



**CHURCHLANDS**  
SENIOR HIGH SCHOOL

# 2024 Year 7 Parent Information Night



## Acknowledgement of Country

"I would like to show my respect and acknowledge the traditional custodians of this land, of Elders past and present, on which this event takes place."

Shaniece Evans, Year 8

# Reflections from our Year 7 Student Councilor's - Yuki De Compo & Savi Obremski

## Top 5 tips

- Check the map before you start just to get to know the lay of the land
- Be open to asking people for help, everyone is friendly and will help you with what you need
- If you come to the school without any friends from primary school then your designated form is a great place to start making friends, as you will see this group each morning as you start your day
- Be organized is the best way to stay on top of all your work. If you listen in class you'll have more time to do stuff out of school. And if you have homework there is a study club after school
- Be yourself, put your best foot forward and embrace this brand new journey of the next 6 years



**Mrs. Kate Grayson**  
Associate Principal  
Junior Secondary



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# Mr. Paul Siwek

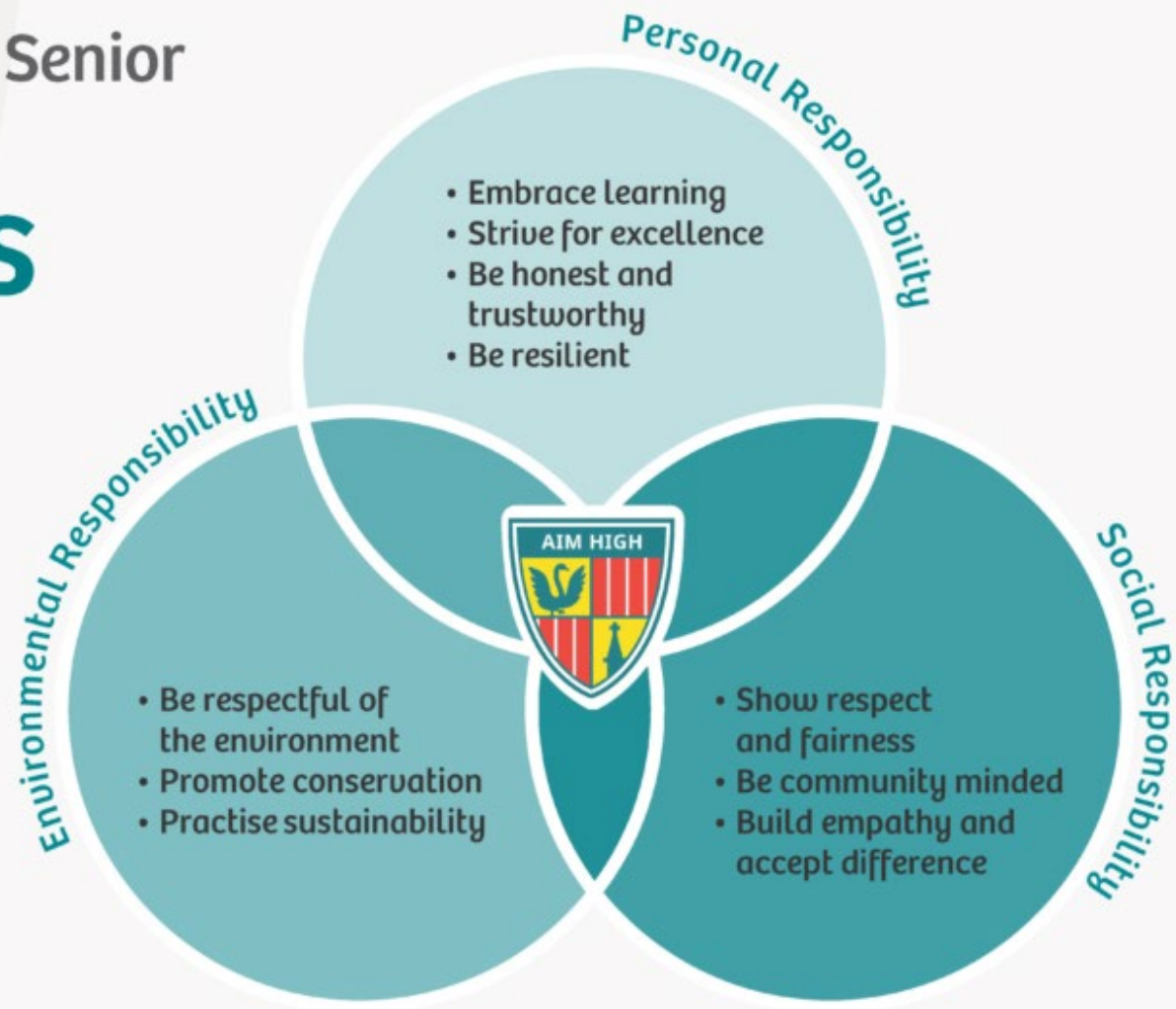
## Head of Year



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# Churchlands Senior High School values





# Churchlands Senior High School

**Large WA Public School – approx.  
2500 students**

**Motto: Aim High**

**Values: Personal, Social and  
Environmental Responsibility**

**Houses: Brighton, Floreat,  
Scarborough & Trigg**

**Sub-schools:**

**Junior (7 and 8)**

**Middle (9 and 10)**

**Senior (11 and 12)**



# Churchlands SHS

## Timetable:

The day begins at 9am with Form followed by Periods 1 and 2. We then have recess followed by Periods 3 and 4. Then have lunch followed by Period 5. The school day ends at 3pm.





# Example Year 7 Timetable

Start  
9:00am



	Monday	Tuesday	Wednesday	Thursday	Friday
FM	BRI 7-2 7-2 Brighton M7 Mrs Shannon McLaren	BRI 7-2 7-2 Brighton M7 Mrs Shannon McLaren	BRI 7-2 7-2 Brighton M7 Mrs Shannon McLaren	BRI 7-2 7-2 Brighton M7 Mrs Shannon McLaren	BRI 7-2 7-2 Brighton M7 Mrs Shannon McLaren
P1	DT7 7 Design & Technology T14 Mr Domenico Diodato	PEG7 S2 7 Physical Education Girls S2 Mrs Amanda Monaghan	MAT7 S2 7 Mathematics S2 M17 Mrs Meena Ruhai	ENG7 S2 7 English S2 A3 Ms Emma Ford	HSS7 S2 7 Humanities and SS S2 D6 Mr Daniel Fortini
P2	MAT7 S2 7 Mathematics S2 M17 Mrs Meena Ruhai	ENG7 S2 7 English S2 A3 Ms Emma Ford	FRE7 S2 7 French S2 E3 Mrs Juggadambal Lilette	PEG7 S2 7 Physical Education Girls S2 Mrs Amanda Monaghan	SCI7 S2 7 Science S2 SC16 Mr James Bell
P3	SCI7 S2 7 Science S2 SC16 Mr James Bell	MAT7 S2 7 Mathematics S2 M17 Mrs Meena Ruhai	ART7 7 Art ART3 Mr Eric Turner	HSS7 S2 7 Humanities and SS S2 D6 Mr Daniel Fortini	ENG7 S2 7 English S2 A3 Ms Emma Ford
P4	ENG7 S2 7 English S2 A3 Ms Emma Ford	SCI7 S2 7 Science S2 SC16 Mr James Bell	HSS7 S2 7 Humanities and SS S2 D6 Mr Daniel Fortini	DT7 7 Design & Technology T14 Mr Domenico Diodato	MAT7 S2 7 Mathematics S2 M17 Mrs Meena Ruhai
P5	HSS7 S2 7 Humanities and SS S2 D6 Mr Daniel Fortini	FRE7 S2 7 French S2 E3 Mrs Juggadambal Lilette	SCI7 S2 7 Science S2 SC13 Mr James Bell	HE 7 S2 7 Health Education S2 M2 Mrs Shannon McLaren	ART7 7 Art ART3 Mr Eric Turner

Recess



Lunch



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# Uniform Expectations



## Trading Hours

Tuesday 8.30am to 4.00pm

Thursday 12.30pm to 5.00pm



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**Dedicated Year 7 area:** located in the quad between F Block and the Library. The bottom oval is allocated for use by Junior School students. Toilet (F Block) access – 7-8 ONLY.

**Pastoral Care:** Junior School has its own Student Services hub with support staff including the Head of Year, HC's, Psychologist, Chaplain.

**Expectations:** High standards of behaviour. Regular (90+%) attendance. Correct Uniform.

**Policy:** Behaviour, Good Standing, Assessment, Homework, Uniform, Electronic Device – all available on our website.

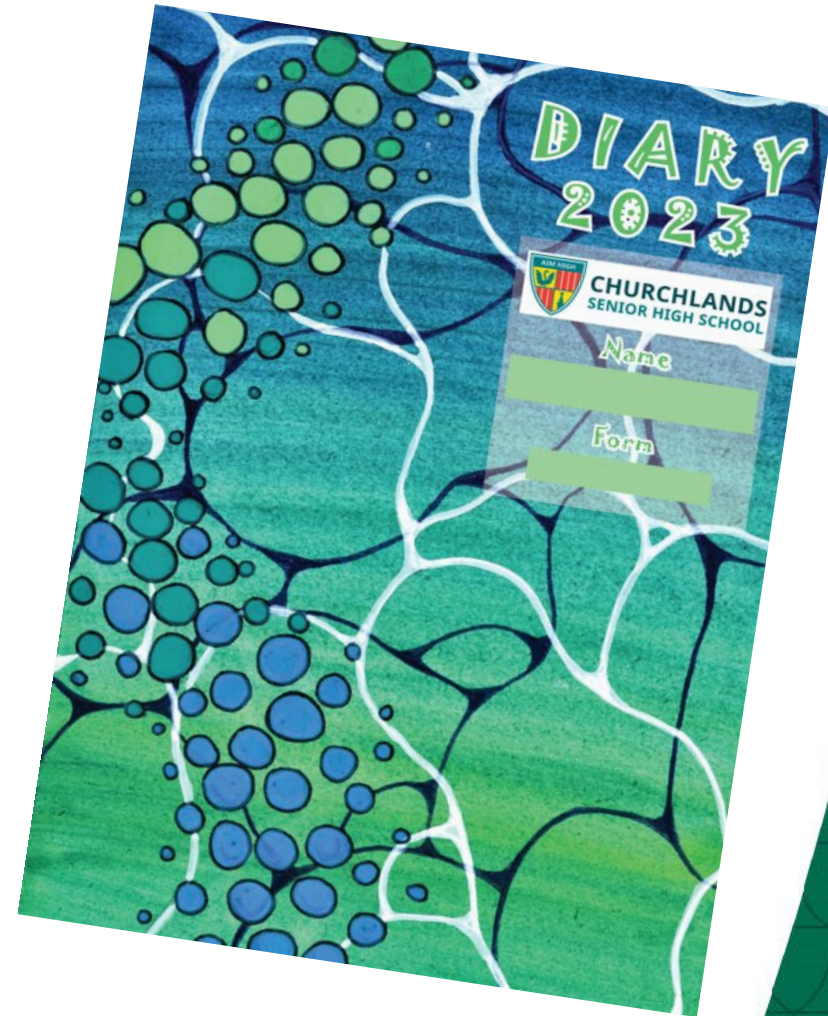


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# Diary – Staying Organised

- Every day use
- Record homework and study activities
- Use for signing in and signing out
- Important school information, calendar and resources
- Communication between home and school



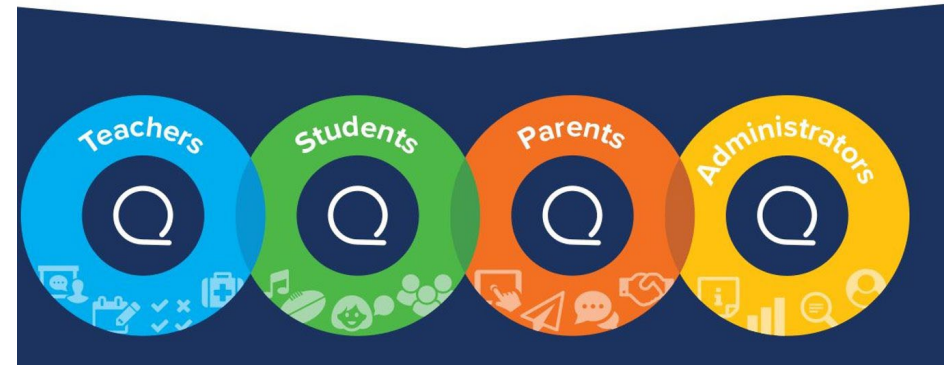
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# Communications

What to expect  
in terms of  
communication  
from the  
school?



SEQTA



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# Orientation

Students will be grouped and guided by our team of Year 9 peer mentors.

Year 6 students will be taken on a tour of the campus, participate in several team building activities and will attend three classes selected at random depending on which group students are allocated.

All students are allocated a locker at the beginning of the school year. Dates have gone out via email.



# Subjects

All Year 7 students must participate in Phys Ed. and undertake a Language. Careers Ed.

# Canteen

Order online (preferred option) or queue up.  
Tap n go payment or cash.



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# Orientation Days

Time	Group Number											
	1	2	3	4	5	6	7	8	9	10	11	12
9:00 – 11:10	<b>CONCERT HALL:</b> Welcome Allocate groups and introduce to Peer Mentors Peer Mentors to conduct school tour. Mark “People and Places” and play Ice-breaker											
11:10 – 11:35	<b>Recess – Year 7 area</b>											
P3 11:35 – 12:35	Music Auditorium Music Staff	Music Auditorium Music Staff	Music Auditorium Music Staff	PE Sports Hall	PE Sports Hall	PE Sports Hall	Arts Doug Cox Med 1	Arts Hattingh Photo 2	Home Ec. Barlow Food 1	Home Ec. Bissell Food 2	Tech. Uren T8	Tech. Snook T13
P4 12:35 – 1:35	English Chapman A4	English Coleman B2	English Gardiner D4	English MacFarl C Sem	English Tsonis D2	English Watson D1	Maths Bohnen M8	Maths Byra M16	Maths Casella M14	Maths Chan M10	Maths Guest E2	Lang. Kim M5
1:35 – 2:00	<b>Lunch – Year 7 area</b>											
P5 2:00 – 2:45	Science Argus Sc5	Science Holt Sc20	Science Stribinskis Sc21	Science Pusey Sc12	Science Smithies Sc10	Science Harris Sc17	HaSS Conduit F7	HaSS O'Halloran D3	HaSS Searle F5	HaSS Kool C3	HaSS Carr D Sem	HaSS Counsel D2
2:45 - 3:00	<b>Pack up and dismissal – students directed to Concert Hall for pick up</b>											

**NOVEMBER**  
**Thursday 23rd**  
**Friday 24th**  
**\*Parent tour\***

School	Orientation date
<b>All schools : Learning support/ mental health and neurodiverse students</b>	Pre orientation tour and visit 1pm – 3pm 14 <sup>th</sup> November
<b>Churchlands PS</b>	23 <sup>rd</sup> November
<b>Yuluma PS</b>	23 <sup>rd</sup> November
<b>Wembley Downs PS</b>	23 <sup>rd</sup> November
<b>Kapinara PS</b>	23 <sup>rd</sup> November
<b>Scarborough PS</b>	23 <sup>rd</sup> November
<b>Woodlands PS</b>	23 <sup>rd</sup> November
<b>Deanmore PS</b>	24 <sup>th</sup> November
<b>Doubleview PS</b>	24 <sup>th</sup> November
<b>Newborough PS</b>	24 <sup>th</sup> November
<b>Non feeder (GATE music, private school, interstate etc)</b>	24 <sup>th</sup> November



## First Day for Students in 2024

Arrive at the **Sports Hall**

Full uniform and hat

Water bottle and lunch

File, stationary, calculator and pencil case

**Physical Education:** There is a dedicated PE uniform that is compulsory for all students (not required on day 1).





# Year 7 Camp on Campus – Week 2

Year 7 Camp –  
Swan Valley  
Adventure Camp  
19 – 21 August



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# Mrs Caroline Coates

House Coordinator  
*Brighton & Floreat*



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# • Pastoral Care

- Form Teacher and House Coordinator

## House Coordinator roles:

- look after the pastoral care needs and well-being of the students in our houses.
- Monitor student welfare, attendance, academic progress
- liaise with all other members of the school community.
- Parents are invited to make an appointment with the relevant Coordinator if they have any concerns, especially those which go beyond one class.
- Work with student leaders and house captains to create friendly competitions to develop house spirit
- Chaplains and Psychologists
- Case conferences and external services



- House System:
- Leadership opportunities
- Student Councilors
- House Captains
- Incentives and rewards
- Reward points
- House events
- Churchland's Champions
- Community Service





# Literacy

- Reading comprehension underpins success in all school subjects and tertiary studies.
- Reading Plus/ Lexia
  - On-line Reading program that all students (Years 7-9) should complete as regular homework.
  - Subscriptions are paid as part of your purchase of textbooks for English.
  - Placed through testing and then undertake an individualised program to improve their:
    - Reading speed
    - Comprehension
    - Vocabulary
- Targeted Intervention to Improve Reading Skills
  - Students are identified prior to starting with us or in their English classes as needing support and are then placed in literacy support classes.

**Keep them Reading!!**



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# Mr. Sam Martyn

House Coordinator  
*Scarborough & Trigg*



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# Academic Extension Program (AEP)

- The Academic Extension Program caters for the unique needs of gifted and talented students through a combination of the following throughout junior and middle secondary school.
  - **Extracurricular** and **cross-curricular** activities.
  - Utilisation of **technology** to become confident and adaptive users.
  - **Compacting** of the curriculum
  - **Acceleration** of the content (without additional workload for students)
- Entry/exit



# Online Programs

- SEQTA: Assessment results and academic feedback
- OneNote: In class notes and examples
- Mathspace: Online teaching platform

Order of operations

Thursday, 16 February 2023 2:12 PM

HW Ex 1H Q 3,4 left column  
Q 7-10

## Example 13 Using order of operations

Use order of operations to answer the following.

- a  $5 + 10 \div 2$
- b  $3 \times (2 + 4)$
- c  $5 \times 2 - 8 \div 4$
- d  $6 \times (2 + 10) - 24$
- e  $18 - 2 \times (4 + 6) \div 5$

$$\begin{aligned} \text{a)} \quad & 5 + 10 \div 2 \\ & = 5 + 5 \\ & = 10 \\ \text{b)} \quad & 3 \times (2 + 4) \\ & = 3 \times 6 \\ & = 18 \\ \text{e)} \quad & 18 - 2 \times (4 + 6) \div 5 \\ & 18 - 2 \times 10 \div 5 \\ & 18 - 20 \div 5 \\ & 18 - 4 \\ & = 14 \end{aligned}$$

Brackets ( )  
Indices <sup>2</sup>  
Multiplication  $\times$   
Division  $\div$   
Addition  $+$   
Subtraction  $-$

**Welcome Page**

<p>OFFICE 365 OneDrive</p> <p>OneDrive-Staff</p> <p>OneDrive-Student</p>	<p>LIBRARY</p> <p>Library</p> <p>IEP (Staff Only)</p> <p>IEP Folder</p>	<p>STUDY SKILLS</p> <p>Study Skills</p> <p>USERNAME: forchurchlandsshsonly</p> <p>PASSWORD: 23results</p> <p><a href="#">STUDY SKILLS LINK</a></p>	<p>ELEVATE EDUCATION</p> <p>ElevateEducation</p> <p><a href="#">Access the student study resources portal here:</a></p>	<p>ENCYCLOPEDIA BRITANNICA</p> <p>Encyclopedia Britannica Online</p>
<p>SEQTA</p> <p>Follow the link below for help with Seqta Teach</p> <p><a href="#">Seqta Help Files</a></p>	<p>CLICKVIEW</p> <p>ClickView Online</p> <p>Thinkdrive</p> <p>Thinkdrive for Teachers</p>	<p>EMAIL &amp; OFFICE 365 PORTAL</p> <p>Office 365</p> <p>School Email</p> <p>CLASSROOM OBSERVATION &amp; REFLECTION</p> <p>Clicking <a href="#">here</a> will take you to the COR booklet</p>	<p>PRINTING WITH YOUR BYOD</p> <p>[Student Only]</p> <p>PaperCutMF</p> <p>BYOD Print</p> <p><a href="#">BYOD Instructions on the help page</a></p>	<p>PASSWORD RESET &amp; IDENTITY MANAGEMENT TOOL</p> <p>Identity Manager</p> <p>HOW TO ENROL IN IDENTITY TUTORIAL</p>



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# Opportunities for Students

Academic  
Extension  
Program

Clubs

Specialist  
Programs

GATE  
Music

STEM



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# Mrs. Claire Shoebridge

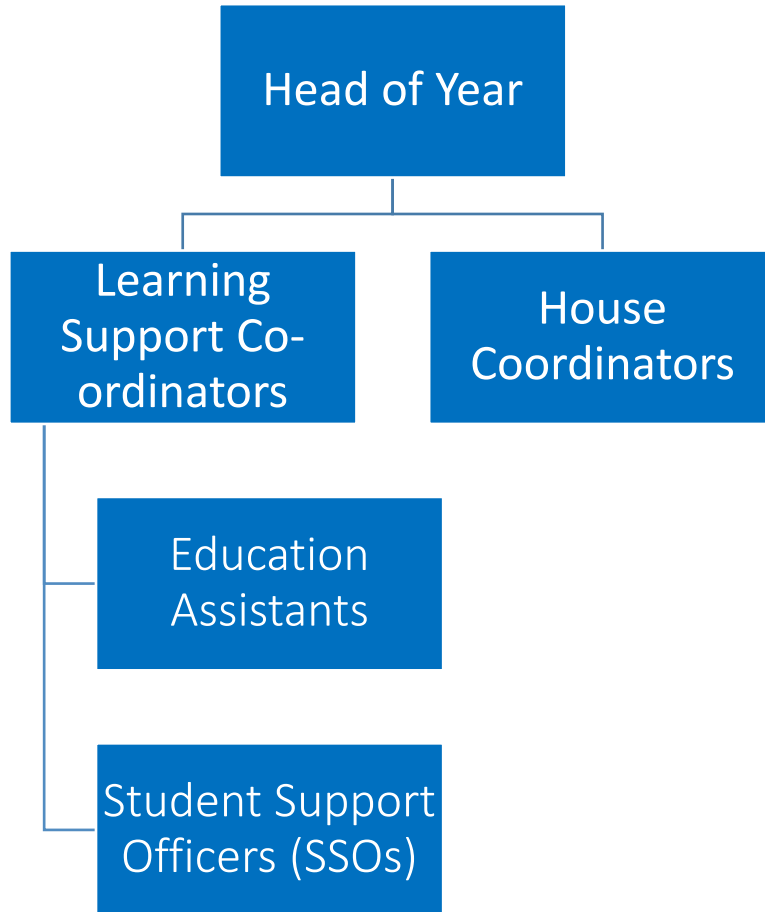
## Learning Support Coordinator



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# Learning Support Team @ CSHS



Collaboration is key within the Learning Support Team. Work closely with House Co-ordinators, Head of Years and student services staff to support students across the school.

Learning Support Co-ordinators role includes;

- Writing Learning Support Plans for students with diagnosed and imputed conditions (eg. ADHD, Dyslexia, anxiety etc)
- Support the process of diagnosis
- Link between student and all the class teachers
- Manage the Education Assistants

How to link up with the Learning Support Team?

- Through Head of Year, House Coordinator or class teacher



**Mrs. Amanda Morton**  
Psychologist  
Junior Secondary



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I DON'T KNOW  
WHO I AM ANY MORE



TANDBERG

THAT'S OK SON...  
NEITHER DO WE



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# 11 to 13 Year Old Child Development

- Language and Cognitive
- Physical Development
- Emotional and Social
- How to help your 11 to 13 year old grow
- How to keep your 11 to 13 year old safe
- When to be concerned



# Thriving at School and in Life

- Health eating
- Good sleep
- Exercise
- Social time with family and friends
- School and study



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# Teen's World



# School Psychology Services

- What is the role of school psychologist?
- What activities do we undertake?
- What activities do we not undertake?
- How are referrals made to the school psychologist?



# Useful Books and Resources

- *Surviving Adolescents* by Michael Carr-Gregg (2005)
- *Girlhood* by Maggie Dent <https://www.maggiedent.com/shop/girlhood/>
- *Raising Adolescents* by Maggie Dent <https://www.maggiedent.com/common-concerns/raising-adolescents/>
- *Masterminds and Wingmen* by Rosalind Wiseman (2014)
- *Queen Bees and Wannabes* by Rosalind Wiseman (2002)
- *Tricky Teens* by Andrew Fuller (2014)
- *Raising Real People - Creating a Resilient Family* by Andrew Fuller  
[www.andrewfuller.com.au](http://www.andrewfuller.com.au)
- *Brainstorm: The Power and Purpose of the Teenage Brain* by Daniel J. Siegel (2013)





# Useful Websites

- *Eheadspace* - <https://www.eheadspace.org.au/>
- *Youth Focus* – [www.youthfocus.com.au](http://www.youthfocus.com.au)
- *MoodGym* - <https://moodgym.anu.edu.au/welcome>
- *E-Couch* - <https://ecouch.anu.edu.au/welcome>
- *Smiling Mind App* – [www.smilingmind.com.au](http://www.smilingmind.com.au)
- *Mental Health in Australia* - [www.mentalhealth.gov.au](http://www.mentalhealth.gov.au)
- *Australian Psychological Society* - [www.psychology.org.au](http://www.psychology.org.au)
- *Triple P Parenting Program* - <https://www.triplep-parenting.net.au/au/free-parenting-courses/triple-p-parenting-in-wa/>



# **Mrs Kym Lucchesi**

## Formative Assessment Coordinator



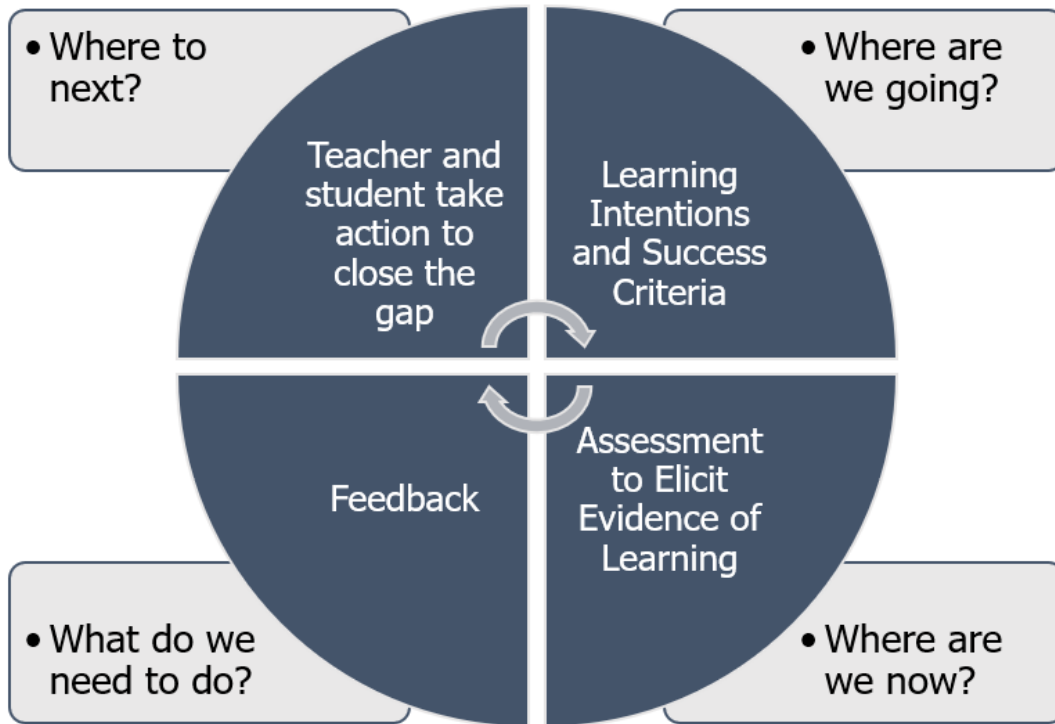
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# What is Formative Assessment?



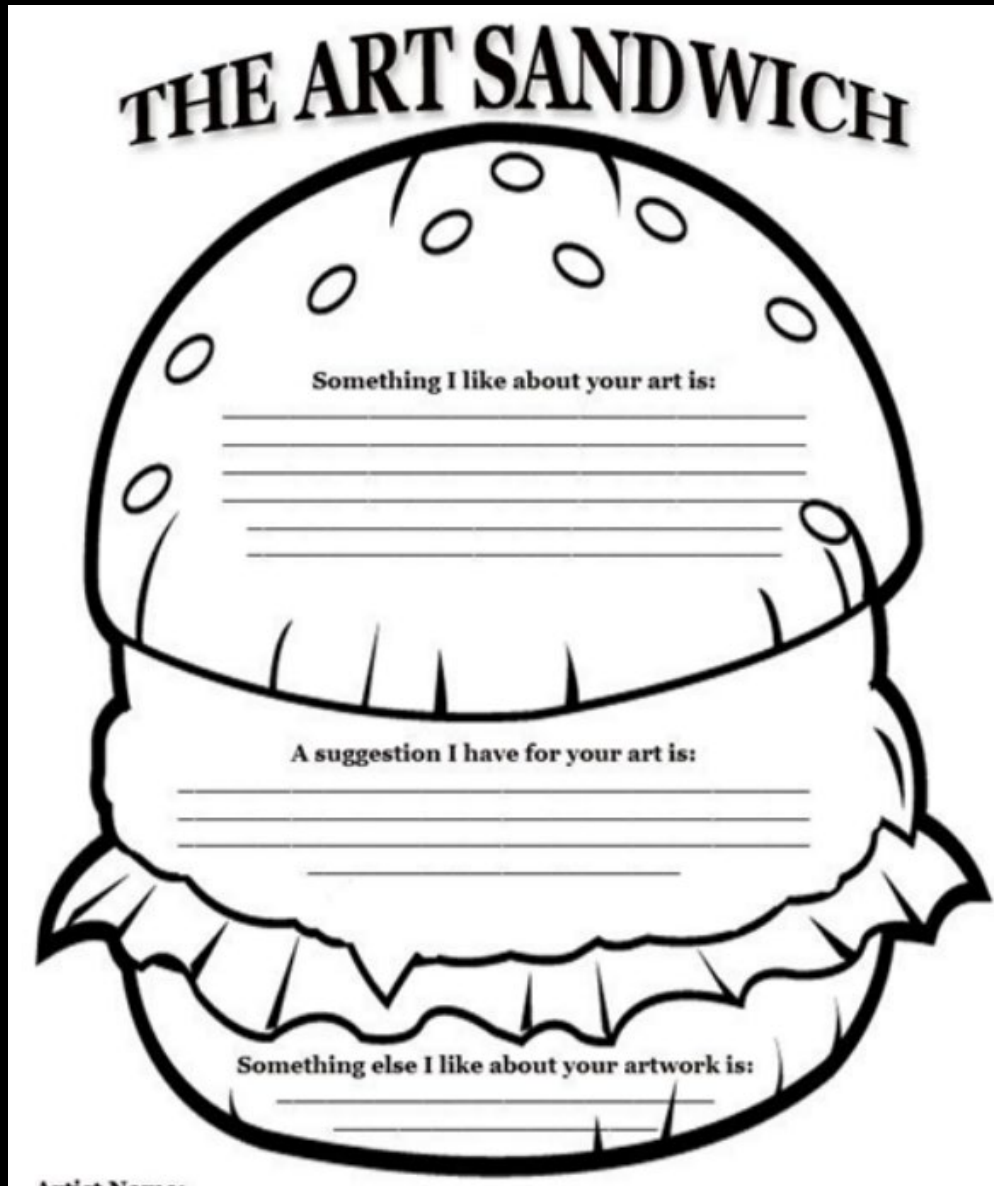






**Formative Assessment Continuous Feedback Loop**

What it can  
look like



Art

Peer Feedback  
on an artwork



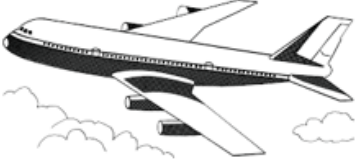


# Science

## Self-Evaluation after a quiz

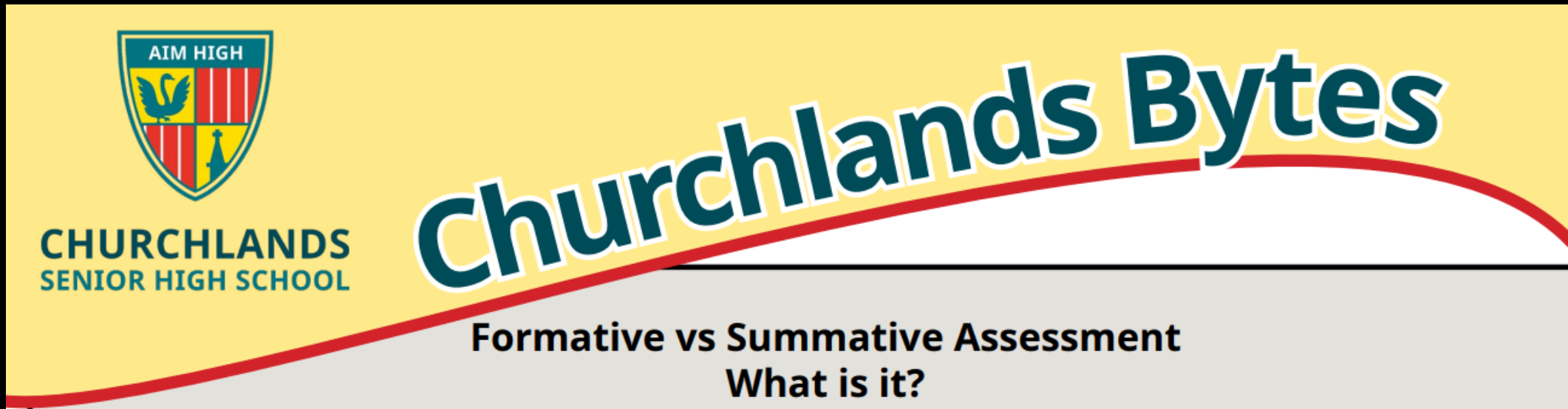
Question	Success Criteria	Where to do for extra questions/consolidation
Q 1	Identify the structures of the heart and explain their function	<ul style="list-style-type: none"><li>• Watch video and complete Circulatory system and the heart quiz 1 or 2</li><li>• Pearson Science 8 - 3.3 RE Q4</li></ul>
Q2	Identify the organs of the circulatory system Explain how the organs of the circulatory system are adapted to their function	<ul style="list-style-type: none"><li>• Watch video and complete Blood vessels quiz 1 or 2</li><li>• Pearson Science 8 - 3.3 RE Q 14</li></ul>
Q3	Calculate an average from repeated measurements Explain why repeated measurements are important in science investigations Describe the role of the circulatory system	<ul style="list-style-type: none"><li>• Watch video and complete circulatory system and the heart quiz 2</li><li>• Pearson Science 8 - Ch3 Review Q16</li></ul>
Q4	Name the parts of the blood and describe their function. Describe the role of the circulatory system.	<ul style="list-style-type: none"><li>• Watch video and complete Blood Quiz 1 or 2</li></ul>

# English

## Success Criteria in a Rubric

			
<b>Character</b>  <i>After reading my short story, I can see that I have ...</i>	<p>Given the reader the few necessary details but I have spread them out in the story; the character is changed by the end of the story.</p> <p>Also used dialogue, actions and other characters to help the reader understand the main character.</p> <p>Made the character feel deeply / care a lot about the conflict.</p>	<p>Given the reader some details about the character but focused on what's happening in the story.</p> <p>Used adjectives and imagery to create the main, not just what they look like. Have given the character some dialogue that helps the reader to understand them</p> <p>Have shown how the character responds to the conflict (internal and external)</p>	<p>Given the reader a lot of detail about the backstory of the main character.</p> <p>Used a lot of adjectives to describe the character looks like. Haven't given them much dialogue, if any.</p> <p>Told the reader how the character feels.</p>
<b>Plot Structure</b>  <i>After reading my short story, I can see that I have ...</i>	<p>Written a story with all parts of the plot structure and used a flashback or flashforward to develop the conflict.</p> <p>Resolved the conflict in an unexpected way.</p>	<p>Written a short story with an exposition, rising action, climax, falling action and a resolution.</p> <p>Given the characters both internal and external conflict to overcome.</p>	<p>Written a beginning, middle and end but some of it seems obvious, eg: woke up and it was all a dream or included a lot of the character's backstory.</p> <p>Given the characters a problem to overcome but there isn't much tension.</p>
<b>Setting</b>  <i>After reading my short story, I can see that I have ...</i>	<p>Zoomed in on specific details about the setting; e.g. Used sensory imagery to develop the setting, time of day/season, weather, etc</p> <p>The setting and mood fit the genre of the story.</p>	<p>Used descriptive language to add detail to the setting. It is clear where and when the story takes place.</p> <p>Used verbs and adjectives to create the mood.</p>	<p>Constructed a vague setting – it's hard to tell when or where the story occurs. (The setting doesn't seem important to the story)</p> <p>There is little / no sense of mood.</p>

It will look different in every classroom



Examples – Formative assessment in action at CSHS in the bytes every fortnight



# How it helps our students



## More Information?

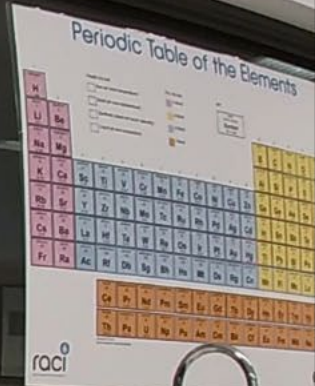
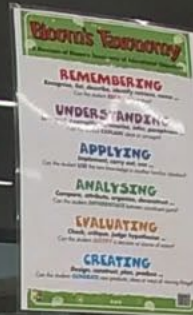
Collect a flyer on your way out

CSHS Newsletter released at the end of each term on school website.

CSHS Bytes released fortnightly and on school website.

**Youtube:** Search Dylan Wiliam & formative assessment for great clips

Contact Formative Assessment Coordinator  
  
Kym Lucchesi  
klucchesi@churchlands.wa.edu.au





## P&C

The aim of the P&C is to increase community engagement between parents and the school through opportunities to participate in a variety of activities and events. The P&C also provides financial assistance to the school through contributions to a variety of projects some of which are set at the beginning of each year such as the support for the Youthcare pastoral programs and others are via an application process during the year.

If you would like more information please contact the President, or if you wish to join the P&C please go to the school website and follow the links.

# Events

The P&C runs several events during the year:

- Welcome BBQ in Term 1 for all Year 7 students and their families
- Quiz Night event in Term 1
- Community Art Exhibition in Term 2
- Fathering Project events in Terms 2 and 3 - *to be confirmed*

New ideas are always welcome, particularly if you want to help make things happen.

You can follow the [P&C Facebook](#) for the latest news and events.

Want to know more or have questions  
about anything year 7 related?

Email : [Kgrayson@churchlands.wa.edu.au](mailto:Kgrayson@churchlands.wa.edu.au)





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# Visioning the Future

