



**MOUNT LAWLEY SENIOR HIGH SCHOOL**

DEDICATED TO STUDENT LEARNING



**2013  
STUDENT - PARENT HANDBOOK**



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## WELCOME

Welcome parents and students to Mount Lawley Senior High School. This booklet sets out features of the structure, policies and procedures of the school. Mount Lawley Senior High School is a first class educational institution and we are always seeking to improve.

## SCHOOL MISSION

To maximise the enjoyment of learning and achievement for all students within a compassionate and democratic school culture, encouraging them to be responsible, creative and engaged lifelong learners.

**SCHOOL VISION:** Inspire to Aspire

**SCHOOL MOTTO:** Truth and Courtesy

## SCHOOL PHILOSOPHY

Mount Lawley Senior High School will be committed to providing a broad range of education opportunities that recognise students' individuality and create learning environments that optimise student performance and development. Links to external providers will enhance these opportunities and create innovative and active partnerships with parents and the community.

The school's ethos will promote mutual respect, consideration and cooperation across a diverse range of groups within the school community. All groups within the school community will be valued and students will be actively encouraged to be responsible, creative lifelong learners.

Teaching and learning programs in the school will promote teamwork, collaboration and nurture a passion for lifelong learning.

## MIDDLE SCHOOL VISION

To deliver high quality student-centred education, focusing on the development of productive relationships in an environment that respects difference & diversity.

To put it simply, we employ a whole school approach to caring for kids.

### WHAT IT LOOKS LIKE.

The Mount Lawley SHS Middle School was first established in 2003 and moved into its purpose-built facilities early in 2004. Our middle schooling approach is aimed at addressing the developmental and educational needs of young adolescent students. We endeavour to empower students by offering them meaningful curriculum, teams of teachers who focus entirely on their needs, a strong sense of community and a technology-rich environment in which to learn.

Quality relationships, academic rigour and a safe learning environment are the key components of our middle schooling philosophy at Mount Lawley. Parents are regarded as part of the learning community and we value their involvement in contributing to the education of their children.



## SENIOR SCHOOL VISION

Mount Lawley Senior High School, through its Senior School, will respond flexibly to the needs of the Senior School community to provide an innovative, inclusive and professional adult learning environment. The Senior School will respect all participants and support and encourage them to acquire skills and knowledge to achieve their potential. The Mount Lawley Senior School will be a showcase for exemplary post-compulsory education in Western Australia.

## FEATURES OF THE INDEPENDENT PUBLIC SCHOOL

1. Established in 1955.
2. Large Senior High School of students, teaching staff, and support staff.
3. In North Metropolitan Education Region.
4. Three Associate Principals
5. Middle School (Years 8 and 9), Senior School (Years 10, 11 and 12), Special Programs and Staff
6. Program Coordinators in Middle School and three Year Coordinators in Senior School plus 8 Program Coordinators
7. Upper School students do 6 subjects in a year timetable.  
Year 10 students 11+ subjects in a semester timetable.  
Middle School work on a trimester Timetable
8. Middle School Times: 8.30 am to 2.50pm (Mon to Fri).  
Senior School Times: 8.35 am to 3.00 (Mon to Fri).
9. Senior School: Five period days from Monday to Friday  
Middle School: Six period days from Monday to Friday
10. Morning form classes each day.  
Middle School from 8.30am-8.45am. Senior School from 10.45am – 11.00am.
11. Student Services – School Psychologist, Student Services Coordinator, Nurse, Career/VET Counsellor, SWL Coordinator, Aboriginal and Indigenous Education Officer, Social Worker, Learning Support Coordinator, Chaplain, Healthy Active Coordinator, Year 10-12 Coordinators and strong pastoral care.
12. Strong uniform.
13. Firm but fair discipline enforced.
14. One Cadet Unit – Bush Ranger Cadets.
15. Special Programs – Music, ECU Links, VET Programs, SVAPA Program and GATE Language Programs.
16. Parent Involvement – School Board, P & C., Language Support Group, Music Support Group, SVAPA Support Group.



## SCHOOL VALUES :

1. **EXCELLENCE**  
The school operates so that all members of the community strive to achieve outstanding academic and non-academic outcomes.
2. **RESPECT**  
The school operates so that all members of the community treat each other decently and value communal and individual property.



## **SCHOOL VALUES CONT.**

### **3. LEARNING**

The school operates so that all members of the community develop a great interest in learning, including learning after school and for whole of life.

### **4. PERSEVERANCE**

The school operates so that all members of the community never give up and try hard at tasks, even those that are difficult, time consuming or new.

## **SCHOOL PRIORITIES**

The following priorities have been identified

1. Better Academic Achievement
2. Pedagogy :Improved Teaching Enabling Learning
3. Student Wellbeing
4. Partnerships

## **SCHOOL WIDE PEDAGOGY**

- We connect our authentic learning experiences to life
- We develop higher-level thinking
- We are motivated and responsible for our own learning and actions
- We cater for individual differences.

## **SCHOOL PLAN**

Mount Lawley has a School Business Plan, which states the ethos of the school and details the objectives and priorities for the forthcoming year. It incorporates the School budget, which allocates the School revenue for meeting the plan's objectives.

## **SCHOOL BOARD**

### **1. POWERS AND DUTIES**

- To take part in establishing and reviewing from time to time the School's objectives, priorities and general policy direction.
- To take part in planning of financial arrangements necessary to fund these objectives, priorities and policies.
- To take part in evaluating the school's performance in achieving these objectives, priorities and policies.
- To take part in formulating codes of conduct for students at the School (uniform).
- To sanction charges and contributions.
- To promote the School.

### **2. STRUCTURE**

Membership of the Board consists of the Principal, two staff members, two parents, P & C representative, up to five community members and two students.



## ADMINISTRATION 2013

### Principal

Mr Milton Butcher

### Associate Principals:

Mr Michael White

(Middle School)

Mr Michael Camilleri

(Operations and Development)

Mr Ian Johnston

(Senior School)

### Program Coordinators

#### Middle School

Year 8 Community Four

Mr Lee Payne

Year 8 Community Three

Mr Steve Raphael

Year 9 Community One

Ms Belinda Derby

Year 9 Community Two

Mr Peter Sharrett

#### Senior School

English

Mr David Beckwith

Languages

Mrs Race Costa

Mathematics

Mr Craig Gannon

Health and Physical Education

Mr Mark Howard

Science

Mr Ian Barrett

Society and Environment

Ms Lynne Noack

### Teacher In Charge

Art

Ms Jane Packham

Business

Ms Alana Young

Design & Technology

Mr Any Outten

Drama/SVAPA

Dr Dale Irving

Home Economics

Ms Sue Breadsell

Media

Mr Chris Carrigg

Music

Mr Chris Manning

### Student Services

Student Services Coordinator

Mr Neil Hudson

Chaplain/Bush Ranger Cadets

Mr Andrew Paul

Psychologist

Mr David Greeshaw

Nurse

Ms Tracey Godfrey

Aboriginal & Islander Education Officer (AEIO)

Ms Lucina Henry

VET/Careers

Ms Catherine Smith

Work Place Learning (WPL)

Ms Judy Zivkovic

Endorsed Programs

Mr Larry Manno

### Year Coordinators

Year 10 Coordinator

Mr Vick Lazarov

Year 11 Coordinator

Mr Andrew Ruck

Year 12 Coordinator

Ms Natalie Tempone

### Senior School Coordinators

Year 10 Coordinator

Mr Mat Winter

Year 11 Coordinator

Mrs Grace Zaffino

Year 12 Coordinator

Mr Ric Marcon

### School Support Staff

Business Manager

Ms Elaine Millea

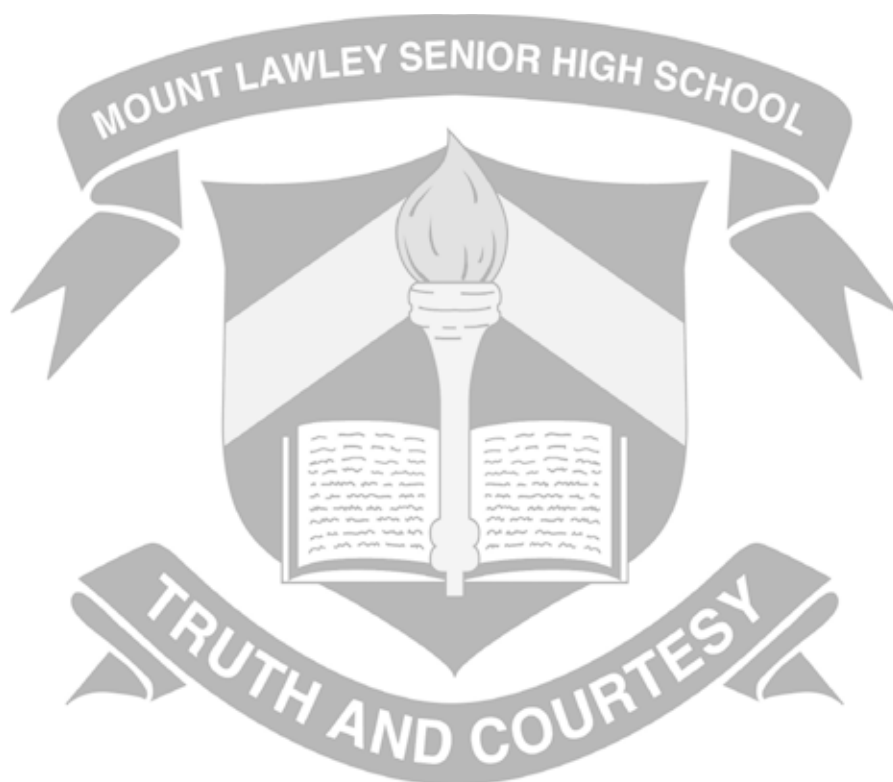
Café Manager

Ms Linzi Mexis



## SCHOOL TERM DATES 2013

Term 1	Monday 4 February – Friday 19 April
Term 2	Tuesday 7 May – Friday 5 July
Term 3	Wednesday 24 July – Friday 27 September
Term 4	Tuesday 15 October – Thursday 19 December



## POINTS TO NOTE

Students should carry their timetable with them at all times. (Replacements are charged at the rate of \$1 each).

Any students unplaced after the assemblies should go to the appropriate Year Coordinator;

Any subject choice changes **SHOULD NOT** be requested until advised later in the first week.





## ATTENDANCE/ABSENCES

### STUDENT ATTENDANCE AND PUNCTUALITY

Schools have a legal responsibility to monitor and report the attendance of students.

#### Late Arrival

Any student who is late is to report to the Student Attendance Officer in the Main Administration Office. They need to provide a note ( or email [School.Absentees@lawley.wa.edu.au](mailto:School.Absentees@lawley.wa.edu.au) /telephone call 9471 2413/school website, [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au) located underneath Events Calendar - Light blue tab 'My child is absent'). Students will not be admitted to any class unless they can show the teacher a LATE NOTE issued from the Student Attendance Officer .

If students do not have a note from home explaining their lateness they may be placed on school detention either at lunchtime or after school. SMS Messaging will be sent to parents/guardians for students who arrive late to school and DO NOT HAVE A NOTE.

#### Permission To Leave School During The Day

If a student has an appointment (eg Doctor, Dentist) during the day, the procedure is as follows:

- a) Before school the student reports to Student Attendance Officer with a note from parent/guardian ( or email [School.Absentees@lawley.wa.edu.au](mailto:School.Absentees@lawley.wa.edu.au)/telephone call 9471 2413/school website, [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au) located underneath Events Calendar - Light blue tab 'My child is absent')
- b) Before leaving school the student signs the daybook and receive a pass.  
**It is the responsibility of the student to remember when their appointment time is, as the Front Office will not send out reminders.**
- c) Upon returning, the student must come back to the Student Attendance Officer and sign in.
- d) If going away on holidays or for an extended period of time please notify the Student Attendance Officer by letter/ ( or email [School.Absentees@lawley.wa.edu.au](mailto:School.Absentees@lawley.wa.edu.au) /telephone call 9471 2413/school website, [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au) located underneath Events Calendar - Light blue tab 'My child is absent')
- (e) If a student is not feeling well in class, they must visit the Health Centre (with their diary signed by class teacher ). **The Nurse will contact parents/guardian if necessary.**

#### Explanation Of Absence

Any student who is away must bring a note to the Student Attendance Officer in the Main Administration Office from a parent/guardian, explaining the absence. Parents/carers will be notified by SMS of any absences. If the school has not been notified of the reason for the student's absence within three days, the student's Form Teacher sends an official Absentee Note to parents or the parents will be contacted by telephone. A letter outlining outstanding absences is sent out to parents/carers. **EACH absence needs to be explained and the letter returned to Student Attendance Officer in the Main Administration Office as soon as possible.**

Some points to note:

1. For any absence ( e.g. 1 period or more), a parent is legally obliged to advise the school of the reason. This may be done via note, ( or email [School.Absentees@lawley.wa.edu.au](mailto:School.Absentees@lawley.wa.edu.au) /telephone call 9471 2413/school website, [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au) located underneath Events Calendar - Light blue tab 'My child is absent')
2. SMS messaging will immediately be sent to parents detailing any student absence by 11.00 am – 4.00 pm each day.
3. A student's unverified verbal explanation of an absence will NOT be accepted as a valid excuse.
4. Consistent Attendance at school is one of the key factors in ensuring that students achieve the best educational outcomes of which they are capable.

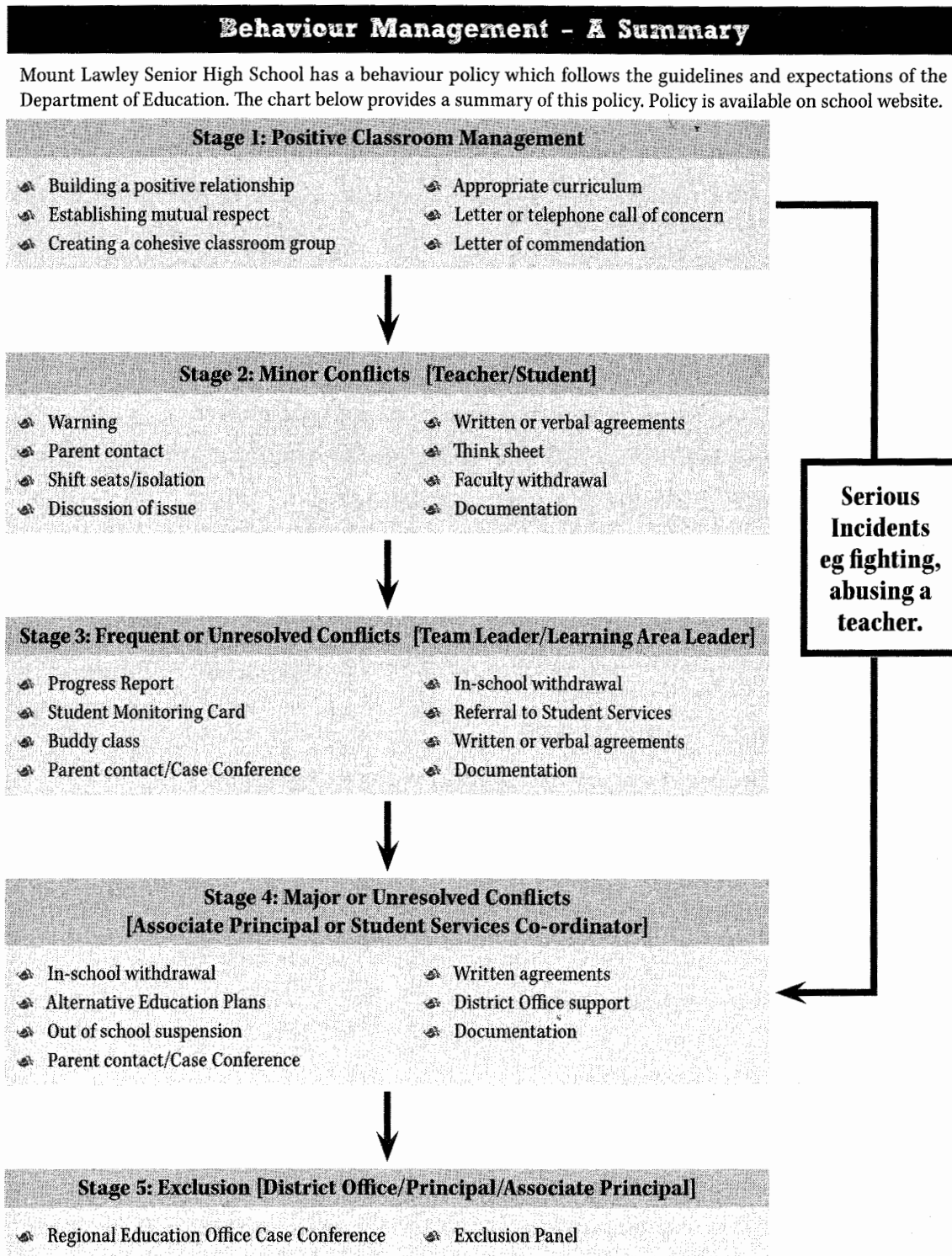
**NOTE: The Department of Education may take Court action against students for truancy.**



## BEHAVIOUR MANAGEMENT IN SCHOOLS (BMIS)

The School’s discipline policy revolves around the Code of Conduct and the Rights and Responsibilities. The plan to deal with student infringements of these rights is known as the Behaviour Management in Schools (BMiS) scheme.

The BMiS has been in operation in this school for ten years but is amended from time to time to reflect changing needs.





## SCHOOL RULES: RIGHTS & RESPONSIBILITIES

Mount Lawley Senior High School is a large institution with over 1,300 students and over 140 staff. It can only operate effectively if certain rules, procedures and guidelines are in place and parents, staff and students understand them, observe them and support them.

Parents will find that the school will enforce the school rules and that these rules are to ensure the safety and well being of their children. Experience has shown that parents will benefit by not allowing their child to leave home with clothing, electronic devices or jewellery that conflicts with school rules.

<b>Every student has the right to:</b>	<b>Every student has responsibility to:</b>
* Learn without disruption	* Allow others to learn
* Be treated courteously and respectfully	* Treat others courteously and respectfully and to follow teachers instructions
* Work in a clean environment and have their property respected	* Contribute to a clean environment and respect student, staff and school property
* Work in a safe environment	* Behave in a manner that ensures the safety of everyone, including self
* Reach their potential	* Participate fully in their educational program Including bringing all required materials
<b>Every staff member has the right to:</b>	<b>Every staff member has responsibility to:</b>
* Work without disruption	* Provide and/or support relevant and challenging educational programs
* Be treated courteously and respectfully	* Treat others courteously and respectfully
* Work in a clean environment and have their property respected	* Contribute to a clean environment and respect student, staff and school property
* Work in a safe environment	* Behave in a manner that ensures the safety of everyone, including self
* Have support of whole school community	* Support school's ethos, policies and procedures
<b>Every parent has the right to:</b>	<b>Every parent has responsibility to:</b>
* Be treated courteously and respectfully	* Treat others courteously and respectfully
* Be informed about their child's progress	* Monitor their child's progress
* Expect their child to participate fully in their educational program	* Ensure that their children attend school, provide materials and support the school's policies and procedures



## CODE OF CONDUCT

All students are expected to comply with the School Code of Conduct.

- Students will follow all reasonable instructions given by staff members.
- Students will not disrupt classroom learning.
- Violence, vandalism, and harassment of any kind or pseudo fighting will not be tolerated.
- Throwing of food, liquids, containers or littering is not permitted.  
The school grounds and rooms must be kept free from litter and in a tidy condition.
- All mobile phones will be turned off and not used in classrooms, the library or other places where the teaching and learning program might be disrupted.  
All other electronic devices are not to be used in a classroom without a teacher's permission.
- Students will abide by the School Drug Policy.
- No students are allowed in classrooms without the permission of a staff member.
- Students are expected to conform to the school's Uniform Policy.
- Students will be punctual and appropriately equipped for each class.
- Students are not permitted in out of bounds areas. These include car parks, staff offices, gardens and any area that is not on the school grounds eg. ECU, Hamer Park.
- Marking pens and correction fluid are not permitted on school premises.
- Food and drink are not permitted on the ovals, courts, in the gymnasium or in classrooms.  
Water is allowed with staff permission.
- Students will not spit.
- Stealing from, or interference with any other person's property is not permitted.
- Students will abide by the Safe School Policy.
- Bicycles must be parked in the bicycle compound and not be ridden in the school grounds.
- Students may not remain at school after hours unless under the supervision of a staff member.
- No student is to talk to outsiders unless that person has been cleared from the main office.
- The following are not permitted at school:
  - chewing gum
  - any weapon or other dangerous item
  - aerosol cans
  - skateboards/scooters
  - any item, as determined by staff, that could threaten the maintenance of good order and personal safety.
- Students who wish to leave school must bring a note from their parents and be officially signed out.

### SANCTIONS FOR BREAKING SCHOOL RULES

Sanctions include yard duty, behaviour contracts, faculty isolation, period by period checks, detention, Individual Behaviour Plans, Parent conferences, suspension and exclusion.

### SUSPENSION AND EXCLUSION

Under Regulation 43, the Principal or his Associate Principals may suspend a student up to 10 days depending on the seriousness of the offence. Parents are advised that the School intends to suspend a student and the parent will be encouraged to discuss the situation with the Associate Principal concerned. In the case of a serious breach of school discipline, the Associate Principal may suspend the student without immediate discussion with the parent. The School defines a serious breach of school discipline as one where





the act by a student adversely affects or threatens the safety of another person. The Principal may recommend to the Director General exclusion for serious or continuing offences.

Case conferences will normally be arranged involving parents and the student immediately following suspension.

## SAFE SCHOOL POLICY

At Mount Lawley Senior High School every student has the right to a safe and supportive learning environment; therefore bullying will not be tolerated at this school.

### A DEFINITION OF BULLYING

- Repeated and unjustifiable behaviour.
- Intended to cause fear, distress or harm to another.
- Physical, verbal or relational.
- By a more powerful individual or group against a less powerful individual who is unable to effectively resist.

This policy highlights that bullying occurs in various formats:

- Overt Bullying - "in your face" behaviours.
- Covert Bullying - "behind your back" behaviours.
- Cyber bullying - when an individual, or group, use the internet, mobile phones or other technology to cause harm to another person or group of people.

### TYPES OF BULLYING BEHAVIOUR

#### Physical bullying

- Deliberately bumping, pulling, shoving or tripping someone again and again.
- Throwing things at someone to hurt, annoy or upset them.
- Hitting, punching or slapping, pinching, biting or scratching someone repeatedly.
- Repeatedly touching someone who doesn't want to be.

#### Verbal bullying

- Calling people names or offensive nicknames.
- Making racial comments about someone and their family.
- Rude comments or jokes about someone's religion.
- Teasing someone or being sarcastic in a way that is hurtful and upsetting.
- Comments about the way someone may look or behave that are hurtful.

#### Threatening

- Making someone feel afraid that they are going to be hurt.
- Pressuring someone to do things they don't want to do.
- Aggressive gestures or looks that make someone afraid.
- Forcing students to do hurtful or embarrassing things.
- Forcing someone to give you money, food or belongings.

#### Property Abuse

- Damaging someone's belongings.
- Repeatedly stealing someone's money.
- Taking things away from someone.
- Repeatedly taking or hiding someone's belongs.

#### Emotional bullying

- Ignoring someone or keeping them out of group conversations (known as exclusion).
- Leaving someone out by encouraging others not to have anything to do with them.
- Spreading lies or stories about someone to try to get others to dislike someone.
- Making things up to get someone into trouble.
- Stalking someone, by continually following them or giving unwanted attention e.g. staring.





## SAFE SCHOOL POLICY CONT.

### Cyber bullying

- Sending harassing, abusive or offensive emails, phone messages or SMS phone texts or prank phone calls.
- Making silent or abusive phone calls.
- Spreading rumours via social networking sites .
- Uploading or sharing harmful or hurtful content or comments on the internet or mobile phones.
- "Slam books" (websites or negative lists).
- Impersonation – Using person's screen name or password eg: message to hate group with personal details.
- Outlining or trickery sharing private personal information, messages, pictures with others.
- Posting "set up" images/video eg "happy slapping".
- Ostracism – intentionally excluding others from an online group eg: knocked off buddy lists.
- Sexting – sharing explicit material by mobile phone.

### BYSTANDERS TO BULLYING

A bystander is someone who sees the bullying or knows that it is happening to someone else. Bystanders can be identified in the following categories:

#### Supporters

- Support the person engaging in the bullying, either by helping the child to bully the other person or by encouraging the person engaging in the bullying.

#### Spectators

- Gather or deliberately stay to watch the incident (sometimes from concern and sometimes for enjoyment).

#### Witnesses

- Are aware that the incident is occurring (know about the bullying or see it from a distance).

Within each group there may be potential victims who are afraid they could be bullied next and this may influence their decision-making when deciding.

### Common excuses used by people who bully:

*"I was only joking"*

*"I didn't mean anything by it"*

*"It was just a bit of fun"*

*"It's ok – they know I didn't mean it"*

Bullying happens when a group of people or an individual consider themselves more powerful and targets another person. Bullying occurs when this type of harassment is repeated over and over again.

Bullying and harassment are totally unacceptable in our society and the school will do all it can to counter this behaviour.

Standing by and watching or encouraging bullying by others is also unacceptable. Such action indicates that you accept bullying. Instead, you should say something or simply walk away. This shows that you recognise the behaviour is unacceptable and that you will not support "picking on" others. This school does not accept that it is OK to stand by and watch a fight or intimidation of others.

### SOLVING THE PROBLEM

In most situations, the problem will be dealt with by students being helped to resolve the issue themselves. Where necessary, trained staff will work with students in a collaborative, problem solving process which usually resolves the situation.

If the situation cannot be resolved in this way, further action will be taken. The bullying student will be



dealt with through the Student Behaviour System, which might involve parent contact, in-school withdrawal, suspension from school, or referral to outside agencies.

If the bullying takes the form of physical assault, it will be dealt directly by either Student Services or the Associate Principal. The school's policy is for automatic suspension of students who assault others.

#### **IF YOU BULLY, THEN SOME THINGS YOU CAN DO TO STOP ARE:**

- Avoid people who encourage you to bully others – make different friends and don't encourage others.
- Learn to say and do what you want without making people unhappy.
- Talk to someone you trust and get help.

#### **SOME HELPFUL TIPS (if you are being bullied)**

- Don't put up with it.
- Tell someone you trust. This is not "dobbing".
- Don't react. Just walk away with your head held high.
- Use a strong, confident voice. Be assertive – don't let them put you down.
- Avoid the person harassing you.
- Stay away from places where you might be bullied.
- Don't show you are scared even though you might be.
- Don't try to swap insults.

#### **WHO CAN I TALK TO?**

The first step is to tell somebody. People who bully often rely on a "Code of Silence". They think you are too weak or too scared to say anything. Prove them wrong!

- Seeking help is not "dobbing"; the two things are vastly different: Seeking help is trying to solve the problem whereas dobbing is deliberately trying to get someone into trouble.
- Talk to friends and discuss non-violent solutions.
- Tell a teacher, the School Psychologist, School Nurse, Chaplain, Year Coordinator, Team Leader, favourite teacher or your parents.

It cannot be emphasized too much that in order for the problem to be resolved, the school staff need to be informed about the bullying.

***Don't take it: Remind yourself that you have the right to feel safe and happy***

***Don't do it: You have the responsibility to make others feel safe and happy.***

***Don't support it: Support the person being bullied.***

***Show that you and your friends disapprove of bully.***



## CAFÉ - OPERATIONAL GUIDELINES

The 'DEE KAF' is operated by Ms Linzi Mexis as a private business.

- Students may pre order lunches between 7.30 am and 8.35 am each day.  
Students arriving later will need to purchase their lunch during the café's normal operating times.
- The collection of the pre-ordered lunches will be through the roller shutter window (north side) of the café at the specified lunch break. Students will need to show their Smart Cards to pick up pre-ordered lunches. Students will require other forms of ID such as their timetable if they are not in possession of a Smart Card.
- Students must access the cafeteria via the Northern side and will need to line up in an orderly manner before entering the servery area. Only a small number of students will be permitted in the servery at any one time.
- Bags are NOT to be taken inside the servery area.
- Students may eat their food inside the café or outside on the paved Southern (oval) side of the café.  
Food is NOT to be consumed in classrooms.
- The café will need to be accessed in an orderly fashion for everyone to gain appropriate access in a timely and orderly manner.
- Staff will supervise the closure of the cafeteria 5 minutes before the end of the lunch break.
- The Café is open from 7.30am – 2.30 daily.
- Coffee can only be purchased by Senior School students and Staff.
- Supervising staff will ensure the safety and orderly operation of student movement within and around the cafeteria.

### COOL DRINKS

Water 600ml	2.00	1.5lt	3.00
Smoothies (milk or soy)			3.00
100% Fruit Juices,		3.00 to	4.50
Milk Drinks	300ml	2.00	600ml 3.00

### TEA

#### Herbal Tea

Chamomile, Peppermint, Japanese Green Tea ( Sencha )

#### Leaf Tea

English Breakfast, Earl Grey, Darjeeling, Assam, Jasmin  
Cup of Tea 2.50

### CHOCOLATE

Hot Chocolate	Reg 3.00	Lge 3.50
Mocha chino	Reg 3.20	Lge 3.70

### EXTRAS

Soy Milk Extra	0.40
Extra Shot of Coffee	0.40
Low Fat Milk Available	

### SHAKES

Milk Shake, reduced fat Milk, Yoghurt or Soy ( various flavours )	4.00
Smoothies	Small 2.50 Lge 4.50
( seasonal fresh fruit e.g. Banana , Mango, Fresh fruit salad)	

### SANDWICHES

*All our sandwiches are served on rye, whole meal or whole grain bread.*

Chicken & salad or leg ham & salad	4.00
Tuna & salad	4.00
Egg & salad	4.00
Plain sandwich (e.g. vegemite / cheese )	2.00

### WRAPS

Selection of wraps on low fat tortillas (Toasted) low fat cheese & Chicken breast, sweet chilli chicken, cheese & Tomato, Ham & Cheese, BBQ chicken & Parma 3 - 4.50

### ROLLS AT SANDWICH BAR

Selection of rolls - Whole grain, whole meal, english muffins, lavash, foccacia, , lebanese rolls, rye bread, turkish bread. 4.00 - 5.00

Fillings include;

Salad selection, lettuce, tomato, cucumber, carrot, avocado, onion, salsa, pesto, cheese, beetroot, corn

Meat fillings (salad & one meat filling)

Chicken, tuna & salmon in spring water, lean meats,

### RECESS FAVOURITES

Toasted sandwich on whole grain	
Tomato, avocado, lean meat or fat reduced cheese	
3.00	
Bruschetta	
Home made pizza	veg 3.00 meat 3.50
Vegetable patties	2.50
Roast Vegetable pockets	4.00
Wraps (Various) plain or toasted	3.00 - 3.50

### SALADS & LIGHT MEALS

Daily selection of fresh seasonal salads 5.00 - 6.00  
Selection of salads served with lean beef or tuna with lemon, or skinless chicken breast

### SUSHI

Seafood, chicken or california roll (fresh daily)	Sml 4.00
	Lge 5.00

**SOUP DU JOUR**

Bowl of soup with crusty bread 3.50

**HOT DISHES**

A selection of tempting daily specials from Asian and Europe including: stir-fry, pasta, risottos &amp; more.

Sml 3.50 Med 4.50 Lge 5.50

Served with either a green salad or char grilled vegetables (check daily)

**HAMBURGERS**

Lean burger/low fat cheese and salad in a roll (Halal) 4.80

Lean chicken burger and salad 4.80

Fish burger and salad 4.80

Vegie Burger with salad 4.80

**PIES**

Assorted pies (good eating) 2.50 - 4.00

Spinach and ricotta rolls 3.00

Sausage roll (homemade with vegetables) 3.00

Sauce 3.00

**BREAKFAST**

Whole grain cereals with milk 2.00

Yoghurt + fruit 2.50

Fruit muesli &amp; yoghurt cups 2.50

Fruit toast (two slices) 2.00

Wholemeal Toast (two slices) 1.50

Preserves 0.30

Fruit skewers 2.00

Fresh fruit salad Sml 2.50 Med 3.50 Lg 4.50

Muffins Mini 0.50 Large 2.00

**CHAPLAIN**

The School Chaplain, is a member of the School's Student Services Team. The Chaplain's role involves support of all members of the School community including counselling and support of students, staff and families. This role is supported financially by fund raising, donations and voluntary parent contributions.

The Chaplain coordinates the Bush Ranger Cadet Unit, Leadership Training, inter-school Girls Soccer and the Wilderness Intervention Program as well as camps and many other activities. The Chaplain works closely with youth workers from a number of local churches to facilitate their involvement in the school. Employed by an organisation called YouthCARE and at the local level; the Chaplain's support committee is called Mount Lawley YouthCARE. The group is made up of representatives from the local Christian churches, the School and the P&C.

**CADETS**

The School Chaplain is the Unit Leader, who has been involved with the cadets since its inception at Mount Lawley in 1998. The other instructors are made up of a variety of staff from both Middle and Senior School as well as members of the local community. The cadets meet weekly, learning a variety of skills, developing independence and leadership qualities and learning about conservation. The cadets have an opportunity to apply their skills and knowledge through community service and conservation activities, as well as a series of 'in the field' experiences on camps and expeditions. Leadership development is actively pursued with the senior cadets. The cadet's program is heavily resourced and supported by the Department of Environment and Conservation

**FINANCE****BOOKSHOP**

The school bookshop operates through Campion WA, 7 Oxleigh Drive, Malaga 6240 2778. Information regarding purchase of books can be made to Campion or the school.

**SCHOOL CONTRIBUTION AND CHARGES**

- i) Payment of all school contributions charges will be conducted by school personnel from 29 January 2013. Payments may also be made by mail, phone, on-line or in person at the administration office.



## **FINANCE SCHOOL CONTRIBUTION AND CHARGES CONT.**

- ii) Parents can organise payment by cash, cheques and EFPTOS (Credit card phone payments are accepted) (Only Visa and Mastercard can be accepted for credit payments).
- iii) Those parents who wish to pay by instalment are asked to make the necessary arrangements with the School Finance Officer at the commencement of the school year.

## **FINANCIAL ASSISTANCE/SECONDARY ASSISTANCE SCHEME**

- i) In the case of families who hold a current Centrelink Health Care Card, Pensioner Concession or Veterans Pensioner Concession Card, financial assistance is available. All students in Years 8 to 12 are eligible. Where a student holds his/her own Health Care Card and declared independent by Centrelink, then a letter of confirmation from Centrelink needs to accompany the application. Students born in 1994 or before are not eligible. Centrelink enquiries: Phone 132 490
- ii) Applications must be completed at the school in Term 1 of each year and close on Friday 19 April 2013.

## **GOVERNMENT GUIDELINES -**

- i) Limit the amount which is charged for items essential to education of students in Years 8-10. All parents are expected to pay this amount on a non compulsory basis. This amount is termed "Contributions",
- ii) Permit schools to charge additional amounts for non-standard courses (e.g. special music or languages) and also certain courses where material, transport or hire costs are much higher than normal (e.g. food and nutrition, photography, outdoor education, computing). This amount is termed "Charges" and these are compulsory.
- iii) Make individual students responsible for costs involved in providing personal requisites such as writing equipment, calculators, safety glasses, files, etc.
- iv) For lower school (Years 8-10) average total cost to start the year is likely to be \$150 to \$400 depending on course subjects selected.
- v) Charges for Years 11-12 are compulsory.

*Note: Charges and Voluntary Contributions Accounts are designed to allow calculation of costs under the various headings listed in points (i-v) above.*

These allowances are available for students who live away from home in order to attend school. Parents need to find out if they are eligible. (Refer Centrelink Ph 132318).

**ENQUIRIES RELATING TO SCHOOL ACCOUNTS MAY BE DIRECTED TO SCHOOL FINANCE OFFICER OR BUSINESS MANAGER 9471 0300.**

## **GENERAL INFORMATION**

### **DESIGN AND TECHNOLOGY**

Safety Precautions: Education Department policy requires that in Design and Technology students:

- a) Wear protective (closed in) footwear;
- b) Ensure that long hair is restrained (tied back or hair net); and
- c) Wear protective glasses.

### **PHYSICAL EDUCATION**

Students must wear the school sports uniform to all Physical Education classes. Facilities at the school are comprehensive and of very high quality. Students will be required to shower as necessary. Sickness or injury are bona-fide reasons for not participating in Physical Education classes but such reasons MUST be supported by a note from parents addressed to Physical Education staff.



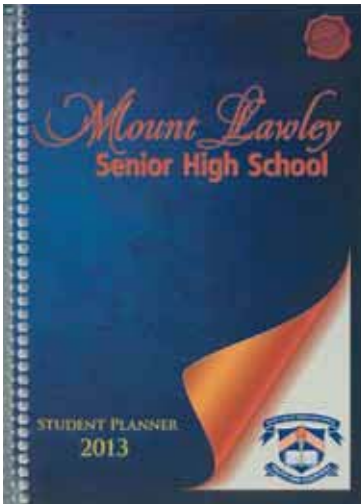


## ILLNESS AND ACCIDENTS

The school nurse will normally treat any student who is ill or injured. In the event of outside treatment being required every attempt will be made to contact parents. Only in the event of a serious emergency will treatment be arranged without consultation with a parent. **It is important that the school has accurate records of telephone numbers where parents may be contacted.**

*Please note:* The school does not carry any insurance with respect to students. If parents wish to have more cover than provided by Medicare and Private Health Cover they should arrange cover through a general insurer. Parents would also ensure they have adequate ambulance cover through their private health insurance.

## DIARY / HOMEWORK



This diary is designed to achieve three major aims:

- (a) To help you in the organisation of your busy school life by providing you with a means of systematically recording your work and homework, and of providing yourself with reminders about your program of activities.
- (b) To allow your teachers to monitor your work, your progress and your management of day-to-day tasks and procedures.
- (c) To assist your parents in following your progress and homework tasks from your diary entries and to serve as a means of communication between your teachers and your parents.

A strong commitment to homework and home study is essential if students are to succeed in their studies and this becomes increasingly important the further students move through the school. Student progress depends on the maximum three-way communication between students, teachers and parents. Homework supports tasks that cannot be achieved in class time alone. All students are issued with a Diary at the beginning of the school year. In addition, students will have access to an electronic diary on their notebooks. This will allow for students to keep their diary accurate on their notebooks as well as receive any calendar updates or other school information. **The diary is to be taken to all classes.** Students are to use the diary to record all homework tasks, due dates and reminders.

***The diary also doubles as a student information booklet and parents are encouraged to read and familiarise themselves with the information presented, including such items as the school calendar. The school calendar is also available on the school website, [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au).***

## ORGANISATION

In order to use your diary and planner effectively you must develop a system. The following suggestions may help you.

1. Take your diary to every class and also home with you each night.
2. Enter all relevant matters in your diary.
3. Use pencil if alterations are likely.
4. Colour-code your entries for instant recognition of specific entries.
5. Use symbols or abbreviations to save space.
6. Check your diary each morning and night.
7. Mark off entries when completed.
8. Use your Homework Planner to organise your study times for the week.  
This needs to be updated weekly.
9. Make sure all of the following entries are made:
  - all homework and assignment details: all test dates,



## DIARY / HOMEWORK ORGANISATION CONT.

- all sporting commitments, training times, music lessons etc
  - relevant extra and co-curricular activities such as meetings
10. Use your year planner to assist with forward planning eg.  
To ensure a thorough revision program is maintained prior to tests and examinations.

Students at Mount Lawley are expected to complete approximately 5-6 hours of homework/study/revision etc each week.

This may take the form of:

<i>Study for tests</i>	<i>Completion of classroom work</i>
<i>Completing assignment tasks</i>	<i>Researching</i>
<i>Taking part in discussions</i>	<i>File maintenance</i>
<i>Note taking</i>	<i>Reading</i>

*Viewing quality programs including the news, current affairs programs and documentaries.*

## LIBRARY - RESOURCE CENTRE

<b>OPENING HOURS</b>	Before School from 8:00 am until 3.30 pm
<b>BORROWING</b>	Students may borrow 4 resources for 2 weeks.

### OVERDUE RESOURCES

It is your responsibility to return your books on time. Check the date stamp in the book. Check the overdue notices in the library. Act on notices sent through your form. Respond to letters sent home. Talk to the library if there are any problems. **Students with overdue resources may NOT borrow until late items are returned.**

### PAYMENT FOR LOST AND DAMAGED RESOURCES

Students who lose or damage library resources are expected to pay for them. This includes books that are lent to friends and subsequently lost.

**PHOTOCOPIER COSTS** 10c per page

### LIBRARY STAFF

*Teacher-Librarians* Mrs Finning, Mrs Hutchison, *Library Officers*, Mrs Hopwood, Mrs Weir

This is YOUR resource centre. Please use it to

- Research
- Read
- Do homework
- Study

Libraries are quiet environments. When in the library please respect this by working and talking quietly.

### LIBRARY CODE OF CONDUCT

Students are expected to follow the school code of conduct at all times.

When in the library you are expected to

- respect the library environment
  - no graffiti
  - take care of computer equipment
  - take care of furniture
  - report any damage you see



- look after resources and return them on time  
Other students may wish to use them.
- respect the rights of other learners using the library.
- respect other people's property and look after your own.
- turn off mobile phones and other listening devices
- come to the library prepared for your task.  
bring learning materials (eg pens, paper, assignment sheet, thumbdrive, etc)  
be clear about you need to do.
- use time and resources effectively
- use computers for educational purposes
  - no games
  - no chat
  - no bullying online
  - no inappropriate emails or websites

### **YOU AS RESEARCHER**

As a researcher your aim is to create new knowledge and understanding from the resources you use. To do this you need to acknowledge where you found your information and who created it. This also includes text, images, maps, diagrams, etc. Record details as you work and then create a Bibliography or Reference list to hand in with your completed

### **LITERACY HINTS**

***REFER TO THE SCHOOL DIARY FOR WRITING FRAMEWORKS WHICH WILL ASSIST WITH ASSESSMENTS***

#### **WHAT IS LITERACY?**

There are many types of literacy requiring skills to decipher and decode information in many formats: visual literacy, numerical literacy, critical literacy, computer literacy and so on. Our concern is with improving written literacy.

Young people today use many different forms of communication, including email, text messaging, and various digital forums. In school there is an expectation that students will use a range of written genres from informal types to formal written pieces such as reports and essays. Students also need to be able to differentiate which forms of writing suit different audiences and purposes.

#### **WHERE AND WHEN DOES LITERACY DEVELOP?**

All subjects develop literacy in a variety of ways depending on their context but all have common expectations of writing processes. Each learning area has set writing tasks, specific vocabulary and research activities. Within each subject, students will be given opportunities to develop their ideas and understandings, to convey the meanings they have grasped through individual and small group activities and will be required to present their work for assessment. It is commonly understood that writing will be used for all these processes. Writing helps students clarify their ideas, refine their understandings and in the process, review and revise before writing in the finished form.

#### **HOW TO HELP YOUR CHILD**

The following ideas will assist parents when working with their students to complete learning tasks at home. Initially, it pays to understand the expectations.

- Check the **outcomes and assessment guidelines**. What criteria are identified for the task?  
When is it due?

- **Read the task to highlight the key ideas.**

What information is required and how is the information to be investigated?



## LITERACY HINTS HOW TO HELP YOUR CHILD CONT.

What is required for the end product

(who is the audience, for what purpose is the information to be used)?

What prior knowledge is required? Check their class work to see what background has been given on the topic. What interesting aspects can they identify to build on this interest?

### • Are there guidelines and processes required in the learning activity?

What direction has been given about showing progress in the form of data collected, analysis, first draft, revisions and final product? How do they have to acknowledge their sources of information?

Now to the task at hand.

- Ensure the students **understand the keywords**; they may have a glossary of terms to check.
- What **questions** do they have about the topic? The standard questions of who, what, when, where, why and how will help them identify what they already know and how much more they need to investigate. Other relevant questions may include a combination of 'why' and 'how' to 'what', 'where', 'who' and 'when', for example, what are the implications and how will it impact... Other obvious questions could include long term and short term effects, advantages and disadvantages, possible solutions, preventative measures and so on.
- How can they best **explore their knowledge**? Will a brainstorm be useful? If so, encourage them to use the Inspiration software at school and save it as a word document to develop further at home. This software can be used to collect notes on their topic, graphically represent their ideas with images and colour that is helpful for some students.

There are a number of versions of note taking formats for students to access on the library webpage.

- Research tasks require **collection of information** from a range of resources. Teachers generally give students time in the library and actively encourage them to access a variety of information sources (books, encyclopedias, journals and online databases). These resources can be accessed from home via the Library webpage on the school website)
- Where students are collecting information from the web, encourage them to
  - o Question the reliability, accuracy and validity of the information they collect, by checking who created the site, its currency and links to other related websites.

## CONVENTIONS FOR TYPED WORK



Times New Roman or Arial are the fonts used in most written transactions in everyday life. Most books are printed in these fonts. They are the conventions of printed texts. Show you have that knowledge by using them.



Do not use Word Art to create fancy headings. It wastes valuable time and it does not have spell check. It adds nothing to the score you will be given for your piece of writing.



Don't bold, italicize or underline the main body of your text.



Don't centre your text, left hand justify it. Like the point above, by using these rules you are showing you know what an audience in society is used to.



Use a header with your name and a footer with the file and path.



**ADVICE FOR SUBMISSION OF WORK TO A TEACHER**



Write your full name. This means your given name and your surname. You should begin each of your names with a capital and use lower case for the remaining letters. The ability to do this shows a skill at around Year 3 primary school level. Make sure you can demonstrate this. Write it at the top next to the margin.



Write the subject matter of the page you are working on in the middle at the top. e.g. Setting work OR Rainbow Bird Comprehension OR Point of View Exercises.



Write the date on the top of the page on the opposite side to where your name appears. Some file paper has forward slash symbols ( / / ) for this purpose. A diagram appears on the back of this page to help you confirm that you are doing this correctly.



Your page must show a margin of around 3 centimetres. If your file paper is not printed with a margin you need to rule one. Nothing is to be written in the margin, not even numbers. It is a blank space for your teacher to make comments in.



Use only A4 paper. It is the paper of business. Tearing a page out of an exercise book is not acceptable. It has a subtext that announces to the audience that you are not taking your studies seriously. It shows a lack of awareness of audience, one of the key concepts in your English course.



Similarly any form of scribble or doodling on the page you are going to hand in shows the same lack of awareness of audience. In the real world a car mechanic does not draw a flower on your bill or the waiter at a restaurant does not colour in the "O's" on the receipt that he hands you. Handing in a piece of paper to your teacher should constitute serious learning.



Rips from ruling lines too hard or tears from removing the page from a book too quickly also have a hidden agenda. They show carelessness or a lack of involvement.



Blue or black pen should be use for all writing. Any external examination (except for Mathematics) that you might take forbids the use of pencil. For some students using pencil is a habit that is hard to break. That problem needs to be addressed quickly.



No other subject e.g. Chinese, should appear on the back of pages in English. A teacher "reads" this as disorganisation. You should always aim to impress the marker.



Use capitals for proper nouns and beginning of sentences. Again the bench mark is around Year 3 in Primary School.



Underline titles like The Only One Who Forgot and The Wedge-Tailed Eagle and The Rainbow Bird. (That is the convention asked for in the TEE for all texts, as of 2009.)



Place on a clear line through and error. Do not scribble it out.

<div style="border: 1px solid black; padding: 5px; width: fit-content;">                 Your name in upper and lower case letters should appear here.             </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">                 The title needs to be in the centre             </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">                 The date helps you organise your file.             </div>
John Donne	Spelling Practice	22/04/09





## LITERACY HINTS HOW TO HELP YOUR CHILD CONT.

- o Question how relevant it is to the topic, if not, don't waste time copying it.
- o Only collect brief sections of information and organize it relevant to their end product. If they can learn to collect relevant information in an organized manner with similar ideas together, it will be easier to draw meaning in their own words in the process of creating understanding.

A number of **organisational templates** are available on the library webpage to help with the formation of original work (they are available on the school website [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au). Go to blue buttons, Student Logins, Web & Intranet OR/AND The Lawley Library.) Some of the templates require identifying main arguments and then the evidence to support these ideas, others require identification of fact versus opinion and through thinking about the information, students will gain greater understanding of their learning activities.

- For the final product, there are a variety of **templates for different writing formats** on the library webpage. Many teachers include these guidelines in lower school to assist students develop sound writing techniques. More advanced strategies are required in Senior School and subject specific guides are offered in each faculty.

### • REVIEWING

As with all writing and communication tasks, the first effort is never the best and always requires review. Please encourage students to check their work for **spelling, punctuation and grammatical** errors. Peer review is another useful strategy as is your input. Often reading their work aloud enables students to hear what they have written and identify ways to improve their efforts. Is that what you mean, could you make it clearer for the audience and so on. Positive encouragement is usually welcome.

Always go back to the initial instructions to check they have really focused on the task required. Check when activities are due. Never hesitate to ask for more help if students are unsure of how to tackle the task. The Student Diary has more ideas for homework help.

When we work together, your child will benefit.

## COMPUTER & INTERNET POLICY

Mount Lawley Senior High School respects and values academic freedom, the academic ethos and the rights of students, staff, parents and guardians who make up the School community. The School must comply with laws and other legal obligations regarding the use of its communications and information technology infrastructure, within the jurisdiction in which it operates. The School has decided upon the following conditions of use for school computing facilities.

### THE SCHOOL

Use of School computing facilities is for the purpose of School-related teaching, learning, research, administration and other school-related activities.

Use of the facilities is subject to conditions which are designed to keep the computing equipment operating, the accommodation in good order and to generate an educational environment that is productive, ethical, legal, secure and effective.

In order to ensure that the facilities function in a secure, efficient and effective manner, the School reserves the right to examine any computer software on its facilities and to monitor usage.

Under normal circumstances no person within the School is authorised to access another person's email or data. However, this can be over-ruled with the permission of the Principal or their nominee.

These conditions apply to all: School computers and systems, computer laboratories, computer facilities, networks, peripherals, software and data.



## **AUTHORISED USERS**

Persons authorised to use school computing resources are:

- students enrolled in the School.
- staff employed by the School.
- other persons having special authorisation from the Principal or nominee.

## **AUTHENTICATION**

Authentication is an identity and permissions check performed with a user ID and password when a user logs on to a computer system.

- No attempt should be made to avoid authentication.

## **USE OF FACILITIES**

- A user may use only those facilities for which they are authorised.
- Facilities may be used only for the purposes for which they have been provided and may not be used for other projects, games, 'hobby computing', private commercial or private consulting work, unless specifically sanctioned by the Principal or nominee.
- Facilities must not be wasted or consumed by inappropriate or irresponsible use.
- No attempt should be made to tamper with any facility in any way which might alter or impede its use by others.
- Equipment may not be attached to school networks or equipment except by an authorised officer of the School.
- Users must not harass others, including using computing facilities to send obscene, abusive, fraudulent, threatening or unnecessarily repetitive messages.
- Users must not involve themselves in any action that is unethical, illegal, of malicious intent, is in breach of the Communications Act or any state or federal law, is in breach of any School rule, or brings the School into disrepute.
- Users must inform staff immediately if they identify a security breach. They must not inform any other user.
- The authority to use School computing facilities normally expires at the end of each year but may be extended.
- The School reserves the right to withdraw or modify authorisation or access to facilities without notice.

## **PROPER CONDUCT**

Computer laboratories are work places. In the interest of other users noise should be kept to a minimum. Eating and drinking is not permitted in computer laboratories.

## **DATA SECURITY AND PRIVACY**

Computer accounts are for the exclusive use of the person to whom they are allocated and must not be used by anyone else.

Passwords must not be divulged to any other person.

Every reasonable precaution must be taken to ensure that passwords, accounts and data are adequately secured.

No attempt should be made to find out another user's password, nor to gain access to another user's account.

Regardless of the prevailing level of security, users must not:

- attempt to examine, disclose, copy, rename, delete or modify another person's data without authorisation.
- attempt to recover deleted data belonging to someone else
- attempt to subvert any restrictions imposed on the use of any facility
- access any data or software except that which belongs to, or has been provided for the use of that user.
- Users must not forward any emails to another person without the permission of the sender.



## **COMPUTER & INTERNET POLICY CONT.**

### **SOFTWARE COPYRIGHT REGULATIONS**

Only legally obtained software is to be used on school computing equipment - the penalties for breaching copyright are very high. All users of school equipment are warned that any such breach is the liability of the user. The School will not be liable for any breaches made by users.

No unauthorised software may be used on any School facility.

Software provided for use in laboratories must not be copied from computers without prior authorisation.

### **COPYRIGHT ON THE INTERNET**

All material on the Internet is covered implicitly by copyright law. Unless the web site states that the material can be used for educational, non-commercial or other purposes, permission should be sought to copy that material.

### **BREACHES OF CONDITIONS**

Failure to adhere to the above conditions may be considered an act of misconduct and appropriate action may be taken according to school rules.

Certain breaches which involve security and/or access violations may require that the School report them to the Australian Federal Police or State Police.

## **INTERNET RESOURCES**

Department of Education & Training (WA)

<http://www.det.wa.edu.au/>

School Curriculum & Standards Authority

<http://www.scsa.wa.edu.au/>

Middle Schooling Association of Western Australia

<http://www.msawa.asn.au/>

MiddleWeb

<http://www.middleweb.com/>

## **MOBILE TELEPHONE POLICY**

It is a fact of life today many students own or have access to a mobile telephone. Many parents see their child possessing a mobile telephone in terms of safety/security considerations. However, the school's teaching and learning program must also be free from the disruption that may be caused by unfettered access to a mobile telephone. Mobile telephones are attractive items and can be stolen or lost. Mount Lawley Senior High School and staff are not responsible if a student's mobile telephone is stolen or lost. Students must be responsible for the safe keeping of their mobile telephone.

Due to these factors, in 2007 the Director General of Education directed that mobile telephones were not to be used by students in classrooms.

Pursuant to Regulation 70 of the School Education Regulations 2000, the following order is made with regard to students and mobile telephones.

A condition of students bringing a mobile telephone to Mount Lawley Senior High School is that the mobile telephone must be switched off and not used for any purpose in classrooms during lessons. Students are also responsible for the safe keeping of any mobile telephone that they may bring to school.

Students must also note that it is a criminal offence to use a mobile telephone to menace, harass or offend another person. If a student uses a mobile telephone in this way it is likely to be referred to the police for action.



The following guidance is also issued to students on mobile telephones:

- ***If brought to school, the telephone must be secured. The school is not liable if the telephone is lost or stolen.***
- ***Mobile telephones may not be used between periods in order to allow students to move promptly from one class to another.***
- ***Mobile telephones are not to be used for the purposes of bullying other students or disrupting school operations.***
- ***Photographs, videos or audio sound tracks may not be taken or made from mobile telephones.***
- ***If students use a mobile telephone at recess or lunchtime in an improper manner, it may be confiscated by a teacher.***
- ***If students use a mobile telephone for any purpose in class, teachers will confiscate the mobile telephone and hand it to the relevant Associate Principal. Depending on the circumstances of the confiscation this may be held by the Associate Principal to be collected by parents.***
- ***If students do not follow lawful instructions issued by a teacher with regard to a mobile telephone they will be dealt with in accordance with the school's BMiS procedures.***

## **DRUG POLICY**

### **RATIONALE**

Drug use is a complex issue and drug use problems result from a combination of many contributing factors that affect the welfare and educational prospects of students. It is recognised that our society is a drug taking one and that some drugs are legal and socially acceptable. This policy aims to contribute to a positive, healthy and caring school environment in which students can achieve their full potential and develop interpersonal skills that will help them face challenges both in and out of school. At the same time we recognise the school's limitations on affecting drug use out of the school environment and the necessity to work with parents and community groups to minimise the harm to students.

A HARM REDUCTION approach is the primary focus of this policy and is recommended by the Department of Education, the WA Health Department, and the National Task Force on Drug Education. Abstinence is the preferred harm reduction option, although we recognise the need to take the necessary action to reduce the risk and harm faced by those using drugs whilst ensuring that this does not encourage or normalise drug use.

The policy is designed to conform to current Department of Education and legal requirements. A complete copy of the Mount Lawley Senior High School Drug Policy can be obtained from the school.

### **WHAT IS A DRUG?**

For the purposes of this document, a drug shall be defined as:

*"Any substance, with the exception of food and water, which when taken into the body alters its function physically and/or psychologically"*

This definition includes all drugs (eg. analgesics, alcohol, tobacco, cannabis, amphetamines). Solvents (also called volatile substances eg. glue and petrol sniffing), while not classified as drugs, are included in the Mount Lawley SHS Drug Policy.



## **DRUG POLICY CONT.**

Pharmaceutical products, both prescription and over the counter products are also included in the Mount Lawley SHS Drug Policy.

### **HARM REDUCTION**

The Mount Lawley SHS Drug Policy will provide a whole school approach to the issue of drug use which involves education, counselling and appropriate disciplinary and legal action as required.

- The school has a Health Education program, which includes drug education as an important part of the curriculum.
- Appropriate training will be provided to staff delivering the curriculum, specialist staff involved in counselling and, more generally, to the wider staff.
- Drug education will be adequately resourced.
- A healthy school environment will support drug education.
- Parent / community programs will be conducted to inform and empower parents.

### **INTERVENTION**

Mount Lawley Senior High School does not permit students, while on school premises or at a school function to:

- smoke and/or chew tobacco products,
- consume alcoholic beverages,
- inhale solvents and/or volatile substances,
- possess drug-related equipment such as syringes, bong pipes, etc,
- possess or use prohibited drugs in accordance with the Misuse of Drugs Act, 1981.
- provide to other students, any drug, according to our definition of a drug.

We note that '*while on school premises or at a school function*' includes a student travelling to and from school, a school camp, excursion, an organised function such as a social, concert, dinner, school ball, dance, at nearby facilities during the time when a student should be at school, etc.

While on school premises, students should self administer prescribed medicines or other products, but if support is necessary contact the School Nurse and the appropriate forms to be completed. Refer to Administration of Medication Policy (Education Department 2012) for guidelines on the administration of prescribed and over the counter medications. The supply of prescription medicines to another student is considered a breach of the Drug Policy. Over the counter products, including Panadol, aspirin, vitamins and such like should not be supplied to other students and the provisions of the Drug Policy apply.

### **BREACH OF THE SCHOOL DRUG POLICY**

Mount Lawley Senior High School recognises that punishment often ignores the cause of drug use. Our policy recognises that punishment alone is inadequate unless supported by relevant education and counselling.

Students involved in incidents of drug use at school:

- will have a parent/guardian contacted.
- will be subject to an appropriate administrative action – this may include suspension, withdrawal from classes, detention, loss of recess or lunch-time, demotion from office, exclusion from school functions such as camps, excursions and social events.
- will be counselled by a designated staff member/agency to determine what stage of change they are at ie. Do they acknowledge there is a problem?/do they feel they need to change?/are they ready to change?
- may be referred to police if involving illegal substances.

In a situation where behaviours indicate possible health and safety risks to the student and/or others: an assessment of the condition of the student is made. if necessary, first aid administered.





**STUDENT SERVICES – MOUNT LAWLEY SENIOR HIGH SCHOOL**

**PURPOSE**

*The Student Services' Team provides quality, personalised service to enable each student to achieve his/her full potential in a caring environment. Students are given support, advice and counselling on educational, social, welfare, health and career needs.*

The following members of the Student Services' Team provide assistance in the areas illustrated:

<p><b>Student Services Coordinator</b></p> <ul style="list-style-type: none"> <li>Coordinates Student Services Team</li> <li>Monitors student behaviour, well-being, uniform and attendance, years 10 - 12.</li> <li>Works with students, parents and teachers to modify unacceptable behaviour and encourage acceptable behaviour.</li> <li>Coordinates programs focussing on students with special needs.</li> <li>Coordinates school assemblies and special events.</li> <li>Coordinates Student Council.</li> <li>Coordinates inter-agency networks and support.</li> </ul>	<p><b>School Psychologist</b></p> <ul style="list-style-type: none"> <li>Counsels students concerning personal/social issues.</li> <li>Intervenes in crisis situations.</li> <li>Assists in the management of students with specific learning needs.</li> <li>Assists in the management of student behaviour.</li> <li>Consults and liaises with parents on student personal, social and emotional issues.</li> <li>Consults and liaises with other health/welfare agencies.</li> <li>Promotes positive emotional well-being of students.</li> </ul>	<p><b>School Nurse</b></p> <ul style="list-style-type: none"> <li>Promotes positive health-related behaviour.</li> <li>Provides physical and emotional health support.</li> <li>Assists in crisis situations.</li> <li>Provides assistance to sick or injured students and staff.</li> <li>Undertakes health screening/monitoring.</li> <li>Collaborates with parents and the local community</li> <li>Acts as a resource person, and liaises with health agencies</li> <li>Integrates health activities into the school curriculum</li> </ul>
<p><b>Year Coordinators (Senior School):</b>  <b>Year 10</b>  <b>Year 11</b>  <b>Year 12</b></p> <ul style="list-style-type: none"> <li>Induction and orientation of new students.</li> <li>Monitors student progress (academic, social, emotional, behavioural, uniform, attendance) and communicates with teachers and parents about these.</li> <li>Counsels students when appropriate.</li> <li>Coordinates Year Councillors/Prefects.</li> <li>Establishes effective communication links between school and home.</li> <li>Assists with major school events eg Awards Night, assemblies, teacher/parent evenings.</li> <li>Organises year level activities.</li> </ul>	<p><b>Aboriginal &amp; Islander Education Officer (AIEO)</b></p> <ul style="list-style-type: none"> <li>Facilitates discussions between parents, students, teachers and the community on matters such as school policies, school initiatives and special events.</li> <li>Assists teachers the delivery of education programs.</li> <li>Supports the well being of Aboriginal students by helping them become involved in school activities and stay at school.</li> <li>Develops and maintains networks between Aboriginal students, parents and guardians, the community and school.</li> <li>Provides knowledge and understanding of Aboriginal history, language and culture in schools.</li> </ul>	<p><b>School Chaplain</b></p> <ul style="list-style-type: none"> <li>Addresses social, emotional, physical and spiritual needs of staff, students and families.</li> <li>Acts as a reference point for members of the school community on religious matters, spiritual issues, values, human relationships and well-being issues.</li> <li>Provides support for grief, family breakdown and other crisis situations.</li> <li>Acts as an advocate for students and/or staff of the school community.</li> <li>Builds links with the local community, agencies, churches and other appropriate networks to support the school community.</li> <li>Assists in special programs for students at educational risk.</li> </ul>
<p><b>Team Leaders (Middle School):</b>  <b>Community 1</b>                      <b>Community 2</b>  <b>Community 3</b>                      <b>Community 4</b></p> <ul style="list-style-type: none"> <li>Assists with the induction and orientation of new students.</li> <li>Monitors student progress (academic, social, emotional, behavioural, uniform, attendance) and communicates with teachers and parents about these.</li> <li>Counsels students when appropriate.</li> <li>Establishes effective communication links between school and home.</li> <li>Assists with major school events.</li> <li>Organises year level activities.</li> </ul>	<p><b>Learning Support Coordinator</b></p> <ul style="list-style-type: none"> <li>Consults and collaborates with teachers, parents and agencies to meet the educational needs of students with disabilities and learning difficulties.</li> <li>Monitors, reviews and adjusts individual education plans in consultation with staff, outside agencies and parents.</li> <li>Models effective teaching and supports classroom teachers of students requiring significant teaching and learning adjustments.</li> <li>Coordinates support for teachers from visiting teachers and outside agencies.</li> </ul>	<p><b>Youth Worker</b></p> <ul style="list-style-type: none"> <li>Offers social, emotional and educational support to students at all levels of need.</li> <li>Works closely with the students and teachers of the Career Link program.</li> <li>Engages with all students at lunch times and in extra-curricula activities.</li> </ul>
<p><b>Workplace Learning Coordinator</b></p> <ul style="list-style-type: none"> <li>Coordinator of Workplace Learning program.</li> <li>Coordinator of Career Link Program.</li> <li>Coordination of student work experience.</li> <li>Liaises with local business &amp; community groups.</li> <li>Coordination of daily operation of Education Assistants.</li> <li>Coordination of Volunteer Program.</li> </ul>	<p><b>Vocational Education &amp; Training (VET)</b>  <b>Ms Catherine Smith</b></p> <ul style="list-style-type: none"> <li>Coordinates university guest speaker program.</li> <li>Liaises with students &amp; parents concerning future career options.</li> <li>Assists with student job searching &amp; entrance into study courses.</li> <li>Liaises with local business &amp; community groups.</li> </ul>	<p><b>ProActive@Lawley Coordinator</b></p> <ul style="list-style-type: none"> <li>Provides a range of opportunities for students to engage in activities that improve their health and well-being.</li> </ul> <p><b>Follow The Dream Coordinator</b></p> <ul style="list-style-type: none"> <li>Monitors the progress of indigenous students in Senior School.</li> <li>Provides educational opportunities for indigenous students to improve their educational outcomes.</li> </ul>

**HOW TO CONTACT STUDENT SERVICES?**  
 Any team member can be contacted by telephoning 9471 0300 (fax 9271 1126).  
 Appointments can be made if team members are unavailable when called.



## PASTORAL CARE

The policy of this school is to recognise each student as an individual and to produce the means of allowing all students to develop into effective young adults. All staff are encouraged to be receptive to students' problems, to offer advice and where necessary to refer the students to sources more able to deal with the situation. This is usually the Student Services Team which includes staff such as the Chaplain, School Psychologist, School Nurse, and other personnel within the school. The Student Services Team is a large team with many years of experience and a wide cross-section of expertise. The Student Services Team also has many links with specialist outside agencies. Where children have any issue which is likely to affect their performance at school, advice on the matter to staff is of assistance, to enable understanding of the individual's personal needs.

## PARENT ORGANISATION

Parents of the School are currently represented through the P and C organisation and the School Board, the members of which are elected from the P & C Executive Committee. The P and C functions through an Executive Committee elected at the A.G.M. held in February each year. All parents are encouraged to attend the A.G.M. and to stand for election as members of the Executive Committee.

The P and C play a significant role in school affairs in that:

- a) It contributes considerably to school facilities through provision of funds from the family levy and from direct fund-raising activities. In very many ways the success of the school depends on the quality and quantity of parental support; and
- b) It has representation on the School Board.

The P and C also facilitate a number of parent support groups in Music, Languages, Middle School and SVAPA.

These groups offer support to our specialist programs and other areas of the school.

- The **Music Support Committee** This is an informal, low-key working group that supports the music staff in making the music program the best it can be for our children. The committee provides assistance at concert performances by preparing and selling concert tickets, being ushers and coordinating interval supper. They also organise events such as the Music Soiree to ensure parents hear about music opportunities and raise funds to provide valuable teaching resources.
- The **SVAPA Parent Support Committee** consists of parents are actively involved in the SVAPA program. Through their participation and fundraising the school has been able to extend the students' experiences with workshops, visiting artists and camps. The committee is well known for providing succulent suppers for performance nights and preparing food for students and staff at workshops.
- The **Languages Support Committee** This committee wants students to leave the school with happy memories of their time studying their chosen language. They promote Languages at various events including Languages Day, GATE Club and the Careers Expo. They meet and discuss what is happening in Languages, participate in making decisions for future learning experiences, support staff and raise funds.
- The **Health Committee** is made up of staff, students and parents with an interest in health issues at the school. The aim of the Health Committee is to promote physical and mental well-being within the whole school community. The committee meets regularly to discuss a range of health subjects. The committee is actively involved in the Mount Lawley Senior High School Health Expo and assists with the set-up, running of the activities and provides back-up to staff.
- The **Art Auction Committee** is made up of parents, usually taken from but not limited to the Music and SVAPA Parent Groups who work together to produce the Annual Mount Lawley Community Art Auction. The Art Auction is a prestigious annual event held in June of each year. In 2012 they raised over \$20,000 which was distributed equally between the SVAPA and Music programs. This money provides critical funding for our very talented children. This fantastic event is the major fund-raising activity for the two groups.



If you have a skill that may be of use in any of the above areas you are most welcome to join. Please do not be afraid to come and see what happens at our meetings. Involvement in a committee at any level provides a great opportunity to be involved in your child's schooling and learn more about how the school operates.

For more information or to join the mailing list and receive regular communication (including the Lawley Update & newsletter) visit the website: [mlshspc.org.au](http://mlshspc.org.au)

## PERSONAL PROPERTY

As with any public situation it is very important that each person take responsibility for the security of his or her personal possessions. Effective guidelines in the school situation are as follows:

- i) Mark in some permanent manner all items of clothing, books and personal equipment;
- ii) Ensure that money is either carried on the person or, alternatively, handed to office staff for safe keeping. Where money is to be paid to the School, ensure that the payment is made on arrival at the school;
- iii) Attractive items such as ipods/MP3's, computer games, telephones, expensive watches, expensive extras on bicycles and so on should not be brought to school; and
- iv) Expensive/inappropriate jewellery should not be worn to school.
- v) Small combination Luggage locks secured to backpack zips may be a useful strategy .

Please note that for a number of reasons, school staff find it difficult to recover items such as those mentioned above which are either lost or stolen. As a general rule staff will not accept responsibility for items such as those mentioned above.

**LOST PROPERTY** - Located at Student Services Building.

## REPORTS

An interim report will be issued to all students in Term One. This will provide information on record of attendance, conduct, attitude and work habits.

Students will receive two Summative reports. A first report will be issued to all students during Semester One. This will provide information on record of attendance, conduct, academic achievement and progress, values development, work habits, as well as teacher comments. In Term Four, students will receive a second report. This will include information on record of attendance, conduct, academic achievement and progress in levels, values development, work habits and comments.

Parents are urged to read these reports carefully and to make contact with the school should they be concerned about their child's progress. Parents are invited, should they wish to discuss the progress of their child, to attend the Parent Teacher Interview evenings, of which two are scheduled during the year, and to make additional contact at times other than those when reports are issued.

## SCHOLARSHIPS

The following Scholarships may be awarded each year to highly talented students:

*SVAPA – scholarships are awarded to top students from the feeder primary schools.*

*GATE Languages- scholarships are awarded to top students from the feeder primary schools.*

*Mount Lawley SHS Science Scholarship, Year 8, 10, 11.*

*Peter Sparbier Mathematics Scholarship, Year 11.*

*Michael Sutherland, MLA Scholarship for Humanities, Year 8,11*

*Anne Griffiths Scholarship for Vocational Education and Training, Year 11.*

*Booklist Scholarship Years 8, 9, 10, 11 and 12.*



## SCHOOL COLOURS AND AWARDS

Students participate in a variety of school based curricula and extra-curricula activities during their time at Mount Lawley SHS. Those students who have demonstrated a significant level of competence, involvement and commitment over an extended period of time (at least 3 years) in these activities deserve to be recognised by the school community. These students will be awarded Colours, enamel badges of a particular colour for the appropriate category.

Colours will be awarded to students in the four fields (table opposite), and some examples of activities in those fields are:

An activity for which Colours can be granted needs to be school based or requiring expertise developed within the school. Therefore activities such as national subject competitions are considered relevant activities. Representation in state or national teams would not be in the spirit of an award unless it is predominantly due to school-based participation.

Students can apply for Colours by completing and submitting an application that can be collected from Student Services. Applications must be submitted to Mr Hudson in Student Services. General and specific criteria for all activities for which Colours can be awarded are also available from Student Services. When students apply for Colours they are to have the staff member responsible for that activity to verify and sign that the applicant has met the general and specific criteria.

The applications will then be referred to the Colours Committee and endorsed or refused on a simple majority vote. Colours are announced at whole school assemblies each term. Students will also receive a certificate indicating the award earned.

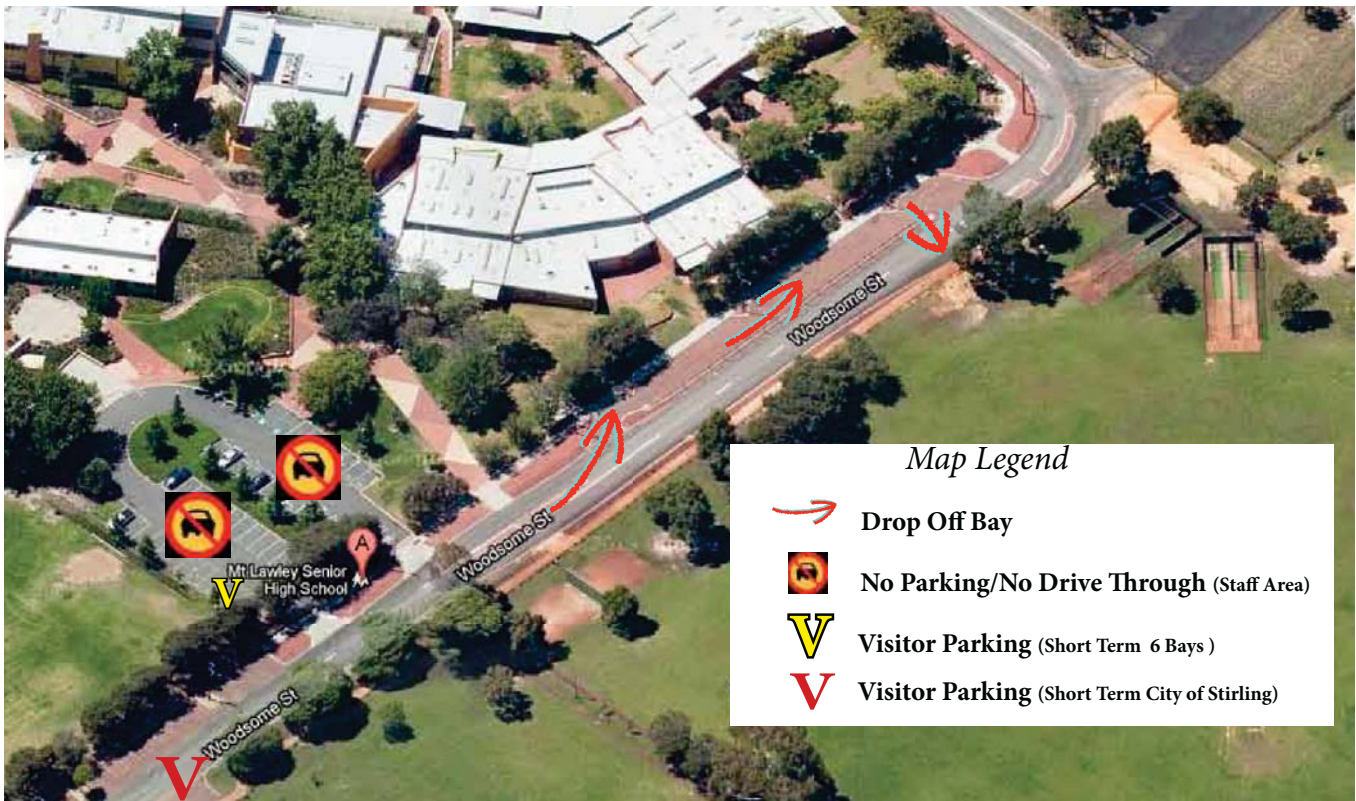
Awardees would retain their Colour for their remaining years at Mount Lawley.

An example of the badges received is shown at the beginning of this section.

Should students receive Colours in that same field in future years, then they receive other badges with a thick vertical silver line on the badge for each extra year awarded.

The Arts	Service	Sport	Academic
<ul style="list-style-type: none"> <li>▪ Dance</li> <li>▪ Drama</li> <li>▪ Media</li> <li>▪ Music</li> <li>▪ Art</li> <li>▪ Craft</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assisting performances</li> <li>▪ Busy bees</li> <li>▪ Youth Mentors</li> <li>▪ Student Council</li> <li>▪ School Council</li> <li>▪ Bush Rangers</li> <li>▪ Committees</li> <li>▪ Fund raising</li> <li>▪ Umpiring</li> <li>▪ Coaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Athletics</li> <li>▪ Swimming</li> <li>▪ Netball</li> <li>▪ Football</li> <li>▪ Cricket</li> <li>▪ Basketball</li> <li>▪ Volleyball</li> <li>▪ Soccer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Debating</li> <li>▪ Mock Trials/SCRAM</li> <li>▪ National/state subject competitions</li> <li>▪ Principal's Awards</li> </ul>





**TRANSPORT**

**DROP OFF BAY**

Parents are requested to use the turn around area in Woodsome St or Learoyd St to set down and pick up students, except in very special circumstances (eg. Injured students, large musical instruments, etc.)

**PLEASE DO NOT PARK IN THE VISITORS' BAYS TO WAIT FOR STUDENTS AT THE END OF THE SCHOOL DAY AS THIS CAUSES CONGESTION.**

There are some parking spaces available in Woodsome St for parental use.

**PARENTS ARE NOT TO DROP OFF/PICK UP STUDENTS IN THE MAIN CARPARK.**

**BIKES**

Bikes should be parked in the bike racks near the Specialist Building. Bikes must not be ridden on the school grounds. Students should also provide a security lock for bike and helmet. Bikes left in areas of the school other than the bike compound will be removed.

Bike racks are locked at approximately 9.00 am each morning and are unlocked each afternoon at approximately 2.30 pm.

Students needing to access the racks between those times are required to obtain a key from either Middle School or Senior School receptions.

**SKATEBOARDS/SCOOTERS**

Skateboards and scooters are not permitted to be brought to, or used at, school.



## TRANSPORT CONT.

### CARS

Student cars may not be accessed during the day. Application for a parking permit is to be made through Student Services. Details of registration number and vehicle must be provided. Student vehicles, with current parking sticker, should be park in the carpark of Inglewood oval entrance from Central Ave. Students who park on Woodsome Street must comply with local government regulations and are liable to fines if these are breached.

### BUS ROUTES TO AND FROM

Mountt Lawley Senior High School These are the routes that either start or finish at Mount Lawley SHS in Stancliffe Street. Other patrons are able to access these routes as well if desired.

There are various other bus routes operating that travel close to Mount Lawley SHS and pass down North Street and Alexander Drive and the Transperth web site should be consulted for more detailed information on these.

From Monday 4 February 2013, there will be changes to School Special 1 and School Special 623 serving Mount Lawley Senior High School.

Time	Description
<b>Route 3 (1134)</b> Departs 3.20 pm; Arrives 3.39 pm	Depart Mt Lawley SHS, via Stancliffe St, R Central Ave, R North St/ Longroyd St, L Walcott St, R William St, R into City Busport
<b>Route 60 (1138)</b> Departs 3.20; Arrives 3.35	Depart Mt Lawley SHS via Stancliffe St, R Central Ave, L Hamer Pde, L Dundas Rd, R Walter Rd, R Russell St, L into Morley Bus Station
<b>Route 725</b> Depart 7.55 am Arrives 8.30 am	The morning School Special 623 will be renumbered to display 725 and will operate the following modified route. Depart from Leake St near Sutherland Sl. Bayswater and travel via Leake Sl. right Neville St, right Roberts St, left Frinton St, right Milne St, left Guildford Rd, right Caledonian Av, left Railway Pde, right Seventh Av, left Coode st, right Central Av, left Stancliffe st to Mt Lawley Senior High School. Students currently boarding School Special 623 near Meltham Station should be aware that the nearest boarding point for the new 725 service is on Railway Pde near Maylands Station. Students currently boarding School Special 623 on Kennedy St and Coode St should be aware that the nearest boarding point for the new 725 service is on Railway Pde near Maylands Station.
<b>Route 725</b> Departs 3.20 pm	The afternoon School Special 1 will be renumbered to display 725 and operate the following modified route. Depart Mt Lawley Senior High School via Stancliffe St, right Central Av, left Coode St, right Seventh Av, left Railway Pde, right Caledonian Av, left Guildford Rd, right Milne St, left Frinton st, right Leake St to terminate Leake St after Sutherland St. Students currently travelling on School Special 1 beyond Leake st should be aware that they will need to transfer services in either Perth or on Guildford Rd near Caledonia Av.

## WHOLE SCHOOL ASSESSMENT POLICY

### Preamble

The whole school assessment policy provides a clear framework for both staff and students to negotiate the completion of student work.

All students will receive a subject outline and assessment structure for each subject. Students should continuously revise the performance criteria and assessment statement for each subject.

Information regarding Year 11 and 12 Course outlines will also be provided. Upper school student assessment has guidelines set by the School Curriculum and Standards Authority (SCSA) . Adherence to these guidelines is mandatory by all students.





## 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.

## COMMUNICATION WITH PARENTS

The School will communicate with parents in a variety of ways. These include:

### 1. Regular Ongoing Communication through

- Annotations in the student's diary.
- Telephone conversations, email and fax.
- Letters of Commendation.
- Letters of Concern, where a student does not complete an assessment task, or where the level of achievement places the student at risk.
- Progress Reports.  
This will occur when the student is at risk, and can be initiated by teachers or parents.
- School Newsletter.
- Parent interviews and parent evenings.
- Sending home selected and annotated work samples, including portfolios.

### 2. Whole School Reports

An interim report will be issued to all students in Term One. This will provide information on record of attendance, conduct, attitude and work habits.

Students will receive two Summative reports. A first report will be issued to all students during Semester One. This will provide information on record of attendance, conduct, academic achievement and progress, values development, work habits, as well as teacher comments. In Term Four, students will receive a second report. This will include information on record of attendance, conduct, academic achievement and progress in levels, values development, work habits and comments.

## STUDENT RESPONSIBILITIES

- Complete the prescribed work requirements in each subject by the last date for submission.
- Complete **all** assessment tasks outlined in the subject assessment structure.
- Maintain a good record of attendance, conduct and progress.  
A student who is absent for five periods/days or more per term is considered to be at risk.
- Absence from school on the day that an assessment is to be submitted must be explained by one of the following:

- 1) A note from a parent/guardian
- 2) A medical certificate

If a second assessment is missed, a medical certificate must be provided.

## ABSENCE FROM CLASS/MISSED WORK

If a student is absent from class, his/her ability to achieve his/her potential is diminished. Extended periods of absence are likely to result in lower levels of achievement. Absences may result in a student not meeting the requirements of a subject and therefore assessment will be deemed as unfinished, or assessed as failing. All achievement by a student must be demonstrated to the teacher.



## **WHOLE SCHOOL ASSESSMENT POLICY CONT.**

### **LATE ASSIGNMENTS/ LATE TASK COMPLETION**

Assessment tasks that are submitted late may not be assessed. However, a teacher at his/her discretion may accept late assessments from students who have had exceptional circumstances. Students are advised to submit assessment tasks on time regardless of whether or not they are complete as an incomplete assessment can still be graded. Failure of technology is not an excuse.

If a student has an excursion on the day that an assessment task is to be submitted they must make arrangements for the task to be submitted before the last date for submission OR handed in to the teacher before school on the day of the excursion OR emailed to the teacher.

A student who is absent due to illness on the day that an assessment task is to be submitted will not be penalised. However, he/she must submit the assessment task to the teacher in their next class after they return to school. A medical certificate may be required to be submitted. If a student is regularly absent on the day an assessment task is to be submitted, then late submission of the task may not be accepted.

Ongoing failure to submit assessment tasks on time may be subject to other consequences as outlined in Learning Area specific policies.

### **EXTENSION**

A student may be granted an extension to the due date in extenuating circumstances. If a student is having problems completing an assessment task, he/she must discuss this with the teacher well before the due date.

Requesting an extension on the last day for submission will generally be refused.

### **CHEATING, COLLUSION AND PLAGIARISM**

Students who have cheated in assessed work or in examinations will not receive an assessment for that task – it will not be assessed.

If a student submits work that is not his or her own for assessment he or she will not be assessed. Furthermore, all students involved in the collusion will also not be assessed.

If work that is not the original product of the student is submitted for assessment (that is, copied from some other source), it will not be assessed.

At teacher discretion an inhouse invigilated assessment may occur.

### **VERIFICATION OF WORK**

In Senior School, the School Curriculum and Standards Authority (SCSA) requires that the teacher is able to verify that a student's work is in fact his/her own. The teacher may refuse to use some work as evidence for assessment if he/she is not completely satisfied that it is the student's own.

### **STUDENTS WITH SPECIAL NEEDS**

The school will cater appropriately for students with special needs. Requirements need to be discussed with appropriate staff to ensure this can be acted upon.



## PROACTIVE KEEP ACTIVE @ LAWLEY

This initiative has been recognised with Excellence awards for Health and Physical Activity from Australian Council of Health Physical Education and Recreation (ACHPER) in 2009, 2010, 2011 and 2012. It was also acknowledged in the areas of Dance and Health for 2011. The program is designed to offer alternative opportunities for activity and promote and encourage improved health, both physical and mental for students. Our aim is to offer activities which will engage all students and particularly, the less physically active, or those who are not involved in traditional school sport teams.

The program encourages a whole school approach to health and physical activity. Success has been achieved in many different ways. The main one being with the use of our outdoor fitness equipment, which was installed in 2010. This has been used during lunchtimes and is incorporated into lesson times and after school. We have also used major sporting competitions to offer similar extra activities at school. To date more than 50% of our approximately 1350 students have been involved in extra physical activity outside of their Physical Education lessons.

In 2009 this project was funded by the Australian Government Department of Health and Ageing. Its success and effectiveness in 2010, 2011 and 2012 has been made possible thanks to parent donations via the other Approved Requests component of the Contributions and Charges sheet. With continued support, new activities and opportunities will be offered in 2013. For further information contact Suzie Barnes

## VISITORS TO THE SCHOOL

All visitors to the school must sign in at the Main Administration Office to inform the school of their presence. Visitors will be issued with a visitors' badge or will be accompanied on their visit by the Host student or a staff member. Should a staff member encounter a stranger on the premises who by their appearance or lack of a visitor's badge does not seem to have official sanction, they will speak with the person to ascertain a reason for being there. This is done to protect your child.

**AT NO STAGE WILL VISITORS BE GIVEN PERMISSION TO BE IN THE SCHOOL GROUNDS UNLESS ACCOMPANIED BY A TEACHER OR A LETTER OF AUTHORITY.**

## UNIFORM REQUIREMENTS 2013

The School's colours are navy blue, white and salmon. The uniform type and style will carry the school crest or school letters so that they are clearly identifiable as Mount Lawley Senior High School students. Enrolment to Mount Lawley Senior High School constitutes an awareness and acceptance of the school uniform code. All clothing is to be in good state of repair, clean and neat.

*All clothes must be in good state of repair and be clean and neat. Immodest clothing is not acceptable.  
All items are only purchasable at the school clothing shop.*

### UNIFORM SHOP

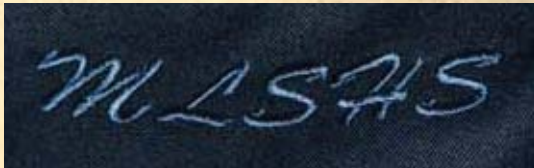
Opening hours : Tuesday 8am to 3.30pm and Thursday 8am to 11.30am.

Contact details: Telephone 9270 4663, Email: [mountlawleyshs@uc.ubd.net.au](mailto:mountlawleyshs@uc.ubd.net.au)



# SCHOOL UNIFORM

## No Logo - NOT School Uniform





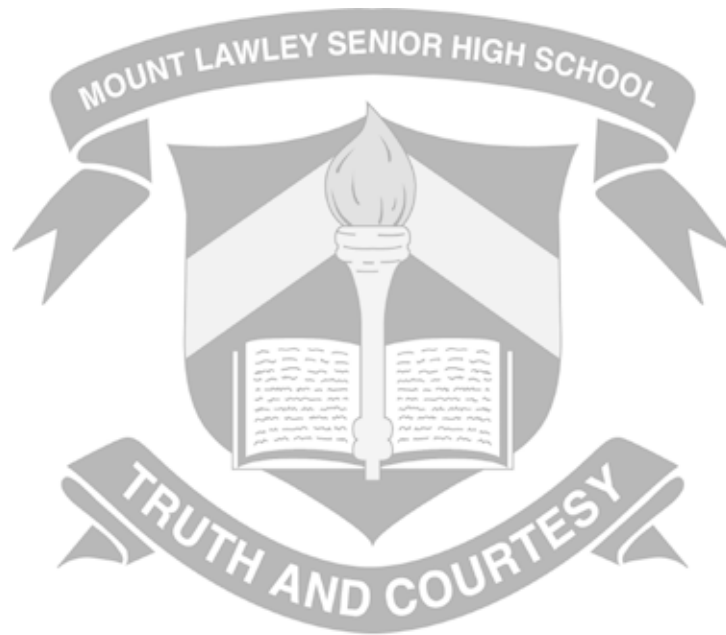
## UNIFORM REQUIREMENTS 2013

<b>GIRLS GENERAL UNIFORM</b>	
<b>Blouse</b>	Short/Long Sleeve White Blouse with Crest
<b>Polo Shirts</b>	Navy Blue or White with crest for Middle School. White only with crest for Senior School.
<b>Trousers</b>	Tailored trousers in plain navy blue.
<b>Shorts</b>	Tailored in plain navy blue.
<b>Skirts</b>	To be plain navy blue inverted pleated and of appropriate length with identifying school letters. Black Opaque Tights.
<b>Dress</b>	Navy blue dress with identifying school crest
<b>BOYS GENERAL UNIFORM</b>	
<b>Trousers</b>	Navy Trousers
<b>Shorts</b>	Navy Shorts Plain above the knee
<b>Shirt</b>	Short/Long Sleeve White Shirt with Crest
<b>Polo Shirts</b>	Navy Blue or White with crest for Middle School. White only with crest for Senior School.
<b>UNISEX UNIFORM</b>	
<b>Jumpers</b>	V-neck Jumper with Crest (poly/cotton for wool allergic students)
<b>Jacket</b>	Weatherproof zip jacket. Navy blue with white and salmon trim plus crest.
<b>Socks</b>	White socks with school colours
<b>Shoes</b>	Must be lace up and fully covered black shoes. (This is a safety requirement for several subject areas in the school) They may be used for sport with suitable non marking soles
<b>Hat</b>	School cap/bucket hat or wide brim with identifying school crest. (Bandannas or beanies are not allowed)
<b>Sport Shorts</b>	Navy Blue with crest. Students are expected to change for Sport and Physical Education.
<b>Sport Shirt</b>	Navy blue and white sport shirt with school crest.
<b>Tie</b>	School Tie only
<b>Scarf</b>	School scarf in navy with white and salmon striping.
<b>School Bag</b>	Chiropak II with ergonomic support.
<b>Blazer</b>	Students may purchase and wear a school blazer
<b>OTHER</b>	
<b>Make-up Hair Jewellery Piercings</b>	Facial piercing (such as eyebrow rings, nose studs, lip rings, etc, ) excessive make-up or jewellery and inappropriate coloured hair, will not be permitted. Jewellery will be appropriate to the learning environment. Any tattoo should not be visible.





# MIDDLE SCHOOL SECTION







## MIDDLE SCHOOL

### WELCOME

Welcome to the Middle School at Mount Lawley Senior High School. This handbook introduces parents and students to the principles of a middle schooling approach, describes the structures and programs through which it is implemented in our school, and provides details of the curriculum followed within it. Mount Lawley Senior High School is a first class educational institution and we are always seeking ways to improve it.

### MIDDLE SCHOOL COMMUNITIES.

Our usual structure is four distinct Communities within the Middle School, two in Year 8 and two in Year 9. Each Community has its own unique "home" in the purpose-built Middle School buildings, and is time-tabled separately from the others. The Communities each have about 120 students, which means they are small enough to ensure that quality relationships can develop between teachers, students and parents. The community spaces were designed to reflect the emphasis on community as well as being flexible enough to cater for a wide variety of teaching strategies and other uses. Students also have access to the school's specialist facilities for their classes in Physical Education, Technology & Enterprise and the Arts.

To help with building relationships, and to maximise academic achievement, the students remain in the same Community with the same teachers for two years. Each team is headed by a Program Coordinator who takes responsibility for every aspect of the learning and social / emotional development of the students in his or her Community. He or she also takes responsibility for curriculum leadership of one of the major learning areas across the whole Middle School. Parents who have any concerns regarding their child are encouraged to contact either the child's Learning Team Leader or Form Teacher.

Within each Community there are four classes, one for each of the Houses which make up the House system at Mount Lawley. These classes are the Form groups and the students remain in these groups for English, Mathematics, Science, and Society & Environment. Students are re-grouped for their classes in the other four Learning areas of Health & Physical Education, Languages, Technology & Enterprise, and the Arts, but these classes will still only include students from within their own Community. Classes are not streamed in the Middle School, but students who have a need for either learning support or extension are catered for within the regular classes. There is a Literacy and Language Support Teacher, an extension program for Aboriginal students and a Gifted & Talented Education Coordinator in the Middle School. Extension opportunities are discussed in detail in a later section of this Handbook. One of the four classes in each Community will be either a Special Visual and Performing Arts class or an GAT/.Academic Extension class which includes the students in the Selective Language Program. In 2013 there is one Academic Extension class in Year 8.

### MIDDLE SCHOOL TIMETABLE

The thirty teaching periods are allocated as follows in both Year 8 and 9:

4 periods per week of English, Mathematics, Science and Society & Environment

2 periods per week of Integrated Studies

2 periods per week of Language Other Than English

1 period of Community Time (except for those students in the GATE Languages or SVAPA programs, who are timetabled for classes in that program during this time.)

2 periods of Physical Education and 1 of Health Education



Monday		Tuesday		Wednesday		Thursday		Friday	
FORM 8.30 – 8.45		FORM 8.30 – 8.45		FORM 8.30 – 8.45		FORM 8.30 – 8.45		FORM 8.30 – 8.45	
Period 1 8.45 – 9.35		Period 1 8.45 – 9.35		Period 1 8.45 – 9.35		Period 1 8.45 – 9.35		Period 1 8.45 – 9.35	
Period 2 9.35 – 10.25		Period 2 9.35 – 10.25		Period 2 9.35 – 10.25		Period 2 9.35 – 10.25		Period 2 9.35 – 10.25	
Lunch 1 10.25 – 10.50		Lunch 1 10.25 – 10.50		Lunch 1 10.25 – 10.50		Lunch 1 10.25 – 10.50		Lunch 1 10.25 – 10.50	
Period 3 10.50 -11.40		Period 3 10.50 -11.40		Period 3 10.50 -11.40		Period 3 10.50 -11.40		Period 3 10.50 -11.40	
Period 4 11.40 – 12.30		Period 4 11.40 – 12.30		Period 4 11.40 – 12.30		Period 4 11.40 – 12.30		Period 4 11.40 – 12.30	
Lunch 2 12.30-1.05		Lunch 2 12.30-1.05		Lunch 2 12.30-1.05		Lunch 2 12.30-1.05		Lunch 2 12.30-1.05	
Period 5 1.05-1.55		Period 5 1.05-1.55		Period 5 1.05-1.55		Period 5 1.05-1.55		Period 5 1.05-1.55	
Period 6 1.55-2.50		Period 6 1.55-2.50		Period 6 1.55-2.50		Period 6 1.55-2.50		Period 6 1.55-2.50	

Middle School Timetable

3 periods of Technology and Enterprise - this rotates on a trimester basis between Computing, Design and Technology and Home Economics.

3 periods of the Arts. For most students this rotates on a trimester basis between Visual Art, Media and Drama. However, Music students have 2 periods of Music and 1 of Multi Arts for the year.

## COMMUNICATION

Because of our commitment to involving parents as much as possible in the education of their children, we welcome parent contact. The best way to contact us is via email. Telephone contact is difficult because teachers are usually in class, and voicemail messages may not be picked up on the same day. As you can see, our standard email address for teachers is *Firstname.Surname@lawley.wa.edu.au*.

## CURRICULUM

We provide a balanced curriculum that maximises the opportunity for all students to achieve the outcomes described in the Curriculum Framework and the Australian Curriculum. The Values from the Curriculum Framework underpin and are embedded in everything we do. We are currently developing programs that will encourage our students to make connections with their community, with the aim of increasing their self-awareness, confidence and links with supportive, positive organisations and individuals. During their two years in the Middle School all students have access to a comprehensive program in all eight Learning Areas, and will be provided with multiple opportunities to achieve the outcomes of each Learning Area in a variety of contexts. Because of the way the Middle School is structured, the curriculum is conceptualised and presented as a two-year program rather than as two separate single year programs, and this continuity provides many advantages.

Apart from those students who gain entry to one of our special programs, the only subject choices that students have are which of our Languages to study, and whether or not to study Music. Entry to the Music program is through an audition and aptitude test.



Curriculum in the middle years that leads to engagement and achievement is:

- outcomes based;
- coherent with a sense of scope and sequence;
- learner-centred in which students are engaged in their learning through opportunities for negotiation, direction and construction;
- integrated and cross-curricular where appropriate;
- problem or challenge based;
- values based;
- authentic; and
- inclusive of assessment that is valid, educative, explicit, fair and comprehensive.

## LEARNING AREAS



### THE ARTS

In The Arts learning area students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in drama, media, music, visual arts and combinations of arts forms. The Arts develop students' sense of personal and cultural identity and equip them for lifelong involvement in, and appreciation of, the arts.

### ARTS LEARNING AREA CONTEXTS AT MT LAWLEY SENIOR HIGH SCHOOL

#### DRAMA

##### Year 8 Drama

This is an introductory unit which caters for all abilities and drama experiences. Students participate in workshops which explore verbal and non-verbal communication, movement, characterisation, and improvisation skills. There is a focus on Mime and Narrative Play-building.

##### Year 9 Drama

Students explore the origins, characters and physicality of Commedia dell'Arte (Italian comedy). Students workshop status play, slapstick comedy, and mask-making and devise and present their own comedy. The second area of exploration in this unit is Contemporary Australian Theatre. Students look at the development of Australian Theatre from the early 1900's to the present day and the work of significant Australian playwrights. Students are challenged to experiment with particular theatrical techniques and themes to create a site-specific performance.

#### MEDIA

##### Year 8 Media

This course introduces the forms and practices of media and mass communication and their impact on shaping our view of the world. We will examine the codes and conventions used by media practitioners to deliver messages that make sense to their intended audiences. These codes and conventions are a language that we will learn to use in the production of our own media works such as short feature films.

##### Year 9 Media

This course focuses on that most powerful of mass media: television. Students explore the codes and conventions used by program makers as a language which is communicated to, and understood by, large viewing audiences. Students also examine the nature of television, view professional programs and begin using the language of television to create and produce their own television programs such as TV dramas.

#### VISUAL ART

##### Year 8 Art

The Year 8 Art program is designed to provide the students with a wide range of useful and practical skills that they can build upon in later years should they continue art in the Senior School. In the course of the



## LEARNING AREAS CONT.

trimester students will work in a range of practical activities with a range of art media, exploring art ideas and producing art works. Students will also learn to talk about art works of other artists and their own using the language and terminology of art.

### Year 9 Art

The Year 9 art program is designed to extend students, adding to the skills that they have gained in the previous year. Adding to a range of practical skill-based activities students will work in a more expressive manner, using their skills to express aspects of themselves and their interest. An example of this is a self-portrait that tells the viewer about who they are.

## MUSIC

The Years 8 and 9 music program is formed of three strongly integrated and complementary courses of study: Class Music, Instrumental Music and Ensemble Music. After successfully completing an audition process, students enrolling in the music program are expected to participate in all three areas of study.

### Class Music

In class music students explore a range of musical concepts, vocal, keyboard and aural skills and processes and technologies. Through directed activities students learn to apply their knowledge of theory to create their own original pieces, songs and performances.

### Instrumental Music

All music students are expected to learn an instrument and practise daily. Lessons are offered in Brass, Woodwind, Strings, Percussion, Voice, Classical Guitar, Electric Guitar and Bass through the School of Instrumental Music. Students select three instrument preferences and every effort is made to place them in one of these instrumental classes (according to demand and numbers enrolling in the program).

### Ensemble Music

Bands and ensembles are the life blood of any music program, and students enrolling in Class and Instrumental Music also participate in one or more performance group as their skills develop. Ensembles at Mt Lawley S.H.S. include Senior and Junior Concert Bands, Senior and Junior Jazz Bands (Blues Band and Stage Band), String Orchestra, Classical and Electric Guitar Ensembles, Rock Band, and Choir.



## ENGLISH

In the English Learning Area, students learn about the English language: how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.

The English Course for students in Year 8 & 9 at Mount Lawley SHS is a two-year course that has been designed to allow students maximum opportunity to develop their skills, abilities and knowledge of English concepts and to demonstrate their achievement in all outcomes of the Curriculum Framework.

In English, students will study a variety of texts including transactional, media, prose fiction, poetry and drama. Students will read a wide range of texts with purpose and understanding, this includes reading for pleasure, reading for comprehension, and reading for critical awareness.

Students will write for a range of purposes, in a range of forms, using conventions appropriate to audience, purpose and context. Grammar, Spelling, and Handwriting will be a focus in Year 8. Whilst Year 9 will focus on sequential paragraphing, essay and narrative structure.

An outline Structured Silent Reading program, Reading Plus, has been purchased by the school. Students will use this as a class and homework tool in order to improved both reading comprehension and fluency.



Students will participate in a Library Reading program once a fortnight during English class time.



## HEALTH & PHYSICAL EDUCATION

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

### PHYSICAL EDUCATION

The Physical Education course is designed to increase the students' understanding of the principles of human movement in a broad range of physical skills. This course includes fundamentals of basic movement and games, which are seen as essential elements in the further development of more specialised aspects of physical education and sport within the school and local community.

All Year 8 and Year 9 students have the opportunity to represent the school in the following sports:

- GIRLS – swimming, athletics, netball, soccer, football, volleyball, beach volleyball
- BOYS – swimming, athletics, soccer, football, volleyball, beach volleyball, cricket

CARNIVALS: Inter-House Swimming, Athletics, and Year carnivals against 10 other government high schools.

UNIFORM : school PE shorts, school PE shirt, sport shoes.

#### YEAR 8

*TWO periods per week*  
Volleyball/Hockey  
Touch Football  
Athletics /Ultimate  
Netball /T-ball

#### YEAR 9

*TWO periods per week*  
Volleyball/Badminton  
Tennis /Hockey  
Soccer/Handball  
Athletics/Basketball/Softcrosse

### HEALTH EDUCATION

The Health Education course investigates health and personal development issues specifically related to the developing adolescent. The physical, emotional and social aspects of health are identified and discussed in detail. Health Education aims to develop within students the knowledge, skills and attitudes that will enable them to make informed health enhancing decisions.

### HEALTH EDUCATION

#### YEAR 8

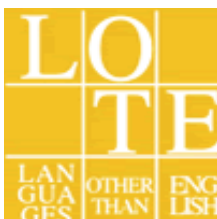
*ONE period per week*

- 1.DRUGS : smoking and related issues.
- 2.SEXUALITY : puberty, adolescence and body image.
- 3.FITNESS and HEALTH: fitness testing, personal action plan, affecting fitness and health.

#### YEAR 9

*ONE period per week*

- 1.DRUGS: smoking and related issues.
- 2.SEXUALITY: conception, pregnancy and birth.
- 3.LIFESTYLE RISK FACTORS what are they, factors diagnosis, prevention and related issues.



## LANGUAGES

In the Languages Learning area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own, and practical skills which they can use in future social, cultural and vocational areas. Through Languages, students are also able to further develop their skills and understandings in English and of literacy in general.



## LEARNING AREAS CONT.

### LANGUAGES LEARNING AREA CONTEXT AT MT. LAWLEY SENIOR HIGH SCHOOL

Mount Lawley Senior High School offers more languages than any other school in Western Australia. All students study a language during Years 8, 9 and 10, and they can choose from Chinese Mandarin, French, German, Indonesian or Italian. Should they choose to continue with the language they have studied into Senior School they will be following in the footsteps of some outstanding Language students who have used their Language studies to forge exciting and rewarding careers in a variety of fields.

In Middle School Language students will demonstrate outcomes in the following areas:

Listening, Speaking and Responding; Viewing, Reading and Responding; and Writing. They will also have the opportunity to explore and develop cultural understandings, extend their knowledge of the system of the target language and practise new language learning strategies, including role-plays, collaborative pair and group work and language learning games.

The Language Team is proud to provide students with access to cultural food activities, restaurant excursions, cinema viewings, exchange student programs including online communication, web based language learning resources and multicultural festivals.



### MATHEMATICS

In Mathematics, students learn to use ideas about number, space, measurement and chance, and mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world. Mathematics plays a key role in the development of students' numeracy and assists learning across the curriculum.

In the Mathematics Learning Area, students learn about what mathematics is and how it is used in making decisions and solving problems. Students learn how mathematics can enhance their understanding of the world and the quality of their participation in society. Teaching and assessment of Mathematics in the Middle School at Mount Lawley Senior High School is closely aligned with the Australian Curriculum

Students will utilise a variety of resources, texts, concrete material, technology and generated tasks with an emphasis on interactive activities where possible.

Students are expected to keep a day-to-day work file and have it and their school diary with them every day. A maths file kept at home to store work units when complete is also a good idea as day-to-day files become too full and heavy to contain a full term's work in all subjects. Pens, pencils, a ruler, an eraser, a Math-o-Mat and/or a protractor and a calculator are expected as normal day-to-day necessities.

Major assessments will include tests, assignments, projects and investigations. Homework will be issued on a regular basis and parents are asked to check and sign homework diaries weekly to ensure it is being recorded and completed.

Any parent wishing to find out more information is welcome to contact their child's Mathematics teacher.



### SCIENCE

In the Science learning area students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life.





The Science Course for students in Year 8 & 9 at Mount Lawley, is a two-year course that has been designed to allow students maximum opportunity to develop their skills, abilities and knowledge of Science. The course allows students to demonstrate their achievement in all outcomes of the Curriculum Framework.

The program has been designed to be part of a sequential step into Senior School Science.

## SCIENCE OUTCOMES

Investigating Scientifically, Life and Living, Natural and Processed materials, Energy and Change, Earth and Beyond.



## SOCIETY & ENVIRONMENT

The Society and Environment learning area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

The Society & Environment Course for students in Years 8 & 9 at Mount Lawley Senior High School is a two-year course that has been designed to allow students maximum opportunity to demonstrate their achievement in all Society & Environment outcomes of the Curriculum Framework. This includes the 'traditional' subjects of Economics, Geography, History and Politics & Law. These are all taught in a manner that is meaningful for each student's life now and for the future normally by concentrating on current issues and themes. There is also an emphasis on teaching skills in investigating topics and issues, communicating the findings of each student's research and applying it to their lives.



## TECHNOLOGY & ENTERPRISE

In the Technology and Enterprise learning area, students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments. Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and processes to create solutions that consider the short- and long-term impact on societies and environments.

### DESIGN TECHNOLOGY

This Technical Studies course of the Technology and Enterprise learning area will be delivered in both wood and mechanisms technologies contexts for the Technology Process and Systems outcomes. An average student is able to attain level 2-3 in these outcomes.

This Technical Studies course is an introduction to the Senior School courses of:

- ENGINEERING STUDIES
- MATERIALS, DESIGN AND TECHNOLOGY
- GRAPHICS TECHNOLOGY

### COMPUTING

The focus of the Computing Course at Mount Lawley SHS is improved student learning. The ICT-rich learning spaces contain wireless connections for notebooks, desktop PCs and Macs, online curriculum, personalized learning spaces, safety on the internet and more. Self reflection is critical to improved learning so all students are to keep an eLearning Skills Based Logbook.

The Year 8 program contains familiarity with network structure, skills of storing documentation in a digital portfolio in student home drives, correct file and folder naming procedures, and awareness of our



## LEARNING AREAS CONT.

Computer Use Agreement. Specifically, the students work on a skill-based course in the successful use of Adobe InDesign CS5 and Adobe Photoshop CS5 to basic and intermediate levels.

In Year 9 the course reinforces initial concepts learnt in Year 8 but expands to include advanced components of Adobe InDesign CS5 and Adobe Photoshop CS5.

## FOOD TECHNOLOGY

Students will learn how the technology process can be used to create or change products, and how to select and use materials to best suit the task at hand.

Topics in Year 8 and 9 Food cover safety and hygiene in the kitchen, use of equipment for preparing food items, guides to healthy eating, illnesses related to poor choices of food, individual and family meals, how to plan meals, factors which determine our food choices.

Practical activities are aimed at developing sound food preparation skills, team work, presentation of food and sound work habits in the school kitchen environment.

Written tasks will develop research skills in making decisions about good food choices for individuals and families.

## FABRICS TECHNOLOGY

Gaining confidence and experience in using the domestic sewing machine and overlocker safely and correctly is the emphasis of both Year 8 and 9 Textiles classes. Once this is achieved, students will incorporate these skills into making and also adding design features to useful personal items.



## INTEGRATED STUDIES

In the Middle School, Integrated Studies is a two period teaching and learning session that occurs once every week where the focus of the learning is on 'Big Ideas' being explored across all learning areas. This kind of integration provides opportunities for students to work towards achieving outcomes that combine knowledge, skills and values across learning areas. An integrated approach is particularly appropriate for activities that have a real life application and give students experience in building patterns of interconnectedness which help them make sense of the world.' (Curriculum Framework 1998). The integrated projects and rich tasks undertaken during this program, together with the excursions which are often incorporated into it, provide opportunities for students to rigorously pursue an area

of interest in depth to achieve sound learning, extension and enrichment.



## COMMUNITY TIME

Community Time at Mount Lawley High School has taken on a new look during 2011. The school is now able to offer Middle School students an exciting opportunity to begin developing their career pathways through the Career Awareness and Vocational Education (CAVE) project.

Students who participate in the CAVE project will begin to get an understanding of the various career pathways available to them and will be instilled with skills which will assist in students obtaining their West Australian Certificate of Education (WACE) at the end of Year 12.

Completion of the CAVE program will give our students a Certificate 1 in Work Preparation (Community Services) (an additional qualification) and will help to make them job ready at the completion of their schooling.



This Certificate course will give our students direction in creating their personal Curriculum Vitae and will aid them in creating a meaningful personal portfolio.

In second semester of Year 9, teachers from the Senior School will spend time with the students to give our students a greater understanding of the courses available to them in Senior School.

This project's aim is to educate our school community so that all our students are able to achieve successful outcomes and enjoy a smooth transition from Middle School to Senior School and onto further education and / employment.



## GIFTED EDUCATION IN THE MIDDLE SCHOOL-LANGUAGES

Mount Lawley SHS Middle School provides an extensive, collaborative and responsive Gifted Education Program that caters for the individual learning needs of students with special abilities. Within each of the four Communities students with special abilities are identified on an ongoing basis using a variety of flexible identification strategies that use information from a number of sources. In the Middle School, learning programs are designed to enable individual students' intellectual strengths, talents and social and emotional needs to emerge, be recognised and developed.

We believe:

- that giftedness is a multi-faceted concept
- that gifted students have special learning needs
- that the identification of gifted students should be ongoing and varied
- that identification should inform the development of the teaching and learning experiences that are provided
- that differentiated curriculum teaching and learning practices are critical to meeting the individual learning needs of all students
- that a percentage of gifted students need to engage in supplementary learning experiences in order to achieve their potential
- that gifted education programs need to be flexible, inclusive, collaborative and systematically evaluated.

The Middle School has therefore developed a multi-faceted and student centred Gifted & Talented program which focuses on identifying, fostering and promoting the aptitude of students with special abilities.

The program utilises such strategies as:

- flexible groupings,
- curriculum differentiation, especially during Integrated Studies
- links to mentors,
- enrichment opportunities through excursions and the like
- Individual Education Plans
- external competitions and challenges, and
- has a strong emphasis on the use of ICT for curriculum delivery, as well as to
  - o enable students to participate in on-line forums,
  - o access mentors,
  - o plan and conduct investigations,
  - o share their work,
  - o work together in small interest groups and
  - o access links to interest clubs and organisations.

This extensive, collaborative and responsive program caters for the individual learning needs of students with special abilities in every class in the Middle School. In addition to this program we also have Academic Extension classes.



## GIFTED EDUCATION IN THE MIDDLE SCHOOL CONT.

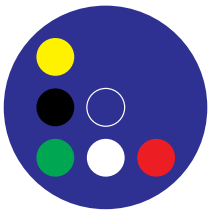
### ACADEMIC EXTENSION CLASSES

Students who gain a place in our Selective Languages Program can apply for Academic Extension classes. Students apply for the Academic Extension course

These classes will stay together, as all of our form classes do, for English, Mathematics, Science and Society & Environment and will be provided with opportunities to learn at a faster rate, to work with abstract ideas and problem-solving tasks, and to engage with more challenging work.



## GIFTED & TALENTED PROGRAM



Mount Lawley Senior High School  
languages for life

### SELECTIVE LANGUAGES PROGRAM

The Selective Languages Program at Mount Lawley Senior High School is part of the school's proud tradition as it has been in place since 1971. It is one of the Selective Academic Schooling programs provided by the Gifted & Talented Education Section of the Department of Education and Training, and students are selected for the program by means of state-wide testing organised by the Department.

Over the years the Selective Languages Program at Mount Lawley has been constantly reviewed and developed to enhance opportunities for students with linguistic ability, and many past students have gone on to careers where their excellent knowledge of languages has been a key asset to them.

The program provides students who are gifted in the linguistic area with the opportunity to develop their language skills to an advanced level. Students also develop a good appreciation and understanding of the related culture and enjoy a dynamic and challenging learning environment.

Students in the Specialist Languages Program choose to study either Chinese (Mandarin) or Italian for four periods per week. **Students may choose a new language in Year 8** which can be different from their primary school.

Teachers use a variety of resources to develop comprehension, spoken interaction and writing skills. They also develop students' knowledge and use of cultural norms and practices that are essential for effective communication. Students are able to enhance these linguistic and cultural skills through the individualised support they receive from native speaking language assistants and tutors.

A range of methodologies is used to promote the learning of languages. Audio visual resources including CDs, DVDs, computer software, films, magazines, posters, cultural literature, food tasting, external competitions, internet blogging and restaurant outings enable the Language student to experience a rewarding learning journey which includes listening, reading, speaking and writing in the target language. Our Native Speaker Program provides our students with conversational skills in a realistic situation.

Opportunities to travel to China and Italy consolidate the value of learning to communicate in a new language while immersed in the culture of the target language. The student exchange programs we offer foster multicultural lifelong friendships.

Mt. Lawley graduates have achieved academic excellence, winning Curriculum Council awards as well as language examinations held by Chinese, French, German and Italian associations.

**The Selective Languages Program students at Mount Lawley Senior High School also receive extension and enrichment opportunities in all other curriculum areas.** They make up a Form Group in one of the Learning Communities in the Middle School, so they are in the same class and generally with the same specialist teachers for the four major learning areas of English, Mathematics, Science, and Society & Environment throughout Years 8 and 9.



## SELECTION

Entry is competitive and based on available vacancies. All applicants must sit the Selective Entrance Test coordinated by the Gifted and Talented section of the Department of Education and Training. Applicants who are short listed then participate in an interview and submit school reports which will demonstrate their talent, aptitude and commitment.

Application forms and booklets are distributed to all primary schools in the state, and students need to apply mid-year during Year 6 to be considered for the program in Year 8. It is also possible to apply on-line at <http://www.det.wa.edu.au/curriculum-support/giftedandtalented/detcms/portal/>



## SPECIALIST VISUAL AND PERFORMING ARTS (SVAPA) PROGRAM

The specialist course provides students with a solid foundation in the four Arts of Drama, Media, Music and Visual Art. Students study Music throughout the year and over three trimesters study Drama, Media and Visual Art. There is an annual camp where the whole Middle School SVAPA community works with their teachers on a special project. Saturday workshops are held once a term to augment the class work. The contemporary arts focus taken in this course means that we work across the arts on particular themes and projects.



There is also an early morning Enrichment Class each week.

### Year 8 SVAPA

The Dream is the focus for combined arts activities and encompasses an exploration of the world of the imagination. In Drama the students begin the year by performing scenes from Shakespeare's *A Midsummer Night's Dream* and this is a theme used in the other areas through the year. A main emphasis in Year 8 is to establish the skills and processes and ideas of the particular arts' areas.

### Year 9 SVAPA

In Year 9 the theme is *What is beauty?* This is worked with in the four areas while continuing to extend the students' skills, processes and ideas. The Year 9 devised musical at the end of Year 9 brings their expertise and talents together. Homer's *Odyssey* is used as a basis for a quest to find beauty. Every year it is different and every year it allows the students to work across the 4 Arts forms.

## SPECIALIST VISUAL AND PERFORMING ARTS (SVAPA): ENTRY/EXIT POLICY

### APPLICATION AND SELECTION PROCESS

There is an annual intake of students at the end of primary school (Year 7) for the following Year 8. Selection begins in Term 1 and is finalised in Term 2 prior to starting secondary education.

The process:

- Parents and students are asked to complete an application form and submit it by a set date.
- The next stage is the receipt of a letter from Mount Lawley SHS Arts' Learning Area with appointments for a drama workshop; music test and audition; visual art workshop; and submission of hand written letter, a reference and one media product (storyboard or short film from a provided brief).
- Workshop/audition week
- First round of students are notified of selection
- Places are accepted by a particular date
- Any remaining places are offered to students on waiting list
- 

The selection process is fair and equitable. Decisions are made after an intensive procedure.

Information Evening:

- Selected students and parents are invited to an information evening at the school in October/November.
- Parents are invited to join the SVAPA Parents' Group.





## **SPECIALIST VISUAL AND PERFORMING ARTS (SVAPA): ENTRY/EXIT POLICY CONT. SVAPA COMMUNITY**

This is made up of the Middle School classes in Year 8 and 9, plus the Year 10 students. Official graduation from SVAPA is at the end of Year 10 but most students continue to feel that they are part of the Arts community at Mount Lawley SHS throughout their secondary schooling. SVAPA students remain the in the same form from Year 8 to 12. Students in SVAPA are invited to become involved in many extra-curricular activities. They are requested to attend extra classes in the arts before school.

Participation in music and theatre (the Performing Arts) means that there is a regular commitment to after school rehearsals and workshops.

SVAPA students have the chance to work on arts projects with the adjacent university. These projects provide invaluable mentoring in the arts for the SVAPA classes.

The parents are invited to join the SVAPA Parents' Group whose aim is to fund raise to provide money for workshops, artists-in-residence, tours and other initiatives.

### **PROGRESS CHECKS**

- A formal SVAPA report is provided each year that provides an overview of the students. Arts classwork and commitment to the program
- The Learning Area Leader (LAL): Arts will request a reflection response from all students in SVAPA at the end of each semester.
- The Year 8s will have group interviews with their Middle School teachers and LAL at the end of the second semester.
- Middle school arts teachers will confer with their Middle School colleagues about student progress in other areas.
- HOLA: Arts will request formal comment from Middle School teachers.
- Unsatisfactory Progress
- Students who are not contributing to arts works and involving themselves in the Arts community or who fail to work at an acceptable level in the Arts and in other areas will be reassessed at the end of each semester. This includes attendance at Early Morning Enrichment Classes and SVAPA Saturday Workshops.
- After discussion with arts staff, other teachers and their parents, unsatisfactory students may be removed from the program.
- Other Arts students from the school will then be offered a place in the program. Behaviour, level of work, and commitment to the SVAPA program will be considered. It is rare that students are considered to be working unsatisfactorily.

## **HOMEWORK/DIARY**

FOR FURTHER INFORMATION PLEASE REFER TO THE MAIN SECTION OF THIS HANDBOOK

- Students who do not complete homework by the last date for submission will receive a 'Homework Not Completed' stamp in their diary.

Parents are asked to sight and sign the stamp and contact the subject teacher if necessary.

## **REWARDS**

Middle School "Stamping Success" Year 8/9 - Your Reward System

### **COLLECTING STAMPS**

You can earn stamps by positive behaviour or work that your teachers believe is worthy of recognition. These are awarded at the teacher's discretion. The teacher will place a stamp(s) in your homework diary. Stamps can only be placed in the diary. If you forget to bring your diary you cannot be given the stamp(s). If a





teacher observes that your homework diary is not being used correctly and accurately then they cannot award stamps to you.

Each Community (with the assistance of your form representative) will maintain a tally of stamps and display the updated results within the community.

Stamps for other achievements (e.g. success in competitions etc) can only be awarded by the Learning Team Leader.

**REWARDS**

Stamps will be counted at the end of each term. Any stamps awarded after the count will contribute to the next term's tally. At the end of each term, a reward excursion/activity will be organised by each Community. To be invited to attend you must have collected a minimum number of stamps throughout the term. Students will be informed at the beginning of each term how many stamps are required by the counting date. Eligibility to attend reward activities will be determined by the Learning Team Leader through consultation with the Learning Team.

Remember this is a reward system for every student in Year 8 and 9.

**SYSTEMIC ASSESSMENTS**

Teachers at Mt Lawley SHS will use the results of Year 7 NAPLAN, Year 9 NAPLAN and MSE9 testing within the school context to plan for improvement in student outcomes and to monitor the history of achievement. Teachers will also use the results to compare outcomes for students in like schools, and to identify and monitor performance of sub groups within the school.

**2013 DATES FOR YEAR 9 STUDENTS:**

**NAPLAN**

The NAPLAN test for 2013 will be held from Tuesday 14th until Thursday 16th May 2013

NALPLAN consists of four (4) tests in the domains of Reading, Writing, Language Conventions (*Spelling, Grammar and Punctuation*) and Numeracy (*Calculator and Non-Calculator*).

**WAMSE**

The WAMSE Science and Society & Environment test will be held between 5-19 August. (Week 3 of Term 3). WASME consists of four tests, two in Science and two in Society & Environment. Conceptual and process outcomes will be assessed.

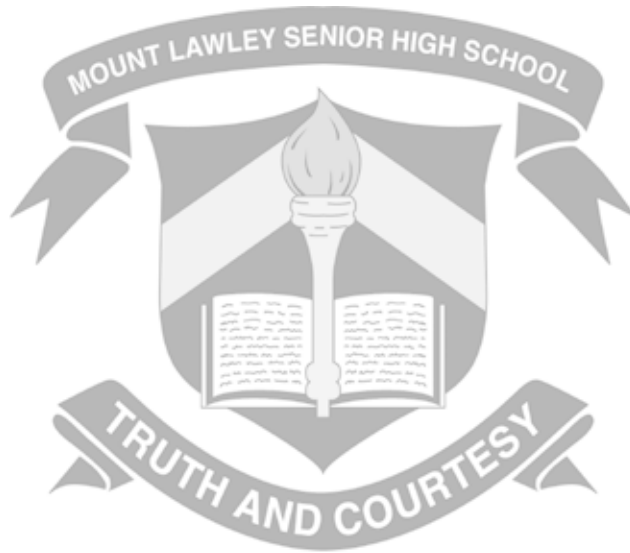
**WAMSE TESTING**

Every year all students in Year 9 undergo systemic WAMSE9 testing in Science and Society & Environment in Term 3. Individual student reports on the results of these tests will be posted home to parents as soon as they are made available, with the MSE9 report usually being included with the Semester Two report at the end of Year 9. Teachers will use this information to plan their teaching, learning and assessment programs to cater for the individual needs of students. The results of the tests will also be used to assist teachers to validate their on-balance judgements when for reporting at the end of the school year. Further information is available at: <http://www.naplan.edu.au>

TERM 1	FEBRUARY 200		WE
School Events	Subject	HOMEWORK/ASSIGNMENTS	
MONDAY 2		Super 8's Cricket Meeting - Lunch 1	
	Eng	Poetry Assignment	
	Maths	No Homework	
	Sci	Finish Exercises	
	SSE	Study Vocab List	
	LOTE	No Homework	
TUESDAY 3		SSE VOCAB TEST TODAY	
	SSE	No Homework	
	Maths	Finish Exercises	
	Sci	Investigation Plan	
	r.s.	Excursion Permission Slip & Money	
	Health	Health Assignment	
WEDNESDAY 4		ENG POETRY ASSIGNMENT DUE	
	LOTE	Finish Exercises	
	SSE	Write investigation intro	
	Eng	No Homework	
	Sci	Investigation Plan	
	Maths	Finish Exercises	



# SENIOR SCHOOL SECTION





Monday		Tuesday		Wednesday		Thursday		Friday	
Period 0 7.35 – 8.35		Period 0 7.35 – 8.35		Period 0 7.35 – 8.35		Period 0 7.35 – 8.35		Period 0 7.35 – 8.35	
Period 1 8.35 – 9.40		Period 1 8.35 – 9.40		Period 1 8.35 – 9.40		Period 1 8.35 – 9.40		Period 1 8.35 – 9.40	
Period 2 9.40 – 10.45		Period 2 9.40 – 10.45		Period 2 9.40 – 10.45		Period 2 9.40 – 10.45		Period 2 9.40 – 10.45	
FORM 10.45 – 11.00		FORM 10.45 – 11.00		FORM 10.45 – 11.00		FORM 10.45 – 11.00		FORM 10.45 – 11.00	
Lunch 1 11.00 – 11.35		Lunch 1 11.00 – 11.35		Lunch 1 11.00 – 11.35		Lunch 1 11.00 – 11.35		Lunch 1 11.00 – 11.35	
Period 3 11.35 – 12.30		Period 3 11.35 – 12.30		Period 3 11.35 – 12.30		Period 3 11.35 – 12.30		Period 3 11.35 – 12.30	
Period 4 12.30-1.25		Period 4 12.30-1.25		Period 4 12.30-1.25		Period 4 12.30-1.25		Period 4 12.30-1.25	
Lunch 2 1.25-1.55		Lunch 2 1.25-1.55		Lunch 2 1.25-1.55		Lunch 2 1.25-1.55		Lunch 2 1.25-1.55	
Period 5 1.55-3.00		Period 5 1.55-3.00		Period 5 1.55-3.00		Period 5 1.55-3.00		Period 5 1.55-3.00	

## SENIOR SCHOOL TIME TABLE

## SCHOOL ASSESSMENT POLICIES

Each student will be issued with the assessment policy and the course outline which they are expected to keep in the front of their subject files. In addition, this material is available on the school website and the "School Curriculum and Standards Authority" website.

An acceptable level of performance across Years 11 and 12 to achieve a minimum ATAR score for university entry is an average across the student's four best subjects in excess of 60%. For this reason we have set the satisfactory performance level in all ATAR scoring subjects of 60% or better. Below the mark is not considered satisfactory progress.

Each Learning Area must have a clear written assessment policy, which is provided to students, detailing how and when they will be assessed. It must include information on the weighting given to various assessment tasks and the deadlines for these tasks. The policy must include details of procedures and penalties regarding non-submission of assignments and failure to complete tasks.

### NUMBER OF SUBJECTS

For administrative and duty of care reasons all students who opt to enter Year 11 & 12 must study a minimum of six subjects in each of Years 11 & 12.

### SELECTION OF SUBJECTS

Heads of Departments and Teachers-in-Charge will indicate to students those subjects which they feel are either too difficult for the student to attempt or for which the student has not achieved the necessary



## **SCHOOL ASSESSMENT POLICIES CONT.**

prerequisites. Students can ignore this advice but only if parents give their written consent by completing a Disclaimer Form for each subject in question.

### **CHANGE OF SUBJECTS**

Students who wish to change subjects should do so early as practicable by presenting a parent note of authority to the Associate Principal. Normally, Year 11 and 12 students may not change subjects after the Curriculum Council deadlines. The Interim report issued in Term 1 is a crucial indicator of likely failure and parents are advised to note its recommendations with regard to change of subjects. The Curriculum Council makes limited provision for students to change subjects after the published deadlines but only under exceptional circumstances. Any changes must be endorsed by the Principal.

### **ASSESSING CHANGED SUBJECTS - STUDENTS CHANGING TO RELATED SUBJECTS**

Students in this category include students changing between English Courses of Study, Art to Applied Art; Mathematics to an easier unit; Biology to Human Biology, Physics, Human Biology or Chemistry to Senior Science and so on.

A student in this category will, on entering the class, be awarded a mark commensurate with the skills he would have gained in the previous course and appropriate to the discipline. This will be at the discretion of both teachers and the Head of Department. From then on the student will need to meet the normal requirements of the course.

### **STUDENTS CHANGING TO UNRELATED SUBJECTS**

It is the responsibility of the student to meet the requirements of the course by making reasonable efforts to complete work, assignments, tests or activities deemed to be essential by the teacher. Students must be aware that failure may result from changing subjects. The teacher will award a grade only after a level of skill development and understanding has been reached concomitant with the rest of the class.

### **LATE ENROLLING STUDENTS**

Normally, students will not be admitted to Year 11 and 12 courses after the first four weeks of the year unless their course can be matched from their previous school. In transferring from one state or country to another, the student must be able to prove that he or she has been in continuous education. Students who have had a break in study of four or more weeks are considered to be unqualified and will not be admitted to courses. This policy results from the need to protect students and teachers from the disruption caused by unqualified students as well as the need to meet Curriculum Council requirements.

### **ATTENDANCE**

Due to the deleterious effect of absences on results, students should be regular in attendance throughout the year. Any student who falls below 80% attendance in any subject for whatever reason other than medical reasons, will risk having his or her position at the school terminated.

Year 12 students' attendance will be monitored and those whose attendance is unsatisfactory will be supported by Student Services.

### **EXAMINATIONS**

Students will receive no mark for an examination which has been missed except when the student has been ill and can produce an appropriate medical certificate. In the case of a close family bereavement or other emergency which can be verified and approved by the Associate Principal, a mark may be determined. The onus is on the student to contact the school as soon as possible after the event and to provide suitable evidence.



When evidence is provided to substantiate an absence from an examination, the class teacher will assess the student based on what information he or she has. The teacher may set an alternative examination if this is deemed necessary. When a student has missed an examination but cannot produce a medical certificate, no marks will be awarded for that part of the assessment.

Parents who choose to take students from school during tests or when assignments are due must accept the consequences of doing so. Holidays are not an acceptable reason to reschedule an examination.

### **PROMOTION TO YEAR 12**

The minimum requirement at Year 11 level for a student to gain entry to year 12 is 3 "C" grades and a pass in an English unit. Students who do not meet these requirements will be considered to be unable to access an "appropriate" course in Year 12 at this school.

### **PRACTICAL WORK**

Students who are injured or incapacitated for a lengthy period may be unable to gain marks according to the criteria of the course.

## **EXTRA ASSISTANCE WITH CLASS WORK**

The P&C will be funding a Achievement Club after school in the library from 3.30pm until 4.30pm. This will operate for all Year groups and staff will be on hand to assist students at an individual level with their class work. Students are strongly encouraged to make the most of the opportunity to gain support and gain a better grasp of their class work.

In addition extra support classes are offered by Learning Areas both at lunch breaks and before and after school. These classes are run by the Departments and they will promote them to the students. Parents make contact staff to find out more specifics.

Year 12 students will be offered an intense one week program of revision classes in ATAR scoring subjects during the second term holidays. This program will be funded by BHPBilliton.

## **SCHOOL BALL**

In 2010 the school ball will be held in Term 1 and invitations will be extended to Year 12 students. Staff are particularly welcome. Students are permitted to bring guests after they have been "vetted" by school staff. The Student Services Coordinator, Year 12 Coordinator and an elected Ball Committee will be the organising group for the Ball.

## **STUDENT PARKING CARS**

Application for a parking permit is to be made through Student Services. Details of registration number and vehicle must be provided. Student cars may not be accessed during the day. Students who park on Woodsome Street must comply with local government regulations and are liable to fines if these are breached. There are a number of conditions the student is to comply with to obtain and maintain the privilege of parking on school grounds. These are:

1. Mount Lawley SHS takes no responsibility for any damage done to the above vehicle while parked at the designated parking area.





## **STUDENT PARKING - CARS CONT.**

2. Mount Lawley SHS takes no responsibility for any damage caused by the above driver or vehicle driving to school or from school.
3. Students will drive to and from school in compliance with all traffic laws and regulations.
4. The permit is provided for the named student driving the stipulated vehicle only.
5. If passengers are to be carried to or from school, permission will only be granted subject to written permission from the parents of passengers and driver of the car.
6. All instructions provided by the Principal, or other designated staff, concerning the use and parking of the vehicle, are to be followed.

## **STUDENT AWARDS**

### **SENIOR SCHOOL**

**Honour Society** – Year 12 students are accepted into the Honour Society when they achieve an ‘A’ grade in at least twelve of their Year 11 and Year 12 (semester one) subjects.

**Student of the Month** – Nominations are awarded to students for outstanding academic achievement, sporting achievement, community service or general good behaviour. From these nominations one student is chosen as Student of the Month.

## **STUDENTS NEW TO THE SCHOOL**

Where possible, the grades awarded by the previous school will be used to assess the student’s current position. In all matters to do with subject selection and assessment, refer to “Assessing Changed Subjects” above.



# 2013 Calendar Updated Term 1 (For an up to date calendar please refer to the MLSHS website.)

Term 1 2013	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 JAN / FEB	28 Australia Day Public Holiday	29 Level 3+ Professional Development Contributions & Charges Payments 8.30-4.30pm Second hand Uniforms and Books Uniform Shop Sales 9am-4pm	30 Level 3+ Professional Development Contributions & Charges Payments 9.00-7.00pm Second hand Uniforms and Books Uniform Shop Sales 12pm-6pm	31 School Development Day All Staff Contributions & Charges Payments 8.30-4.30pm Second hand Uniforms and Books Uniform Shop Sales 9am-4pm	1 School Development Day - All Staff	2	3
2 FEB	4 Students Begin Welcome Assembly MS Trimester 1 Commences	5	6	7	8	9	10 SVAPA Camp 4pm
3 FEB	11 SVAPA Camp	12 SVAPA Camp	13 Linguistic Olympiad Finance C'tee	14 Music Support C'tee 7pm	15 Whole School Assembly P1	16	17
4 FEB	18 School Board Meeting	19 Languages parent Support Mtg 7.30pm Whole Staff Meeting	20 Yr 8 BBQ	21 International Mother Language Day	22	23	24
5 MAR	25 P&C Meeting	26 Councillor/Prefect/House Capt Training Day 1 3pm-6pm	27 Linguistic Olympiad Comp UWA SVAPA Parent Group 7pm Tricycle Theatre	28 Yr 11 Psych Exc	1	2	3 Clean Up Australia Day
6 MAR	4 Labour Day Public Holiday	5 Music Soiree 6pm	6 House Swimming Carnival SVAPA Information Evening	7	8 School Ball- Hyatt 7pm-12am Yr 11 Geog Exc Yr 11/12 Interim Reports Posted	9	10
7 MAR	11 Leadership Conference – Prefects	12 Yr 8/9 River Cruise	13 Yr 10 Parents/Staff BBQ 5pm-7pm Finance C'tee	14 Music Support C'tee 7pm	15 National Day of Action Against Bullying and Violence 'A" Division Interschool Swimming Carnival GAT Club 1	16	17
8 MAR	18 Yr 10/11 WPL School Board Meeting	19 Yr 10/11 WPL SS/MS Staff Meeting	20 Yr 12 Outdoor Ed Skindiving Camp Yr 10/11 WPL	21 Harmony Day Yr 12 Outdoor Ed Skindiving Camp Yr 10/11 WPL	22 Yr 12 Outdoor Ed Skindiving Camp Yr 10/11 WPL Yr 8-10 Interim reports Posted	23	24 Cadet Camp Boranup
9 MAR	25 P&C Year 12 Drama Yr 8 Councillor Nominations Open Cadet Camp Boranup	26 Year 12 Drama Cadet Camp Boranup	27 Year 12 Drama	28 Arts Festival Day Year 12 Drama Matinee	29 Good Friday	30 Easter Saturday Earth Hour	31 Easter Sunday
10 APR	1 Easter Monday	2 Easter Tuesday	3 SVAPA Parent Group 7pm Tricycle Theatre SS Assembly	4 Yr 11 Outdoor Ed Sailing Camp	5 Yr 11 Outdoor Ed Sailing Camp Yr 11 Alliance Francaise Film Festivals	6	7
11 APR	8 Yr 11 Outdoor Ed Sailing Camp – Backup Yr 11 CFC Exc Local Hospital	9 Yr 11 Outdoor Ed Sailing Camp – Backup MS Assembly Photo Day	10 Demystifying WACE 7pm-8.30pm GAT Italian Exc Radio Station	11 Yr 8-12 Interim Reports Parents Night Second hand uniform sales	12	13	14
12 APR	15 Yr 8 Councillor Elections	16	17 Photo Day Catchup CyberSmart Safety Day.	18	19 ANZAC Service P1	20 Break Holidays	21 Break

Cadet Camp Shark Bay Experience Wk 1 Holidays



Term 2 2013	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 May	6 School Development Day – Staff Only	7	8 German Big Day Out – UWA all MS	9	10 Ex-POW Service 11.30am-3pm	11	12
2 MAY	13 Yr11/12 Music Recital Yr 8 SVAPA Production 7pm	14 NAPLAN Yrs 10,11,12 Meet the Business Leaders Yr 8 SVAPA Production 7pm Parent/student Pathway Info Evening 7pm-8.30pm Languages parent Support Mtg 7.30pm	15 NAPLAN Councillor/Prefect/House Capt Training Day 2 3pm-6pm Yr 8 SVAPA Production Matinee Finance C'tee	16 NAPLAN Music Support C'tee 7pm Yr 10 Carnival Yr 11 Music performance Exams Yr 12 Assembly	17 NAPLAN Yr 12 Music performance Exams Yr 11 Assembly	18	19
3 MAY	20 Yr 11/12 Exams Trimester 2 Commences School Board Meeting SVAPA Selection Process	21 Yr 11/12 Exams ICAS Computer Skills SVAPA Selection Process	22 Yr 11/12 Exams SVAPA Parent Group 7pm Tricycle SVAPA Selection Process	23 Yr 11/12 Exams BIG Science Comp Yr 10 Assembly	24 Yr 11/12 Exams	25 SVAPA Workshop	26 National Sorry Day
4 MAY	27 Yr 10/11/12 Exams P&C Meeting	28 Yr 10/11/12 Exams	29 Yr 10/11/12 Exams Whole Staff Meeting	30 Yr 10/11/12 Exams Yrs 5/6/7 Primary Parents Information Evening	31 Yr 10/11/12 Exams Yr 10 Italian Restaurant Exc	1 National Buddy Day	2
5 JUN	3 Western Australia Day	4 Yr 11 WPL Yr 10 WPL	5 ICAS Science Yr 11 WPL  Yr 10 Parent Night  Yr 10 WPL	6 Yr 11 WPL Yr 10 WPL	7 NAIDOC Week GAT Club 2 Yr 11 WPL Yr 10 WPL	8	9 SVAPA Workshop Cadet Camp Kalbarri
6 JUN	10 Yr 11 & 12 Cert II Hospitality Exc  Cadet Camp Kalbarri  Semester 2 Begins	11 Cadet Camp Kalbarri	12 Music Camp All Years Cadet Camp Kalbarri Finance C'tee	13 Music Support C'tee 7pm Music Camp All Years Yr 10 Counselling	14 Yr 9 Chinese Exc Music Camp All Years Yr 10 Counselling	15 Art Auction	16
7 JUN	17 ICAS Writing School Board Meeting Yr 10 Counselling Yr 10 Leadership Camp	18 ICAS Spelling Yr 10 Leadership Camp	19 Yr 9 Carnival SVAPA Parent Group 7pm Tricycle Yr 10 Leadership Camp	20 Whole School Assembly	21	22	23
8 JUN	24 Yr 12 OEd Canoe Exc 1 Yr 12 Digital Interactive ECU IEP Reviews Yr 12 WPL P&C Meeting Reports Posted Yr 12 Media Intensive ECU	25 Languages parent Support Mtg 7.30pm IEP Reviews Yr 12 WPL	26 MS Assembly Yr 12 OEd Canoe Exc 2 Yr 11 OEd Orienteering IEP Reviews Yr 12 WPL SS/MS Staff Meeting	27 IEP Reviews Yr 12 WPL SS/MS Music Concert	28 Yr 9 French Restaurant Exc Yr 9 Italian Restaurant Exc IEP Reviews Yr 12 WPL Yr 10 Subject Selections Submitted Yr 12 V. Art Intensive ECU	29	30
9 JUL	1	2 Yr 12 English Curtin Uni Exc	3 Indonesian Cultural Tour  World Cup Soccer	4 Indonesian Cultural Tour Career Expo Day Yr 8-12 Reporting Night Second hand uniform sales	5 Indonesian Cultural Tour	6 Holidays Indonesian Cultural Tour	7 Break Indonesian Cultural Tour



Term 3 2013	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 JUL	22 School Development Day-Staff Only	23 School Development Day-Staff Only	24	25	26	27	28
2 JUL/AUG	29 Yr 12 WPL	30 Yr 12 WPL	31 ICAS English Yr 12 WPL	1 Aust Maths Comp Yr 12 WPL Music Support C'tee 7pm	2 Yr 12 WPL Yr 11 Geog Exc	3	4
3 AUG	5 WAMSE Yr 11 WPL	6 WAMSE Yr 11,12 Accounting Student Challenge Languages parent Support Mtg 7.30pm SS Alliance Francaise Exams Yr 11 WPL	7 WAMSE Aust Science Olympiad – Chem SVAPA Parent Group 7pm Tricycle SS Alliance Francaise Exams Yr 11 WPL	8 WAMSE Yr 11 WPL	9 WAMSE Yr 11 WPL Yr 12 Economic Exc	10 Jazz Festival	11 Jazz Festival
4 AUG	12 Aust Science Olympiad – Biol Yr 12 Das German Exams	13 ICAS Mathematics Yr 8 Carnival SS Dante Alighieri Exams	14 Whole School Assembly –Honours Society P1 Aust Science Olympiad – Physics SS Dante Alighieri Exams Whole Staff Meeting	15 Yr 12 Das German Exams Finance C'tee	16 Yr 11 OEd John Forrest Trek	17 Children Book Week – Read Across the Universe Concert Band Festival	18 Concert Band Festival Children Book Week
5 AUG	19 Yr 7 Music Auditions Children Book Week School Board Meeting	20 Yr 7 Music Auditions Children Book Week	21 Yr 7 Music Auditions Yr 12 Drama Solo Shows Children Book Week	22 Street Forz Soccer 3pm Yr 7 Music Auditions Children Book Week	23 Yr 7 Music Auditions Children Book Week	24	25 Cadet Camp Goldfields
6 AUG/SEP	26 Year 11 Drama Prefect Nominations Open Cadet Camp Goldfields P&C Meeting	27 Year 11 Drama Cadet Camp Goldfields	28 Year 11 Drama Cadet Camp Goldfields	29 Music Support C'tee 7pm Yr 12 Performing Arts Showcase	30 GAT Club 3	31 SVAPA Workshop	1
7 SEP	2 Trimester 3 Commences Yr 11/12 Music recital Evening	3 Yr 12 OEd Powerboating Camp 1 Languages parent Support Mtg 7.30pm	4 Yr 12 OEd Powerboating Camp 1 SVAPA Parent Group 7pm Tricycle Yr 11 & 12 Cert II Hospitality Exc	5 Yr 12 OEd Powerboating Camp 2	6 Yr 12 OEd Powerboating Camp 2	7 Dante Alighieri Exams - Oral	8
8 SEP	9 Languages Week Prefect Elections Yr 9 Camp	10 Languages Week House Captain Nominations Open Music Concert All Years Yr 9 Camp	11 Languages Week Finance C'tee Yr 9 Camp	12 Yr 11 OEd Bibbulman/ Abseiling Languages Week Whole School Language Activities Yr 9 Camp	13 Yr 11 OEd Bibbulman/ Abseiling Languages Week Yr 12 Drama Prac Yr 9 Camp	14 Chinese Language Competition MS Yr 9 Camp	15
9 SEP	16 School Production Yr 11 Councillor Nominations Open Yr 11 WPL SS Assembly School Board Meeting	17 House Athletics Carnival School Production Yr 11 WPL	18 School Production Yr 11 WPL Yr 12 Exit Survey SS/MS Staff Meeting	19 School Production MS Assembly Yr 11 WPL	20 School Production SS Italian Film Festival SS Chinese Restaurant Yr 11 WPL Yr 12 Music Performance Exams	21	22 Languages Car Rally
10 SEP	23 Yr 12 Exams Yr 11 CFC Hospital Exc House Captain Elections P&C Meeting	24 Yr 12 Exams Prefect Interviews	25 Yr 12 Exams Interschool Athletics Training Day GAT Farewell Breakfast Prefect Interviews	26 Yr 12 Exams Indonesian Restaurant Exc Final Street Forz Soccer 3pm	27 Yr 12 Exams	28 Holidays	29 Holidays



September 30<sup>th</sup> to 4<sup>th</sup> October Dance, Drama, Music, Phys Ed Studies Practical WACE Exams

Term 4 2013	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 OCT	14 School Development Day-Staff Only	15	16 Finance C'tee	17	18 Yr 11 Music Performance Exams	19	20
2 OCT	21 Interscholar Athletics Carnival School Board Meeting	22 Languages parent Support Mtg 7.30pm	23 Yr 9 Exit Survey	24 Music Support C'tee 7pm Yr 11 Assembly	25 Yr 12 Breakfast Whole School Assembly P1 Yr 12 farewell Dinner 7pm-10pm	26 Contemporary Music Festival	27 Contemporary Music Festival
3 OCT/ NOV	28 Yr 11 Exams P&C Meeting	29 Yr 11 Exams Yr 10 Assembly	30 Yr 11 Exams SVAPA Parent Group 7pm Tricycle	31 Yr 11 Exams Yr 10 Exams	1 Yr 11 Exams Yr 10 Exams  WACE Exams Begin	2 Music Solo Voice Festival	3 Music Solo Voice Festival
4 NOV	4 Yr 11 Exams Yr 10 Exams	5 Yr 11 Exams Yr 10 Exams	6 Yr 11 Exams Yr 10 Exams	7 Whole Staff Meeting	8	9	10 SVAPA Workshop
5 NOV	11 Early Start Rollover	12 Welcome Evening for SVAPA 2014 7pm Tricycle	13 New Prefects/Parents Afternoon Tea 3pm	14 Student Leaders Thank You Breakfast 8am Finance C'tee	15	16	17
6 NOV	18 IEP Reviews Yr 9/10 Councillor Nominations Open School Board Meeting	19 MS Assembly IEP Reviews	20	21 Music Support C'tee 7pm Yr 12 Awards Night	22 Yr 12 New Norcia Arts Camp MS Chinese Restaurant Exc	23 Yr 12 New Norcia Arts Camp	24 Yr 12 New Norcia Arts Camp
7 NOV/ DEC	25 P&C Meeting	26	27 SVAPA Parent Group Mtg 7pm Tricycle	28 Yr 11/12 Parliament Exc	29 GAT Club 4	30	1 Cadet Tree Camp
8 DEC	2 Yr 9/10 Councillor Elections Cadet Tree Camp	3 Languages parent Support Mtg 7.30pm Cadet Tree Camp	4 Cadet Tree Camp	5 SS/MS Staff Meeting	6 MS Indonesian Exc Carols on Lawley Lawn	7	8
9 DEC	9 School Volunteers Morning Tea Yr 9 SVAPA Production 7pm	10 Yr 9 SVAPA Production 7pm	11 Whole School Assembly Yr 9 SVAPA Production Matinee	12 Yr 7/8 Orientation Day Yr 9/10 Transition Second hand uniform sales	13 Yr 9/10 Transition	14	15
10 DEC	16	17	18	19 Last Day Students MS Rewards Exc	20 Last Day Staff	21 Holidays	22 Holidays





**MOUNT LAWLEY SENIOR HIGH SCHOOL**

65 Woodsome Street, Mount Lawley WA 6050

GENERAL & SENIOR SCHOOL (YR10-12) ENQUIRIES

PHONE: 9471 0300 FACSIMILE: 9271 1126

MIDDLE SCHOOL (YR 8-9) ENQUIRIES

PHONE: 9471 0350 FACSIMILE: 9471 0338

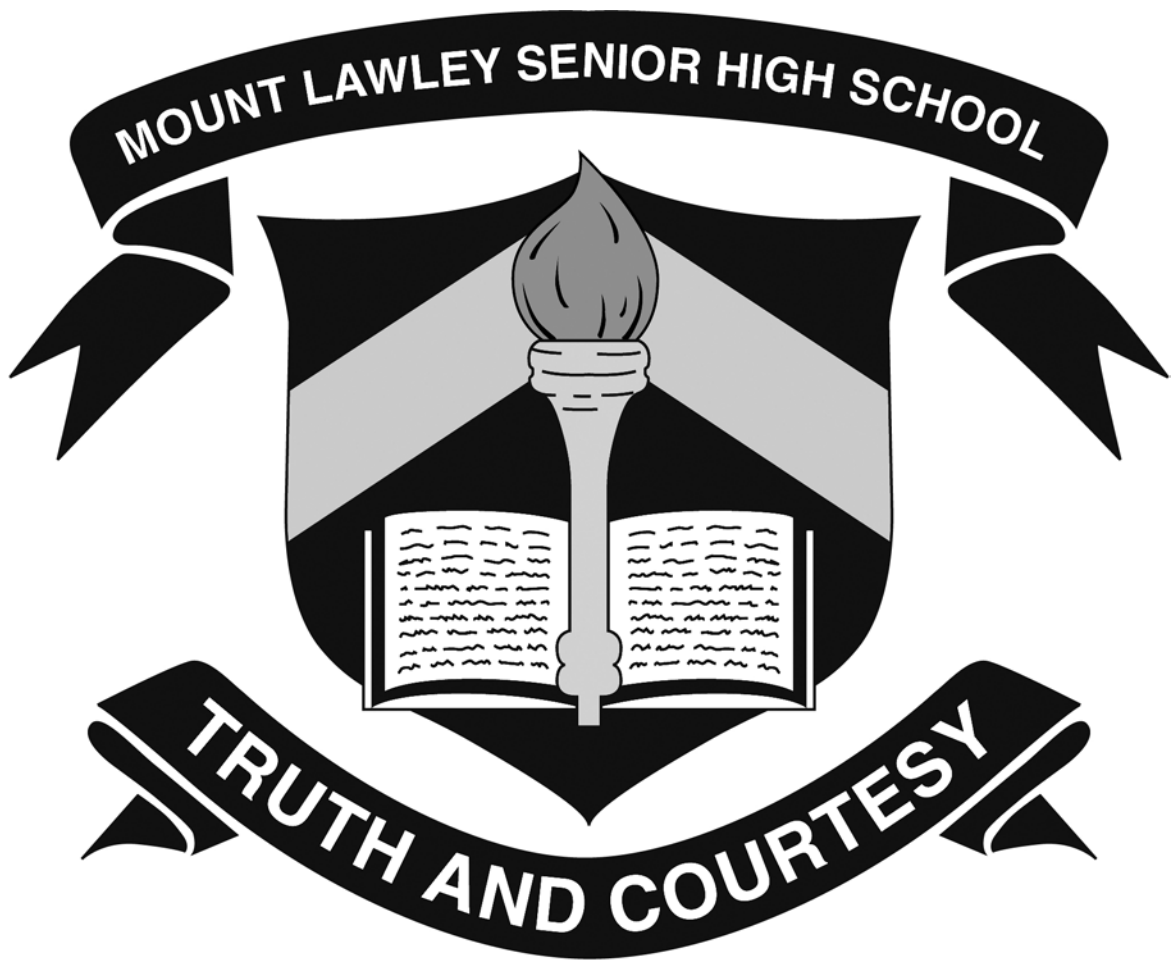
mishsa@lawley.wa.edu.au

www.lawley.wa.edu.au

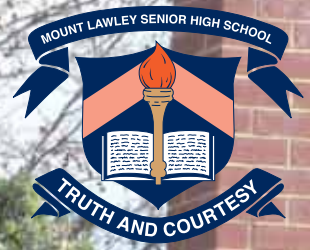
# Student Health Form

Name	Gender	Date of Birth	Form
Address	Full name of Parent/Guardian & relationship to child		
Phone (day)	Phone (night)		
Phone (mobile)	Email contact (Parent/Guardian)		
Name & contact phone of family doctor	Parents & Guardians are requested to make arrangements with the teacher-in-charge for the safe-keeping and handling of prescribed medications prior to the excursion/camp. Is your child presently taking tablets and/or other forms of prescribed medication? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Medicare Number _____	Does your child self-administer the medication? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Private Health Insurance <input type="checkbox"/> Yes <input type="checkbox"/> No Details:	If "Yes", state the name of medication, dosage and frequency of use:		
Do you have ambulance cover? <input type="checkbox"/> Yes <input type="checkbox"/> No	Does your child have a current Health Care Authorisation Plan at school? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Has your child been a patient in a hospital outside WA in the past 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, details:	Are there any conditions, which require special attention we should know about? Eg. Hearing or sight impairment, ADD or ADHD, behaviour issues, etc. Please list below.		
Can your child swim? <input type="checkbox"/> Yes <input type="checkbox"/> No Please rate (circle) their competency: - very weak - weak - competent - very competent -	Please provide other information about your child, which will enable the organisers of the excursion/camp to provide better care for your child.		
Is your child subject to fainting, epilepsy, diabetes or any other condition that may affect their safety on camp? <input type="checkbox"/> Yes <input type="checkbox"/> No If "yes", please give details:	What is the year of your child's last tetanus injection?		
* Please note, that with non-prescription medicines (eg. Panadol), it is our policy not to provide such medication. Staff will control and supervise the administration of these medications at your request, but only if listed on this form.	Is your child allergic to any of the following (please give details): Penicillin Other drugs Any food Other		
	Signature of Parent/Guardian		Date
Name of Parent/Guardian			

The information which you provide should not prejudice your child's application. We need to know some information about your child - it will help us to better carry out our responsibility of care. Please include all relevant details, particularly those which may impact on the activities of the camp and return it ASAP. Thank you for your cooperation.







Promoting a culture of continuous learning and personal growth and development for students and staff, excellence in achievement and performance, and rich learning opportunities and experiences.



FORM \_\_\_\_\_

Dear Ms/Mr \_\_\_\_\_  
*PLEASE PRINT* *Tutorial Teacher*

As Parent/Guardian of \_\_\_\_\_

I wish to advise that on \_\_\_\_ / \_\_\_\_ / \_\_\_\_ He/She was (tick applicable box)

Absent  Unable to complete set work

Late arrival to school  Requesting early departure

Time \_\_\_\_\_ am/pm Time \_\_\_\_\_ am/pm

Reason \_\_\_\_\_  
*This section must be completed*

*Medical Certificate enclosed* Signature \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_



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Absent  Unable to complete set work

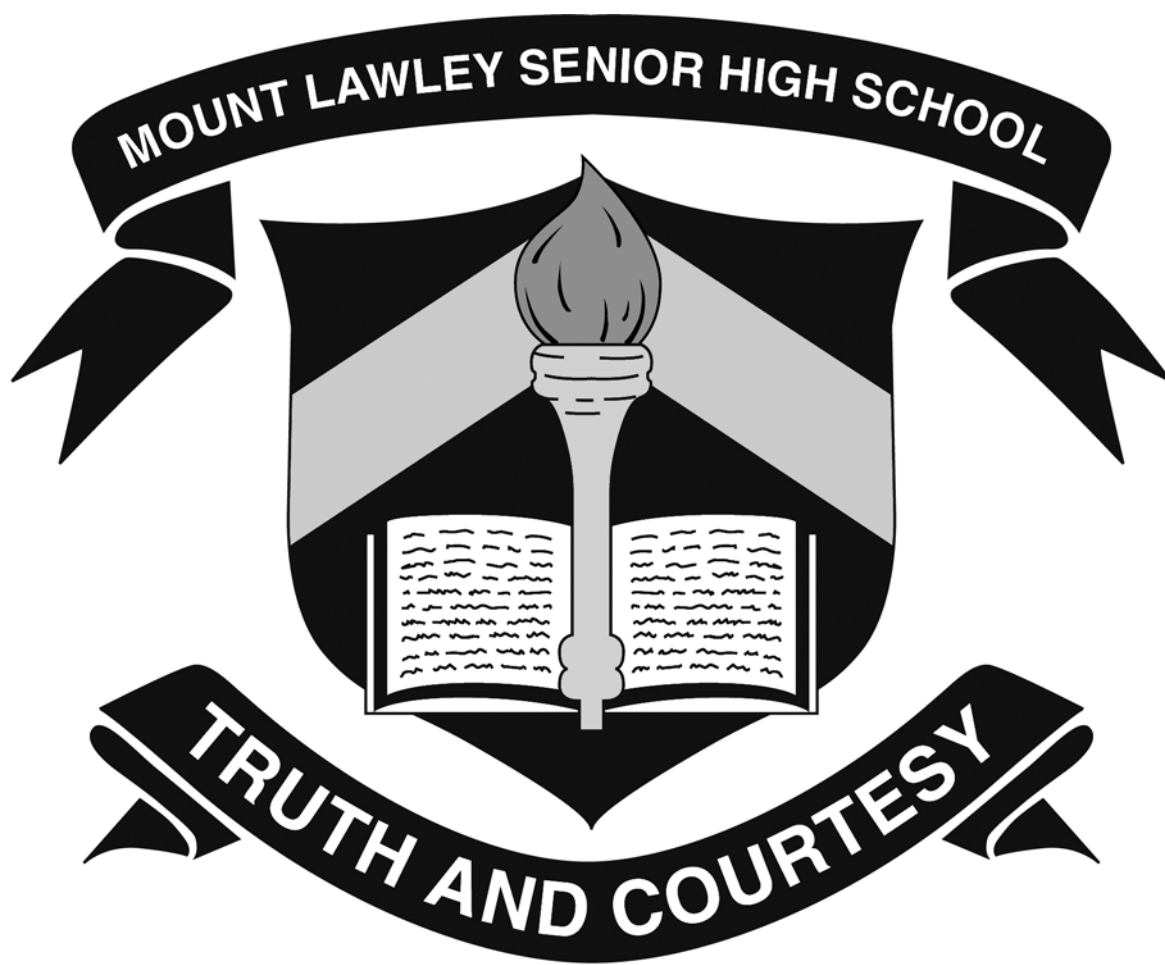
Late arrival to school  Requesting early departure

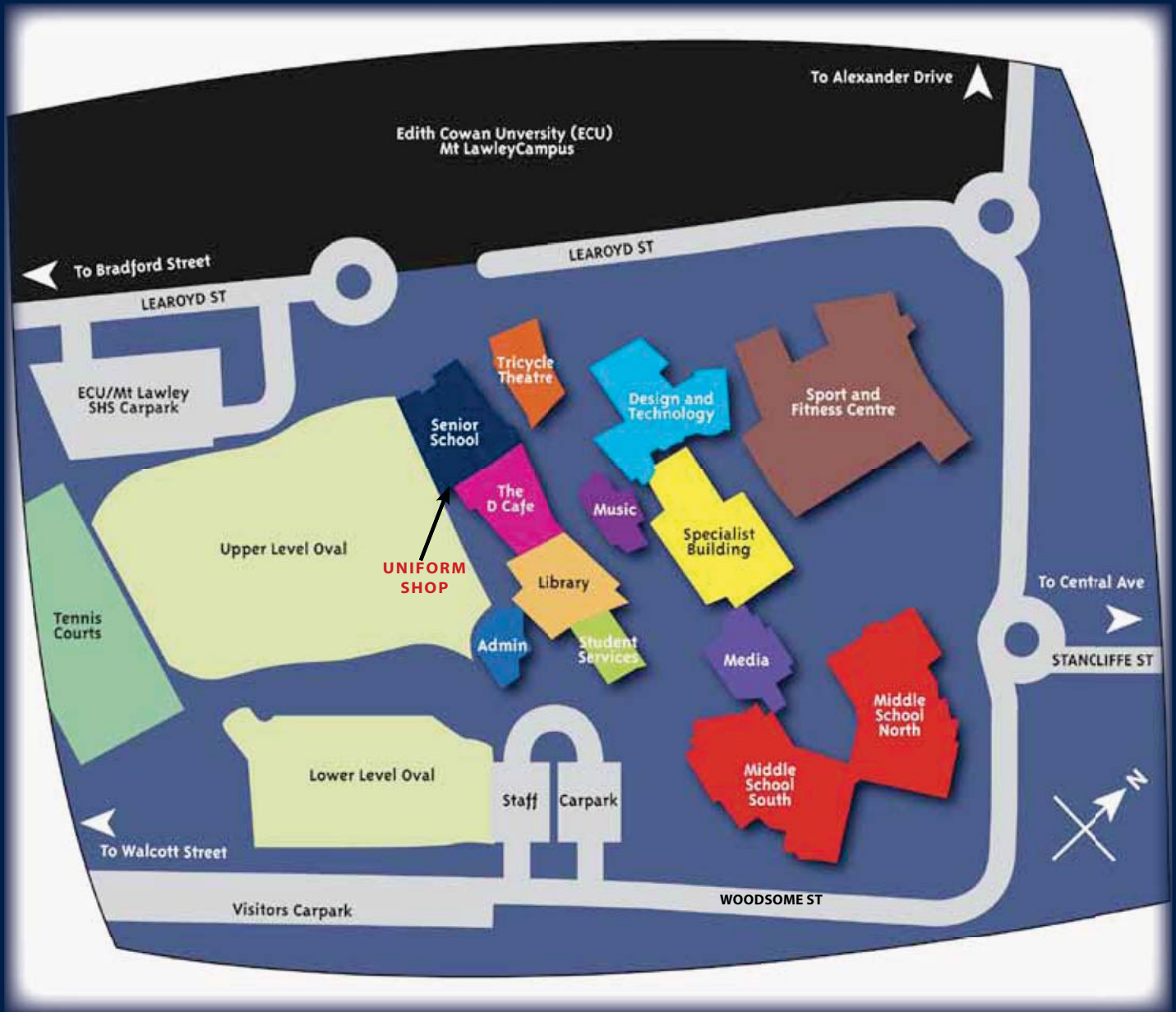
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Mount Lawley Senior High School,  
Main Administration:  
Middle School (Yr 8-9)  
Senior School (Yr 10-12)

65 Woodsome St, Mount Lawley, Western Australia 6050  
Tel - 08 9471 0300 Fax - 08 9271 1126  
Tel - 08 9471 0350 Fax - 08 9471 0338  
Tel - 08 9471 0320 Fax - 08 9471 0329

Website: <http://www.lawley.wa.edu.au>

Email: [enquiries@lawley.wa.edu.au](mailto:enquiries@lawley.wa.edu.au)