

INFORMATION BROCHURE



Senior High

INTRODUCTION

Welcome to Manjimup Senior High School, a campus set amongst expansive lawns and gardens. The school has a vibrant tone, a full calendar of events and some wonderful long standing traditions. Staff take pride in excellent teaching and providing a supportive and caring environment that encourages students to become independent learners capable of reaching their full potential. Our approach to learning recognises the uniqueness of individuals and the importance of building relationships.

As a regional Independent Public School, we work closely with surrounding contributory schools in Manjimup, Bridgetown, Boyup Brook, Pemberton, Northcliffe and Nannup to provide an extensive curriculum to meet the needs of young people in the region. Considerable resources and energy have been expended in building state of the art facilities which includes a Trade Training Centre. Academic, vocational training and sporting success is part of the tradition at Manjimup Senior High School. Students from our school regularly achieve levels of excellence in a range of courses.

In partnership with parents and the community our aim at Manjimup Senior High School is to develop learners, with a strong sense of self-worth, leadership, civic and environmental responsibility. We want our students to achieve success and meet future challenges with confidence and skill.

Kerry Mather
Principal

KEY MEMBERS OF SCHOOL STAFF

LEADERSHIP TEAM

| | |
|------------------------------|-------------------|
| Principal | Ms Kerry Mather |
| Vice Principal | Mr Steve Miolin |
| Manager of School Operations | Mr John Carr |
| Manager of Student Services | Mr Tim Harrington |
| WPL & VET Coordinator | Mr Kim Skoss |

HEADS OF LEARNING AREAS

| | |
|------------------------------|----------------------|
| English | Mrs Linda Rogers |
| Technology & Enterprise | Mr Clive Harris |
| Mathematics | Mr Bill Chapman |
| Health & Physical Educ. | Mr Josh Rayson |
| Science | Mr Craig Walsh |
| Humanities & Social Sciences | Ms Alycia Bermingham |

STUDENT SERVICES TEAM

| | |
|---|------------------------|
| Year 7 Coordinator | Ms Jessica Kelleher |
| Year 8 Coordinator | Mrs Julie Wrack |
| Year 9 Coordinator | Mr Brendon Anderson |
| Year 10 Coordinator | Ms Suzi Giblett |
| Year 11/12 ATAR Pathway Coordinator | Mr Ian Kammann |
| Year 11/12 VET Pathway Coordinator | Ms Natasha Gibbs |
| School Psychologist | Ms Philippa Beckerling |
| School Nurse | TBA |
| School Chaplain | Mrs Helen Rose |
| Youth Worker | Mr Matthew Ryan |
| Aboriginal Indigenous Education Officer | Mrs Sue Griffiths |

PHONE AND FAX NUMBERS

| | | | |
|------------|----------------------------------|----------------|-----------|
| Reception | 9777 0500 | School Canteen | 9771 1758 |
| School Fax | 9777 0550 | | |
| Email | manjimup.shs@education.wa.edu.au | | |

TERM DATES AND SCHOOL HOLIDAYS 2017

| | | | |
|---------|---------------------------------|---|----------------------|
| Term 1: | Wednesday 1 February | - | Friday 7 April |
| | Holidays: Saturday 8 April | - | Tuesday 25 April |
| Term 2: | Wednesday 26 April | - | Friday 30 June |
| | Holidays: Saturday 1 July | - | Sunday 16 July |
| Term 3: | Tuesday 18 July | - | Friday 22 September |
| | Holidays: Saturday 23 September | - | Sunday 8 October |
| Term 4: | Monday 9 October | - | Thursday 14 December |

OUR PURPOSE

We share the purpose of the Western Australia Department of Education which is to ensure that all government school students develop the knowledge, skills and confidence to achieve their individual potential and contribute to society.

VISION AND PRINCIPLES

We uphold a culture where learning is held in high regard and results in the development of people who are independent and engaged as positive contributors to society.

Learning

- We create rigorous learning experiences and we have high expectations in all school contexts.
- We are creative and flexible in our processes and thinking to ensure that our aspirations are achievable.

Relationships

- We interact respectfully and cooperatively to develop our life skills.
- We nurture our capacity to become global citizens by valuing community mindedness, social and civic responsibility and respect for the environment.
- We promote mental and physical health.

Parents and the Community

We strive to develop sustainable partnerships with parents, individuals, groups and businesses in our community to ensure education is a shared concern.

SCHOOL BADGE

The school badge represents the district of Manjimup. The black swan on the top shows that it is part of Western Australia. Below the swan is an open book representing learning. Associated with this is the motto "Aim High" at the bottom. It is hoped that students will always endeavour to do their best and try to achieve their highest personal goals.

The crowea on the left is a wildflower of the district. Wildflowers and the timber on the right are attractions to tourists and timber is still a significant industry. The plough at the bottom symbolises agriculture where cattle raising, fruit and vegetable growing and viticulture are the main pursuits. The central "M" stands, of course, for Manjimup. It is hoped that staff and students will be proud of their school and uphold its tradition with enthusiasm.

SCHOOL HISTORY

The progress of Manjimup is reflected in the history of schools in the town.

In 1911, two years after the first major subdivision of town lots, the first school opened with 19 pupils under Mrs Randall. This school was at the site of the preschool in Rose Street. Due to increased population, the present primary school was opened in 1931 and in 1944 this became a Junior High School.

During the 1950's the town's population grew so rapidly that a separate high school was needed. The present site, originally a training centre for tobacco growers, was acquired and building began. In 1957 the school opened with students from first to third year (Years 8-10). In 1958, the completed building, costing \$118,000, was officially opened as Manjimup Senior High School with 239 students and 14 staff. The site between Rutherford Street and Graphite Road was 18 hectares and later, Mr Chris Dimmo sold the additional 18 hectares of land on the north side of Graphite Road to the Education Department for use as a farming project.

Student numbers grew steadily. In February 1969 considerable extensions including a science laboratory and business studies rooms were opened. The school then catered for 563 students of whom 145 were upper school and had a staff of 34. Manjimup Senior High School was one of the pilot schools in the introduction of the Achievement Certificate.

The new library was completed in 1975 and the prevocational centre in 1977-78. The town swimming pool was opened in 1975 on a site transferred from the Education Department to the Shire of Manjimup.

In 1982, after many years of P & C pressure and fund raising, the Education Department approved and agreed to provide most of the funds for the \$260,000 gymnasium. The Shire and P & C also contributed.

In 1983 the caretaker's house became available as an additional teaching area. The first phase of a major upgrade of staff and student accommodation was provided for in the 1984 state budget and completed in 1986. The Deputy Principals' offices were relocated and a new media/drama room, a computing room, workshop and maths office were added. With the farm area, football oval, hockey and soccer fields, tennis courts and spacious garden area adjacent to the school buildings there is ample room for expansion.

In 1997 Stage One of a new building programme was completed. As part of the programme the school established a new Technology and Enterprise Centre, refurbished the old Manual Arts area into classrooms, and built a Science Preparation and Staff Studies area. Stage Two was completed in 2000. This included the redevelopment of the administration area, completion of the staff offices and building the Food and Technology and Arts Facility. Room 14, a Science Laboratory was refurbished in 2000 and Room 13, another Science Laboratory was refurbished in 2002. The east quadrangle was redeveloped in 2002 and the centre quadrangle was upgraded in 2003. A three bay shed was constructed on the school farm in 2004 to house machinery and resources. Fundraising by the P&C Association enabled the construction of a gymnasium extension with parents, staff and students providing the labour to reduce the costs. This addition provided another indoor activity area, a new classroom and extensions to the staff office.

The library was extended and refurbished in 2005 and the High School section of the Education Support Centre had an extension and upgrade to their facilities the same year. In 2006 the Schools canteen kitchen was extended and upgraded with funding from the P&C Association and the Federal Government, Investing in our Schools Program.

Additional Education Support buildings were constructed in 2009 and the canteen roof was re-designed and built with funds from the Building the Education Revolution.

In 2011 Manjimup Senior High School commenced training in the Commonwealth Government funded \$5.5 million Trade Training Centre. The Trade Training Centre enables Certificate qualifications to be delivered in furniture manufacture, automotive and metal fabrication. The 2012 school year commenced with Science being taught in three new laboratories as a result of an extensive modernisation upgrade, with State Government funding through Royalties for Regions.

From 2014-2017 all toilet blocks and change rooms have been progressively refurbished.

INTRODUCTION TO THE SCHOOL

The Senior High School caters for the continuing education of students transitioning from Primary Schools in Manjimup and the surrounding areas area and provides Upper School opportunities for students from surrounding High and District High Schools.

LOWER SCHOOL

Years 7 - 9

The Year 7 transition year focuses on building positive relationships with staff and students, establishing connections between curriculum areas and working effectively independently and in groups.

Year 7 and 8 students rotate through 8 elective subjects (4 in Year 7 and 4 in Year 8) in the Arts and Technology and Enterprise.

Students in Years 7-10 study courses in English, Mathematics, Science, Humanities and Social Sciences, Health & Physical Education, Technology and Enterprise and the Arts.

SENIOR SCHOOL

Year 10

Year 10 provides students with the opportunity to specialise in their areas of interest and expertise in preparation for upper school studies.

Year 11 & 12 Studies

The school offers a broad range of courses in ATAR and VET pathways which prepares them for further studies at University or training or employment.

ATAR PATHWAY (AUSTRALIAN TERTIARY ADMISSION RANKING)

ATAR students must study at least four ATAR courses, (The school recommends the study of at least 5 courses). The student with the highest combined ATAR scores will be the ATAR Dux.

VET PATHWAY – (VOCATIONAL EDUCATION AND TRAINING)

VET in schools enables students to gain nationally recognised industry skills, while completing the Western Australian Certificate of Education. VET in schools refers to any units of competency that are being delivered and assessed to a VET qualification under the Australian Qualification framework. Manjimup Senior High School is registered to deliver the following VET qualifications: Agriculture, Automotive Mechanical, Business, Community Service (Childcare), Engineering, Engineering Drawing, Graphic Design, Hospitality (Kitchen Operations), Process Manufacturing (Furniture), and Sport and Recreation. This provides a pathway into further training for our students. (See Upper School Course Selection Booklet for more detail on courses, Code of Practice and VET delivery).

In line with the Beasley Medal for the top Vocational Education students, the school has introduced the VET Dux Award. To qualify for the award the student must be taking a VET Certificate Course and undertake Workplace Learning.

WORKPLACE LEARNING

Year 11 & 12 students are also able to undertake Workplace Learning with participating employers in the Warren Blackwood, Bunbury and Perth districts. Students are interviewed and arrangements made for students to complete Workplace Learning. Most students do one week blocks. It is a requirement that students involved in VET courses also take Workplace Learning as this puts their training in an industry context.

SCHOOL BASED TRAINEESHIPS OR APPRENTICESHIPS

Some students are able to complete a School Based Traineeship or Apprenticeships as part of their school program. This involves one or two days a week in the workplace.

UNIVERSITY PREPARATION COURSE

A partnership with Edith Cowan University allows Year 12 students who have not completed an ATAR course OR students who find difficulty completing an ATAR course, the option to complete a University Preparation Course. A rigorous selection process is undertaken to obtain a place in this course. Successful completion of four modules in Year 12 leads to alternative entry into a range of courses at university.

DAILY STRUCTURE: Times

Term 1 & 2

| | |
|------------|---------------|
| First Bell | 8.40 |
| Period 1 | 8.45 – 9.50 |
| Recess | 9.50 – 10.10 |
| Period 2 | 10.10 – 11.15 |
| Period 3 | 11.15 – 12.20 |
| Lunch | 12.20 – 1.05 |
| Period 4 | 1.05 – 2.10 |
| Period 5 | 2.10 – 3.15 |

Term 3 & 4

| |
|---------------|
| 8:45 |
| 8:50 – 9:55 |
| 9:55 – 10:15 |
| 10:15 -11:20 |
| 11:20 – 12:25 |
| 12:25 -1:05 |
| 1:05 – 2:10 |
| 2:10 – 3:15 |

Year 11 & 12 students are sometimes dismissed on Wednesday's at 2.10pm. However, they often attend special meetings.

BUS TRAVEL

All bus students must be registered. Bus registration is completed online at www.schoolbuses.wa.gov.au or by telephoning the Public Transport Authority on 93262784. Any social bus arrangements need to be made **48 hours in advance** through the school reception 97770500.

CARS

- a) Parking bays are provided for Year 12 student drivers at the western end of the school. Students are not permitted to park in any other parking area. Scooter parking is also available at the western end of the school. Student drivers must complete a form giving parental approval and vehicle details and requesting permission to park within the school grounds. These forms are available from the Manager, School Operations. Students may not leave the grounds during the school day.
- b) Parking is available outside the administration offices for the staff, visitors and parents.
- c) Vehicles must observe a 5 km/h speed limit at all times and give pedestrians complete right of way.
- d) There is NO PUBLIC ENTRY into the School via the Graphite Road entry.

NEWSLETTER

The school newsletter AIM HIGH is published three times per term. It contains details of forthcoming events, eg. school assemblies, sporting events, meeting times and also provides a forum for acknowledgment of student achievements. Samples of student work are often included. Newsletters are scheduled each term for Fridays in Weeks 3, 6 and 9. Conscious of the need to reduce our footprint and the amount of paper the school uses, parents are encouraged to receive the newsletter electronically. If you wish to receive your copy via email please contact the school. The newsletter is also available on the schools website. Go to: www.manjimupshs.wa.edu.au.

SCHOOL ASSEMBLIES

Whole school assemblies are held in the third week of each term and at the end of Week 9 in Term 4. We encourage and welcome parents, families and community members to share in the celebration of our student's achievements at each assembly.

MONEY & VALUABLES

Money and valuables should not be brought to school, but if this cannot be avoided a student should leave them in their locker or at the school reception for safe keeping. Money and valuables should not be left in bags, classrooms or in the change rooms during Physical Education.

BICYCLES

Racks are provided at the school and must be used. Although every care is taken, no responsibility can be assumed for bicycles parked in the school grounds. Bicycles must not be ridden without the owner's permission. Bicycles should enter and leave the grounds via the main school entrance.

CANTEEN

The school canteen, run by the P and C Association, provides excellent meals at very reasonable prices. Students are encouraged to use the Canteen as all profits are used to provide amenities for the students. Parents are asked to help on a voluntary basis. Please contact the canteen on 9771 1758 if you can assist. The canteen is open in the morning from 8.15 to 8.45am for breakfast and for lunch orders.

SCHOOL GROUNDS AND BUILDINGS

- a) Students are encouraged to arrive at school at 8.30am and should leave by 3.30pm unless engaged in organised activities.
- b) Any damage or breakage must be reported to the front office.
- c) Most areas are open to students, but care must be taken to preserve lawns and gardens. Instructions given by gardening and cleaning staff must be obeyed by students. When an area is placed out of bounds it must be kept clear.

PARENTS AND CITIZENS' ASSOCIATION

The association meets twice per term. Meeting dates are announced in the Newsletter. General business is sometimes followed by a guest speaker talking on some aspect of education. Parents are urged to attend. The A.G.M. will be held in March. Please contact the school reception for details.

SCHOOL BOARD

This is the name given to the school decision-making group. The Principal is the Executive Officer of the School Board. There are currently 4 parent representatives, 2 teacher representatives, 2 community representatives, 2 student representatives and the Manager of Corporate Services is ex-officio. Elections for these positions are held in Term 1. The School Board's major role is to set and monitor the key directions of the school.

STUDENT SERVICES TEAM

This team aims:

- To support staff and students with effective problem solving and planning about student welfare issues (physical, social, behavioural, emotional, academic).
- To enable staff to access information relating to student welfare.
- To enable staff to improve their skills to manage student welfare and offer support to them while they do this.
- To access specialist support to supplement school resources for dealing with welfare issues.

Members of the Student Services Team include:

Principal, Vice Principal, Manager of Student Services, Year Co-ordinators, School Nurse, School Psychologist, School Chaplain, Aboriginal and Islander Education Officer.

SCHOOL PSYCHOLOGY SERVICE

The School Psychologist works with individuals and groups to help the school maintain and improve positive behaviour, mental and emotional health and effective learning. The School Psychologist can be contacted by phoning the school.

SCHOOL CHAPLAIN

The School Chaplain is provided through YouthCare and funded by the Commonwealth Government, local churches and the school. The main focus of the School Chaplain is to support all members of the school community – students, parents and staff. While encouraging the physical, spiritual, social and mental development of all students, the Chaplain seeks to ensure students feel a sense of worth and ensure their school years are a positive experience.

SCHOOL NURSE

The School Health Nurse is a community nurse registered with the Nurses Board of W.A. and is based at the Health Centre situated within the campus. School Health Nurses are part of a community team in association with other Primary Care Health professionals. 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. Teachers and parents are encouraged to discuss any concerns they may have about a student's health and personal adjustment.

ABORIGINAL AND ISLANDER EDUCATION OFFICER (AIEO)

The AIEO facilitates discussions between parents, students and teachers and provides a point of contact within the school for the Aboriginal community. The AIEO also monitors attendance of Aboriginal students and assists in classes.

ATTENDANCE

The Education Act stipulates that all students must attend school daily until the end of the year in which they turn seventeen and a half. In certain circumstances, exemption can be granted. Applications for exemption must be made through the Principal. Students leaving school for training or employment must complete a Notice of Arrangement (NOA).

All students, whatever their age, are expected to attend regularly and provide a written explanation when they fail to do so. Notes are to be placed in the absentee box in the front foyer within three days of being absent. Alternatively parents may phone, text or email the school.

Students are deemed „at risk“ if they are absent for more than 5 days in a term. Before leaving school or transferring to another school, students must complete a clearance form.

ATTENDANCE PROCEDURE

Late students or those needing to leave the school grounds:

1. All students arriving late for school or class must report to the reception to collect a late note. A record will be kept of the degree of lateness and where it is covered by a note.
2. Students who are late without explanation may be required to make up the time through detention.
3. If a student wishes to leave the school for any reason, a note from a parent/guardian is required. They must report to a reception. In most instances a student must be collected by a parent or guardian if they wish to leave the school grounds.
4. In the event of a student becoming ill at school he/she must report to the School Nurse or reception, with a note from the class teacher.
5. SMS messages are sent daily to parents/guardians notifying them of student absences.

PARENT INTERVIEWS

Interviews with the Principal, Vice Principal, Managers, School Psychologist, Year Co-ordinators or Teachers are welcomed and may be arranged by phoning the reception from 8.00am to 4.00pm.

STUDENT UNIFORM

All students are expected whilst at school to wear neat student uniform. Student appearance is considered to reflect tone, spirit and learning focus within the school. School colours are navy, red and gold.

Safety issues are an important element of this policy. The School is deemed a workplace and has responsibilities under the Occupational Safety and Health Act 1984.

The Student Uniform outlined below has been agreed upon by the Manjimup Senior High School Board in consultation with the Parents and Citizens Association and students of Manjimup Senior High School. The wearing of uniforms for ALL STUDENTS in Government Schools became COMPULSORY at the beginning of 2007.

| | |
|------------------------------|---|
| TOPS | <ul style="list-style-type: none"> • Polo Shirts (navy blue or white with blue collar and school crest) • Windcheaters (navy blue with or without hood and with school crest) • Year 12 students are able to wear their leaver's windcheaters • Any shirt worn under a polo shirt must be either black, navy, blue or white |
| TROUSERS SHORTS SKIRTS | <ul style="list-style-type: none"> • Black trousers, black 3/4 pants • Dress shorts – plain black (mid-thigh length), no motifs, stripes etc. • <u>No</u> running or sports shorts – Air flows acceptable • Skirts – black (mid-thigh length) • No leggings |
| DRESS | <ul style="list-style-type: none"> • Summer dress for girls |
| FOOTWEAR | <ul style="list-style-type: none"> • Flat heeled, enclosed toes (preferably black), track shoes, sneakers or leather work boots |
| JEWELLERY MAKE UP | <ul style="list-style-type: none"> • No excessive or abnormally placed jewellery • No excessive or elaborate make up |
| COUNTRY WEEK | <ul style="list-style-type: none"> • Country Week t-shirt, sportswear and tracksuits |
| PHYSICAL EDUCATION | <ul style="list-style-type: none"> • Shorts (black) • T-shirts (house coloured t-shirt, plain navy blue t-shirt, country week t-shirt, special PE t-shirt) • Navy blue tracksuit pants on sports days |

*Manjimup Senior High School student uniforms can be purchased from Manjimup Monograms, 92 Giblett Street, Manjimup. Phone/Fax: 97712371 www.wamonograms.com
Email: wamonograms@wn.com.au*

HOMEWORK GUIDELINES

Students who wish to achieve their best possible academic outcomes must plan their home study programme carefully.

Why should we do homework?

- To consolidate work done in class. (Research clearly indicates that revision and reflection of work done during the school day increases retention of learning by converting it from the short term to the long term memory.)
- To give students the opportunity to extend their knowledge with self-directed learning activities. eg. investigations, assignments.
- To give students the opportunity to identify what they don't understand.
- To develop organisational skills.
- To establish work habits for success in upper school and further study.
- To reinforce the concept that learning is life long and does not only take place at school.

Work at home may include the following:

1. Specific work assigned by the teacher such as:
 - assessable assignments, investigations or projects
 - required reading
 - completion of class work
 - summarising learning
 - research
2. The student's own study should include:
 - regular reviewing of notes, text books, exercises
 - the making of summaries
 - background reading
 - preparation for tests and examinations
 - organising notes and files

All students are required to complete homework and as they progress through high school the amount of homework depends on the nature of their course. ATAR courses in Year 11 & 12 and ATAR preparation courses in Years 9 & 10 require a more rigorous and organised homework study programme.

The following times are a guide to enable a student to achieve to their potential.

| Year | Daily Allocation | Weekly Allocation |
|-------------|-------------------------|--------------------------|
| 7 | 45 minutes | 3.75 hours |
| 8 | 1 hour | 5.0 hours |
| 9 | 1.5 hours | 7.5 hours |
| 10 | 2 hours | 10 hours |
| 11 | 2.5 hours | 12.5 hours |
| 12 | 3 hours | 15 hours |

Students

- Students need to plan and manage their time so that homework assignments are completed by the due dates.
- If no set homework is given by the teacher, students should allocate time to study for that subject.
- The physical and social development of a student is also important and the time for study must cater for these interests.
- Students are advised to draw up a timetable for their homework.
- Students should organise their homework and study commitments by writing in a homework diary.
- Students should take pride in work completed at home rather than just rush through it.

Parents

- Parents can assist by providing a comfortable, quiet area in which to study (good light, a desk and chair) and encourage students to allocate regular homework time.
- Check to see that your child is not distracted by social media or TV when doing homework.
- Parents who take an interest in student's homework help facilitate good study and learning patterns.

- Parents are invited to show interest in their children's efforts by checking their student diary. If there are any concerns, they should be discussed with the learning area teacher or the Year Coordinator.

Teachers

- Teachers are encouraged to assign regular homework.
- Homework should be checked and assessments returned within one week of submission.
- Students should be given time during the lesson to record their homework accurately in their student diary.
- If students do not complete homework, teachers should communicate this to parents.
- Homework demands should take into consideration commitments from other learning areas.
- Teachers should give an appropriate time allocation for completion of homework.

THE STUDENT BEHAVIOUR POLICY

This involves:

- Creating a positive environment to prevent discipline problems.
- Developing a system for dealing with and resolving conflicts when they arise.
- Remembering that the ultimate goal of school discipline is teaching students to accept responsibility and respect the rights of others.

The Student Behaviour Policy operates in the school to enable students to learn and teachers to teach without disruption. A major aim of the Student Behaviour Policy is to build a positive classroom climate by encouraging teachers to acknowledge students as responsible individuals. Students whose behaviour shows a lack of respect for fellow students and teachers will have a choice between changing their behaviour or accepting the consequences which are clearly specified.

Under the system, students are issued with behaviour reports when their behaviour is unacceptable in a minor way. Students call these blue slips. If the behaviour continues or a major incident occurs students may be removed from class to work in another room.

Students are not permitted to return to their class until they reach an agreement with the teacher about how they will behave in future (called working it out). If they continue to misbehave they may be timed out from classes. If this stage is reached the student is unable to attend any classes and will have separate break times. Students remain timed out usually for one day and must "work it out" with key staff members. While out of classes students continue with classwork. Parents are informed at this stage.

Further information on the Student Behaviour Policy will be given to students at the beginning of the year.

CLASSROOM RULES

Co-operation, consideration and courtesy are required to make this a pleasant, productive place.

- 1 Students have an obligation to complete all class work and assignments.
- 2 Behaviour that is unacceptable or inappropriate and interferes with the rights of the teacher to teach and the students to learn will not be tolerated.
- 3 Each student will be clean and appropriately dressed. Appropriate footwear will be worn.
- 4 Students will arrive on time for all lessons.
- 5 Students will come prepared with the equipment required for each class.
- 6 Students will enter rooms, only under the direction of a teacher.
- 7 When entering a room, during a lesson, knock; wait for permission to enter and then report directly to the teacher.
- 8 At the conclusion of lessons, rooms will be left tidy.

NB. Different learning areas have their own rules regarding suitable behaviour and clothing, footwear and safety glasses for the safety and wellbeing of the students. These will be clearly defined in the related work area.

SCHOOL RULES

Co-operation, consideration and courtesy between students and teachers are essential to maintaining a pleasant learning environment.

The following rules are necessary to preserve good order, safety and the right of students to learn.

1. All students must obey the instructions given to them by teachers, both in class and in the school grounds.
2. Hurting other people physically or verbally is unacceptable behaviour.
3. Damage to property is unacceptable.
4. All litter must be placed in the bins provided.
5. Smoking is not permitted. Alcohol or any other form of non-prescribed drugs is not permitted.
6. Attendance at school is compulsory and students must remain within the school grounds at all times.

GOOD STANDING POLICY

Students at Manjimup Senior High School are deemed in **good standing** if they demonstrate acceptable behaviour and attendance, wear correct uniform and show application to their studies.

1. Students will be placed on **provisional standing** if one or more of the following situations occur:
 - If their behaviour is consistently poor or irresponsible, and does not respond to positive behaviour management strategies;
 - If their attendance is unacceptable (late to school or class, unexplained absences, regular absences);
 - If their commitment to learning is poor;
 - If they do not wear correct uniform.
2. Students are not permitted to participate in extracurricular activities whilst on **provisional standing**. This includes activities such as the School Ball, camps, socials, excursions and Country Week.
3. Students placed on **provisional standing** are required to make an appointment to see the Manager of Student Services to plan their return to good standing. Students will be supported in their endeavours to return to good standing.
4. Parents will be notified in writing when a student is placed on **provisional standing**.
5. All students make choices about their behaviours, and are capable of making decisions that allow them to maintain **good standing**. However, if students continue to breach good standing conditions or fail to adhere to their plan, their **provisional standing** will be extended.
6. If students make no attempt to regain **good standing** and/or continue with behaviours that keep them in **provisional standing**, they will be referred to the Good Standing Committee.
7. The Good Standing Committee:
 - determines further action(s)
 - identifies and recommends appropriate Behaviour Management strategies which relate to the students behaviour which must be implemented. This is written up as an Individual Behaviour Plan.
 - examines the educational provision and reviews other options
8. The committee will include:
 - a convenor (usually the Manager of Student Services)
 - the Year Co-ordinator
 - student
 - parent or care-giver (or nominated advocate)
 - co-opted members as appropriate such as members of the Student Services Team, agencies and advocates for the student or a community member who has not been involved with the case

MOBILE PHONE POLICY

BACKGROUND

Notwithstanding concerns about misuse, mobile devices offer educational opportunities when used purposefully; email and social media; storage of data; accessing the internet; recording visual and sound data; photography; calculating; mapping; listening to recordings. The school does not permit students using mobile phones during school breaks. We hope to encourage engagement with the natural world, including face to face conversation and communication.

GUIDELINES

Mobile devices include mobile phones, laptops, tablets and other listening devices. They do not include gaming devices. At Manjimup Senior High School students are permitted to bring mobile devices to school under the following conditions.

- Mobile device use is regulated by teachers and the school administration.
- Mobile phones are not to be used before school or during recess or lunchtimes except under the direction of a staff member for legitimate purposes.
- Students may use their device at school, including in a class, only under the direction and the express permission of a teacher. Uses include, but are not limited to, photographing work or notes, as a calculator, retrieving data, note taking, listening to recordings, and use of permitted applications.
- Students must have mobile phones off or switched to silent or do not disturb mode while at school unless directed by a teacher.
- Students must not use video or audio recording except when given specific permission to do so for educational purposes.
- Students are not to use devices to connect to social media, send text messages or share images while at school unless directed by a teacher.
- Students are not to connect to the school network with their mobile device to upload or download data. Data can only be accessed via personal data plans.
- Students who bring a mobile phone to school must register the phone number with the administration.
- Families can contact the school reception to pass on messages to students during school time. Students may use the land line phone in reception to contact parents if necessary.
- The school is not responsible for the loss, damage or theft of mobile devices brought to school. Devices are able to be deposited at the front office for safe keeping and collected at the end of the day.

CONSEQUENCES FOR FAILURE TO COMPLY WITH POLICY

1. First Offence

The device will be confiscated, secured in the front office and can be collected by the student at 3.15pm.

2. Second Offence

As for Step 1, except that the device will only be returned to a parent/guardian and cannot be collected by the student.

3. Subsequent Offences

As for Step 2, except that the student, the parent and school personnel will meet to discuss further action.

Why are mobile devices regulated at our school?

- The focus at Manjimup SHS is on learning without interruptions caused by mobile devices.
- The ease with which anonymous harassment can occur is a concern and users can't easily block material. The perpetrator of this type of bullying is invisible and difficult to detect. "School students are some of the worst perpetrators of sexual harassment ...and the popularity of mobile phones has helped spread this problem". Quote from the Sex Discrimination Commission in Queensland.
- The capacity to photograph, video and record, exacerbates privacy and bullying concerns.
- Inappropriate use of data, which can be digitally altered or enhanced, is a societal issue.
- The safety and security of children and adults, confidential information and student cheating, are potential issues.
- Inappropriate uses of mobile phone devices can be unlawful and lead to prosecution.

The school accepts NO RESPONSIBILITY for mobile phones that are brought to school and are lost or stolen.

WHOLE SCHOOL ASSESSMENT AND REPORTING POLICY

Preamble

The following policy has been developed in accordance with guidelines set down in Department of Education (DoE) and School Curriculum and Standards Authority (SCSA) documentation and with a view to clearly stating the responsibilities of students and teachers in the assessment process.

Overview

Assessment assists teachers and schools in:

- Monitoring the progress of students and diagnosing learning difficulties.
- Adjusting programs to provide students with the opportunity to achieve the intended outcomes.
- Developing subsequent learning programs.
- Reporting student achievement to parents and students.
- Whole school and system planning, reporting and accountability procedures.

Assessment procedures should be fair, valid, educative, comprehensive and explicit.

1. ABSENCE FROM CLASS

- **General:** If a student is absent from class, their ability to achieve their potential is diminished. Extended periods of absence may result in lower levels of achievement.
- **Prolonged Absence:** Where a student is unable to attend school for a lengthy period of time, the school may endeavour to provide support to the student's learning program.
- **Student Responsibilities:** When returning from absence it is the student's responsibility to negotiate with the teacher(s) concerned regarding work/assessments missed.

2. USING COMPUTERS TO COMPLETE WORK

Manjimup Senior High School encourages students to use computers to assist in the preparation of tasks. The use of such technology is common and is frequently the way in which text is composed. However, schools and the SCSA still require students to be able to hand write assignments, tests and exams. These guidelines are an attempt to enable students to use both forms of composition.

- All process work should be hand written, including the plan, research notes and first draft. Subsequent drafts and the final product may be word-processed but all spelling and other corrections and alterations should be shown on the first (handwritten) draft.
- **Formatting:** Unless otherwise specified, left hand margins should be at least 2cm in width. The font should be at least 12 point and easily legible. Arial, Times New Roman and Century are all good, readable fonts. Assessment tasks should ALWAYS be printed in black ink.

- Where work is ongoing, and students are required to spend time on a task at home and in class, a paper copy of the written piece must be brought to class for each lesson.
- Checking spelling: The use of computer spell checkers is encouraged. However, it is important that the use of spell checkers is just one part of the student's work at improving their spelling. Students must be aware that spell checker programs are not fool proof and manual correction may be needed. Spelling errors should be added to a student's personal spelling list.
- Students should read drafts carefully to make changes to improve their writing generally and to check spelling as well. Spell checkers do not pick up contextual errors such as „where“ and „wear.“

3. STAFF RESPONSIBILITIES

- Develop an engaging teaching/learning programme to meet DoE or SCSA guidelines
- Provide students with a Course Outline and Assessment Guidelines at the beginning of the course. This documentation should include information on weightings of the various components included in the overall assessment, timing of assessment and procedures followed when an assessment is missed.
- Ensure that assessments are fair, valid, reliable, educative, comprehensive and explicit.
- Maintain accurate records of student achievement and assessment.
- Meet school and external timeframes for assessment and reporting.
- Implement system-endorsed moderation procedures to support teachers in making judgements about student achievement.
- Incorporate student achievement and progress information from system assessments into assessments, planning and accountability processes.
- Complete marking and feedback to students within an appropriate time frame.
- Keep students and parents informed of academic progress. This would include evidence of excellence as well as cause for concern.
- Be mindful of students' total learning programme when setting deadlines for assignments.
- Observe the school's practice of "assessment free" days in the period immediately prior to the beginning of exams.

4. STUDENT RESPONSIBILITIES

- Read and be fully aware of the Assessment Guidelines provided by teachers at the beginning of the subject/course and complete the prescribed work requirements by the due date.
- Complete all assessment tasks described in the Course Outline.
- Maintain a good record of attendance. Being absent more than 5 days per term would be cause for concern.
- Keep teachers informed of matters relating to assessment. This would include anticipated unavoidable absences, Workplace Learning arrangements, requests for extensions, inability to complete an assessment.

5. PROVISION OF ASSESSMENT INFORMATION TO STUDENTS

Students will be supplied with:

- the learning area assessment policy.
- the assessment outline for courses.
- the procedures for assessment reviews.
- the course unit or subject outline.
 - the content of the course unit or subject, the sequence in which it will be taught and an estimate of how long it will take to teach each section.
 - those assessment tasks, described in broad terms that will contribute to final assessments, their weighting and timing (assessment outline).
- the criteria upon which student achievement will be judged.
- the feedback on the achievement demonstrated on each task.

6. ASSESSMENT TASK RELIABILITY ISSUES

6.1. Cheating

Copying the work of others for an assessment task is cheating. If cheating on an assessment task is established beyond reasonable doubt, the student is penalised. See each Learning Area Assessment Policy.

6.2. Plagiarism

Presenting as your own, work which has been copied without acknowledging the source or work which paraphrases/summarises the work of others is plagiarism. The student who copies, paraphrases or summarises the work of others without acknowledging the source and presents this work as their own is penalised. See each Learning Area Assessment Policy.

6.3. Authentication Of Out-Of-Class Assessment Tasks

Student achievement on out-of-class assessment tasks is authenticated by the teacher. Teachers will apply one or more of the following strategies to authenticate student work:

- regular interaction between students and teachers.
- periodic teacher monitoring of student progress.
- use of a teacher-monitored log book to document stages in the development of the task.
- administering the task in class with open access to reference notes.
- completing the task at home, then measuring achievement by an in-class assessment (under test conditions) on key concepts involved.
- assignments completed partially at home and partially at school.

6.4. Security of assessment tasks

- Teachers use strategies such as developing pools of assessment tasks to address problems that arise from the use of the same task by different classes at different times or the use of the same task from one year to the next.
- Teachers use strategies such as common timing of tasks for addressing problems caused by using externally-set assessment tasks.

6.5. Assessment of group tasks

- Assessment of student achievement demonstrated in a group work situation is acceptable.
- All students within a group should have the same opportunities to demonstrate the knowledge, skills or understandings that the assessment task aims to assess.

7. INABILITY TO COMPLETE ASSESSMENT TASKS

7.1. Students unable to complete assessment tasks due to injury or illness

- Students who are unable to complete assessment tasks due to injury or illness are responsible for negotiating with their teachers, alternative/modified assessments and/or opportunities to complete missed tasks.

7.2. Students with disabilities and/or specific learning disabilities who are unable to complete assessment tasks

- Students who are unable to complete an assessment task because of their disability and/or specific learning disability are provided with alternative opportunities to demonstrate their knowledge, skills and understandings.
- Students with a disability and/or specific learning disability who require additional assistance to complete an assessment task are provided with special provisions which are consistent with those provided in the WACE and ATAR examinations.

7.3. Students unable to complete assessment tasks due to cultural beliefs

- Students who are unable to complete an assessment task because of their cultural beliefs are provided with alternative opportunities to demonstrate their knowledge, skills or understandings.

7.4. Students unable to complete assessment tasks due to transfer between courses or subjects

- Students considered to be at risk of not achieving a WACE or not meeting TAFEWA selection criteria or university entrance requirements (as appropriate) are counselled to consider changing courses, course units or subjects early in the semester or year.
- Students who have not completed assessment tasks because of transferring into a course unit or subject are provided with an opportunity to demonstrate their achievement of the knowledge, skills and understandings in the syllabus.
- The modified assessment program must provide sufficient information for teachers to estimate the position in relation to other students on the ranked list at the time of allocating grades (and where applicable, numerical school assessments).

8. COMPLETION OF A COURSE UNIT OR SUBJECT

- To receive a grade, students must have the opportunity to complete the structured educational program and the assessment program for the course unit or subject (unless there are exceptional and justifiable circumstances).
- If a student does not have the opportunity to complete the assessment requirements for a course or subject and the reason of non-completion is acceptable, then the teacher may either make a professional judgement of the grade (if sufficient evidence is available) or submit a notation of U (Unfinished) if a judgement cannot be made but there is an opportunity to submit a grade after more time is provided to complete further tasks (typically during the next semester).
- When it is known in advance that the assessment requirements for a course or subject will not be met (e.g. a student going on exchange) the school will enrol the student in the year in which the course unit or subject will be completed.
- If a student has been provided with the opportunity to complete the assessment requirements for a course or subject but does not use this opportunity for reasons that are not acceptable to the school (e.g. absence on the due date of an assignment or on the day of a test, late submission of a long-term assessment task such as a project/assignment/investigation) then the learning area's assessment policy will indicate the implication. In this instance the notation of a „U“ would not be considered.

SUMMARY

- To complete a course or subject, students are required to have been provided with the opportunity to complete the structured educational program and assessment program. Exemptions to this requirement are approved by the school in exceptional and justifiable circumstances.
- Students are provided with an opportunity to present evidence supporting their reason for not completing an assessment task.
- The learning area decides whether or not the reason for non-completion is acceptable and applies an appropriate strategy.
- If the student is deemed to be at risk of receiving a significantly lower grade than expected as a result of not completing, the student and parent/guardian are advised by the teacher.

NUTRITION POLICY

RATIONALE

Manjimup Senior High School being a Health Promoting School recognises the importance of physical health and mental wellbeing of its students. Health and academic performance are closely linked. Good nutrition is important in preventing chronic conditions later in life, eg. heart disease, cancer, obesity and diabetes. Healthy eating habits during adolescent years will be established for life. Manjimup SHS will provide a supportive environment where the development of lifelong healthy eating habits will be encouraged.

This policy has been developed in consultation with staff, students and parents, and has been endorsed by School Board.

AIMS

1. Increase student, parent, teacher and canteen staff awareness of the importance of good nutrition and hydration.

2. Encourage students, teachers and staff to consume foods from the Australian Guide to Healthy Eating.
3. Encourage students, teachers and staff to drink water throughout the day in the classroom and during break times, sports, excursions and camps.
4. Encourage parents to provide students with healthy foods to be consumed at school.

Canteen

1. Make fruit highly visible and offer more variety.
2. Offer more food choices eg vegetarian, healthy foods (low fat).
3. Lower prices for healthy choices.
4. Promote and advertise only healthy choices.
5. Use the STARCAP guidelines to guide improvements in the canteen.
6. Both summer and winter menus will be reviewed by the Health Review Committee - Principal, the School Nurse, and Canteen Manager.
7. Promote ordering of lunch before school and recess to ensure healthy choice.
8. Muffins at recess will be made with a healthy choice base, eg. apple, banana, and yoghurt.

Fundraising at school

1. Chocolates/confectioneries are not to be sold at school for fundraising purposes. This also applies to school buses.
2. The Principal must approve all fundraising in school by signing a permit.

School camps/activities

1. Provide enough choices and quantities for special diets eg vegetarian, diabetic.
2. Soft drinks are not to be sold at school or at school activities or camps. The only exception would be in moderation at school socials or the school ball, e.g. the purchase of a ticket entitles each student to one can of soft drink.
3. The promotion of water, milk and fruit juice is recommended instead.

Food cooked at school

1. Prepare and promote healthy food choices.
2. Maintain hygiene/safe standards.

Water consumption at school

1. Promote the consumption of water amongst staff and students.
2. Teachers to encourage students to drink plain water from individual sealed water bottles in class where appropriate.

Teaching in class

1. Teachers are encouraged to promote nutrition information into as many learning areas of the school curriculum as possible. Nutrition lessons will support and reinforce good nutrition practices.
2. When incentives are used in class, teachers are encouraged to use healthy incentive.

We hope that students enjoy their time at Manjimup Senior High School and that they take advantage of every opportunity available to them. We welcome ideas from parents and hope parents will keep in close contact with the school. Parents are encouraged to attend all school assemblies and school events.

We hope you enjoy your association with our school.



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