2012

- 25 - Enrolment Day for new students
- 27 - School Development Day
- 30 - First day Term 1 – Years 7, 11 and 12
- 31 - Whole school returns

February 2012

- 6 - KHS Swimming Carnival
- 7 - Yr 7 Camp – Vision Valley (2 days)
- 8 - DEAS Gold Award Information Evening – 6pm – C Block Conference Room
- 13 - School Photos
- 15 - Yr 12 Society & Culture Excursion – State Library
- 16 - DEAS Gold Practice Expedition (4 days)
- 20 - Yr 7 Parent Information Evening and P&C Welcome
- 26 - Grounds Working Bee – 8.15am
- 27 - Zone Swimming Carnival
- 28 - Korean Parents Information Evening – A Block Common Room
- 29 - DEAS Silver Award Information Evening – 6pm – C Block Conference Room

March 2012

- 4 - Yr 11 Jindabyne Camp (5 days)
- 5 - Yr 12 Assessment Block commences
- 9 - DEAS Silver Practice Expedition (3 days)
- 12 - Yr 12 Assessment Block continues
- 13 - Sydney North Swimming Carnival
- 14 - Chinese Parents Information Evening – A Block Common Room
- DEAS Bronze Award Information Evening – 6pm - C Block Conference Room

April 2012

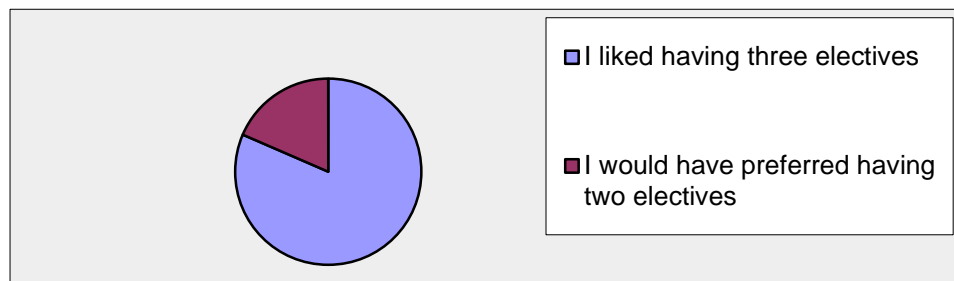
- 1 - CHS Swimming Carnival

Year 9 Electives Survey Student Feedback

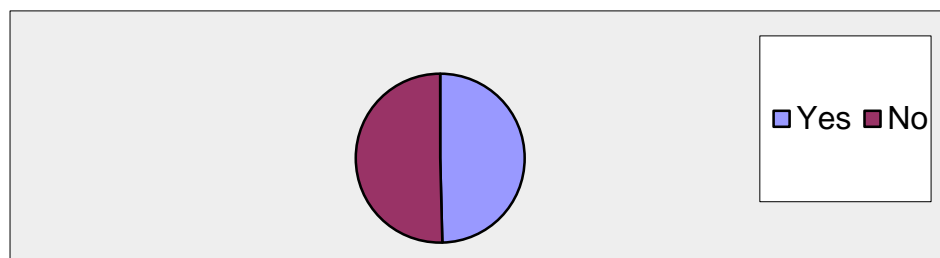
Earlier this term Year 9 students and staff were asked to complete a survey as part of a review of changes to curriculum patterns for Stage 5 students, namely the introduction of an additional elective subject into Year 9. The results of these surveys are summarised below.

Student Survey Results

How would you rate your experience of elective courses where you were able to study 3 electives?



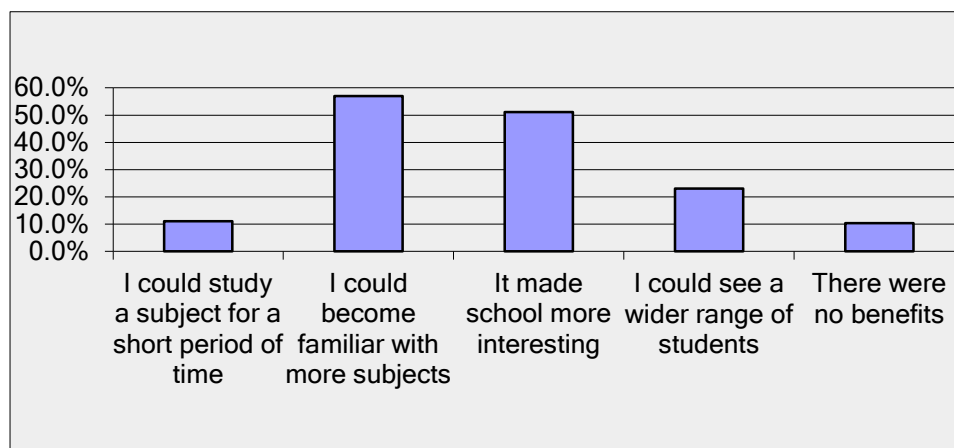
When you chose your electives in 2010, did you have a good idea of which elective you would discontinue?



Will you continue the two electives you originally intended to keep?
Interesting reasons why:

- No, because I realised I didn't actually enjoy one of the subjects I wanted to continue with and was happy with my extra choice instead.
- No, I wasn't good in the subject I thought I would be best in
- No, I really had no idea which subject I wanted to discontinue and the one I thought I wanted to continue I now really dislike!

What were the benefits of having an extra elective in 2011?



Continued P3

Performing Arts Ensemble Events

Coming Events -

25th February 2012

Chatswood RSL Concert – All Ensembles

4th-10th April 2012

Australian Band Championships to be held in Melbourne - Concert Band 1 and Concert Band 2. Deposits of \$100 will need to be paid this term to secure your spot.

Jacqueline Berry, PAE Coordinator

New Enrolments for 2012

There will be an enrolment day on **Wednesday 25th January 2012 at 8.00am** in the A Block Common Room for all new local enrolments who have all their paperwork in order.

An Application to Enrol form can be downloaded from the Department of Education and Communities website, www.det.nsw.edu.au.

Please go to the Killara High School website, www.killara-h.schools.nsw.edu.au, for requirements for enrolment.

Helga Lam, Enrolments Coordinator

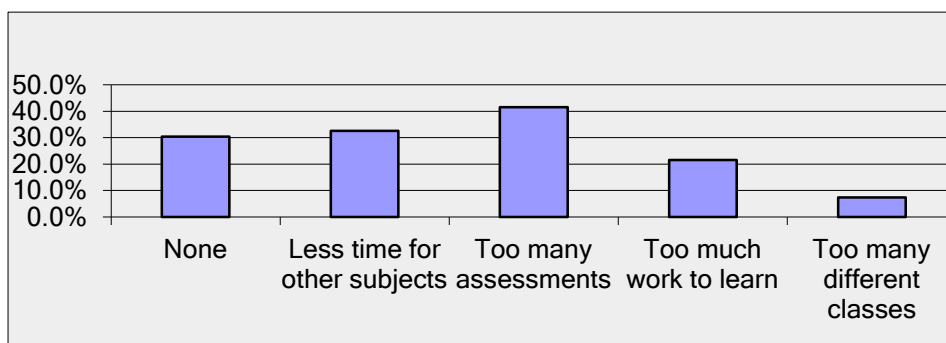
Thank you and best wishes to all

On behalf of the staff at Killara High School, we thank our parents for their continued support in so many ways this year.

We wish all of our students and their families all the best for the festive season, safe and happy holiday times, quality time spent with family and friends and some time to rejuvenate for another exciting and productive year at KHS in 2012.

Mark Carter, Principal; Julie Phelan, Liz Diprose and Ken Hopley, Deputy Principals

What problems occurred due to studying three electives as opposed to two?



Interesting comments:

- It was fun to have a practical class.
- I could do electives that interest me and I would be keen to participate in
- If I regretted any of my choices then at least I had a way out and wasn't stuck doing something I don't like for 2 years.

Staff Survey Results

What positive outcomes resulted from introducing a third elective in 2011?

Interesting comments:

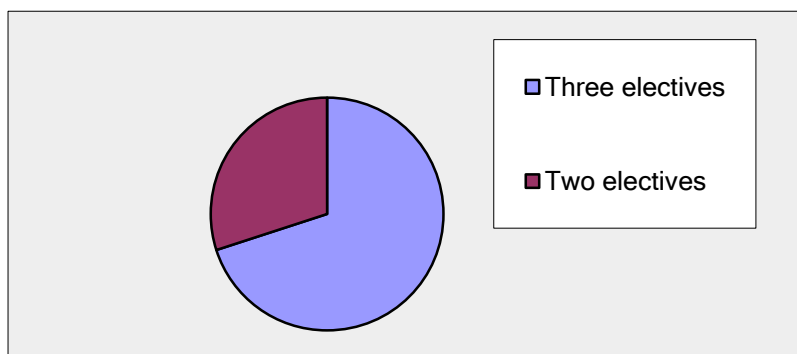
- Exposed students to a subject they ordinarily would not have chosen.
- ability to drop a course the student did not find interesting
- The students seem to be engaged in class.
- Students got to pick a better range of subjects

What negative outcomes resulted from the introduction of the third elective in 2011?

Interesting comments:

- Some students decided early which one they were going to drop and became disengaged; some students found it difficult to decide which elective to drop; no guarantee that the 'dropped' choice would work
- Students dropping a third elective in year 10 means that classes will change from year 9 into year 10. This could be disruptive.

How many electives should be offered to students undertaking Year 9?



Liesl Williamson, Head Teacher Stage 5

Uniform Shop Additional Opening Times

Additional opening times at the Uniform Shop are as follows:

Friday 27th January 2012 - 9am – 12noon
(School Development Day)

Saturday 28th January 2012 - 9am – 12noon

Monday 30th January 2012 - 8am – 12noon
(First day of Term 1, Years 7, 11 and 12)

Tuesday 31st January 2012 - 8am – 12noon
(Whole School returns)

The Uniform Shop accepts cash, cheques (payable to 'KHSCP'), Visa and MasterCard. Please note, a **surcharge of 1.45%** will be applicable for the use of credit cards (Visa and MasterCard). A surcharge of **\$1** is applicable to the **EFTPOS** facility.

Our price list and order form can be downloaded from our school website: <http://www.killara-h.schools.nsw.edu.au> under "Our School", select "Uniform Shop".

Dee Cleworth, Uniform Shop Coordinator

From the Principal's Mailbag

I would like to compliment you on the students that were sent to do their Service Learning Program here with us at James Milson Village. Ben, Elijah and Dom were quite remarkable in their ability to relate to our residents and particularly in our special needs wing, they made not only the residents week much better but were a great fit with the staff. Could you pass on our thanks to the boys for making such a huge effort in making the week so successful.

Kim Pryde,

**Admissions/Clinical Care Coordinator
James Milson Village**

*This is a note to bring to your attention the exemplary behaviour of two of your students, **Daniel Morgan** and **Corey Mulry (Year 10)**. Some weeks ago, they attended my elderly (93) mother's garden at Ryde as work experience students with Easy Care Gardening. I was there also as my mother, normally very independent, had become recently quite ill.*

Your two boys were a credit to your school and their families (and themselves). They were quick to get organised (with tools, etc) obviously listened to their

instructions (from myself and the leader of the team) and started work with self-motivation, competence and energy. They were also delightfully good natured and most polite.

My mother, now on the mend, feels a bit sad she had been unable to admire the garden and thank the volunteers properly at the time. The garden is transformed! She has had much pleasure this last week or so walking around and admiring it and not having to worry about work to be done – as it is all done, and beautifully mulched.

I want the boys to know, and all the other students doing work experience to know that people really do notice; and in this case they really made a difference.

So on my mother's behalf, and mine, we thank them very much, and may they always stay as kind to others.

PS: Trust you and your staff have a relaxing holiday. I think teachers do a fabulous job!

Managing Social Networking

Source: The Safety and Security Directorate, Crime Prevention Newsletter, Issue 2, 2011

The way people communicate via social networking can be an issue for schools. Facebook is the most popular social networking site at present, however, there are others such as Twitter, LinkedIn, MySpace, Ning and Orkut. An expectation often exists that schools stop conflict, bullying and harassment of students via social networking even though it often takes place outside school hours. The duty of a school to its students is not necessarily measured or limited by the fact that the bell has rung and students have left school grounds.

What can schools do about it?

Schools can deal with this behaviour provided there is a clear and close connection between the school and the conduct of students. Action on cyberbullying occurs in the same way bullying or harassment in

the classroom or playground is managed under the school's discipline or anti-bullying policies. Where warranted this could include disciplinary action.

(See Student Discipline on the Student Welfare Directorate intranet site: <https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/studiscipline/index.htm>)

An effective response to bullying behaviour requires a partnership between parents, students, education providers and others. The *Bullying: Preventing and Responding to Student Bullying in Schools Policy* focuses on protection, prevention, early intervention and response strategies for student bullying.

Managing Facebook incidents

Students may make comments on Facebook that go against the agreement they have with Facebook. Schools should be aware of the following aspects of the Facebook agreement.

Facebook users must not:

- be under the age of 13 years
- provide false personal information or create an account for anyone else without permission.
- create more than one personal profile
- share passwords, let anyone else access your account or do anything that may jeopardise the security of your account
- upload viruses or other malicious code
- solicit login information or access an account belonging to someone else
- bully, intimidate or harass any user
- post content that is hateful, threatening, pornographic, incites violence or contains nudity or graphic gratuitous violence
- do anything unlawful, misleading, malicious or discriminatory
- tag users or send email invitations to non-users without their consent
- post content or take action on Facebook that infringes or violates someone else's rights or otherwise violates the law
- post anyone's identification documents or sensitive financial information
- facilitate or encourage any violations of the agreement.

Facebook can disable an account or remove any content or information if they believe it violates the agreement. Once an account has been disabled users must not create another account without the permission of Facebook.

The entire Facebook agreement can be located at <http://www.facebook.com/terms.php> .

What should happen when a student reports that they are being harassed on Facebook

1. View the transcript of what has been posted.
2. Identify the person who has engaged in that behaviour.
3. If it is threatening or inciting violence, notify local police and the School Safety and Response hotline.
4. Determine if it is school-related.
5. Retain a copy of the comments page (if possible).
6. Contact parents of the students concerned.
7. After speaking with the Police (where the incident has been reported to them) instruct the student who has engaged in that behaviour to remove the posting.
8. Advise the student who has complained to block the offender.
9. Engage the school's anti-bullying policy where appropriate. This could include taking

appropriate disciplinary action against the offender(s) if it is school-related.

10. Ensure the student who is the subject of the behaviour (or his or her parents) reports the harassment to Facebook.
11. Provide support for the victim.

Reporting an offensive comment on Facebook

Only people with a Facebook account can report offensive material. To report a comment:

1. Run cursor along the comment, level with name until an 'X' appears in the top right corner of the comment.
2. Click on the 'X'.
3. Click 'Report post or spam'.
4. Click 'Report it as abuse'.
5. Make selection and continue.
6. In the 'What you can do' box make the appropriate selection and ensure you click 'Report to Facebook' before continuing

Advice for students who are attacked on Facebook or other sites

1. Don't respond. Bullies like getting a response.
2. Tell someone. Use Facebook's Trusted Friend tool to send a copy of the abuse to someone you trust and who can help. This also generates a report to Facebook.
3. Document or save the content as it may be needed as evidence.
4. If you are feeling upset – talk to someone about how you are feeling. If you want to do this anonymously contact the [Kids Helpline](#).

A false Facebook profile has been set up in a teacher's name

Report the fake profile to Facebook.

1. Click on "Report/Block this Person" on bottom left of the profile.
2. Select "Fake profile" as the reason and add relevant information.
3. Print the false profile page and save its contents.
4. Report the content to the school

A "goss" page has been set up using the school's name

"Goss" (or gossip) pages tend to be set up by students or ex-students and can generally be viewed by anyone. Offensive material on these pages should be reported through the reporting feature on Facebook.

1. Keep a copy of the page. If it is possible that a criminal offence has been committed contact the police and seek their advice before further action is taken.
2. Report the content to the school

Educating young people about the use of social networking sites

Digital Education Revolution NSW focuses on digital safety and digital citizenship, including: keeping safe online, understanding and dealing with cyberbullying, privacy and password security and the ethical and responsible use of technology.

Resources and information for students, parents and teachers has been provided by the Australian Communications and Media Authority (ACMA). Materials can be located at <http://www.cybersmart.gov.au/>.

Welcome to Argentina

Every school morning, I wheel my bike into Escuela de Enseñanza Media N° 203 "Juan Bautista Alberdi", parking it within the mass of 200 odd other bikes. Generally, I try to park my bike next to the shiniest and newest looking bike I can find, just in case someone wants to steal it. I head up to my classroom, through groups of people playing cards on the stairs, and attempt to turn the nail that has taken the place of the door handle of our classroom. Entering my classroom, I usually find a few chairs and tables blocking the door. Pushing past these, I begin my search for one of the chairs that doesn't rock dramatically, and one of the complete tables. This is an important step, as it can determine how comfortable you are for the rest of the day. I then unpack my things and start the day off with a game of cards called Truco, stuffing the cards into my bag when the teacher comes in. School starts at 7.30am and finishes at 12.30, just in time for lunch at home and then a siesta.



This is a taste of student exchange, and the life I have stepped into here in Argentina. My name is Tim Scollay and I left for the town of Reconquista, Argentina in the August of 2011. Since then the things which initially struck me as drastically distinct and different have become completely normal. Pushing your way to the front of the canteen line in my school (it isn't a line, its 20 people all trying to pay at the same time) is a normal recess past-time, but also a necessity if you want to eat before the bell.

Additional information can be found at:

Bullying. No way!

Website: www.bullyingnoway.com.au/

Childnet International www.childnet.com

Connect Safely www.connectsafely.org

Safety & Security Directorate

164 Walters Rd, Blacktown, NSW

(PO Box 1044, Blacktown, 2148)

Ph: 02 9672 2064



I have been very lucky with most aspects of this experience; my host family has provided a house and family to live with and has helped me enormously with my Spanish (the native language here). I have become friends with the other exchange students in my town from 6 different countries including Iceland and the Farrow Islands and in my class mates from school. I have adapted rather well to the ridiculous hours by which Argentina lives (6:30am to 12am every day, including week nights). Not everything has been easy going, and the first two months with my host brother were an interesting fluctuation of personal space issues and personality conflict. When you have to live with an angry 18yr old, returning home is something you would rather avoid and things aren't so much fun.

So far my exchange has been an enormous growing experience and has showed me a great deal about myself and the world. But apart from this I'm half dreading and half hoping to return to Australia to continue what would appear to be my 'real life'.

All in all, the experience of going on student exchange comes across as a fresh slate on which to write your life anew for six months, and believe it or not, that's harder than it sounds.

Tim Scollay (Year 10)

Reconquista, Santa Fe, Argentina

From the Library

Don't forget! The online database for newspapers and magazines, called **Ebsco Host** is still available for access by staff and students. For staff, click on to **Senral**. For students click onto the **Killara High School** website, and you can access the database from there.

New fiction

De la Cruz, Melissa; *Bloody Valentine: A Blue Bloods Novella*.

Horowitz, Anthony; *Alex Rider: The Missions*.

New non-fiction

Barrett, Anthony; *Agrippina: Sex, Power and Politics in the Early Empire*

Batumen, Elif; *The Possessed: Adventures with Russian Books and the people who read them*.

Berg, Elizabeth L. and Wan, Ruth; *Senegal*

Blainey, Ann; *Fanny and Adelaide: The Lives of the Remarkable Kemble Sisters*

Burgan, Michael; *Ethics of Food: Making Food Choices*

Darabi, Parvin and Thomson, Romin P.; *Rage against the Veil: The Courageous Life and Death of an Islamic Dissident*.

Frenkel, Susan; *Plastic: A Toxic Love Story*

Hilton, Christopher; *The Wall: The People's Story*

Humphreys, Kerri; *Biology: A Local Ecosystem*

Langley, Andrew; *Avoiding Hunger and Finding Water*

Levine, Steve; *Putin's Labyrinth: Spies, Murder and the Dark Heart of the New Russia*

Macintosh, Cameron; *India*

McGuire, Erin K.; *Careers in Database Design*

Milivojevic, Jovanka JoAnn; *Afghanistan*

Morrison, James and Maxton, Donald; *After the Bounty: A Sailor's Account of the Mutiny and Life in the South Seas*

Parish, Steve and Cox, Karin; *The Roo: A Nation's Icon*

Petersen, Christine; *Protecting Earth's Food Supply*

Rogers, Vanessa; *Cyber Bullying: Activities to Help Children and Teens to Stay Safe in a Texting, social networking world*

Shorter, David; *Tiberius Caesar*

Underwood, Deborah; *101 Ways to Save the Planet*

Wiedemann, Thomas; *The Julio-Claudian Emperors*

New Non-fiction in detail:

Davie, Maurice R; *The Evolution of War: A Study of its Role in Early Societies.*

How far back in time can wars be traced and why did they occur? This book presents a collection of cases

examining such topics as warfare as the business of one sex, religion as a cause of war, and war for the sake of glory. It also looks at the parts played by cannibalism, human sacrifice, head-hunting, blood revenge, women, wealth, religion, and sex in warfare as practiced amongst primitive peoples.

Seallars, Kirsten; *The Rise and Rise of Human Rights.*

Human rights are widely regarded as the guiding principles of global politics today. Under their banner, governments have launched bombing raids, arrested national leaders, and invaded sovereign states. This book investigates the evolution of the ideal and reveals a political history played out by presidents and foreign ministers, diplomats and journalists, prosecutors and advocates. All, in their different ways, have invoked human rights as both a solution to domestic problems, and as a cause around which to rally support for interventions abroad. Using archival material, much of it previously unpublished, the book traces the development of international human rights from WWII to the recent conflicts in the Balkans and the Middle East. Along the way, it exposes the Cold War rivalry that overshadowed negotiations over the UN Universal Declaration, and the political schisms that threatened to destroy the Tokyo war crimes tribunal.

Watsons, Stephanie; *This is Me: Facing Physical Challenges*

No-one is perfect, but each of us is individually our perfect self. Life is stocked with challenges, and often those battles are physical. But winning those battles and accepting yourself for each unique aspect – whether it's glasses, a weight issues, or a learning disability – helps you embrace life and become your strong, beautiful self. Letting people know you're okay with you is a great way to get them okay with you too!

Westoll, Andrew; *The Chimps of Fauna Sanctuary: A True Story of Resilience and Recovery*

Thirteen chimpanzees live on a small farm in the Canadian countryside. Retired from the infamous laboratories where they were abused for decades, their home is now an idyllic, somewhat rowdy establishment called Fauna Sanctuary. Andrew Westoll spent months at Fauna Sanctuary as a volunteer and recounts his times in the chimp house and the histories of its residents. Seemingly simple things like grooming, building alliances, and playing tickle-chase, are all poignant testaments to the capacity of these animals to heal.

**Karen Jones and Francie Campbell
Teacher-Librarians**

Tim Cahill Coaching Clinics are back this January with a twist!

Four children from the January Tim Cahill Coaching Clinics will be selected to train with the Everton academy for a week in 2012. Selection will be based on talent, attitude, skill and application to soccer so everyone has a chance! The four children chosen will be flown over with their guardian to;

- Meet Tim Cahill
- Train with the Everton academy for a week
- Watch Tim and his Everton team-mates play in a Premier League game
- Receive a personalised tour of Goodison Park by Tim.

Don't miss out on this exclusive opportunity, [Sign up to the January Tim Cahill Coaching Clinics today](#) and enjoy exclusive access to 'Club Cahill' – an online interactive service where your child can get closer to Tim.

The Clinics will be held in NSW over the following dates;

2nd – 4th January 2012 at Newcastle University

6th – 8th January 2012 at NSW University – Sydney

10th – 12th January 2012 at Australian National University – Canberra

Find out how your child can improve their soccer and how to get involved at www.timcahill.com

School Holiday Cricket Coaching Clinics

Run by HKHDCCA and Northern District CC.

Comprehensive coaching program for boys & girls aged between 6-15 years (9.00am – 12.30pm)

Kenthurst Park (Park & Roughley Roads)

Wed. 11th, Thurs. 12th & Fri. 13th Jan. 2012

Mark Taylor Oval, Waitara (Park Ave.)

Mon. 16th, Tues. 17th & Wed. 18th Jan. 2012

Cost – \$145 per person (discounts may apply)

Registration form – www.hkhdcca.com.au/

Enquiries – contact Bruce Wood (HKHDCCA) bruce.wood@hkhdcca.com.au or 0412 688 629

University of Technology Health Psychology Unit Managing HSC Stress Program

The Higher School Certificate can be stressful for many students. However there are things that you can do to get through Years 11 and 12 with less stress and reduce the impact that stress has on your academic performance.

The UTS Health Psychology Unit has been running **Managing HSC Stress** programs for many years now and is pleased to be able to offer this program again in **Term 1 2012**.

The **Managing HSC Stress** program is a group program that assists students to better manage the stress of the HSC by teaching a broad range of skills that can be helpful in any stressful situation. Students also have the opportunity to learn from and assist each other.

The program can also be useful for students who are struggling with anxiety, low self-esteem or low mood.

When? Tuesday afternoon - 14th February, 21st February, 28th February, 6th March

Time? 4 – 5.30pm Afternoon tea will be provided.

Where? Health Psychology Unit, Ground Floor, 174 Pacific Highway, Greenwich

The Health Psychology Unit is a 5-10 minute walk from St Leonards train station. Buses 252 and 290 stop right out the front. Metered & time-limited street parking is available in surrounding streets.

Cost? \$90.00 (\$22.50 per session)

Private Health Insurance or Medicare rebates may apply.

Register? Registration is essential as numbers are limited.

To register call 9514 4077 or email Health.Psychology@uts.edu.au

Have you thought about playing AFL with your mates?

AFL is one the fastest growing games in NSW and in 2012 Sydney will host both the Sydney Swans and the GWS Giants teams.

Key information:

Age groups: U13, U14, U16 - Note: If you are turning 13 in 2012 you will be in U13

Play: Sundays – typically late morning / afternoon **Training:** Mid week

Cost: \$170 first in family + \$120 per additional sibling

Why AFL & Why Wildcats? Cost includes footy jumper on loan for season

U13-U16 age groups have divisions and we aim to balance (i) players to play at a level that suits their skills (ii) mates playing with their mates.

Wildcats is one of the fastest growing clubs in Sydney and won a number of Sydney, state and national awards last year. Development & formal accreditation of coaches. Specialist club coaching roles in game strategy, kicking and ruck contests

Next steps: **Go on-line!** On-line registration will be available soon! www.wildcatsafl.com

Ring or Email Steve Netting on 0408-407-928 or if you have any questions - Stephen.netting@gmail.com

Come along on Registration Day - 4th February 2012 from 10am-2pm, Gore Hill Oval, St Leonards (in front of North Shore Hospital)