

Balcatta Senior High School

Middle School Handbook



“Building The Future”

Balcatta Senior High School
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To be appointed

Associate Principals

Associate Principal Senior School

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To be appointed

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N Arthur (Relieving)

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SECTION ONE: GENERAL INFORMATION

FOREWORD

Welcome to Balcatta Senior High School.

At Balcatta Senior High School we want to maximise opportunities for students to enable them to undertake the numerous and exciting challenges that await them. We offer a supported transition into our school system, a well managed pastoral care program which emphasises individual needs and a thoughtful, well planned curriculum delivered by a team of dedicated and experienced teachers.

Within this context we endeavour to create a sense of community and pride in self and school. Links between the school and community extend learning beyond the classroom, increase relevance and promote a broader community view.

We look forward to a close, supportive relationship with you and your child. Your involvement with our school will help ensure more positive outcomes for your child as he/she progresses into senior school and post school life.

MISSION STATEMENT

Balcatta Senior High School is a multicultural learning community that seeks the best in all its students. Our holistic approach to education provides a caring, safe and stimulating environment. We are committed to the support of our students as independent thinkers and learners, confident to deal with challenges and enabling them to lead fulfilling lives in today's society.

We recognise that learning is a team effort and encourage effective interaction between students, parents, staff and the wider community.

Balcatta Senior High School is dedicated to the pursuit of excellence in all learning areas. In addition, the school will continue specialist programs in Art, Dance, Soccer and Volleyball. Learning Technologies will be a major part of our future focus.

SCHOOL OVERVIEW

The school has a current population of approximately 700 students from Years 8 through to 12. It operates in the Perth Education District on a single site 10 km north of Perth on 11.2 hectares of land. A primary extension and academic challenge program also operates from the school catering for gifted and talented students in the Perth District.

Like other government schools Balcatta Senior High School offers a general education catering for all students whatever their interests or current levels of attainment. In addition, it distinguishes itself from other schools by running the following special programs:

- + Art
- + Dance
- + Volleyball

These form a major part of the school's profile. The first two of these form part of the Education Department's Special Secondary Placement Program (SSPP) and are supported by additional funding from the Education Department. They are instrumental in attracting to the school a significant number of students from beyond the school's immediate catchment area. These students tend to be characterised by an above average level of general academic ability, creativity and motivation, thus enhancing the tone of the school and benefiting all students. Along with the volleyball and soccer programs, the existence of these programs enhances the prestige and status of the school within the wider community.

Another important aspect of the school's profile is the multicultural nature of the school population. A third of the students were born in countries other than Australia or come from homes where English is not the first language. Balcatta is also a second stage ESL school where students learning English are given English language support while participating in mainstream programs. A full-time specialist ESL teacher is provided as part of this support. Both Italian and Indonesian languages are taught as part of the schools' LOTE programme. Balcatta has been approved to have full fee paying international students as of the beginning of 2001. The School Council operates as a school decision making group. Regular contact is made with parents via school council meetings; a three weekly newsletter, scheduled parent teacher evenings' student performances and special events. Parents and staff make contact with each other when specific needs arise. A dress code has been adopted and students are expected to adhere to the policy which has been in operation since 1996.

The Churches Commission and the school support a Chaplaincy service in the school. Other specialist staff include a nurse, Aboriginal and Torres Strait Islander Education Officer, teachers of English as a Second Language, Reading Resource teacher, Technology Co-ordinator and Year Co-ordinators attached to each year.

ETHOS

Balcatta Senior High School is a place of learning. Therefore we aim to provide an environment in which students may learn effectively in cheerful and caring surroundings where there is respect and consideration for each other and personal property.

In order to provide this environment, the following Rights and Responsibilities are outlined.

RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY:

All members of the school community have the right to:	All members of the school community have the responsibility to:
<ul style="list-style-type: none"> Participate in an environment, which promotes effective learning. 	<ul style="list-style-type: none"> Ensure that their actions do not interfere with another person's working and learning.
<ul style="list-style-type: none"> Be treated respectfully and courteously. 	<ul style="list-style-type: none"> Show respect and courtesy to others.
<ul style="list-style-type: none"> Work in and enjoy a safe, clean and pleasant environment. 	<ul style="list-style-type: none"> Respect student, staff and school property.
<ul style="list-style-type: none"> Work and learn in a co-operative, creative and peaceful atmosphere. 	<ul style="list-style-type: none"> Keep our environment safe, clean and pleasant.
<ul style="list-style-type: none"> Have their property respected. Achieve their potential. 	<ul style="list-style-type: none"> Promote a co-operative, creative and peaceful atmosphere. Develop their potential and to assist others in doing the same.
<ul style="list-style-type: none"> Feel proud of their achievements. 	<ul style="list-style-type: none"> Ensure that they do not bring discredit on the school.
Parents have the RIGHT to:	Parents have the RESPONSIBILITY to:
<ul style="list-style-type: none"> Be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare. 	<ul style="list-style-type: none"> Ensure that their child attends school; or provides satisfactory written explanations.
<ul style="list-style-type: none"> Be informed of their child's progress. 	<ul style="list-style-type: none"> Ensure their child complies with the school dress code.
<ul style="list-style-type: none"> Access a meaningful and adequate education for their child. 	<p>Parents are Encouraged to be Responsible for:</p>
<ul style="list-style-type: none"> Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. 	<ul style="list-style-type: none"> Ensuring that the physical and emotional condition of their child is at an optimum for effective learning.
	<ul style="list-style-type: none"> Ensuring that their child is provided with appropriate materials to make effective use of the learning environment.
	<ul style="list-style-type: none"> Supporting the school in providing a meaningful and adequate education for their children.
	<ul style="list-style-type: none"> Observing the school's 'Visitors' Procedures

Useful Staff Contacts:

Principal	Extension
Associate Principal Middle School	Via reception
Middle School Co-ordinator	Via reception
School Psychologist	Ext 254
Careers Officer	Via reception
Registrar	VMB 246
Nurse	VMB 227
Chaplain	VMB 348
Individual Subject Teachers	VMB 259
AIEO	Via reception
	Ext 262

Associate Principal Middle School:

In collaboration with the Principal and other members of the senior management team the Associate Principal Middle School; provides educational leadership in the school and the community by developing and promoting the school vision and encouraging school staff, volunteers from the community and others to share ownership of the school's vision and goals. The Associate Principal is accountable to the Principal for the effective operation of the middle school (Years 8 and 9) and the transition of students into and out of the middle school.

Middle School Coordinator 2002 – Mr Rob Allen:

The Middle School Coordinator works closely with the Associate Principal Middle School to assist in the development, implementation and evaluation of the teaching and learning support process. This will involve monitoring parents, student behaviour, liaising with teachers and relevant others, case management of students at risk and facilitating student services. The Middle School Coordinator has a key role in assisting new students in their transition to Balcatta Senior High School. Parents, who have any general enquiries or concerns should contact the Middle School Coordinator.

Heads of Learning Areas:

There are 8 Learning Areas, each with a head teacher. The Head of Learning Area provides vocational leadership in the school and the community and leads the school community to develop improved service in their relevant area of responsibility. The Head of Learning Area facilitates workforce effectiveness and the improvement of professional performance in their learning area. Considerable focus is placed on providing advice for students and parents about course options and progress. In addition to administration and curriculum leadership the Head of Learning Area has a significant role in teaching and in the daily manage of staff and student well being in their relevant curriculum area.

Enquiries regarding curriculum matters and student progress in a learning area should be directed to class teachers in the first instance or relevant Head of Learning Areas.

ROLES:

FORM TEACHERS: The form system is designed to help students feel they belong to a particular group and to provide a staff member whom they see regularly who can help and advise them as required.

Form class groups are made up of about 20 students and their teacher. They meet each day. Form teachers maintain the attendance rolls for their groups and therefore notes explaining absences should be addressed to them.

SCHOOL NURSE: The school nurse is on duty at the Health Centre for three and half days per week. First aid provision is provided for students at other times.

Parents are asked to update any medical or other information affecting their child from that given on the enrolment form. It is vital to notify the school of change of address and/or phone number.

Medications: Over the counter and prescription, drugs should never be taken by anyone other than the person for whom they have been prescribed. The school recognises that students may need to take prescribed medication at school. Parents or guardians are responsible for providing in writing, details of the medication and its appropriate use, which the student should carry with the medication.

Any medication brought to school by a student should be the appropriate dose for one day only.

The school nurse is the only staff member permitted to administer analgesics (pain killers) to students. In the absence of the school nurse, parental permission must be obtained by the school administration.

SCHOOL PSYCHOLOGIST: The school has the services of a psychologist (Deborah Cunneen) who is available for counselling during normal school hours three days per week. Students may make appointments with the psychologist to discuss problems, either connected with their courses or on more personal matters.

The Psychologist is also involved in the behaviour management processes, the transition program for Year 8 and counselling for curriculum matters.

The Psychologist is also available to discuss with parents any matters relating to their children and the school. Appointments can be made by telephoning the school.

CAREER EDUCATION OFFICER: The Career Education Officer (Kevin Castensen) has responsibilities mainly in the Senior School however, he is available to assist students, parents and teachers in the Middle School in the areas of:

Personal and Careers Education
Community Work.

Middle School activities and cross curriculum activities such as enterprise education or careers education.

The Career Education Officer also liaises with youth schemes and assists in the transition from school to the community.

SCHOOL CHAPLAIN: Darren Birch, our School Chaplain provides a non-sectorial pastoral care service to students. Darren can be contacted at any time.

SCHOOL COUNCIL: The School Council is designed to:

- Promote the social, moral, educational and physical interests of Balcatta Senior High School;
- Advise the Principal as necessary on the correlation between the work of the school and the educational, recreational and cultural needs of the community;
- Be involved in the formation and implementation of the general educational policy of the school and as such to serve as the "School Decision Making Group";
- Keep under review the particular needs of the school in relation to:

- Accommodation of the needs of students, staff and members of the surrounding community.
- The provision and upkeep of the grounds and equipment and be able to bring the arising needs of the school within the community to the attention of the Education Department; and
- Work in close co-operation with the community and the City of Stirling in the use of the school facilities.

The membership of the School Council consists of the Principal and elected members representing the wider community, parents, staff and students.

The School Council normally meets on the second Wednesday of each month. Meetings start at 5pm and finish at approximately 6:30pm.

School Canteen: The School Council operates the School Canteen from which the students are able to buy lunches, drinks, ice-cream and fruit. The Canteen will be open before school commences and at recess each day for students to order lunches.

Voluntary helpers are needed for the Canteen each year and any parent (mother or father) willing to assist is requested to notify the Canteen Manager, Mrs Jenny James, by telephoning 9349 3000, during school hours.

School Calendar: A school calendar is issued to all families at the time of commencement at the school. This calendar is sponsored by local community and employer groups and we thank them for their assistance.

Important dates are listed on the calendar and all families should keep the calendar as a reference for school activities.

Visitor Parking and Visitors:

Parents:

- * Parents visiting the school are not permitted to go directly to classrooms or teachers unless an appointment has been made.
- * Visitors must go directly to the front office where a visitors pass may be issued.

Ex-Students:

- * Ex-students must report to the front office where Deputies will determine if permission is to be given to visit other areas of the school.

Visitors May Park only in the car park at the Art area end at the school on the eastern side. Traffic wardens patrol Poincaire Street so visitors/parents parking in this street need to be aware of restrictions.

Student Sickness: A student who is sick or injured at school should not go home but should report to the Health Centre, the Associate Principal, or main office so that the appropriate action can be taken.

A phone call to the school on day of students absence is appreciated. A note of explanation is required for all absences on the day of return. In cases of extended sickness, parents are asked to contact the school.

- receive bursaries, and/or scholarships of more than \$500 or are in receipt of the Commonwealth Aboriginal Secondary Grants Scheme (Abstudy);
- have previously claimed the allowance at another school in 2003; or
- have their own Health Care Cards.

SECTION TWO: POLICIES AND PROCEDURES

Government regulations state that **SMOKING** is not permitted on the school grounds. In addition, Students are not permitted to smoke while travelling to and from school. **A zero tolerance policy** to all drug taking operates at the school.

CURRICULUM:

Year 8 Program 2003: In line with changing trends in the education of young people, Balcatta Senior High School will continue to implement the Curriculum Framework and outcomes based learning in Year 8 in 2003.

Many new initiatives in cross curricula and integrated learning occurred in 2002 and there will be further explored in 2003.

The Curriculum Framework sets out what all students should know, understand, value and be able to do as a result of the programs they undertake in school. The Curriculum Framework is neither a curriculum nor a syllabus but identifies common learning outcomes for all students.

We at Balcatta Senior High School have worked hard to ensure that an engaging and relevant educational program will be provided for Year 8 students. In organising and planning the program teachers have reviewed Year 8 programs and planned to provide students with the opportunity to generate and use creative ideas and processes in their learning. The program will also allow for an explicit acknowledgement of core values to be incorporated in students' education. Aspects of possessing a commitment to self-improvement, self-acceptance and respect of self, respect and concern for others and their rights will be part of the learning program for Year 8's. These values will be reinforced during the every day work of the middle school staff and through the middle school rewards system.

Furthermore, the program will attempt to have flexibility to adapt to different students' needs and abilities, have integration, breadth and balance to enable students to make connections in their learning and provide collaboration and partnerships amongst students, teachers, parents and the community.

We at Balcatta Senior High School are excited about the implementation and delivery of this new program, and look forward to working with you to make it successful for the students at Balcatta Senior High School.

STUDENT LEADERSHIP: One of the goals of the Middle School will be to give students more opportunities to demonstrate their leadership qualities. Each form class in year 8 and 9 will elect two representatives who will meet regularly to discuss issues in the school that are of concern to their year group, to represent the school at various functions, and to organise activities that will involve their year groups.

The students will be elected by their peers and will meet during lunchtimes. The year 8 representatives will be elected at the completion of the camp during week one of first term.

BALCATT A SENIOR HIGH SCHOOL "BUILDING THE FUTURE"

There was an overwhelming community response to the recent call for input into the development of our school motto.

After discussion with a variety of academics, concerned community members and school students and staff, consensus was that the original Latin motto of "Qualis Futuris Iam Sum" still contained the seed of important values relevant to our current times.

With this meaning in mind and mindful of the importance of tradition the panel consensus is that the literal translation from the Latin to modern day language can be loosely interpreted to mean “Building the Future”.

These words encompass the two original themes of the Latin. These were “futuris” – For the Future and “Iam Sum” – The Quality of Self Now. Ie the quality of self now, for the future. Taken together the words Building the Future reflects the traditions of the past with the relevance of the present and future.

The school council has endorsed the school motto to be “Building the Future”.

Plaques to commemorate the development and evolution of the school motto will be placed on view in the school foyer to reflect the evolution of this aspect of the school and give reference to the tradition of the past.

Dress Code Policy

A dress code exists for all students attending the school and is rigidly enforced in the middle school.

A school dress code:

- ✦ assists in building school and team spirit;
- ✦ encourages equity among students;
- ✦ is practical and reduces financial stress on families;
- ✦ assists in identifying 'visitors' and unwelcome intruders in the school;
- ✦ fosters and enhances the public image of the school;
- ✦ prepares students for work, as many work places have dress and safety codes;
- ✦ ensures students are safely dressed for specific school activities;

Availability of Dress Code Items: Dress code items may be purchased from the school. Contact the school for opening times. Dress code items without the school logo can be obtained from C & A Fashions at Warwick Grove Shopping Centre.

Modifications To The Dress Code:

Students who, for religious or health reasons, may wish to modify the school dress code are required to make an appointment with the appropriate Deputy Principal for their year level.

Students not following the dress code will receive:

- ✦ counselling on the benefits of a dress code;
- ✦ parental contact;
- ✦ assistance/support in obtaining suitable clothing, if necessary; and
- ✦ a pass for an agreed length of time for dress modification.
- ✦ lunchtime detention.

Students repeatedly not following the dress code will be counselled and may be denied the opportunity to represent their school at official school activities, which include excursions, sporting and social events.

DRESS CODE REQUIREMENTS

- ✦ All students in Year 8 and 9 are required to dress in plain NAVY BLUE.
- ✦ Senior school students may wear white polo tops.

- ✦ No non-school based slogans, motifs, stripes, patterns or black clothing will be accepted.
- ✦ Excessive make-up or jewellery is not appropriate.
- ✦ Polo shirt with sleeves and collar – navy blue, with or without school logo (Years 11 & 12 school students only may wear white with or without school logo)
- ✦ Shorts – navy blue (with or without school logo)
- ✦ Jeans – blue only (not black)
- ✦ Skirts (pleated or straight) – navy blue only
- ✦ Cap plain navy blue only.
- ✦ School windcheater or jumper – navy blue (with or without school logo)
- ✦ Tracksuit pants – navy blue (not black)
- ✦ School zip-up jacket – can only be ordered from school.

FOOTWEAR: Shoes and socks or stockings, sandals with or without socks. No thongs, high heels or health sandals. It is a safety requirement that students attending Manual Arts, Home Economics and Science wear covered footwear.

PHYSICAL EDUCATION: Students **MUST CHANGE** for Phys Ed.

- ✦ Shorts/skirts, tracksuit pants and plain tops are required.
- ✦ Phys Ed T-shirts and school Phys Ed shorts are available through the Physical Education Office.
- ✦ Sports gear to be worn only during Phys Ed classes.
- ✦ Hats and SPF30 sunscreen should be worn while participating in outdoor Physical Education.

SPECIAL DANCE AND SPECIAL VOLLEYBALL:

Navy blue or white tops with or without school-based dance or volleyball motifs. These special programs have separate dress requirements for practise and performance. Items are available for purchase through the school.

SWIMMING POOL DRESS REQUIREMENTS:

Attire in the Pool Area:

- ✦ Bathers (preferably one piece)
- ✦ Hat/cap
- ✦ T-Shirt

Sunscreen (supplied by student – available from the school in emergencies).

SECONDARY HOMEWORK POLICY

Rationale:

At high school levels, the completion of set homework and assignment work by students becomes increasingly important. Not only does this work consolidate and reinforce what is taught in the classroom but it also can affect the child's assessment for a particular unit of work.

Homework can also be given to extend the student beyond what was taught or to provide for remediation. It provides an opportunity for research and to complete unfinished work.

Purpose:

To establish a procedure to identify homework and provide support structures to assist students to complete homework goals.

Broad Guidelines:

Homework is of 4 types.

1. *Casual Homework:* Completing work not finished in the classroom; preparation for school for the next day by making sure that all equipment is in good order and ready; that questions a student may wish to ask about work that is not understood are prepared for the appropriate teacher; pre-reading and writing short summaries.
2. *Set Homework:* Teachers will allocate specific homework on a regular basis. Students will be given a date to complete and submit this. This homework may include research and answering questions, doing specific exercises from text books and attempting worksheets.
3. *Assignment Work:* While working through units, students may be given assignment work. Ample time will be allocated for the completion of this work. Assignment work will often extend the student beyond work taught in the classroom and students may be given opportunities to do some research work in the library during school time if required.
4. *Home Study:* In order to gain the most out of formal schoolwork, students need to develop a good understanding of concepts taught in all subject areas. Maximum understanding is reached if students regularly read through and write out these concepts in their own words. This of course is what studying is all about and all students need to have a regular programme of study. A homework study timetable should be prepared as indicated in the homework notebook. Recommended homework and study times for students who wish to do well are also outlined on this page.

Students should work out a homework timetable in conjunction with their parents and teacher. Study should be regular and concentrated. Where a student has difficulty with a concept or an area of work, that student must arrange to see the teacher concerned in order to get help. The student should continue to ask for help until a good understanding has been reached. Teachers need to make every effort to ensure that this is the case.

Parents will be informed where students regularly fail to submit homework by the use of a standard notice.

Homework Notebook:

Each student will be issued with a homework notebook at the beginning of the year. All homework set must be written in this book on the appropriate space by the students. It is the teacher's responsibility to ensure that when the homework is given, students are allowed sufficient time to write the work into their homework books.

All homework set is issued a completion date and collected or dealt with on that day. Any extensions given must be seen to be fair in the eyes of students who have completed the work. Student grades could be adversely affected by submitting work late.

Homework:

It is the responsibility of the student to attend school regularly; to participate in all class activities and complete all set work in order to maximise their level of achievement.

Students accept responsibility for their own learning. Success in school requires the regular completion of homework by all students. Students who wish to achieve their best possible academic levels must plan their homework study programme carefully.

Secondary courses are designed so that some of the work must be done by students outside school hours. Home study and set assignments are just as important as formal lessons at school.

NOTE TO STUDENTS: Many students don't read wordy 'how to study' information, so here are some brief comments under clear headings. We hope you will read the relevant parts and gain something.

WHY STUDY?

Studying improves your performance. Doing well at school helps you get a job later or helps you to get into that course you may want to do.

To do well you need to know where you're going, ie to be motivated. The more you want success or know you have to do well to get to where you are going, the harder you will study.







If you're not sure about what kind of future you want:

- talk to career teachers
- talk to people with jobs that could interest you
- visit career centres

WHAT IS STUDY?

Let's call study 'using your time to learn'. Let's include not only school homework, notemaking and doing assignments, essays etc. but also revising and learning.

WHERE TO STUDY: The place of study should be:

-  Free from distractions – noise, other members of the family, television, radio (a radio playing can reduce the effectiveness of study by up to 50%).
-  A room with a desk or table with space for all materials.
-  Well-lit, neither too bright nor too dull, preferably falling over your left shoulder on to your books (if right handed).
-  Moderately comfortable. Study in easy chairs or bed is of little use – student cannot prepare for a written examination by reading only.
-  Well ventilated. Be sure you are neither so cold nor so hot that your mind is on your physical discomfort rather than your studies.
-  It helps to have your own desk or place where you ALWAYS do your homework/study as this builds the habit of getting down to work when in that particular place.

WHEN TO STUDY?

Find out by experience when you concentrate best – early morning, straight after school, or later evening.

- ✿ Early in the year make a timetable for study times.
- ✿ Try hard to stick to it.
- ✿ Plan well. Take into account other commitments, eg sport, social life and TV.
- ✿ Study often – say four nights and one period in the weekend.

Caution: Don't try to plan too many hours. Time spent is a lot less important than how much you get done.

DO YOU FIND IT HARD TO GET STARTED?

If so, try this: When you get home from school, immediately do your study plan for the night and get your desk tidied and organised.

Then take a break!

- ✿ What you have to do;
- ✿ How long you need for each task; and
- ✿ The order of importance of your tasks.
 - Aim low and try to beat it.
 - Reward yourself, eg study before your favourite TV show.
 - You set your goal and you'll enjoy your reward.

WHAT TO STUDY?

A Homework, Notemaking, Assignments, Essays etc:

1. Plan your time ahead.
2. Put tasks in priority order.
3. Put difficult or urgent tasks early in your study session – when you're fresh.
4. Try not to leave tasks until the last moment – that's when things go wrong and you miss deadlines.

B. Revising:

1. Longer sessions – 20 minutes or more.
2. Review each night what you did in class that day.
3. Read class notes, assignments, hand outs of previous tests and textbooks.
4. Try it this way:
 - ✿ Skim – read fast to get a general idea.
 - ✿ Read to understand – read slower and highlight keywords and points.
 - ✿ Make notes – summarise.
 - ✿ Make special summaries to memorise.

C. Learning/Committing to Memory:

1. Spent 5 – 10 minutes per subject.
2. Plan short periods for every learning subject each week.
3. Major subjects need more than one period.
4. Memorise – use summary cards, read aloud, use audiotapes.

5. Repetition.

READING AND RECOMMENDED STUDY TIMES:

It is recommended that all students be encouraged to read at home every day to improve fluency and enjoyment of reading. In the secondary school a minimum of 30 minutes daily should be set aside for reading, in addition to set homework. This means that every high school student has at least half an hour of homework (reading) every day.

1. The following time for homework and study are recommended:

Year 8	1 ½ hours 5 nights a week.
Year 9	2 hours 5 nights a week.
Year 10	2 ½ hours 5 nights a week.
Year 11	15 hours per week.
Year 12	15 hours per week.

If you are not consistently putting in this many hours, you probably are **NOT DOING ENOUGH**.

Sample Timetable:

Year 8
5.00 – 5.30
Evening Meal
7.00 – 7.30
7.40 – 8.10
Total: 1 ½ hours

Plan your study timetable so that weak subjects are studied first and most frequently and when you are alert. Forms are included in the back of this diary to plan your study/homework timetable.

HOMEWORK:

WHAT IS HOMEWORK?

The classroom is the place where much of the learning activity begins. However, real understanding is confirmed when, outside the classroom and some time later, students review the work introduced in class, test their understanding and extend their reading. This additional work comes under the heading 'HOMEWORK'; homework thus provides an opportunity for students:

- To consolidate, by further practise, work already discussed and taught in school;
- To develop sound and consistent habits, of independent study, based on personal self discipline away from the regular routine of school;
- To undertake private research and extend reading;
- To revise school work studied already and to commit basic principles to memory by learning; and
- to prepare for new topics.

Unless a student develops a sound pattern of study, academic success will be more difficult. Work done at home is important to progress and becomes steadily more so as a student proceeds through the school. The nature of homework will vary from subject to subject across faculties and from year to year. Normally each night homework time will include the completion of exercises set by the teacher, the study and learning of the principles taught in school and

practiced at home, and ongoing work in reading, research, assignment exercises and preparation.

The best preparation for examinations and tests of knowledge is a consistent study, practice, review habit so that work is learnt, applied checked constantly through a planned and organised home studies programme.

Since consistency and regularity in all these tasks are in the qualities of the successful student, it would be only in very rare and unusual circumstances when there will be a night with 'no homework'. The balance between set exercises study and learning, and revision will vary, but all three would be represented in a good student's nightly programme.

Many subject teaches, particularly in upper school, set extended work or assignments rather than nightly exercises. The good student will organise and plan the completion of such assignment work so that it is spread over the time available. Students need to be aware that all Faculties have a late work policy, which penalises grades if assignment work is not handed in on time. These policies are strictly observed and students should make themselves familiar with the precise policy in each Faculty.

TIMES:

It is very difficult to specify precisely the amount of time any student should spend on homework since the abilities and rate of work vary greatly from student to student even in the same year level.

The recommendations below are designed for the 'average' ability and work rate student. By secondary school, students and parents should have a fairly clear idea of where in relation to the 'average' a student lies. The times set out assume the following conditions.




- ✿ The time represents the total productive work time – not necessarily the period elapsing between the start time and finish time. Most students, since their organisational skills are poor, need to add 25% - 33% to the time recommended to allow for time lost in getting organised, finding materials, breaks, deciphering their own writing in the diary etc (as these skills improve so this time can be reduced.)
- ✿ The time should be partitioned between each subject so that an even and consistent approach is maintained ... homework and study tends to expand to fill the time available. Hence the student who begins his maths homework and works until he finishes it may well take 30 minutes to do so – whereas if he had planned to complete it in 20 minutes and only allowed that time, then in all likelihood he would have done so.
- ✿ Work requires study and learning and this should be built into the time and checked at the end of the homework period.
- ✿ The time is intense work time; hence it needs to be broken by planned, timed, short breaks at regular intervals of about 30 minutes. Intense work time means that nothing should be distracting the student. Therefore it is not possibly to complete home exercises and study in front of the television, in a noisy room, or with loud music assaulting the senses either via a speaker or headphones. If these conditions prevail add 100% - 15% to the time to achieve a similar productive work period.
- ✿ These times represent minimums for the average student. Commitment to these times is essential to maintain an adequate and satisfactory level of performance.

ASSIGNMENTS: HOW DO I SCORE?

1. Write neatly.
2. Plan assignment:
 - Introduction
 - Body – major points you will expand
 - Conclusion – summary
3. Copy information correctly.
4. Put it into your own words.
5. Do a rough draft first.
6. Check your finished work for spelling, punctuation, capitals and for sentences and paragraphs.
7. Add a bibliography. Quote author, title, published and pages used.
8. Present your assignment well – pages neatly ruled and clear headings, neat diagrams and maps, title page with topic, name and form.

TESTS AND EXAMS:


Revising and learning: Many students start revising and learning too late and so they try to cram, stay up late and some even panic.

-  Revise and learn early and regularly.
-  Follow a detailed revision programme.
-  Memorise.

Steps in doing a test or exam:




1. Relax – take a slow deep breath or two.
2. Remember – it is normal to be nervous.
3. Read:
 - Read the instructions carefully
 - Read all the questions.
 - Re-read to decide which questions you'll do (*if there's a choice*)
4. Time – allocate according to marks.
5. Selected question (*if essay type*).
 - Select easiest question first.
 - Re-read.
 - Underline important words.
 - Make brief notes – rough plan of main points.

REMEMBER:

-  Don't worry if others have started writing while you are still reading and re-reading. (*This will prove to be time well spent.*)

WHY USE A DIARY?

Successful study depends on being organised.

-  Use the homework timetables.
-  Note homework, assignments, etc. set and date due.
-  Tests/exams – note dates.

Reading and Recommended Study Times:

It is recommended that all students be encouraged to read at home every day to improve fluency and enjoyment of reading. In the secondary school a minimum of 30 minutes daily should be set aside for reading, in addition to set homework. This means that every student has at least half an hour of homework (reading) every day. Suggested study times for Year 11 and 12 students is 4 plus hours per night – 5 nights per week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Weekend Times
4 pm								
5 pm								
6pm								
7pm								
8pm								
9pm								
10pm								

ASSESSMENT POLICY

Years 8, 9 and 10

Definition: The term “assessment” refers to the various categories of tasks to measure a student’s achievement: out-of-class and in-class assignments, tests, exams, performances (eg dance, drama, music) and practical work.

Aims: The criteria for the School Assessment Policy will be those recommended by the Curriculum Council for Upper School, that is, “fair, reliable and valid” for all students. These guidelines will apply to all subjects in lower school. In all of these types of subjects, tests and examinations now form only a proportion of the final grade. It is essential that students, parents and teachers become aware of the importance of each of the various assessment tasks and the necessity for meeting deadlines for all assessments.

1. All courses of study will be subject to continuous assessment with marks distributed across all facets of the course according to the assessment policy for each subject.
2. Students will be graded against criteria defined by grade-related descriptors.
3. Reports will be prepared and issued to students and parents at the completion of each semester. These reports will notify students and parents of grade(s) for the semester and indicate the progress of the student at the relevant stage of the course of study.

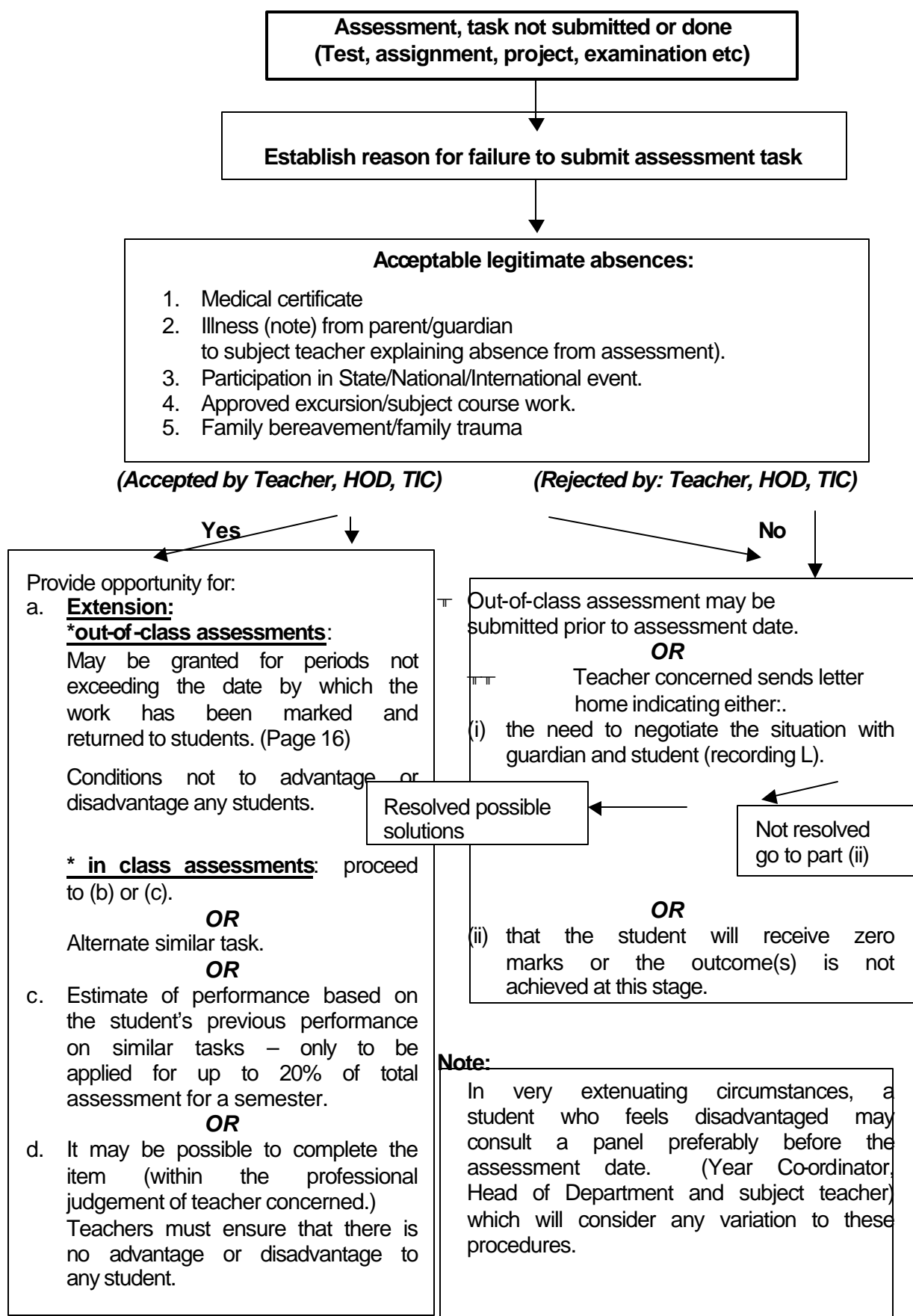
Teachers’ Responsibilities:

1. Lower school students will be issued with a copy of the course outlines and assessment structure for each subject.
2. All students will be notified, within the first two weeks of the course or unit of their assessment programme for each subject studied. These programmes will outline how a student’s performance will be measured, including the approximate timing (eg Week 3, Week 5, etc) and weighting of each assessment task. Students will be given at least one week’s notice of specific assessment dates and due notice of any changes to the assessment programme.

Students’ Responsibilities:

1. It is the students’ responsibility to be present on assessment dates for in-class assessments and to ensure that out-of-class assessments are submitted by 3.10 p.m. on the due date.
2. In the case of a legitimate absence, alternate arrangements will be made according to the procedures outlined in the following chart:

NON-SUBMISSION OF ASSESSMENTS



Plagiarism, Collusion and Cheating: Assignments or other work copied from published material (without acknowledgment), which is thus not the student's own work will not be accepted. A penalty as established by subject departments will be imposed. If cheating is established (test, examination, production, assignment) then the students involved will be given zero for that assessment.

Student Who Commences A Course Late In The School Year: Years 8, 9 and 10 students who enter a subject late in the course will be assessed according to one of the following procedures.

1. Recognition of the work done at the previous school, if the information is available.

OR

2. A grade awarded on the basis of assessments completed in the new subject.

OR

3. If sufficient assessment tasks cannot be completed to qualify for a grade, the student will not be subject to assessment for the semester or unit of work.

Students Who May Be Disadvantaged: As a general rule, no matter what kind of disability or impairment, the criteria for awarding marks and grades will remain consistent in the interests of fairness for all students.

I have received and read this Assessment Policy:

Student's signature: _____

Parent/Guardian's signature: _____

POLICY FOR THE USE OF LEARNING TECHNOLOGIES

As a student of Balcatta Senior High School you have access to a range of learning technology resources. These are to be used for educational purposes only. They include:

- ✦ www
- ✦ personal e-mail account
- ✦ general Microsoft products
- ✦ subject related software
- ✦ personal print account
- ✦ personal work folder

The following guidelines relate to your responsibilities when using the school's computer facilities.

Inappropriate Material: Students may not access, send, receive or store inappropriate material via the school's electronic communication systems. Examples of this material include: pornography, participation in chat rooms, obscene or threatening language, material which may incite harmful or dangerous behaviour, illegal or discriminatory material and chain mail.

You should advise your teacher immediately if you accidentally access or receive any material that may be considered inappropriate.

Copyright: It is illegal to reproduce work that is protected by copyright unless permission has been granted by the copyright owner or, it falls within the parameters of copyright law. Ask a teacher if you are unsure of your rights and responsibilities.

Plagiarism: Plagiarism is illegal. This is the reproduction of someone's work and claiming it as your own. Ask a teacher to advise you on correct referencing techniques.

Educational Purpose: Use of the school's learning technology resources is to be limited to activities that have a direct educational purpose. The sending or receiving of advertised material, junk mail, nuisance material or material which may harass is not allowed. If you are unsure about a communication seek teacher advice.

Care and Maintenance: Equipment should be handled with care. Damaged or missing equipment should be reported to a teacher immediately.

To avoid clutter, students should check their folder and e-mail regularly and remove unwanted files and messages.

Students may not store programmes or applications in their folders.

Privacy and Security: Accessing, damaging or destroying another student's files is a serious offence. Students should not reveal their access password to anyone.

Parents, teachers and officials may inspect the contents of students' files.

Viruses: Virus protection has been installed on the school's network. However, caution should be applied when accessing any material on-line and when using disks and materials from another system.

Ask a teacher for advice before doing something which may lead to virus importation.

Printing: Printing is restricted to educational use. Until further notice, teachers will advise students of any costs associated with printing in their learning area.

Consequences Failure to comply with this policy may result in restricted or denied computer access. Illegal incidents may be referred to the appropriate community agency.

CHANGE OF SUBJECT

Year 8 9 10 11 12

Name: _____

Subject to Change:

Timetable Period	Subject Name	Teacher	Teacher to Sign	Subject Code	Office only
					Grid Line

New Subject:

Timetable Period	Subject Name	Teacher	Teacher to sign	Subject Code	Office only
					Grid Line

Student subject changes will only be processed if all information is provided.

Signature _____ Head of Learning Area

Date _____

Signature _____ Head of Learning Area

Date _____

Signature _____ Parent

Date _____

Signature _____ Deputy Principal

Date _____

OFFICE USE ONLY:

Date Processed: _____

Filed:

Signature Operator: _____

FEE VARIATION:

CHARGE:

Signature Registrar _____

Date _____

BELL TIMES

MONDAY TO THURSDAY	FRIDAY
8.40 - <i>Warning Siren</i>	8.40 - <i>Warning Siren</i>
8.45 - 8.50 Form	8.45 - 9.10 Form (25 mins)
8.50 - 9.54 Period 1	9.10 - 10.10 Period 1
9.54 - 10.58 Period 2	10.10 - 11.10 Period 2
10.58 - 11.18 Recess	11.10 - 11.30 Recess
11.18 - 12.22 Period 3	11.30 - 12.30 Period 3
12.22 - 1.26 Period 4	12.30 - 1.30 Period 4
1.26 - 2.06 Lunch	1.30 - 2.10 Lunch
2.06 - 3.10 Period 5	2.10 - 3.10 Period 5
3.10 - Finish	3.10 - Finish

FRIDAY ASSEMBLIES		
8.40 -	<i>Warning Siren</i>	
8.45 - 8.50	Form	
8.50 - 9.30	Assembly	
9.30 - 10.25	Period 1	
10.25 - 11.20	Period 2	
11.20 - 11.40	Recess	
11.40 - 12.35	Period 3	
12.35 - 1.30	Period 4	
1.30 - 2.10	Lunch	
2.10 - 3.10	Period 5	
3.10 -	Finish	

Students should not be at school more than about 15 – 20 minutes prior to commencement of classes. They should also vacate the premises as soon as possible after school – unless participating in organised activities. (Both a.m. and p.m.)

Students must be at their form class before the 8.45 a.m. bell in order to enter form after the bell sounds.

MAP OF SCHOOL: