

ROSSMOYNE SENIOR HIGH SCHOOL
Keith Road, Rossmoyne, Western Australia 6148

CONTACTING STAFF

Parents are always encouraged to contact the school to discuss their child's progress and development. Please ring or email the school to arrange a time suitable to yourself and staff members.

Phone (08) 92592100

Facsimile (08) 9354 3945

Absentees (08) 9354 7302

This number can be contacted at any time as it has a message-machine.

Email address: enquiries@rossmoyne.wa.edu.au

Website: www.rossmoyne.wa.edu.au

*Please note that school policy is subject to on-going review.
Where there are changes to policy, these will be published on the school website.*

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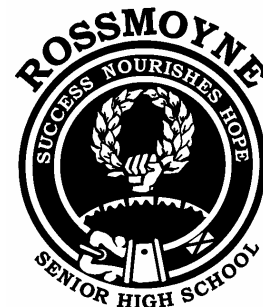
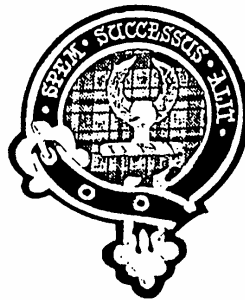
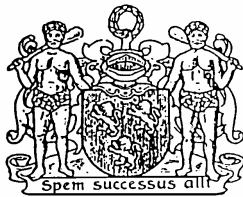
1. SCHOOL STAFF

PRINCIPAL:	Mr Terry Sanbrook
DEPUTY PRINCIPAL (Curriculum and Timetabling):	Mrs Pat Young
DEPUTY PRINCIPAL (Years 10, 11, 12):	Mr Peter Klifunis
A/DEPUTY PRINCIPAL (Years 8-9):	Mr Michael Curtis (Semester 1)
DEPUTY PRINCIPAL:	Ms Angie Thomas (Semester 2)
ADMINISTRATIVE ASSISTANT:	Mr Tony Wright
SENIOR SCHOOL COORDINATOR:	Mr Gerard Rennie
RECEPTION:	Mrs Margaret Nowak
BUSINESS MANAGER:	Ms Jean Nankivell
YEAR COORDINATORS	
YEAR 8:	Ms Lisa Paton (Semester 1)
YEAR 9:	Ms Kyra Mc Guinness
YEAR 10:	Ms Lee Illingworth
YEAR 11:	Mr Gerard Rennie
YEAR 12:	Mrs Wendy Corrick
HEADS OF LEARNING AREAS:	
English	Mr Rick Withers
Languages other than English	Ms Terri Murphy
Mathematics	Mr Henk de Jonge
Physical Education	Mr Tim Birrell
Science	Mr Laurie Sutton
Society and Environment	Mr Barry Paveling
Director of Music	Mr Steve Holyoake
	Mr Ken Patterson
	Mr Peter O'Neill
	Mr John Chatfield
TEACHERS-IN-CHARGE:	
Arts	Mr John Nettleton
Business Studies	Mrs Teresa Boccoardo
Design and Technology/Computing	Mr Richard Hodgson
English as a Second Language	Mr Robert MacMath
Library	Mrs Shelley Spencer
Vocational Education and Training	Mr Shane Lucas
Home Economics	Ms Lisa Shepherd
COMMUNITY SERVICE COORDINATOR	Mr Graeme Bell
SCHOOL PSYCHOLOGIST:	Mrs Chris Belke
SCHOOL NURSE:	Mrs Deb McEvoy
SCHOOL CHAPLAINS:	Mr Joel Candy & Ms Kylie Graham
CANTEEN MANAGER:	Mrs Susan Bache

2. SCHOOL LOGO AND MOTTO

The first European settlers of the land on which Rossmoyne Senior High School is built, Mr & Mrs Webb, gained official permission in 1960 to name the area Rossmoyne after the Ross clan of Scotland. Rossmoyne Senior High School enrolled its first students in 1968. The Founding Principal, Mr Philip Carmody and the Deputy Principals, Mr Lawrie Sawle and Miss Esme Horsfall, chose the Logo and Motto for the school. The Ross Clan crest was chosen and the Motto taken from the Coat of Arms. They opted to have the motto written in English rather than Latin. "Success Nourishes Hope" means that everyone should strive for success to have hope for the future. This is seen as particularly appropriate for Rossmoyne Senior High School, where students are provided with a wide range of opportunities to experience success.

Arms of Chief
(or important Chieftain)



Ross Of That Ilk and Pitcalnie
Coat of Arms

Ross Clan Crest

School Crest

The laurel wreath means hope and the clenched fist means faith (victory is also mentioned in some references). Beneath the wreath and fist there is a twisted metal and silk skein which is there to hold it all together. The belt and buckle must appear on all Scottish Clans' crests as it indicates that they are clansmen. (If you are a chief you have feathers or plumes.) The little oblong box on the belt on the right of the buckle is the St. Andrew's Cross. Thus the logo is not an exact copy of the original of the Ross Clan Coat of Arms where the crest section is located above a helmet.

The house names of Barra, MacNeill and Ross are associated with the crest and the tartan and the name of Stewart was chosen to fit with the other Scottish names.

3. OVERVIEW

ETHOS

Rossmoyne Senior High School is recognised as one of the nation's leading schools. Academic excellence, outstanding visual and performing arts and sports programs, exciting opportunities in vocational education, and a strong and vibrant pastoral care focus create a learning environment in which students excel.

In addition to its quality academic and vocational education programs, Rossmoyne is a specialist Languages school offering French, German, Chinese (Mandarin) and Japanese. A very successful English as a Second Language program is available for eligible students. Academic extension is offered in Mathematics, Science, English, Computing, and Society and the Environment; and an award-winning CALM Bush Rangers Cadet Unit focuses on environmental issues as well as enabling students to achieve a TAFE qualification in land care.

Rossmoyne's reputation as one of Western Australia's leading schools in music education is well established, and vibrant and challenging programs in the performing and visual arts are open to all students. As the State's champion volleyball school, students are provided with the opportunity to train and compete at the very highest levels. Exemplary participation rates in Rossmoyne's physical education and recreation programs reflect most positively on the quality of these courses and on their relevance to students.

At Rossmoyne, there is a strong belief that success at school - whether in academic, vocational, sporting or cultural pursuits - can be achieved through self-discipline and a commitment to striving for excellence. Students at Rossmoyne learn how to succeed and how to handle their success. They also know how to acknowledge, appropriately, the success of others. As a result, a very positive culture exists in which students enjoy and share their own achievements.

Students are expected to do their best in all their pursuits and to behave in a courteous and considerate manner at all times. The wearing of school uniform is supported by the parents and strongly encouraged as a symbol of pride in the school.

4. GENERAL & SUBJECT EXHIBITION WINNERS

WESTERN AUSTRALIAN TERTIARY ENTRANCE EXAMINATIONS

Since the school first entered candidates in 1972 for the external Year 12 examination, now known as the Tertiary Entrance Examination, a significant number of Rossmoyne students have been awarded exhibitions for outstanding academic achievements.

STUDENT	EXHIBITION	YEAR			YEAR
Natalie Drew	Work Studies	2007	Lisa Baetsen	General and Biology	2000
Samu Juhe	German	2007	Louise Carter	General	2000
Yue Zhen	English: Second Language	2007	Timothy Tay	General	2000
Sai Rupa Basker	General Exhibition & Economics	2006	Cindy Tan	Chinese Advanced	1999
Joel Bass	General Exhibition	2006	William Blakeney	General	1998
Arosha Dissanayake	General Exhibition & Chemistry	2006	Roopaa Jeyathevan	General	1998
Tiffany Foo	General Exhibition	2006	Stefany Smith	General and Geography	1998
Aarti Malhotra	General Exhibition	2006	William Tjhin	General	1998
Erik Nook	General Exhibition	2006	Evan Lau	General	1997
Morgan Wang	General Exhibition & Calculus	2006	Elissa Campbell	General	1997
Shermaine Wong	General Exhibition	2006	Ho-Ling Holly Chien	General	1997
Andrew Leong	English: Second Language	2006	Todd Owen	Computing	1996
Alvin Chong	General	2005	Deanne Yim	Chinese: Second Lang.	1996
Eddy Yong	General	2005	Fiona Sue-Wei Foo	General	1995
Michael Yu	Human Biology	2005	Ian Lau	General	1994
Vidya Sai Thiagarajan	Work Studies	2005	Chee Wee Tan	General and Account.	1994
Katja Bett	General	2004	Pao Yu Chi	Chinese Advanced	1994
Qiao-Lin Cheong	General	2004	Michele Lee	Chinese: Second Lang.	1994
Callum Jones	General	2004	Ashley Bennett	General	1993
Catherine Ko	General	2004	Gaven Cheong	General and Account.	1993
Brandon Lau	General	2004	Vi-Ky Lam	General	1993
Tze-Yew Lim	General	2004	David Ridout	Chemistry	1993
Lavinia Petrescu	General	2004	Laura Miller	Human Biology	1993
Prashan Abeywardana	General	2003	My-Tu Lam	General	1992
Xueli Wu	Chinese: Advanced	2003	Ernest Ee Kean Lim	General	1991
Joshua Gould	SWL – Automotive	2003	Brett Montgomery	General	1991
Ming-Hui Ho	General	2002	Stuart Sellner	General	1991
Rhujuta Mehta	General	2002	Brett Meyers	General	1990
Jennifer Tauber	Applic. Maths & Human Biol.	2002	Rajinder Sekhon	Accounting	1990
Jennifer Tauber	General	2002	Kar Lee Yeap	Chinese: Second Lang.	1990
Jing Xiao	Chinese: Advanced and ESL	2002	Kevin Kar Tam	English for ESL	1990
Zhijing Xing	Interactive Media	2002	Pascal Michel	French	1990
Natalia Wojtowicz	SWL – Comm. Services, Health	2002	Joe Jin Kuek	Special General	1990
Erin Davis	& Educ.	2001	Nicole Duball	General	1988
Ying Hong	General and Applicable	2001	Angela Milne	General	1987
Harsimran Singh	General	2001	David Chong	General	1985
Si Ning Zhao	General	2001	Andrew McDonald	General	1982
Briana Manley	General and Geography	2001	Hooi Ee	General	1980
Jian-Ning Wong	General	2001	Aaron Groves	General	1978
Richard Leong	English as a Second Lang.	2001	Darrell Thatcher	General and Physics	1978
Sarah Burrage	SWL – Child Care & Work Stds.	2001	Ashok Arasu	General and Biology	1977
			Robert Porteous	General	1975
			Michael Page	Mathematics	1973

FOOTNOTE:

General Exhibition: To students who gain a Tertiary Entrance Score (aggregate) in the top 40 (originally 20) of all candidates in WA.

Subject Exhibition: To the student who gains the highest examination score in the tertiary entrance examination in W A for that subject.

RHODES SCHOLARS

1999	Craig Wood
1988	Ian Reid
1985	Grant Donaldson

5. THE SCHOOL AND ITS COMMUNITY

5.1 School Council

The School Council consists of representatives of parents, community members, staff and students. The Annual General Meeting is conducted each May, enabling a smooth transition following the start of the school year and enhancing continuity from one year to the next. Each member is voted in for a two-year term of office, the objective being to have a good balance of experienced and newer members.

5.2 Parents and Citizens Association

This school has a very active Parents and Citizens' Association with sub-committees for the Canteen, Music and Multicultural Parent Support Group.

It is confidently anticipated that many parents of incoming students will assist the Association by:

- attending general meetings which are held on the third and ninth Wednesday of each term, in the staff room at 7.30 pm
- volunteering to help in the canteen
- paying the levy that enables the P & C to enrich the school's resources and
- assisting the Music Support Group.

5.3 Student Council

The Year 12 Student Council consists of a Head Boy and a Head Girl and ten other Councillors, all of whom are nominated and elected by their peers and staff. The Student Councillors work closely with the Year 12 Coordinator.

The Student Council aims to:

- represent the student body and liaise between students and staff, administration and community. This involves representing the student body on the School Council, school Dress Committee and Canteen Committee.
- be a role model for other students in all areas including behaviour, dress and attitude.
- be actively involved in encouraging a strong school spirit.
- be actively involved in the organisation and running of school activities. This involves:-
 - coordinating student affairs
 - conducting whole school assemblies
 - organising fund raising activities for worthy charities
 - organising special Year 12 functions
 - representing the school at official functions.

In Years 8 - 11 Form Representatives may be elected to perform similar functions within their respective year groups working closely with their Year Coordinator.

5.4 Parent Nights

A number of Parent/Teacher Interview and Parent Information Evenings are held throughout the year. Notifications of these meetings are sent home with students in a letter to parents close to the particular event and on the website calendar. It is recommended that parents attend any meetings pertaining to the year of their child/children.

5.5 Newsletter

A newsletter is issued in week 3, 6 and 9 containing important information is available to all parents. Newsletters are published on the school website. Parents are asked to ensure they receive the newsletter on a regular basis.

Parents who have information regarding the achievement of students are asked to contact the Principal so that details can be included in the newsletter.

5.6 Website

The school website serves a number of purposes:

- to provide the community with a wide range of information about the school – eg. courses, policies, calendar of events, school news, P & C notes, canteen menus etc
- to provide curriculum support materials and links for staff and students
- to publicly acknowledge the achievements of students and staff
- to provide former students with an alumni and archive facility
- on-line forms, such as enrolment and admission forms (usually in PDF format)
- to allow easier email access to the school.

All students and parents should refer to the Rossmoyne website frequently – we suggest it is made your default homepage. www.rossmoyne.wa.edu.au

5.7 Volunteer Program

In 2002 the school introduced a mentor program to help students who could benefit from the wisdom, patience and unbiased friendly outlook of a community volunteer. The mentors come into the school each week to work on a one-to-one basis with a student who has been selected to participate in the program. The student is withdrawn from his/her normal timetabled class. Parental permission is obtained before any student commences the program and the mentor must have completed an introductory workshop run by the School Volunteer Program Inc. For details on how to become a mentor or to discuss a particular student's needs please contact the Coordinator – Mr Joel Candy.

5.8 English as a Second Language Students (ESL)

The ESL Program aims to develop the English language skills of students whose language development may affect their achievement of other learning outcomes.

In Years 8, 9 and 10 specialist support is available for eligible students through:

- specialised English classes using a curriculum based on specialised methodologies
- language support in other learning areas as appropriate
- liaison with subject teachers in relation to the linguistic and learning needs of the ESL student
- activities such as the after school Language, Integration and Culture (LinC) program which assist students in developing the language and cultural understanding for studying in Australia.

In Years 11 and 12, ESL is available as a subject for eligible students. Successful completion of the Year 12 course allows students to meet the literacy requirements for Secondary Graduation and University entrance and from 2008 will count towards a student's TER.

Communication with parents is available through the Interpreter service. A Multicultural Parent Support Group meets regularly to facilitate communication between the school community and culturally and linguistically diverse families.

5.9 Community Service

- From 2009 all students in Western Australia must have completed at least 20 hours of Community Service in order to meet Secondary Graduation requirements.
- Students have three years commencing in Year 10, to complete the 20 hours in a range of voluntary, school sanctioned activities that can be both school and or community based.
- Many students are already involved in a range of activities (scouts, church groups, sporting, conservation, charities) which they can claim. Students can also become involved at school with Peer Support, 40 Hour Famine, blood donors, coaching, mentoring, drama, dance and music to name a few.
- Diaries are provided to record signed off hours.

If you have any enquires or if you can help in any way with activities for students please contact Mr Graeme Bell on 9259 2100.

5.10 Bush Rangers

Bush Rangers commenced at Rossmoyne Senior High School in 1998. The host organisation is the Department of Environment and Conservation (DEC).

The Bush Ranger program is based upon:

- developing citizenship and a sense of worth linked to community service
- practical conservation skills and the understanding of the theory of conservation
- personal development; team work, leadership, fun, adventure
- vocational training with links with DEC

The program is open to any high school student and currently includes students who attend other schools. It meets weekly after school.

The conservation project chosen by the Unit is the restoration of the creek behind our school.

There are regular excursions as well as three or four major camps each year involving a combination of conservation work, community service and adventure training.

The program is endorsed by the Curriculum Council. Bush Rangers who meet the outcomes and requirements during Years 10, 11 and 12 have information included on their Western Australian Certificate of Education.

The Unit welcomes parents and community members interested in leading, instructing and supporting the program. Mrs Wendy Corrick is the school's Bush Rangers coordinator

6. SPECIAL PROGRAMS

Rossmoyne Senior High School offers a rich and engaging curriculum to **all** students across the eight Learning Areas:

- The Arts
- Health and Physical Education
- Maths
- Society and Environment
- English
- Languages
- Science
- Technology and Enterprise

Refer to our Curriculum Handbooks for specific information about the courses available. For example, within the Arts Learning Area, students can choose to study Art, Dance, Drama, Media, Music and Photography. Within the Languages Learning Area, we offer Chinese (Mandarin) to both beginners and background speakers, French, German and Japanese. Through Health and Physical Education, students are offered a range of sports and Outdoor Education. The Technology and Enterprise Learning Area offers studies in Business, Computing, Design and Technology and Home Economics.

In addition, we offer Gifted and Talented Education, specialist programs, and extension and enrichment programs to **selected** students. These are:

- Gifted and Talented Education (GATE) : Languages
- Approved Specialist Programs: Classical Music
Volleyball
- Academic Extension

6.1 Gifted and Talented Education (GATE): Languages

Languages form a key part of the curriculum at Rossmoyne Senior High School. All students in Year 8 and 9 study a language. Indeed Rossmoyne is one of the two government senior high schools in WA specialising in languages. Students who are offered a place in the GATE program in Year 8, choose to study one language in depth and continue this study through Years 9 and 10.

The languages to choose from are Chinese (Mandarin), both second language and advanced, French, German and Japanese. Students engage in intensive oral and written language acquisition as well as learning about the culture through studying the history, customs, art, music, cuisine and literature of the target language. Students will participate in excursions to restaurants and films and have the opportunity to participate in overseas exchanges.

GATE Language students stay together for English, Maths, Science and Society and Environment where they are exposed to extension and enrichment activities. These students may also be selected for the Academic Extension programs running before school. Rossmoyne SHS language students, both from the GATE program and from normal language classes score highly in language-specific state, national and international tests and many have been awarded overseas tours to the country of the target language as part of their prize.

6.2 Approved Specialist Programs (ASP): Classical Music

Students from all years enjoy and participate in a very active and highly successful Music Program. Wind Orchestras, Symphony Orchestra, Chamber Strings, String Orchestra, Jazz Orchestras, Guitar Ensemble, Percussion Ensemble, Brass Ensemble and Choirs provide students with many opportunities to participate in music making. Tuition is offered in voice and on all major woodwind, brass, percussion and string instruments.

Regular concerts and workshops are provided each semester. There are many opportunities for public performances at different times throughout the year when groups participate in a range of festivals and concerts. There have been tours to Singapore (1993 & 1999), New Zealand (1995, 2001 & 2005), Brisbane (2003) and Malaysia in 2007.

As well as offering Class Music in lower school, music is offered as a tertiary entrance subject in upper school and also as a non-TEE subject which allows students to retain their performance involvement in the program. Overall, more than 300 students participate in the music program making it one of the largest in the State.

Music at Rossmoyne SHS has recently been accorded Approved Specialist Program (ASP) status. As such, students from outside our designated catchment area are able to apply to join the program.

Students are selected on their demonstrated musical ability and commitment through an audition, including aural testing and an interview process.

6.3 Approved Specialist Programs (ASP): Volleyball

Rossmoyne Senior High School has a long tradition of performance excellence in all areas of the curriculum having been awarded the Australian School of the Year in 2001, and the Volleyball Program, in particular, is highly regarded.

- In Year 8 students are encouraged to gain an array of general skills through the Physical Education program of which Volleyball is a part. There is a two day camp at the end of term 1 and soon after players are identified for competitions such as Schools Cup and the Melbourne Nationals for the end of the year. Training and specialised instruction occurs before or after school in preparation for these competitions.
- In Year 9, students in the program specialise in Volleyball as part of their Physical Education program as well as their normal out-of-school commitments.
- In Year 10, these same students specialise in the Volleyball program as well as having the option to choose other subjects from the Health and Physical Education area such as Outdoor Education.
- In Year 11 and 12, Physical Education Studies is now a Tertiary Entrance subject where students choose to study sport science as part of their Tertiary Entrance load. Due to the talented nature of students in the Volleyball program there is an expectation that they will continue to contribute to other aspects of our interschool program throughout the year.

Entry into this specialist program is by application and performance testing conducted at Rossmoyne Senior High School.

6.4 Academic Extension Program

Rossmoyne caters for students with special interest and aptitude in various subject disciplines – typically English, Maths, Science, Society and Environment and Computing through its Academic Extension Program. Classes run for selected students in Years 8, 9 and 10. The classes provide enrichment and extension activities to enhance academic excellence and facilitate the fulfilment of individual student potential. Students are selected during semester one of Year 8 following teacher nomination and student application. The selection for Computing Extension occurs during Year 7 where applicants are required to demonstrate their computer skills.

The success of these programs is reflected in the high proportion of Academic Extension students gaining General and Subject Exhibition Awards in the TEE, winning awards and prizes in state and national tests and competitions eg. Rossmoyne's Academic Extension Maths students are always well represented among the top awardees in the Australian Mathematics Competition, the Academic Extension Society and Environment students have ranked well in the Petroleum Club Competition for the last 13 years and the Academic Extension Science students stage the annual Science Fair in term 4, inviting Year 6 and 7 students from across the district to share in their love of science.

7. SCHOOL POLICIES

(A) Enrolment

7.1 General

In order to enrol at Rossmoyne Senior High School a number of eligibility requirements must be met. These include:

Long Term Residence in the Local Intake Area

- The school only has places for students whose family is currently residing within the boundaries of the Rossmoyne Senior High School **local intake area** as have been determined by the Department of Education & Training of Western Australia. A map of this area is available on the website or from reception. Proof of residency within the local intake area is required.

Age

- A birth certificate or extract of a birth certificate or passport must accompany the Application for Enrolment. A student who has turned 17 years of age before 1 January of the year of the Application for Enrolment will not be eligible to enrol at the school.

7.2 Special Needs

Parents of students with special needs should inform the school to discuss these needs when lodging an Application for Enrolment to enable the school to arrange a program suited to the child's needs. Staff continually monitor students' progress. Where there is cause for concern academically, emotionally and/or socially, reviews are conducted to identify the possible cause(s) and strategies/programs to address the area of need. Parents are asked to contact the appropriate Year Coordinator as soon as possible if they are aware of a problem with their child. Early identification is always vital, particularly where students are diagnosed with a learning difficulty or disability.

7.3 Overseas Students

Students who were born overseas must be naturalised Australians or hold an appropriate visa before enrolling at the school. For overseas students who are in Australia using an entry visa it is necessary that the passport and visa of the parent – primary visa holder - and student are sighted. These should be submitted at the time of the application.

Every attempt will be made to notify applicants within two (2) working days of the status of their Application to Enrol. At this time Subject Selection information will be made available. Parents will be contacted by the school to arrange a suitable time for the student to have an interview with the appropriate Deputy Principal and the mathematics coordinator. The school reserves the right to terminate an enrolment should any of the information supplied on the enrolment application be fraudulent. The school must also be notified immediately of any change of address.

For Families New To The Australian Education System

Students from non-English speaking backgrounds often face problems and pressures that are unique. These problems seem to arise because of their different backgrounds and the expectations placed upon them by themselves and parents.

In some cultures a rote-learning style is used in schools where teachers give facts, students copy notes and memorise the facts. Rossmoyne encourages students to become independent learners. Students are invited to actively participate in class discussions and develop problem solving skills through research and analysis.

In some subjects, a section of the curriculum is devoted to developing the students' ability to digest material and consider their own and others' opinions, and thus justify their opinions. This increases students' knowledge and ability to understand and enables students to be both knowledgeable and think critically. To encourage students to understand and consider other people's points of view and to develop team skills, students sometimes work in groups and share ideas. Sometimes these methods of learning can be new to students from different cultures and hence problems may arise.

At Rossmoyne, students may be asked to give their opinion on a given topic, to justify and debate an issue. Students who are not accustomed to this style of teaching may find this difficult. The school acknowledges that some cultures consider that the development of opinions should be based on their elders' views. Therefore students expressing independent thinking at home may inadvertently cause conflict within the family.

What is acceptable and encouraged at school may sometimes be discouraged at home because of a clash of cultures. Parents need to be aware that their child may be required to have two very different codes of behaviour - one at home and another at school.

In many cultures where rote-learning is the primary teaching system, high levels of achievement are possible with increased hours of study. However, the system at Rossmoyne requires a high degree of independent and critical thinking to achieve the best results. If this type of critical thinking is stifled in the home then the student is disadvantaged at school.

Do you have difficulty in communicating in English?

We will use qualified interpreters in communicating with parents who have difficulty communicating in English. If you wish to use an interpreter please notify the school or contact the Telephone Interpreter Service on 131450.

(B) Attendance

7.4 General

It is a legal requirement for any absence to be covered by a phone call or written explanation from the student's parent or legal guardian. **Our absentee line is open 24 hours every day.** Parents are requested to ring the absentee line, **9354 7302** before 9.30am on the day of the absence with the following information:

- name of student
- year group
- day/date of absence
- reason for absence
- your name
- contact telephone number.

The school will contact parents via an SMS message if a student has been marked absent Period One and no contact has been made with the school. If there is no further contact with the school, a note must be placed in the Absentee Note box on the door of the Administration Office **on the day of the student's return.**

- Students with two or more absences without a satisfactory explanation may lose their Good Standing and be required to complete detention of one hour per unexplained absence until the matter has been resolved.

- Absences for holidays, study, non-attendance at carnivals, driving lessons (or similar which can be arranged out of school time) will be deemed as an “Absence without a satisfactory explanation”. This criterion will be used for reporting on student attendance for Youth Allowance purposes.
- Students needing to leave the school during the day must bring a note from parents authorising the absence and sign the Temporary Absence book at reception before school or recess time.
- Participation in Physical Education classes or Upper School Recreation is compulsory and only medical grounds can be accepted as legitimate reasons for absence or non participation.
- Students who arrive late to school need to sign the Late to School book. Persistent lateness for unsatisfactory reasons may result in detention.
- Students who are absent on the day of a school social event (river cruise, school ball, dinner dance, socials) will not normally be permitted to attend the event. In circumstances where the absence is unavoidable parents must contact the relevant Year Coordinator to seek permission for their son/daughter to attend the social event.

(a) Noted Leave

This is absence that is deemed to be taken at the discretion of the family (eg holidays) - thus there is a choice in the matter. Parents therefore must take responsibility for the consequences of this absence. The timetable, the learning program and the assessment schedule will proceed. Students have course and assessment outlines for all upper school subjects and many lower school subjects. The student or family should organise friends to collect materials and keep the absent student informed. Teachers may or may not be in a position to make arrangements to allow a student to meet assessment requirements.

Staff cannot be expected to undertake a significant additional workload nor jeopardise the integrity of their tests and assessments in order to meet the needs of students who are absent under these circumstances. As a consequence, there is a real possibility that a student’s results will be affected.

Families in this situation are advised to give staff as much prior warning as possible and can best facilitate this by using the Absence Advice form available from the Year Coordinator.

The school is limited in its ability to support students who travel overseas at times when assessments are scheduled. This is especially critical prior to holiday breaks. Families need to avoid removing students at this time unless there are exceptional circumstances. Reports will not be posted or issued early for students.

(b) Accepted Leave

This is leave sanctioned by the Principal for any student who is representing the school, state or nation at an approved sporting or cultural event. It is the student’s responsibility to apply for this leave at least three weeks prior to the absence. This application should be made through the Year Coordinator who will provide the student with the Absence Advice form. It is the student’s responsibility to organise students in each of his/her classes to collect materials and to submit work as negotiated with each teacher. Teachers will endeavour to support the student’s ongoing education and to minimise the impact of the absence on marks or outcomes, particularly if the student meets the negotiated work submission requirements.

(c) Sickness and Injury

Wherever possible, the student or family should organise friends to collect materials and communicate work requirements. Where there is the possibility of extended absence (more than a week), the family should also liaise with the Year Coordinator who will assist in ensuring the absent student has access to as much of his/her normal course work as possible. Teachers, where possible, will support the student's ongoing education to minimise the impact of the absence on marks or outcomes.

(d) Students Absent From School For Extended Period Due To Sickness Or Injury

For less than a week, the student is responsible for arranging for a fellow student or friend to act as courier to obtain work from the class teacher. For more than a week, the parent or guardian should contact the Year Coordinator, who may be able to arrange for work from teachers to be collected from reception.

Princess Margaret Hospital School Services may be called upon to assist in keeping the student up-to-date with his/her normal school program. Contact number is 9340 8529 (Fax: 9382 2140) on week days between 8.15am and 3.45pm.

(e) School Excursions

While students will not be penalised in any way for attending an approved excursion, there may be circumstances where different assessment procedures may have to be used. Students are expected to ensure they catch up on any work missed while absent from school.

(f) Truancy

A student who truants (absents themselves without authority) on a day or from a class has chosen to forego their educational opportunities and as a consequence a mark of zero or an outcome of "not demonstrated" will normally apply for school assessments. Students who truant will face detention to make up for the time lost. For example, a student who truants for one school day will be given six hours detention. Parents will be notified of the truancy and it will be recorded as such on the school's attendance register. Repeated acts of truancy in lower school will result in additional detention penalties. District Education Office Welfare Staff may also be formally advised. All students who truant may also lose their Good Standing status.

Where a member of the public notifies the school that a Rossmoyne Senior High School student has been sighted in public and may be truanting, the school will telephone that student's parent and ask them to bring their child to school.

(g) Suspension or Withdrawal

Students are required to continue to meet the requirements of their educational programs. Students should follow the program as well as they can from course outline materials and organise for friends in each of their classes to collect materials and keep them informed of tests and assessments. The students (or family) are to advise the relevant Deputy Principal of any difficulties in meeting this requirement. Where tests are set, the student should arrange with the Deputy Principal to sit the test in the isolation. The student must be delivered to the school and picked up from the school by a parent or a parent's nominee. The student does not access any other part of the school nor communicate with other students while at the school. The student is expected to submit all work by the due date.

7.5 Lateness

It is the student's responsibility to:

- arrive at school on time
- move promptly to class during the day.

Students who arrive late to school must sign the late book and obtain a late note from student reception. Consequences will be imposed for repeated lateness to school.

It is important for students to arrive at class on time. Students who are delayed by a staff member should request a note so there is not an issue when the student arrives late to his/her next class. Staff keep records of students who arrive late to their class and may impose appropriate consequences. Repeated lateness will be viewed as a serious discipline issue and referred to the Year Deputy.

No student will be admitted late to any class without a Late Note.

7.6 Permission to Leave During the Day

Students needing to leave during the day (for dental/medical appointments etc), must bring a note from parents authorising the absence. Permission to Leave School notes must be collected from Student Reception before 9.00am or at recess. Students will sign the Temporary Absence File before receiving the permission slip to leave. On returning to school, students will enter the return time in the Temporary Absence File and receive a Late Entry to Class slip. A student may not leave the school grounds at any time during the school day without permission.

7.7 Permission to Be Out Of Class

No student is allowed out of class without written permission from a teacher.

7.8 Lunch Passes

Students wishing to go home on a regular basis for lunch must bring a letter authorising this from their parent or legal guardian. The Year Coordinator will issue a Lunch Pass which will be valid for one term.

The following conditions are attached to Lunch Passes:

- the student must go directly home for lunch
- the student must return directly to school in time for class
- the Lunch Pass must be shown to any teacher upon request
- the Lunch Pass may not be loaned to another student
- the student is not to take other students home for lunch.

Going home for lunch is not a recommended practice for students as the school believes this detracts from social interaction time during the school day.

7.9 Youth Allowance (Centrelink)

Students receiving Youth Allowance should be aware that where more than five days (ten half days) of non-approved absence occur, they will be interviewed by Centrelink. Further unapproved absences will result in an 18% reduction in the allowance for six months. Additional unapproved absences will lead to further reductions in the allowance.

This school will only authorise absences for which an acceptable written explanation has been received within 2 weeks of the student's non-attendance.

(C) Assessment and Reporting for Lower School Students

7.10 General

Rossmoyne Senior High School offers students a balanced curriculum and provides them with opportunities to achieve the outcomes of the Curriculum Framework. The Outcomes and Standards Framework continues to be the reference point for reporting student and school progress.

The word assessment comes from the Latin *asseddere*, to sit beside and reflects the notion of assessment being more than just testing and measuring, but an on-going process of teachers giving feedback and planning subsequent learning programs.

Teachers make judgements about student achievement using a variety of assessment tools, including marks from tests and common assessment tasks, anecdotal comments, observations, Progress Maps, work contained in presentation folders and portfolios, digital recordings of student performance in delivering monologues, working in groups or debating.

In keeping with the Principles of Assessment from the Curriculum Framework, assessment information should enable teachers and students to know what students can do assisted and what they can do unassisted and what they can do working in groups and what they can do working alone. It should enable them to distinguish between work that is original and non-routine and work that is reproductive or memorised. Fair assessment is based on criteria which are valid and transparent and applied with consistency and without discrimination.

7.11 Reporting to Parents

Informal Reporting: Teacher judgements about student performance occurs informally on a regular basis in a variety of ways:

- information sheets explaining performance on tests or Common Assessment tasks
- discussion using presentation folders or portfolios
- digital recording of student performance in groups, debates
- comments on student work using tables to detail the outcomes sought
- displays, digital videos
- annotations in a homework diary
- notes and letters home, phone calls.

7.12 Interim Reports

Interim Reports are sent home to parents of Year 8s at the end of Term 1 with provision for parents to contact individual teachers to discuss their child's transition to high school. A Parent Evening for Lower School students will be advertised through the school newsletter and web site. At any stage of the year, a parent can request an informal progress report.

7.13 Formal Reports:

As per Federal Government requirements, teachers report to parents formally each semester using grades referenced to the Outcomes and Standards Framework. These are standardised reports identical for every school reflecting the Department of Education and Training priority of a common approach to reporting.

Student academic achievement is reported in grades from A-E in the learning areas studied as well as students' attitude, behaviour and effort. The report also has provision for teacher comment.

The report issued at the end of Year 9 will also show whether students have reached the standards set (Achievement Targets).

In addition, Year 9 students will also be issued with a separate report giving important information on their performance in state-wide tests in Science and S&E and national tests in literacy (language conventions, writing and reading) and numeracy. Selected Year 10s will have similar reports showing their performance in national ICT tests.

School position reports for individual students showing their achievement in relation to other students in the school and available upon request.

7.14 Reporting Responsibilities

It is a student's responsibility to:

- be aware of the grades they have achieved and plan to improve these grades, with teacher guidance
- maintain a good record of attendance, behaviour and progress
- initiate contact with teachers concerning absence from class, missed assessments and other issues pertaining to assessment.

It is a teacher's responsibility to:

- develop a learning program consistent with the outcomes of the Curriculum Framework
- provide students with a subject overview and details of assessment
- ensure that assessments are fair, valid and reliable
- maintain accurate records of student achievement and assessment
- inform students and parents of academic progress
- advise parents via Letters of Concern or similar if a student's performance is lower than expected.

It is a parent's responsibility to:

- provide information about students with special needs to the school on enrolment so that a student's special needs can be discussed to ensure that the school can provide the most appropriate program
- keep the school up-to-date with information about a student's learning strengths and weaknesses
- contact Student Services as soon as possible if they are aware of a problem with their child, either academic, social or emotional. Early identification is vital particularly where students are diagnosed with a learning disability or disorder.

For some students the school, in consultation with the parents, may devise an individual report based upon a student's individual education plan.

7.15 Physical Impairment

Parents should disclose and discuss their individual child's needs in relation to any physical impairment at the enrolment meeting with the Deputy Principal.

7.16 Exemption from Particular Classes

Section 72 of the School Education Act 1999 provides for a parent, on the grounds of conscientious objection based on personal, philosophical, religious or educational belief to ask an exemption for a child from attendance at classes at which a particular part of a course of study is taught. Requests for an exemption are to be in writing to the school Principal and will be considered on a case by case basis.

7.17 Lower School Awards (Years 8 and 9)

- Outstanding Student Award – Awarded to students who have achieved the highest level of academic success in their various classes across the Learning Areas during the semester.
- Certificates of Commendation- Awarded to students in recognition of their outstanding contribution and commitment across the Learning Areas during the semester.
- Certificate of Excellence – Awarded to students who have achieved a predetermined number of 'A' grades across the Learning Areas during the year.
- Year Coordinator Award – Awarded to acknowledge a students contribution to their year group during the year.
- Leadership Award – Awarded in recognition of a students leadership in the year group during the year.

Year 10

- Certificates of Excellence – Awarded to students who have achieved a predetermined number of A grades across the learning areas during the semester.
- Outstanding Student Award – Awarded to students who have achieved the highest level of academic success across the learning areas during the semester.
- Diligence Award – Awarded to a student who has demonstrated commitment and focus to achieve their potential during the semester.

(D) Assessment and Reporting for Upper School Students

Assessment guidelines for students in Years 11 and 12 are set by the Curriculum Council. All information regarding assessment will be provided to students at the beginning of their course.

It is the student's responsibility to:

- complete and submit the prescribed work requirements in each subject by the due date. Students will be notified of any amendments
- maintain a good record of attendance, conduct and progress. A student who is absent for five days or more per term is at risk of not achieving the outcomes of the course
- initiate contact with teachers concerning absence from class, missed assessments and other issues pertaining to assessment
- only in exceptional and justifiable circumstances will work submitted after the due date be assessed. If a student is unable to meet the deadline, he/she must see the subject teacher before the due date to negotiate arrangements for completion of the work.

7.18 Assessment Structure Subjects:

It is the teacher's responsibility to provide students with:

- access to the Curriculum Council's syllabus statements for each upper school subject
The syllabus statements can also be downloaded from the Curriculum Council website <http://www.curriculum.wa.edu.au>
- an outline of the course work for the year
- an assessment program including the weightings given to each assessment item
- information concerning the significance of failure to complete ALL assessments.

Marks and Grades

At the completion of the first semester in Years 11 and 12 students will receive a report showing:

- the mark attained in the examination
- a mark out of 100 based upon class assessments and the examination according to the stated assessment policy
- a grade for the subject assessed against the Grade Related Descriptors.

At the end of the year, Year 12 students will receive a statement of results showing:

- a mark out of 100 for the subject based upon the class assessments and the examinations according to the stated assessment policy. The moderation processes of the Curriculum Council may amend this mark
- a grade for the subject assessed against the Grade Related Descriptors. This grade will not be amended by the Tertiary Entrance Examination results.

At the end of second semester Year 11 students will receive a report showing:

- a mark out of 100 for the second semester for each subject based upon the class assessments and the examination according to the stated assessment policy
- a grade for the subject assessed against the Grade Related Descriptors
- the mark attained in the examination.
- A mark out of 100 for each subject for the year based upon the class assessments and the examination according to the stated assessment policy.
- A grade for the year for each subject assessed against the Grade Related Descriptors. The grades awarded will be:
 - A Very high achievement.
 - B High Achievement.
 - C Satisfactory Achievement.
 - D Limited Achievement.
 - E Inadequate Achievement.

7.19 Common Assessment Framework Subjects

It is the teacher's responsibility to provide students with:

- access to the Curriculum Council's syllabus statements for each subject. The syllabus statements can also be downloaded from the Curriculum Council website <http://www.curriculum.wa.edu.au>
- an outline of the course work for the year
- the subject outcomes, the outcome components and performance criteria
- an outline of the planned assessment tasks
- an outline of the rating and grading procedures.

Ratings and Grades

At the end of the first semester the students will receive a report showing the ratings for the assessment tasks completed for each of the outcomes. At the end of the year the students will also receive a grade of A, B, C, D or E for the subject. A completed matrix of ratings will be available to parents upon request to the school.

The ratings given for each outcome to be assessed in an assessment task are:

- VH Very high achievement
- H High achievement
- S Satisfactory achievement
- ND Not demonstrated.

Should any one outcome be rated as 'not demonstrated' the student will receive a grade of "D" or "E" for the subject.

7.20 WACE Courses

All students will be provided with a course outline (including task deadlines) and an assessment outline at the commencement of the learning program. The assessment outline shows how teachers gather evidence and record achievement. Teachers will use marking keys based upon course content and drawn from relevant parts of the outcomes progressions. Teachers will use marking keys to rank students' achievement.

Typically students study a course of paired units (2A/2B, 3A/3B etc). Teachers will make a decision about the final grade for the unit based upon the ranked list of achievement grade descriptors and information from moderation activities. Teachers will not allocate a grade to individual assessment tasks.

At the end of the first semester, all students will be allocated a grade (and a numerical mark out of 100 in accordance with the school's unit outline for students enrolled in stage 2 and 3 units). These grades and marks will be forwarded to the Curriculum Council for moderation purposes. Similarly at the end of the year, this process will be repeated. The Curriculum Council's role is to ensure consistency of judgements between schools.

Parents will be informed about a student's progress regularly and particularly when a student is at risk of:

- not achieving their potential
- not completing the course requirements and/or
- being judged at risk of not achieving at least a C grade.

Further information on assessment and reporting with the new WACE courses is available on the Curriculum Council website <http://www.curriculum.wa.edu.au>.

7.21 Subject Changes / Commencing a Subject Late

For a range of reasons students sometimes need to change subjects. These changes are only made after much consultation involving the student, staff and parents. If changes to courses are needed, it is best they are made as early as possible in the term. Changes to WACE courses are not normally possible after the first month, since to do so would place the student at risk of not completing course requirements. Changes to Assessment Structure and Common Assessment Framework subjects should not be made after the beginning of term 2 except in exceptional circumstances. Requests for a change of subject must be made in writing by a parent to the Deputy Principal.

At the time of selecting an alternative subject students will be made aware of catch-up work expected of them and implications of late entry to the course. Students will be informed of the assessment program, especially the weightings given to various components

When students from other schools enter classes part way through the course, credit will be given to work completed already in their previous school, where appropriate.

7.22 Consequences of submitting work late

- In the Assessment Structure subjects a mark penalty may be imposed on work that is submitted after the due date.
- In Common Assessment Framework subjects, work submitted after the due date will only be assessed to determine whether or not the outcome has been demonstrated (i.e. "S" or "ND").
- Year 12 work will not be accepted after 3.00pm Friday of the first week in Term 4, unless otherwise negotiated with the teacher.
- Year 11 work will not be accepted after 3.00pm on the day one week prior to their last day of timetabled classes, unless otherwise negotiated with the teacher.

7.23 Cheating/Plagiarism

Cheating is any act by a student to wilfully and knowingly attempt to alter or wrongfully influence any assessment by the school. For example, a student will be regarded as having cheated if they:

- present assignment work that is not the student's own work (plagiarism)
- copy another person's work in a test or examination
- use unauthorised materials in tests and examinations
- gain an unfair advantage by getting material from other students

- pass on information to give other students an unfair advantage.

Where a student is suspected of cheating the matter shall be referred to the Head of Learning Area and the Year Deputy Principal, where the appropriate evidence will be examined and consequences imposed if it is established that cheating has occurred.

7.24 Allocation of the “U” grade

A student who does not complete all items of the assessment program for Assessment Structure and Common Assessment Framework subjects may be awarded "U" (Unfinished) as the assessment for that subject. A similar scenario applies to WACE courses where failure to complete the assessment program may result in a student being given RNM (requirement not met). When a U/RNM is allocated, the subject does not appear on a student's Statement of Results and may well jeopardise that student's meeting Secondary Graduation requirements.

7.25 Interim Reports

The transition periods Year 10 to 11 and Year 11 to 12 are critical times and teachers are committed to giving parents and Year 11 and 12 students early feedback on their progress. Interim reports for Year 11 and 12 students will be sent home with a Parent Night scheduled close to this time.

7.26 Before School or Period Zero Testing Policy (See Appendix 1 for calendar)

- Morning tests will not commence before 7.50am and be concluded by 8.50 am.
- There will be no more than two testing periods per week:
 - Year 11 on Mondays and Wednesdays. (some exceptions)
 - Year 12 on Tuesdays and Thursdays. (some exceptions)
- In the week before the first examination period there will be no Period Zero Testing.
- For Year 11: In the week before the second examination period there will be no Period Zero testing.
- For Year 12: In the two weeks before the second examination period there will be no Period Zero testing.
- In the period from the commencement of the year to the first exam period no subject will have more than 2 Period Zero tests.
- In the period from the end of the first exam period to the second exam period no subject is to have more than 3 Period Zero tests.
- In Term 4, for Year 12 subjects, there will be 2 mornings available in week 1.
- Any student who has a clash between a period zero test and a class that has been regularly timetabled to have a period before school must go to their normal class unless they have negotiated with their teacher an equitable arrangement between period zero tests and classes before school.
- Late Arrival: A student arriving late to the test is to be admitted to the test room and permitted to complete as much as possible within the scheduled time. The result achieved is the result to be recorded.

Time in lieu

- Students and staff supervising period zero testing may leave early on a day in which the subject has a Period 8 or arrive at 9.45am on a day in which the subject is on Period 1 or leave school grounds at the end of Period 7. This may not *necessarily* be on the day of the test. Teachers can arrange two periods in lieu after two tests.
- If arrangements have been made with the teacher to stay at school for these times, students must be in the classroom for the full time and not wander around the school.
- Time in lieu must not interfere with another subject.
- Those without a period 1 or 8 will have to make some other arrangements but the students will have to remain at school supervised by their subject teacher.

Suspension

- Students on suspension are required to attend any Period 0 tests set during the period of the suspension. They will be required to leave the school immediately on completion of the test.
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7.27 Suspension

Students on suspension are required to attend any Period 0 tests set during the period of the suspension. They will be required to leave the school immediately on completion of the test.

7.28 Examinations

Unless there are exceptional circumstances, students who miss an examination shall NOT be permitted to sit the exam at another time. The status of such students shall be determined by the relevant Deputy Principal, the appropriate Head of Department/Learning Area or Teacher-in-Charge and the appropriate Year Coordinator.

Parents/Guardians of a student who cannot attend an examination (or students themselves if they live independently of family) must notify the Deputy Principal on the day of the examination.

A letter explaining the student's absence must be forwarded with the student on his/her return to school. In the case of illness, a doctor's certificate must be provided, indicating the reason for the student's inability to sit the examination.

7.29 Interruption-free and Assessment-free periods

In order to reduce some of the pressure on students as they prepare for examinations and to allow quality revision time, the two-week period before the examination block will be free of excursions, camps, major productions or other events likely to distract students.

The week prior to the exams will be free of all assessments.

(English may conduct a comprehension test during this week, as it requires no study in preparation for the test.)

7.30 Appeals against School Assessments

If a student believes the grade, numerical assessment or competence rating which they have been awarded by the school is incorrect, he/she may ask the school to review the results.

Students are required to make written application to the Principal, requesting a review, within five days of the release of results of assessments.

An assessment review does not require the school to re-mark a student's work. It is intended to determine whether:

- the weightings specified by the school in its assessment program conform with Curriculum Council guidelines
- assessment procedures conform with the stated assessment program
- there were no computational or clerical errors in determining the assessment.

Please note: A teacher's judgement about the worth of individual assessment tasks will not be subject to review.

If, after an assessment review has been completed at the school, a student still believes that the Curriculum Council assessment guidelines have not been followed then the student may lodge an appeal with the Curriculum Council. An appeal should be made on the prescribed form available from the school or the Curriculum Council, and forwarded to the Curriculum Council by the nominated date. A fee is payable for each subject named on the application form.

The Curriculum Council will request a school to re-determine assessments only if it can be shown that the Curriculum Council assessment guidelines were not followed by the school.

7.31 Appeal against Training Package Competency Assessment in VET Subjects

A review of an assessment of a competency within a training package may be directed against the assessment or it may be a grievance regarding the conduct of the trainer. The Principal may reject the appeal, require a reassessment or support the appeal.

To reassess a “not yet competent” decision for a Unit of Competence from a Training Package, an assessment review panel will refer to the Assessment Guidelines for the particular Training Package to reach a decision. Unresolved disputes may be lodged with the Training Accreditation Council as a last resort.

7.32 Exemption From Particular Classes

Section 72 of the School Education Act 1999 provides for a parent, on the grounds of conscientious objection based on personal, philosophical, religious or educational belief to ask an exemption for a child from attendance at classes at which a particular part of a course of study is taught. Requests for an exemption are to be in writing. The school must make reasonable effort to provide alternative means for exempted students to achieve the same outcomes as other students.

7.33 Awards

Years 11 & 12

- Subject Outstanding Student Award - Awarded to the outstanding student/s in each subject in Years 11 and 12.
- Certificates of Excellence - Awarded to students in upper school who, in their Semester 1 report, have **either** achieved at least six (6) A grades in six (6) Assessment Structure subjects **or** a combination of A grades in Assessment Structure subjects and ratings of ‘Very High’ for all outcomes assessed in the Common Assessment Frameworks subjects.
- Diligence Award – Awarded to a student who has demonstrated commitment and focus.
- Report Stickers - Awarded to students with all A’s or B’s or a combination of all A’s or B’s in Assessment Structure subjects and a rating of ‘Very High’ or ‘High’ for all outcomes assessed in Common Assessment Framework subjects.

Special Awards for Year 12

- The Outstanding Student of Year 12 (Dux of the School)
- The Outstanding VET Student of Year 12 Award
- The Outstanding Student of Year 12 WSA Award.
- Sportsperson of the Year Award
- A.K. Jones Medal
- Rotary All-Rounder Award
- P&C Diligence Award
- The Ellen Barnes Multi-cultural and Diversity Award

Each year the Curriculum Council grants awards to recognise individual excellence and each year Rossmoyne Senior High School students figure prominently among the awardees.

Students in Year 11 and 12 need to be aware that eligibility for one of the 40 General Exhibitions, for example, requires students to be studying at least 2 subjects from List A and two from List B (previously known as List 1 and List 2 subjects).

The Beazley Medal: TEE is awarded for excellence in tertiary entrance rank subjects or courses. It is awarded to the highest ranked eligible student with a general exhibition.

The Beazley Medal: VET is awarded for excellence in studies that include structured workplace learning and VET. It is awarded to the eligible student who has demonstrated the best results in a vocational program.

Certificates of Distinction are awarded to the top 0.5 per cent of candidates sitting the exam/top 0.5 per cent of students in WSA subjects.

Certificates of excellence are awarded to students achieving at least 10 A grades over Years 11 and 12.

Full details of the selection criteria and eligibility for these awards can be found on the Curriculum Council's website <http://www.curriculum.wa.edu.au>.

(E) Behaviour Management

7.34 Overview

Rossmoyne Senior High School is strongly committed to enabling students to fulfil their potential by providing an environment which:

- fosters self-worth
- encourages the pursuit of high personal standards
- supports academic excellence
- promotes social and civic responsibility
- maintains cultural harmony
- develops self reliance, initiative and personal responsibility.

Behaviour Management Policy includes strategies to:

- maintain a positive school environment
- promote effort
- encourage positive behaviours and personal best
- have students take personal responsibility for their actions
- respond in a timely manner to negative behaviours.

The Policy complies with the Education Act (1999) and relevant Department of Education Regulations and Policies. It is subject to review. Any changes are endorsed by staff and the School Council.

Maintaining a Positive Learning Environment

Behaviour management begins in positive affirmative action and encompasses the following elements:

- the physical environment
- school ethos & culture which focuses on mutually respecting, aspiring and excelling.

Maintaining and Improving the Physical Environment of the School

The school's buildings and grounds are elements in fostering a positive learning environment. This is reflected in school planning.

Maintaining and Improving School Ethos and Culture

Rossmoyne Senior High School has a long and proud tradition of recognising and promoting pride in achievement and endeavour. This is reflected in school planning in a number of areas:

- facilitating teaching and learning.
- enhancing personal development of students.
- valuing and supporting staff.
- strengthening community partnerships in education.
- cultural harmony.

Rights and Responsibilities Underpinning the Behaviour Management Policy

RIGHTS

Be treated with courtesy and respect
Work in and enjoy a safe, secure and clean environment
A learning environment that is free from disruption
Achieve their potential
Have personal property respected
Be proud of their achievements

RESPONSIBILITIES

Show respect and courtesy to others
Keep the environment safe, secure and clean
Ensure that there is no disruption to another person's learning
Develop their potential and to assist others in doing the same
Respect student, staff and school property
Ensure their actions do not discredit the school community

7.35 Code of Behaviour

Rossmoyne Senior High School's **Code of Behaviour** is:

- respect for all by all
- self responsibility
- right of all to pursue personal excellence.

The principles of the code are:

- courtesy and consideration are extended to all by all members of the school community
- all students have the right to learn and teachers the right to teach and develop a positive learning environment without hindrance
- respect for the rights and property of every member of the school community
- sound health and safety practices
- members of the school community comply with required standards of behaviour and dress
- the school has the right to discipline students as needed.

7.36 Staff Roles

Teamwork Staff have responsibility in ensuring that behaviour management at Rossmoyne Senior High School occurs in a mutually supportive and cooperative manner.

Classroom Teachers have responsibility for managing student behaviour in their classroom and during designated duty and other supervision times. They may be called upon to assist other staff members in managing student behaviour, consult with their Head of Learning Area or Teacher In Charge concerning students who are exhibiting persistent, low-level disruptive behaviour and to discuss appropriate management strategies.

Heads of Learning Area have the responsibility for the overall management of student behaviour in their Learning Area, assisting their staff in managing student behaviour and liaising with the school administration in situations which require school consequences and responses.

Student Services The Student Services Team aims to create a supportive learning environment by attending to students' individual and collective emotional and social needs. The Student Services team is responsible for providing teaching staff with information about students which may affect or influence learning outcomes and behaviour. Year Coordinators are responsible for providing teachers with written and verbal feedback about students arising from progress reports and parental case conferences.

Deputy Principals. The role of the Year Deputy Principals is to assist the Principal in the leadership, management and administration of the Behaviour Management Policy. Year Deputy Principals have overall responsibility for coordinating and implementing the behaviour management of students in particular year groups.

Principal The Principal is required to organise the school to ensure that the Behaviour Management Policy operates within the requirements of the Education Act and the Regulations and Policies of the Department of Education and Training. The Principal makes final decisions regarding suspensions and exclusion of students.

7.37 Classroom Policy

Classroom policy is consistent with whole school policy. However variations arise out of the individual circumstances of particular rooms and learning areas.

All students are expected to comply with the following behaviour expectations in class:

- follow all instructions given by the teacher
- complete set work to the best of their ability
- treat others in the classroom with respect and courtesy
- observe all special safety and behaviour rules that apply in a particular classroom workshop, studio, laboratory, gymnasium, swimming pool or any other area of the school where instruction occurs
- comply with punctuality requirements
- be prepared for class by bringing appropriate stationery, books, equipment and clothing
- act in a manner which does not disrupt the teaching and learning of others
- act in a manner which does not endanger the health and safety of others
- treat school property and the property of others with care and respect.

Consequences

Students who are in breach of this policy may face the following consequences:

- yard duty
- class withdrawal.
- lunch or recess detention subject to the teacher making reasonable alternative arrangements for the student's lunch, drink, toilet and locker needs.
- after school detention for a maximum of one hour.
- serious or repeated acts may result in referral to a Head of Learning Area or Teacher in Charge where other consequences may apply.
- gross or repeated acts may result in referral to a Deputy Principal where other consequences may apply.

7.38 Campus Policy

This section of policy relates to behaviour issues that apply at the whole school level in order to maintain a safe and supportive school environment.

Code of Conduct

- Students will follow all instructions given by teachers.
- Students will walk in the school corridors.
- Students will at break times remain in their own designated area of the grounds.
- Food and drink can only be consumed in classrooms on designated wet weather days. On these days rooms are allocated to each year group.
- Students will not loiter in toilet areas.
- Chewing gum is not permitted on the campus.
- Liquid paper and elastic bands may only be used in the classroom under the supervision of a teacher.
- Bags are to be carried in a considerate manner, not on one shoulder. All members of the school community are expected to keep to the left in corridors and walkways.

- Laser pointers, skateboards and similar, I-pods, radios, walkmans or CD players or similar are not to be brought to school.
- All types of aerosol cans, including deodorants, paints, enamels etc, are not permitted at school.
- All students are expected to dispose of litter in bins and comply when asked by staff to pick up rubbish.
- Students are not to engage in inappropriate intimate physical contact with other members of the school community.
- Students on the oval/basketball courts must be actively involved in games and must not consume food or drink while there.

Students who breach these rules may face detention or school yard duty. Gross or repeated acts may result in referral to a Deputy Principal where other consequences may apply. Banned items will be removed from the student and returned subject to parental contact or at the discretion of a Deputy Principal.

Theft/Damage to Property

Students who steal or damage or attempt to steal or damage school property at any time, including weekends, school holidays and before and after school or the property of others in the school community, face suspension from school. Police and court intervention may also be sought.

Fighting or Inciting Others to Commit Acts of Violence

Students who are involved in a fight or incite others to fight will be suspended. Subsequent incidents of fighting or inciting others to fight may result in suspension for a maximum of ten days.

In cases of serious unprovoked assault the student concerned may face suspension for a maximum of ten days. Police intervention may also be requested. Exclusion proceedings may also be initiated against students who are involved in subsequent serious and unprovoked assaults.

Dangerous Acts

Any student who knowingly and wilfully acts in a manner which places the health and safety of others in the school community at risk may face suspension for up to ten days. This includes the use or possession of any weapon or chemical device. It may also include damaging or modifying any property or equipment in a manner which renders it dangerous. Student car use is covered by this policy.

7.39 Dress Policy

Under section 128 c of the Education Act the School Council determines, in consultation with the school community, a dress code for students.

School uniform is a very important part of the Rossmoyne SHS ethos and tradition. All parents are asked to reinforce the importance of our School Dress Code.

If students are not in correct uniform and do not possess a Dress Pass, staff refer them to the relevant Deputy Principal. Students in breach of the Dress Code and without a Dress Pass face detention and loss of good standing status.

School uniform is to be worn to and from school and students must change for Physical Education/Dance lessons. Physical Education/Dance attire is not to be worn during other classes.

Lower School

- White cotton school shirt - full button (not soft collar 'polo' type) with logo.
- In colder weather a **plain** white T-shirt or roll-neck top can be worn under the shirt for extra warmth. This must not hang down past the arms of the school shirt.
- Scarves must be in the 'school blue'.

Upper School

- Blue cotton school shirt - full button (not soft collar 'polo' type) with logo.
- In colder weather, a **plain** white or pale blue T-shirt or roll-neck top can be worn under the shirt for extra warmth. This must not hang down past the arms of the school shirt.
- Scarves must be in the 'school blue'.

Students then have a choice of:

- Blue, good quality **tailored** full length plain trousers - NOT denim, corduroy or tencel.
- Navy Blue **tailored** shorts (not full elastic waist, draw string, cargo, corduroy or board type)
- Royal blue jumper.
- Tartan skirt with two front pleats.
- Suitable enclosed low heeled shoes, sturdy sports or flats. All footwear must be black or a neutral colour which tones with the uniform. Brightly coloured shoes must not be worn at school. No slip-ons are to be worn as they can be dangerous.
- Black stockings under skirt or trousers or socks to tone with the uniform.
- New uniform is to be worn by Year 8 and 11 students in 2009 as the first cohorts to phase in. All other year groups have the option of the past uniform requirements or to purchase the new uniform.

Exemptions / Non-compliance with Dress Code Policy

Students who are unable to meet the School's Dress Code on any particular day must bring a note from a parent explaining the reasons for non-compliance. This is to be handed in *before* the start of school. The Deputy Principal will determine whether or not a dress code exemption pass will be issued. Students may be required to borrow clothing from the school. It is the student's responsibility to ensure that borrowed clothing is washed and returned. Breaches of the Dress Code Policy may result in a student losing their Good Standing status.

Hats

Students and staff are encouraged to wear hats/caps but these must be removed while in school buildings. Headwear must not contain promotional material. Beanies must be in the school blue.

Make-up, Jewellery and Body Adornments

Must be minimal, unobtrusive and safe. If, in the opinion of the school administration, students do not adhere to these guidelines, they will be required to make the necessary changes to conform to this policy. Earrings should be kept to sleepers or studs. Make-up, jewellery and body adornments are not encouraged for school use and should be kept for weekend-wear.

Health and Safety

Students will be issued with a Health and Safety policy in the Design & Technology, Home Economics and Science departments. This may include appropriate closed footwear, protective clothing, safety goggles etc.

Special Uniforms (eg Tours, Bush Rangers, Dance, Volleyball)

These uniforms are not to be worn in school time unless it has been endorsed by the School Council.

Excursions

Unless otherwise stated, students will be expected to wear full school uniform on excursions.

Physical Education and Sport Attire

Lower School

- Black unisex shorts with logo
- Blue and black polo unisex shirt with logo

Upper School Physical Education Studies

- Black shorts with logo
- Blue and white unisex polo shirt with logo

Appropriate footwear (eg sports shoes) and hats (if outside) must be worn during all physical education sessions.

Swimming

Students must wear approved swimming attire.

Upper School Recreation

Students are to dress appropriately for the option chosen as a representative of the school.

Dance

Students are required to wear $\frac{3}{4}$ or full-length pants in a stretch material, tight fitting top/t-shirt, 100% cotton socks or bare feet and trainers (for Hip-Hop). Hair is to be tied back off the face.

Music Uniform

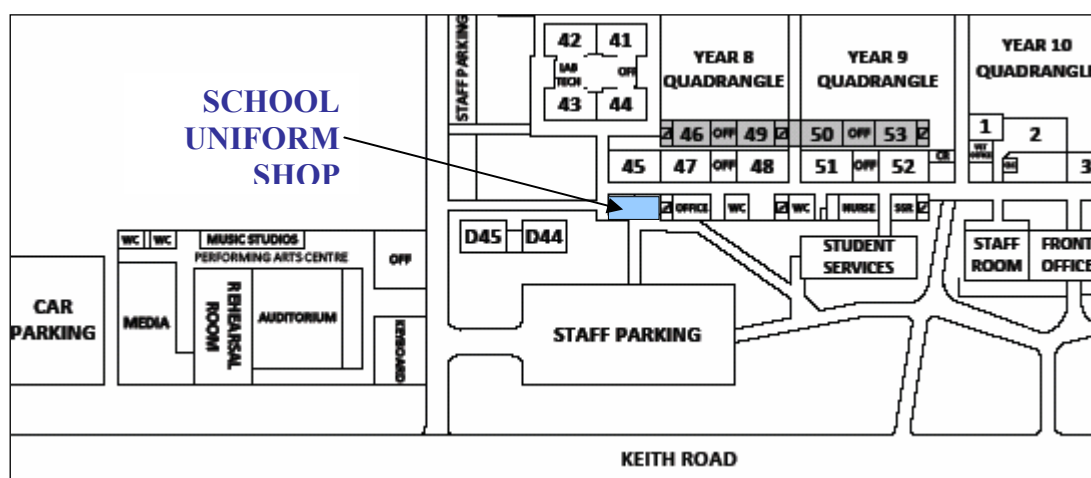
The Music uniform is to be worn by all students when taking part in public performances.

Boys: White, long-sleeved shirt, tailored black trousers (not jeans), blue bow tie, black shoes and black socks.

Girls: Blue top and long black skirt, black court shoes and black stockings. Blue hair ribbon if required.

The bow tie, girl's top and skirt must be purchased through the school.

SUPPLIER OF SCHOOL DRESS ARTICLES



ENQUIRIES:

Telephone: 9259 2274

Email : sales@nellgray.com.au

Shoes

Parents are asked to purchase shoes that conform with the requirements set out on page 27.

7.40 Drug Policy

Policy on the complex issue of drug use is seen as an integral part of an overall School Health Policy. A group with representation from parents, students, staff and the community developed the School Drug Policy.

Rules and Legalities

In addition to the laws that govern drug use in the wider community, the Department of Education & Training has regulations. These regulations do not permit students to:

- consume, possess, or be under the influence of alcoholic beverage
- smoke tobacco products
- bring to school or to have on them more than the prescribed limit of legal medication required for their personal use.

These regulations place the same restrictions on teaching staff, ancillary staff, parents, and visitors when students are present:

- on school premises
- at school functions.

Smoking is prohibited at **ALL** times.

The Department of Education and Training has guidelines relating to medicinal drugs. Parents need to provide written details of a student's medication and students may only carry sufficient personal medication for one school day.

The school nurse is the only staff member permitted to administer analgesics such as Panadol. For further detail, please contact the school nurse.

Responding To Incidents of Drug Use

These procedures, while conforming to legal requirements, are designed to address incidents of drug use in a way which is in the best interests of all the parties concerned. With the Principal's authorisation they may be varied to meet the needs of a particular situation.

Consequences

- **Smoking and being in the possession of cigarettes** as well as being **in the company of smokers** are seen as deliberate and serious offences and will result in parent contact, suspension for a maximum of four days and counselling by appropriate personnel. Repeat offences will attract heavier penalties, including suspension of up to ten days and may require outside counselling.
- **Possession and/or consumption of alcohol** will result in automatic and significant out-of-school suspension of a maximum of 4 days and a parent interview. The same consequence will be applied to the inappropriate use of solvents, aerosols or prescribed medicines. Repeat offences will attract heavier penalties, including suspension of up to ten days and may require outside counselling.
- Where possession or use of **illegal drugs (including any items used for the purpose of taking or using any illegal drug)** is suspected, the police will automatically be involved. Where possible, parents will be contacted to be present during questioning and searching of students, but where this is not possible, a staff member of the same gender will be present at all times. If possession or use has been established a suspension of up to ten days will be imposed and the school will work with the family to ensure that appropriate counselling takes place. Repeat offences may result in exclusion proceedings being initiated by the school. Students

who are knowingly in the company of others who are using drugs may face the same consequences.

- Where **selling and/or supply of drugs** is suspected, the police will automatically be involved. Where possible, parents will be contacted to be present during questioning and searching of students, but where this is not possible, a staff member of the same gender will be present at all times. If selling or supplying has been established a suspension period of ten days will be imposed. Subsequent incidents of selling and/or supplying drugs may result in exclusion proceedings being initiated by the school.

7.41 Learning Technologies Policy Codes of Conduct

Computer Use

Student use of computers and associated learning technologies at Rossmoyne Senior High School requires that they:

- keep settings or configuration of a workstation
- only open applications on instruction from their teacher
- use any function of any application only with the approval of their teacher
- use with respect, computers peripheral devices or any other learning technologies equipment
- only bring to school or use other media (floppy disks, optical media, memory sticks which have legal material on them. All media may be checked for legality at any time. If the contents are deemed inappropriate, illegal or in breach of copyright the media may be confiscated and further action will result

Network Use Students will follow the teacher's instructions at all times.

Students must not:

- use "net send" or other unauthorised communication software
- allow others to use their account. Students will logon on to their own account only and only onto one computer at a time.

The following are not permitted:

- sending or displaying offensive messages or pictures
- using obscene language or offensive words
- harassing, insulting or attacking others
- violating copyright laws
- intentionally wasting limited resources
- employing the network for commercial purposes.

Email Use Students may only access email at "student.rossmoyne.wa.edu.au".

The school email is provided for students to conduct research and communicate with others within their educational environment. Students must not access any external email system (eg hotmail) at any time. The service is a privilege. Loss of good standing can mean loss of this service.

Mobile Phones and other recording devices.

The school, through its Duty of Care, can look at and download the contents of mobile phones and other recording devices confiscated or in the possession of students, for material that is in breach of school rules or content that is inappropriate. This includes laptops, CDs, DVDs, memory sticks and the like.

Privacy is not guaranteed

The Principal, Deputies and other school staff review files and monitor all student computer and Internet activity to maintain system integrity and ensure that users are acting responsibly. All Internet activities are subject to electronic and other types of monitoring. The content of electronic communications may be monitored at any time and the usage of electronic communications systems will be monitored to support operational, maintenance, auditing, security and investigative activities.

Internet Use

- Access to the Internet is for educational purposes only. Any site visited should reflect the needs of the subject.
- The accessing of sites of an offensive nature is not permitted. Sites that contain pornography, violence, obscene language, computer crime, racism or hacking are not to be searched for or entered at anytime. Students in doubt should consult their teacher before continuing. In the event that a student deliberately or knowingly searches for or accesses any site containing material of an explicit or offensive nature will be deemed a breach of the Code of Conduct. If an undesirable site is found or accessed by mistake, students must notify the teacher immediately. The student may be asked to explain how they arrived at the undesirable site. If the student is found to have continued exploring the site their action will be viewed as a deliberate attempt to access such site and the student will be deemed to be a breach of the Code of Conduct.
- Email (other than the official school email), chat lines and other forums are not to be accessed.
- Games and gaming sites are not to be accessed at any time.
- Students must understand that the Internet can be a dangerous place and that under no circumstance should personal or school details, phone numbers or addresses be revealed.
- Students must not download any material from the net without permission. In particular MP3's, videos and related files that breach copyright, should not be downloaded or stored on school equipment.
- Internet Usage/Charging. Each student has an allowance for Internet usage. When this allowance is used the student is required to pay for further Internet access.

Printing

All printing in the school is charged for. Students can check their balance online on the school Intranet.

Consequences.

Depending on each circumstance the consequences for breaches of this Code of Conduct include:

- after school detention
- subject withdrawal
- temporary loss of computing privileges within a particular learning area
- permanent loss of computing privileges for the rest of the year within a particular learning area
- temporary loss of computing privileges across the whole school
- permanent loss of computing privileges for the rest of the year across the whole school
- referral to Deputy Principal for suspension or other penalty
- ineligibility for future courses involving use of computers
- restitution of costs associated with repairs to equipment
- police involvement.

Commonwealth Legislation and Copyright.

Students need to be aware that Section 85ZE of the Commonwealth Crimes Act states that a person shall not knowingly or recklessly:

- use a telecommunications service supplied by a carrier to menace or harass another person; or
- use a telecommunications service supplied by a carrier in such a way as would be regarded by reasonable persons as being, in all circumstances, offensive.

The AMCOS/ARIA licence does not allow schools or school students to download music or sound recordings from the Internet, therefore the copying, for example, of MP3 files, which are available on the Internet or from CDs is not allowed.

7.42 Anti-Bullying Policy

Every person at Rossmoyne Senior High School has a right to feel safe. Any person who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to feel safe.

Bullying is any deliberate act that causes hurt or fear in another person. It is not where two people of equal size have a conflict. It may be:

- a physical attack on the person or their property
- verbal teasing or insult
- indirect, such as spreading rumours, excluding people from groups, or manipulation of others to mistreat another student.

Collective Responsibility

The school expects every person to take responsibility for preventing bullying.

Students who witness bullying are encouraged to intervene, providing that their safety and welfare is not put at risk. Students who witness bullying are encouraged to report the matter to an appropriate staff member for further action.

Parents are encouraged to:

- listen sympathetically to reports of bullying and contact appropriate staff members at school
- work with the school in seeking a permanent solution.

School Response to Bullying

Through its form program, where appropriate, the school will inform all students of ways to prevent bullying. Staff will listen to reports of bullying and act to protect the victim from further harm. Students who are bullied are encouraged to speak to a staff member they trust giving full details of the incident. The staff member who receives this information will pass on the details to the appropriate Deputy Principal and/or Student Services personnel.

As a starting point the school uses the 'no blame approach', mediation and empowering the victim program when bullying incidents are reported. Parents are informed that their child has been involved in a mediation process. Bullies are assisted to change their behaviour. Parents of the victim are assisted to encourage their child to develop strategies to avoid future bullying.

If the behaviour is repeated, sanctions will be applied. Parents will be involved in the development of a behaviour management plan. The school will also refer cases to appropriate external agencies for ongoing support and counselling.

Consequences

Students who do not modify their bullying behaviours face the following consequences;

- detention
- suspension
- exclusion - in cases of serious assault police intervention may be deemed necessary.

7.43 School Consequences.

(a). Classroom Withdrawal

Under Section 123 (2)(a) of the Education Act (1999) the Principal may withdraw a student from classes of instruction, including excursions, for breaches of school discipline.

A Head of Learning Area or a Teacher in Charge may, subject to the Principal's authority, withdraw a student from a class of instruction for a maximum of five consecutive school days for breaches of classroom policy. The HOLA or TIC must ensure that the teacher responsible for the student has:

- notified the parent and Deputy Principal of the student concerned
- provided work to be completed during the withdrawal
- it is the student's responsibility to ensure that this work is completed to the teacher's satisfaction.

(b). Detention

A student may be detained during lunch time if they are in breach of the School's Code of Conduct. Students who fail to arrive for detention without the prior approval of a Deputy Principal may have time added to the total detention period.

Notification

The staff member initiating the detention is required, to contact (either by phone or in writing) the parent/guardian of the student to ensure that a minimum of 24 hours notice has been given and the reasons for the detention have been explained to the parents.

(c). Suspension

The guidelines for suspension and exclusion are in the Education Act 1999. Students are suspended for serious breaches of school discipline as detailed in this Behaviour Management Policy.

A student may be suspended for a period of up to four days for offences such as:

- acts which are specified in this Behaviour Policy
- other acts at the discretion of the Principal that are not covered in policy but are nevertheless regarded as serious breaches of discipline and good order.

A student may be suspended for a period of five days up to a maximum of ten days for offences such as:

- repeated or gross acts that are specified in this Behaviour Management Policy
- any act that is not covered in School Policy but is nevertheless deemed by the Principal to be of such severity that it endangers the health and safety of other members of the school community or has resulted in wilful damage to property.

Return From Suspension

On return from suspension the student and/or parent/s shall have an interview with the Deputy Principal responsible for the year group, or a delegated person, to determine what will be required to regain good standing and the time of the review meeting.

Notification

If a student is suspended the Principal or a person authorised by the Principal will give written notification as soon as practicable to:

- the student
- a parent or guardian of the student.

This notification will state the duration of, and reasons for, the suspension.

Where a student has committed a serious breach of discipline and the continued presence of the student on school premises constitutes a risk to the safety and welfare of other persons the student may be required to leave the premises before written notification has been given to the parents. In such cases the school will attempt to make telephone contact with the parent/guardian. In the event that a parent/guardian can not be contacted and a student has been required to leave the school premises the Principal or a person authorised by the Principal will advise the District Office of the Education Department and/or other appropriate government agencies.

Students who are suspended automatically lose their Good Standing for a minimum of ten school weeks. Any variation to this is at the discretion of the principal.

Responsibilities During Suspension

During a period of suspension a student:

- shall attend school for any tests – arriving at school at the commencement of the test and departing on completion of the test, in the care of a parent or guardian
- is required to submit by the morning of the due date any set assignments
- will be given an outline of the work that will be completed in their absence. Any worksheets supplied by teachers during the period of suspension will be made available to the student during the period of suspension. It is the parent's responsibility to collect the work from school
- remains subject to the school's Code of Conduct during the period of suspension
- may not enter the school premises without the prior approval of the Principal or a person authorised by the Principal.

Parent Consultation after Ten or More Days of Suspension

If a student is suspended for a total of ten or more days in a school year the Principal or a person authorised by the Principal will arrange a meeting with the student's parent/guardian to:

- review the reasons for the student's behaviour
- consider the content or implementation of the education program for the student
- consider what other strategies and agencies can be used to modify the student's behaviour
- alert the parent/guardian and the student to the possibility of further consequences, including exclusion, if there is no improvement in the student's behaviour.

The Principal is authorised to make changes to the student's educational program if the Principal is of the opinion that this may lead to an improvement in the student's behaviour.

(d). Exclusion

Section 91 of the Education Act (1999) states:

"Grounds for exclusion from the school:

1. For the purposes of this Division a student may be excluded from attendance at a government school if –
 - (a) he or she has committed a breach of school discipline in circumstances that –
 - (i) have adversely affected or threaten the safety of any person who is on the school premises or participating in an education program of the school, or
 - (ii) have caused or are likely to result in damage to property, or
 - (b) his or her behaviour has disrupted the educational instruction of other students."

A student shall be recommended for exclusion from the school for:

- repeated acts that cause extreme disruption to the learning of other members of the school community
- gross acts of violence towards any person of the school community
- repeated acts that lead to the damage of school property or that of members of the school community.

7.44 Good Standing Policy

A student has demonstrated he/she is a worthy member of the Rossmoyne Senior High School community by maintaining Good Standing through:

- satisfactory attendance and punctuality: full-time attendance at a class when normal classes are in operation. An absence is deemed unsatisfactory if it is unexplained or the explanation, in the view of the Deputy Principal, is inadequate or inappropriate
- completion of all course requirements in accordance with subject outlines
- satisfactory behaviour by adhering to the standards of the school's code of behaviour.

PROCEDURE

Loss of Good Standing for five (5) weeks will occur if:
--

Absence/Lateness

- Three (3) absences from a class without satisfactory explanation
- Three (3) lateness to school/class without satisfactory explanation

Course Requirements

- Three (3) Letters of Concern (regarding application, late/unsatisfactory completion of homework or coursework, unprepared for lessons, not respecting rights of others)

Dress Code

- Three (3) persistent non-compliance with the School Dress Code

Code of Behaviour

Three (3) serious breaches of the school code of behaviour including truancy

Suspension

- any act which results in suspension (minimum of 10 weeks loss of Good Standing).

Consequences of Loss of Good Standing

Staff will be notified of students who have lost good standing in Friday's Pink Notices

A student without Good Standing will not be allowed to represent the school and will face loss of privileges and therefore will not be permitted to participate in activities such as:

- school social events including the ball, dinner dance, year socials and river cruises
- excursions of a social or non-assessment nature
- lightning carnivals
- other activities as determined at the time of the loss of good standing.

Notification

At the time of losing Good Standing it will be indicated in writing to the student and parent:

- the reasons for the loss of Good Standing
- the period of time before there will be a review of the student's standing
- what is required of the student to regain their Good Standing status.

Good Standing Review

At the end of the period of loss of Good Standing there shall be a review of the student's status by the Deputy Principal and Year Coordinator. If it is deemed that the student has fulfilled the requirements as laid down at the time of loss of Good Standing they shall have

their Good Standing returned. If it is deemed that the student has not fulfilled the requirements as laid down, another date for a further review or some further action will be suggested.

Further breaches, the student will meet the Deputy Principal or Coordinator of Student Services, Year Coordinator and parent to discuss suitable educational alternatives.

Recognition of Good Standing

At the end of each year a student who has maintained Good Standing for the whole year will receive a certificate.

7.45 Review Processes

Exclusion

Section 96 of the Education Act (1999) provides for a review of exclusion decisions.

1. A student who is excluded from attendance at a school under section 95 may apply in writing to the Chief Executive Officer for a review of the decision.
2. A review is limited to determining whether fair and proper procedures were followed by the Principal in making the decision.
3. The application is to be made within 7 days after the student received notice in writing of the decision.
4. Within 28 days of the Chief Executive Officer receiving an application made under Subsection (1), the Chief Executive Officer is to refer the matter to a School Discipline Advisory Panel under Section 93 and the panel is to examine the matter and report to the Chief Executive Officer with its recommendation.
5. The Chief Executive Officer is to provide the School Discipline Advisory Panel with any information or material relating to the application that is requested by the Panel and that is in the possession or control of the Chief Executive Officer.
6. The Chief Executive Officer after considering the report and reviewing the decision in terms of Subsection (2), may confirm, vary or reverse the decision and within 14 days after receiving the report is to give the applicant notice of that decision.

Suspension

A student who is suspended from attendance at a school for more than five days may apply in writing, through their parent or guardian, to the Principal for a review of the decision. A review is limited to determining whether fair and proper procedures were followed by the school in making the decision. The application is to be made within two days after the student received notice in writing of the decision. The review shall be heard by the School Review Panel. The Review Panel can make recommendations to the Principal but these are not binding.

School Review Panel

This panel shall consist of an administration representative appointed by the Principal, a parent representative appointed by the School Council and a staff representative appointed by the Staff Association. No person who is directly involved in the suspension being reviewed can serve on the School Review Panel.

7.46 Documentation

Any decision that results in

- Exclusion
- Suspension
- Detention of students after school
- Withdrawal of a student from a subject or subjects for more than one day.

Loss of Good Standing will be communicated to the parents/guardians of the student concerned on the relevant school and/or Department of Education documentation and in accordance with the Education Act 1999 and Department of Education policy and regulations. Copies of all documentation will be retained by the school in accordance with Freedom of Information and other relevant legislation.

7.47 Relevant Legislation

This Behaviour Management Policy has been developed under the Education Act (1999) and endorsed by the School Council (December, 2000). This policy therefore has effect under the sections of the Education Act (1999) that relates to the supervision of students.

Restraint of Students

A member of the teaching staff may take such physical action as appropriate to prevent or restrain a student at the school from acting in a manner which places at risk the safety of that student or other persons, or any property.

Teachers' Authority

Under the Act the school's authority applies:

- when the student is attending the school or is otherwise participating in the educational program of the school
- when the student is attending a school camp or activity conducted by the school
- when the student is on his or her way to or from school or a school camp or an activity conducted by the school, under the supervision of a member of the teaching staff
- when the student is involved in an activity which involves the attendance of students from the school or another school.

(F) Cultural Harmony

Recognition of the value of cultural and ethnic diversity is strongly embedded within the ethos, policies and programs of the school. This policy has been developed around the Values as stated in the Curriculum Framework.

The Cultural Harmony Policy aims to:

- promote respect for cultural diversity and individual differences amongst the whole school community
- create ways of enhancing knowledge and understanding of the different cultures within the school in an educational context
- provide programs relevant to student needs, including those who may be at educational risk owing to their Culturally And Linguistically Diverse (CALD) backgrounds
- provide cultural awareness training for staff to promote the school as an inclusive community
- establish partnerships with community groups, both locally and internationally, local government and parents/guardians from diverse communities

A number of programs have been developed that strongly emphasise and build inclusive learning environments across the eight Learning Areas.

- The appointment of a Multicultural Liaison Officer.
- Harmony Week celebrations, eg cultural performances, library display of a variety of cultural artefacts, ethnic food sampling, folk dancing and singing
- A Multicultural Student Committee
- A LinC Partners' Club (Language, Integration and Culture) activities after school for mentoring of ESL students.

These values strongly emphasise inclusivity in line with the Curriculum Framework Outcomes to enhance student learning in the eight major Learning Areas and include:

- self acceptance and respect of self
- respect and concern for others and their rights
- social and civic responsibility.

(G) Study (Homework)

Research findings show that homework and study has a large and consistent effect on learning, especially when done regularly. In Years 11 and 12 study can affect performance **more than** work in school. Private time, working alone, is a very important addition to class time.

What does research state about homework?

- Regular homework affects school performance positively.
- Checking by both teachers and parents to see that homework is completed is very important to students.
- The most dominant distraction in the homework and study scene is television.
- Year 11 students face a dramatic increase in the homework and study load.
- Homework and study extends the school day.
- Regardless of their current achievement or their socio-economic level, all students benefit from doing homework and study.

What is home study?

Any reviewing of course work other than homework or specific teacher directed activity. This may include writing study notes and summaries, mind maps, research, flowcharts, diagrams and other revision strategies.

Students are responsible for:

- making sure they understand clearly what has to be done, when it is due in, and any other details – if in doubt, ask the teacher
- recording all homework accurately in their Homework Diary
- finding out what was missed during any absence and catching up with that work
- organising their time so that each subject receives a fair share of the time available
- contacting their Year Coordinator if they believe they are receiving too much homework.

Parents need to accept responsibility for:

- providing a suitable environment (a desk, adequate lighting and ventilation and if at all possible, a private, free-from-interruptions area)
- discouraging homework and study of any type in the vicinity of the television
- regularly checking the child's homework diary
- taking an interest in assignments, checking results and noting teacher comments
- contacting the school should there be any queries regarding homework or study
- encouraging a homework and study routine and providing rewards such as verbal praise or television time, for the completion of study even when there is no set homework, since there is always extra reading or learning which can be done.

How much homework should a student do?

The overall quantity of homework must take into consideration the need for after-school and weekend leisure time activities. Generally the following is recommended:

- Year 8 About 1 hour per night (about 5 hours of homework and study spread throughout the week)
- Year 9 About 1.5 hours per night (7.5 hours per week)
- Year 10 About 2 hours per night (10 hours per week)
- Year 11 About 2.5 hours per night (12.5 hours per week)
- Year 12 About 3 hours per night (15 hours per week).

The exact amount of time will depend on the individual ability of the student, how the student is progressing and the difficulty level of the course.

(H) Excursions

7.48 Overview

Students learn in many different ways, and often, the learning in the classroom is enriched by first-hand experiences gained on an excursion/camp. They are valuable for the development of social skills and they provide access to resources, environments and expertise that may not be available in the classroom. On camps the experience of living away from home with a group of their own age provides students with a unique opportunity for the development of independence and self-care skills under teacher guidance.

Throughout the year excursions and camps will be organised as an integral part of the school's program. It is therefore desirable that all students participate in them. There are classroom activities before and after an excursion and if the excursion is missed, much of the related classroom work is less meaningful to students. Excursions may include:

- visits within the local neighbourhood
- field trips
- country and beach trips
- attendance at theatrical performances or cinemas
- visits to museums and places of historical significance and exhibits/exhibitions.

Full details will be provided to families before each excursion/camp, including the date and time, cost, clothing and food requirements and travel arrangements.

The greatest possible care is always taken to ensure the safety of students and the success of each excursion/camp. To ensure adequate supervision, additional staff and/or parents accompany the children when necessary and we will require **current and accurate information about each child's special health needs**. An excursion may conclude or be conducted outside regular school hours. In these instances particular attention will be given to the coordination of transport arrangements that enable students to return to their homes.

All school excursions/camps approved by the Principal, have met strict Department of Education requirements. Teachers and students will be regarded to be acting in a private capacity when participating on an excursion/camp for which appropriate approval has not been given. If you have any concerns about a particular excursion, please contact the school. Families who have difficulty paying for an excursion should discuss the matter in confidence with the Principal.

7.49 Selection of Representative Teams for School Carnivals

To represent the school is indeed a great achievement and privilege. The school offers various positions in our interschool sporting competitions and selection is open to students on an annual basis.

(a) Interschool Swimming and Athletics

Rossmoyne Senior High School are in A-Grade for Interschool Carnivals in Swimming and Athletics and so representing the school in these pursuits is highly rewarded and recognised. Representation in these teams is recognised in student references at the end of year 12.

- Selection of interschool teams is via school swimming and athletics carnivals. Due to the high number of students in our school, not all students can attend so places to school carnivals are by nomination or invitation. Such invitations and nominations are supported by teacher observations or performance data collected in class.
- In some circumstances, students may seek an exemption from a school carnival but still apply to be considered for Interschool if they are:
 - Ill or Injured or;
 - Have family commitments that prevent them from attending the school carnival.

- Challenging: In an event that a student is absent at the selection carnival with legitimate reason, they may challenge for a place in the interschool team or, where recent performance data is available, may ask for that data to be considered.

(b) Lightning Carnivals (Years 8-10)

Lightning Carnivals in year 8-10 are conducted within the South Coastal Government Schools region where we compete with schools like Willetton right down to Rockingham and Safety Bay. The emphasis of these carnivals is school representation and student socialisation.

- Must attend selection games and training
- All other selection is on performance and attitude in Physical Education classes.
- The number of teams entered to these carnivals is determined by the availability of coaches and the discretion of the carnival organisers.

(c) Volleyball and Other Representative Teams

Rossmoyne Senior High School is a Specialist Volleyball School and has representation in state carnivals as well as the nationals in Melbourne. (Other representative teams like football, soccer, etc. will be conducted depending on coach availability). Representation of the school at this level is highly regarded and recognised.

- Must attend selection games and training
- All other selection is on performance and attitude in Physical Education classes.
- Selection of students is at the discretion of the school coach and expert teachers.

(d) Other School Sport WA Events

School Sport WA is the governing body for school sporting events for public schools in Western Australia. The School Sport WA website can be accessed by any student and their parent.

Any student can represent the school in a School Sport WA event, however, it is not possible logistically to supply a teacher to attend. In this case, permission is obtained by the Principal and the responsibility for care of the student is taken by the parent and School Sport WA.

For this reason of Duty of Care, we cannot endorse events which are not supported by School Sport WA.

Further enquiries can be made through the Head of Department, Health and Physical Education.

Student Information

We are required to have current information (emergency contacts, medical history, swimming ability etc) on your child, to be taken with staff on excursions. Please ensure that any changes are noted on the letter you sign giving your child approval to attend an excursion.

Insurance

For camps/excursions that include an overnight stay, insurance policy covers students to a maximum of \$10,000 for medical and ancillary expenses where Medicare or private health insurance does not cover these costs. Risk cover funding does not cover loss or damage of personal belongings, including vehicles. Any excursion that is not approved by the Principal is deemed a private excursion and will not have any insurance coverage.

Swimming Ability Upon enrolment you will be asked to indicate your child's swimming ability. Please use the continuum below:

<p>STAGE 1: BEGINNER</p> <p>1. Enter water safely Shallow. Safe exit</p> <p>2. Exhale in water Face in</p> <p>3. Open eyes under water Identify an object</p> <p>4. Submerge Waist deep</p> <p>5. Glide forward and recover Waist deep (minimum)</p> <p>6. Float or glide backward and recover <i>Waist deep, flotation aid acceptable</i></p>	<p>STAGE 4: WATER AWARENESS</p> <p>16. Swim 15m freestyle Regular breathing</p> <p>17. Swim 10m backstroke Catch-up acceptable</p> <p>18. Swim 10m survival backstroke Below water arm recovery</p> <p>19. Swim 5m breaststroke kick Extension</p> <p>20. Scull head first on back Without leg action</p> <p>21. Recover an object Chest deep</p> <p>22. Swim in deep water</p>	<p>STAGE 7: INTERMEDIATE</p> <p>32. Scull feet first on back Sculling hand action</p> <p>33. Demonstrate eggbeater kick Water polo kick</p> <p>34. Swim 150 metres Proficient technique</p> <p>25m Backstroke 30m Breaststroke 30m Freestyle 25m Survival Backstroke</p>
<p>STAGE 2: WATER DISCOVERY</p> <p>7. Glide forward and kick 3m Horizontal body position. Face in</p> <p>8. Glide backward, kick and recover No set distance</p> <p>9. Swim 5m freestyle Face submerged</p> <p>10. Scull/tread water Basic hand and leg action, chest deep</p>	<p>STAGE 5: WATER SENSE</p> <p>23. Swim 25m freestyle Proficient technique</p> <p>24. Swim 15m backstroke Proficient technique</p> <p>25. Swim 15m survival backstroke Symmetrical leg action</p> <p>26. Swim 15m breaststroke Symmetrical leg action</p> <p>27. Demonstrate a surface dive Chest deep. Recover an object</p>	<p>STAGE 8: WATER WISE</p> <p>35. Swim 25m sidestroke Scissor kick required</p> <p>36. Demonstrate dolphin kick Extension</p> <p>37. Swim 200 metres Proficient technique</p> <p>30m Backstroke 30m Breaststroke 30m Freestyle 25m Survival Backstroke 25m Sidestroke</p>
<p>STAGE 3: PRELIMINARY</p> <p>11. Swim 10m freestyle Breathing</p> <p>12. Glide backward and kick 5m Waist deep (minimum)</p> <p>13. Swim 5m breaststroke leg action On back with board</p> <p>14. Demonstrate survival sculling On back</p> <p>15. Demonstrate a forward roll Extension</p>	<p>STAGE 6 — JUNIOR</p> <p>28. Swim 50m freestyle Proficient technique</p> <p>29. Swim 25m backstroke Proficient technique</p> <p>30. Swim 25m breaststroke Proficient technique</p> <p>31. Demonstrate a dive entry Deep water required</p>	<p>STAGE 9 — SENIOR</p> <p>38. Swim 10m butterfly Extension</p> <p>39. Demonstrate a tumble turn Extension</p> <p>40. Swim 300 metres Proficient technique</p> <p>30m F/style (or 25m B/fly & 25m F/style) 30m Backstroke 30m Breaststroke 30m Freestyle 30m Sidestroke 30m Survival Backstroke</p> <p>41. Basic principles of EAR</p>

8. STUDENT SUPPORT SERVICES

8.1. Student Services Team

The Student Services Team supports the learning environment of the school by attending to students' more individual needs and is housed in the Student Service Centre located at the front of the school and comprises:

- **Senior School Coordinator (Years 10-12):** overall responsibility for the smooth and effective functioning of the Senior School.
- **Five Year Coordinators:** monitor personal and academic development of individual students. Year Coordinators help students manage:
 - relationships with other members of the school community
 - academic commitments
 - career aspirations/goals
 - development of effective study skills.

Responsibilities also include counselling students and parents, negotiating with other staff on behalf of the student, mediating in disputes between students, organising social events, and assisting in the selection/changing of courses and study skills. Parents should contact the appropriate Year Coordinator if they are concerned with any aspect of their child's progress.

- The **School Chaplain:** offers support for students, parents and staff in times of need as well as one to one counselling and care for students with personal issues. The Chaplain also provides workshops for groups of students, helping them with communication skills, friendship building, self-esteem and development values. The Chaplain coordinates the school community programs, lunchtime activities and charity events.
- **School Nurse:** provides counselling and assistance in health matters. Refer 8.2 below.
- **School Psychologist:** provides assistance in the areas of educational programs, behaviour management, counselling, teaching and problem-solving strategies, students with special needs and students in transition.
- **Peer Support Coordinator:** runs the Peer Support Program that assists the transition of Year 7 students into high school.
- **Form Teachers** work with the Year Coordinator by taking special responsibility for the welfare of a particular group of students (their Form Class) that they teach.

8.2. Health Centre

The Health Centre has a full-time Community Health Nurse who is available to students before school, at recess, lunch time and after school. During class time students may attend the centre by appointment or with their teacher's permission if their need is urgent.

The main focus of the nurse's role is to foster self responsibility so that students can begin to take control over their own health. Students and parents are encouraged to discuss their health problems with the nurse and, in conjunction with their medical practitioner, develop a Care Plan of management of their condition for use by themselves and school staff. Such conditions would include severe asthma, diabetes, epilepsy, arthritis and medication needs. Parents will be given a high school health record to be completed at the beginning of each school year.

Parents of students requiring medication must complete Authorisation documents and return them to the school. The nurse or other Student Services Team members do not dispense Paracetamol or medication.

In the event of sickness or injury at school requiring a student to be sent home or to a doctor, the parent or contact person will be asked to arrange transport. In an emergency an ambulance will be called at the parents' expense. It is therefore recommended that families belong to an ambulance fund.

Use of the Health Centre

All students are reminded that:

- you must have written permission from your teacher to be absent from class
- permission is given when their class teacher fills in a Referral Slip or student diary
- students at the centre during class time without a Referral Slip will be sent back to class unless they are injured
- students may only rest in the centre if the school nurse has given them permission
- students are not permitted to consume food or drink in the Health Centre waiting area
- students who breach Health Centre rules may be banned from the Centre.

The school nurse is available at the Health Centre or on 9259 2100 Ext 212 to assist parents and students meeting the policy requirements.

**...For information on *Health Screening and Medications at School*,
Please refer to the school website...**

8.3. Peer Support

Our Peer Support Program, which has been a part of our school since 1993, has been expanded beyond the traditional Year 8 and Year 11 groups. The change allows more students from different year groups to participate in assisting and supporting their peers academically and socially in a way that embraces and promotes Rossmoyne's core values of aspire, excel and respect. There are now two distinct programs; the **Transition Program** and the **Peer Support Program**

The Transition Program

This programme will use the leadership skills developed by the current Year 9 students. Those nominated and accepted as **Transition Leaders** will be provided with the opportunity to build and utilise their leadership skills by guiding groups of Year 8 students through the early transition process and throughout the year as well.

The Peer Support Program

Students nominating for this program will have the opportunity of becoming **Peer Mediators**, **Peer Tutors**, or **Peer Mentors** or all three!

Key features of the new Peer Support Program are:

- Those selected to become **Peer Mediators** will use their skills on a roster system presenting a visible deterrence for incidents of bullying. Eight Peer Mediators will be rostered each day during recess and lunch; 2 on the oval, 2 on each year 8 and 9 lawn.
- Peer Mediators will wear a lanyard to identify them as well as a bright coloured t-shirt.
- The Year 11 Form Program will include the Peer Support Leaders by meeting their Year 8 groups during Form period in weeks 6 and 7 of Term 1, 2009 with the focus being bullying prevention and conflict resolution. This is after the Transition Program.
- Those students selected to become **Peer Tutors** will receive ongoing training in tutoring strategies and techniques and will be looked after by the Peer Tutor Coordinator.
- Those students selected to become **Peer Mentors** will receive ongoing training in key mentoring skills which they will then utilise as they participate in mentoring sessions with a lower-school student. **Peer Mentors** will be looked after by the Peer Mentor Coordinator.
- Peer Support Leaders will work with their groups of Year 8 students at various times throughout the year in an on going manner through the form Program.
- The work of Peer Mediators, Peer Mentors and Peer Tutors will count towards their Community Service requirements.

8.4. Library

The school library is an academic and recreational centre offering a wide range of resources for staff and student use and borrowing. Data projectors, laptops, digital cameras, screens, DVD and VHS combos, mini audio cassettes and thirty seven computer terminals are available to retrieve resources for research, leisure or access on-line subscriptions, with remote access and at school. ClickView, a video library database is available, students will be given instruction on how to use it in semester one. Teacher/Librarians also jointly run programs with classroom teachers from various Learning areas. These programs are posted on the school webpage when running.

The Harvard referencing system is followed and is available in print in the library, on the school web page and in student diaries.

Students use Transperth Smartcards to access public transport, library resources and library photocopiers and are given cards within days of their arrival at school. They use their cards on a bar code reader to operate photocopiers and the amount is deducted from their accounts. Library staff will accept cash deposits into student accounts for photocopiers but only Mr Southon, the IT manager, will accept deposits for printer and internet accounts. Lost cards will be replaced at a fee within a few days.

The library is exceptionally well used by staff and students and is open from 8.25am to 3.45pm daily.

9. GENERAL SCHOOL INFORMATION ---

9.1. Assemblies

Year and school assemblies are held at various times each term, at times determined by Year Coordinators and school administration. Special assemblies are held at the end of each semester. Parents of award recipients are personally invited to assemblies. However, all parents are welcome to attend. Please check the school calendar for special assembly dates.

9.2. Bicycles

Students may only ride a bicycle to school if they are wearing a helmet. These need to be chained to the student's bicycle during the day. For safety reasons bicycles must not be ridden within the school grounds, or on the Leach Highway overhead bridge. They must also be walked across the manned pedestrian crossing on Karel Avenue. There are two bicycle compounds which are locked at 9:05am and unlocked at 3:25pm. Students must use the compound which is situated in the direction from which they come to school (west end near the overpass and east end adjacent to the bus compound). Upper School students who need their bicycles on sports days and students who arrive late are to leave them securely chained outside the compound.

9.3. Buses

Numbered stands in front of the school in Keith Road indicate bus arrival and departure points. Details of routes can be obtained from Transperth Information Line (Phone 136213).

In the first week of the school year every student will have their photo taken in preparation for Smart Cards, which will be available for use by the end of the second week. The library card is a multi-card with Transperth Smart Rider details on one side and school library and photocopier card on the other. Students are able to use the card to travel on public transport, borrow resources, operate photocopiers in the school and private study students can record their attendance at school in the library.

One day permits to ensure students can board the relevant bus to get home are available from Reception for students who lose or forget their passes.

9.4. Pereira's

After 32 years of service to the school **canteen**, 19 years of those as Manager, the school community was very proud to rename our canteen after Jan Pereira as **Pereira's**.

The policy of **Pereira's** is to provide a selection of foods and drinks that is nutritious, attractively presented and provides maximum value for the money spent. The canteen aims to cooperate with the Health Education and Home Economics lessons taught in the classroom by encouraging good eating habits.

A sub-committee of the P&C manages the Canteen. This Canteen Committee is elected annually with membership from the voluntary helpers.

Lunches can be ordered before school (recommended) from 8:45am – 9:00am and at recess from 11:10am-11:30am. A menu board is situated at the canteen for students to select from. The selection is changed daily. Students can choose either rolls, wraps, burgers, pizzas, toasted sandwiches or hotdogs. In summer salad bowls and fruit salad is also available. In winter homemade soup, spaghetti bolognese and macaroni cheese are available. Students who choose not to order their lunch will have limited choices and cannot be guaranteed lunch. Drinks are available before school, recess and lunch. Food can be purchased during recess and lunch. Ice-creams and snack foods are available only at lunchtime.

Volunteers are a vital part of the effective and efficient working of the canteen operation. They help to keep costs to a minimum enabling profits to be put back into the school. Parents are welcome to come on a regular basis or just occasionally. The hours are between 9 am - 1.30 pm or part thereof. Any volunteer help would be greatly appreciated. Parents who can spare some time are requested to ring the Canteen Manageress on 9457 1165.

9.5. Form Classes

For organisational and pastoral care purposes, all students are allocated to Forms. Form names at Rossmoyne are based on the letters of **Rossmoyne High School, Keith Road & Cypress Road**: -

R O S M Y N E H G K T A D C P

9.6. Lockers

Lockers will be allocated by the Year Coordinator at the beginning of the school year. It is not possible for all students to be issued with a locker, so in some cases, students will be required to share. Students are required to provide their own padlocks. It is strongly recommended that a quality lock be purchased. All lockers are to be vacated and all items removed by the last Friday of the school year.

9.7. Personal Property

STUDENTS MUST TAKE RESPONSIBILITY FOR THE CARE OF THEIR OWN PROPERTY.

All books, instruments and articles of clothing should be clearly marked with the name and form of the owner. An engraver is available in the Library for marking calculators. **Students must never leave money or valuables in unattended bags.**

- If valuables or any sums of money must be brought to school then these should be entrusted to the Receptionist for safe keeping. Watches, money and other valuables should be given to the supervising teacher for safe keeping during Physical Education and sport periods.
- Property which appears to be misplaced must be handed in to the clerical staff at Reception.
- A lost property box is situated outside the Reception Office.

9.8. Mobile Phones and other Electronic Devices

The school does not recommend that mobile phones, Ipods, MP3 players and similar electronic devices be brought onto the school grounds. If any of these items are brought onto the school grounds they must at all times be turned off and not be visible. Please note that the security of these items is the student's responsibility. The school takes no responsibility for the recovery of these items should they be lost or stolen. Students are encouraged to leave these devices at Reception in the morning for safe keeping and collect them at the end of the school day.

9.9. Student Cars

Students who drive vehicles to and from school must complete a form which can be obtained from and returned to the Deputy Principal responsible for Year 12 students. Students are to cooperate with the following directions:

- a CAR PARKING PERMIT issued by the Deputy Principal **MUST** be shown on the car
- student cars are to be parked in the Keith Road car park adjacent to Leach Highway
- cars are to be used only to travel to and from school – and **may not be moved or visited at any time** during the school day (including lunchtime) without written permission from a Deputy Principal
- cars may not be used to travel to Upper School sport venues if a school bus has been provided for transport
- if the student car park is full, students may park in Glennon Way in accordance with kerb side notices. Cars must be kept clear of all residents' driveways and of the Keith Road corner

- **passengers must have** written permission from **both** the driver's parent and the passenger's parent must be given to the Deputy Principal before the student may ride as a passenger. **No passengers may be transported during school time**
- students are expected to exercise due care with regard to their cars and show care for other cars. **Cars should be locked when parked and considerable caution should be exercised when they are moved**

9.10. Parent Parking

For safety reasons, parents are requested not to enter or park in the designated staff parking areas at any time. When parking in Keith Road, please observe the sign-posted restrictions. The car park in Keith Road adjacent to Leach Highway is provided for student use only and parents are asked not to enter this park as this causes congestion for our young drivers.

If visiting the school parents are requested to report to Reception.

10. BOOKLISTS AND CONTRIBUTIONS & CHARGES

10.1. Booklists

Year 8 booklists will be distributed at the Orientation Day in December. Students not attending that day can obtain their booklists from the school during the final week of Term 4.

Year 11 students should receive their booklists with their reports on the nominated day during early December Term 4.

For other years the booklist will be distributed with the report in the last week of Term 4.

New enrolments will receive their booklist on the day arranged to commence school.

Parents are requested to pay school fees before students commence classes.

10.2 Bookshop

Books cannot be purchased at Rossmoyne SHS but can be obtained from Wooldridges (formerly A&M Bookshop) or other suppliers.

10.3 Contributions and Charges

Limited school contributions and charges do apply in both Lower School and Upper School. These contributions and charges cover basic supplies for subjects for student use. Throughout the year students will be provided with materials as part of classroom lessons. Where contributions and charges are not paid or suitable alternative arrangements not adhered to, these services may be withdrawn.

When students select courses where considerable expenditure will be incurred, additional contributions and charges apply for the effective and efficient running of these classes. This may cover such items as travel, venue hire, consumables and models retained by the student.

Specific details of all contributions and charges are listed on the individual student's contribution and charges list.

Payment of school contributions and charges can be by mail, phone or in person at school. For more detailed information, please see the parent information sheets distributed with the Booklists and Contributions and Charges sheets.

10.4 EFTPOS

The school has EFTPOS facilities for payment of contributions and charges.

10.5 Financial Assistance

This Government scheme aims to assist those needy families who are unable to fully meet the cost of their children's contributions and charges. The form for this grant will be available from the school from Thursday 29 January 2009. See parent information sheets.

Payment of contributions and charges in instalments can be arranged with the Business Manager.

10.6 Refunds

- Contributions and Charges are refunded on a pro-rata basis.
- Voluntary Contributions to the Chaplain and P&C are not refundable.
- When a Year 12 student withdraws from a subject, there is no refund.
- The cost of the homework diary, school information handbook and course selection handbooks are not refunded because the student has been issued with these.

11. DATES TO REMEMBER 2009

FIRST SEMESTER

Term 1	Students	Monday 2 February – Thursday 9 April
Term Break		Friday 10 April – Tuesday 28 April
Term 2	Students	Wednesday 29 April – Friday 3 July
Term Break		Saturday 4 July – Monday 20 July

SECOND SEMESTER

Term 3	Students	Tuesday 21 July – Friday 25 September
Term Break		Saturday 26 September – Monday 12 October
Term 4	Students	Tuesday 13 October – Thursday 17 December

PUBLIC HOLIDAYS

Australia Day	Monday 26 January
Labour Day	Monday 2 March
Good Friday	Friday 10 April
Easter Monday	Monday 13 April
ANZAC Day	Monday 27 April
Foundation Day	Monday 1 June
Queen's Birthday	Monday 28 September

2010 SCHOOL DATES (For students)

Semester 1	Term 1:	Monday 1 February – Thursday 1 April
	Term 2:	Monday 19 April – Friday 2 July
Semester 2	Term 3:	Monday 19 July – Friday 24 September
	Term 4:	Monday 11 October – Thursday 16 December

APPENDIX 1 2009 PERIOD ZERO TESTING

	YEAR 11		YEAR 12	
TERM 1	Monday (before school)	Wednesday (before school)	Tuesday (before school)	Thursday (before school)
1				
2				
3				
4				
5				
6	9 March – 3AB MAT1	11 March – Chemistry 1		12 March – DM 1 & Calc 1
7	16 March – 3AB MAS 1; 2AB MAT 1, 2CD MAT 1	18 March – Physics 1		19 March – Physics 1
8		Year 12: 25 March – AM 1		26 March – Chemistry 1
9				2 April – English 1
10				

TERM 2	Monday (am)	Wednesday (am)	Tuesday (am)	Thursday (am)
1				30 Apr – DM 2 & Calc 2
2		6 May – 3AB MAT 2	5 May – Chemistry 2	7 May – AM 2 Year 11: 7 May – Chemistry 2
3		13 May – 3AB MAS 2, 2AB MAT 2, 2CD MAT 2	12 May – Physics 2	14 May – English 2 Year 11: 14 May – Phys 2
4	No before school testing		No before school testing	
5	EXAMS	EXAMS	EXAMS	EXAMS
6	EXAMS	EXAMS	EXAMS	EXAMS
7				
8				
9		24 June – Physics 3		25 June – Physics 3
10			29 June – AM 3 (Note: Monday am)	

TERM 3	Monday (am)	Wednesday (am)	Monday (am)	Thursday (am)
1				23 July – DM 3 & Calc 3
2		29 July – Chemistry 3		30 July – Chemistry 3
3				Year 11: 6 August – 3AB MAT 3
4		12 August – Physics 4	10 August – Chemistry 4 (Note: Monday am)	13 August – English 3
5		19 August – 3AB MAS 3; 2AB MAT 3, 2CD MAT 3	17 August – AM 4 (Note: Monday am)	20 August – Physics 4
6		26 August – Chemistry 4	24 August – DM 4 & Calc 4 (Note: Monday am)	
7			No before school testing	
8			No before school testing	
9			EXAMS	EXAMS
10		23 September – Chemistry 5	EXAMS	EXAMS

TERM 4	Monday (am)	Wednesday (am)	Tuesday (am)	Thursday (am)
1	15 October – Phys 5 (Note: Thursday am)	14 October – 3AB MAT 4	16 October - Chemistry 5 (Note: Friday am)	15 October – Physics 5
2		21 October – 3AB MAS 4; 2AB MAT 4, 2CD MAT 4	No before school testing	
3	26 Oct – Chemistry 6		TEE EXAMS	TEE EXAMS
4	No before school testing		TEE EXAMS	TEE EXAMS
5	EXAMS	EXAMS		
6	EXAMS	EXAMS		
7			Shaded areas indicate days where testing is held on a different day of the week to the standard Year 11 and 12 formula. * BLACK SHADING INDICATES PUBLIC HOLIDAY OR STUDENT FREE SCHOOL DEVELOPMENT DAY	
8				
9				
10				

SIREN TIMES

Regular Timetable

Period 1	9.00 am
Period 2	9.45 am
Period 3	10.25 am
Recess	11.05 am
Period 4	11.20 am
Period 5	12.05 pm
Lunch	12.45 pm
Period 6	1.20 pm
Period 7	2.05 pm
Period 8	2.45 pm
Final Bell	3.25 pm

Early Closure Timetable

Period 1	9.00 am
Period 2	9.40 am
Period 3	10.15 am
Recess	10.55 am
Period 4	11.10 am
Period 5	11.50 pm
Lunch	12.25 pm
Period 6	1.00 pm
Period 7	1.40 pm
Period 8	2.15 pm
Final Bell	2.55 pm

Early Closures 2009

TERM 1: Thursday
TERM 2: Friday
TERM 3: Monday
TERM 4: Tuesday