

St Joseph's School

PARENT HANDBOOK

This handbook has been prepared to inform parents of some policies and regulations which will facilitate cooperation between home and school.
Please refer to it as required.

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1 MISSION

1.1 Our History

St Joseph's School Northam has a long tradition of a caring environment and prides itself as a learning centre with programs to cater for all students. The Sisters of St Joseph of the Apparition established the first Catholic school in Northam in 1889. The Marist Brothers opened St Paul's, a boy's college, in 1948 and in 1971, these two schools combined to become a coeducational primary and secondary school on two separate campuses.

Since the commencement of Catholic education in Northam, there have been many instances where St Joseph's School community has demonstrated vision. Firstly, when the Sisters arrived in 1889 to establish St Joseph's Parish School and again when they opened St Anthony's in West Northam in 1902 and secondly, when the Brothers arrived in 1948 to establish St Paul's College, under the direction of Monsignor Lenihan. Thirdly, with the 'radical plan' to merge the two schools; St Joseph's Convent School and St Paul's College (St Anthony's closed in 1967) to become St Joseph's School Northam.

Over recent times, we have been fortunate to extend our teaching and learning facilities through the construction of the St Marcellin Performing Arts Centre and the St Emilie Science and Language Centre. Such facilities enable us to offer a vibrant pre-Kindergarten to Year 12 curriculum.

The School seeks to build on the hard work and vision demonstrated by our founding orders to continue to provide an excellent Catholic education to the community of Northam and the wider Avon region.

School Motto

Fidelity - keeps alive the spirit of our founding orders as we live as a committed School Community to the teachings of Jesus Christ.

School Prayer

*Dear Lord,
We ask you to bless St Joseph's School Community.
We pray that you guide us to be just and to see, listen, speak and act like St Joseph.
May we be inspired by our Founders to be the best that we can be.
May we always keep Jesus at the centre of all we do.*

*St Emilie Pray for us
St Marcellin Pray for us
St Joseph Pray for us
Amen*

1.2 Our Patrons

St Joseph

The School was named naturally after St Joseph. The Sisters' patron, St Emilie, chose St Joseph of the Apparition for her religious family because Joseph was the first witness to the mystery of the birth of Jesus. It reflects the night that Mary gave birth and laid Jesus in the manger. It reflects Joseph's faithful obedience to God's plan and the unobtrusive way that Joseph went about serving as God's witness in his time. Each year, staff and students celebrate his Feast Day on 19 March.

Staff and students are allocated into four Houses. Each House is named after a school patron. The Houses are:

de Vialar

de Vialar is a House name remembering Emilie de Vialar and the origins of the Sisters of St Joseph of the Apparition.

Like St Joseph, Emilie and her Sisters were to be quiet and faithful servants in God's plan for all peoples. They did this through acts of charity. They were to serve all people in an unassuming way without fanfare as was witnessed here in Northam for 116 years throughout the Parish and in the foundation of the first Catholic school in Northam. As Emilie espoused to each one as they left on their mission, "Go, and with what you have do all the good you can." And so it was for the Sisters of Northam.

Lenihan

The House known as Lenihan keeps in mind the works of an important Parish Priest in charge of the Parish for 13 years (1944-1956). A man with a phenomenal memory for people's names and faces, he was tireless in his visits throughout the Northam community, both to his parishioners and also to the local people in need of company.

It was at his instigation that the Marist Brothers arrived to provide further education for the boys of the Parish in Grade Four and beyond. He purchased the property known as Fermoy House for the Marist Brothers' school, St Paul's, as well as Uralia House to be used as a Catholic hospital for the St John of God Sisters. He continued to raise further funds for renovations to Fermoy House so as to make it more suitable as a school. He was also responsible for extensions to the current Church building.

Leonard

Leonard is the House name for the former St Joseph's House, renamed at the Opening School Community Mass on 13 February 2005. This arose from the need to separate School and House name thereby giving the House its own identity.

Sr Leonard was a Sister of St Joseph of the Apparition who worked at the school in three separate periods, for a total of thirty-four years (1936-53; 1960-64; 1973-85). Arriving in 1936, she initially taught secondary classes and her love for children was obvious. She had a fine singing voice and took charge of very successful choirs both at school and in Church. During the late 1940's, she was most helpful in assisting the newly arrived migrants settle into the community. Finally, in the 1970's she established a school library in which she instilled a great love of literature in her students.

Trusting in the words of St Emilie, Sr Leonard's faith, goodness and happiness led to nine of her pupils entering the Convent to carry on the mission of St Emilie.

Marcellin

Marcellin House is named after Marcellin Champagnat, founder of the Marist Brothers who served in the town for three decades in a time when the school's demise was a real possibility.

This House name remembers a man who was a born teacher, who lived and worked with one golden rule in mind: "To bring up children properly, we must love them; we must love them equally". These are important words if we are to be true to Marcellin's vision of making Jesus Christ known and loved to every child in our community, as was clearly shown by the Marist Brothers who worked in Northam.



1.3 Our Ownership and Administration

The School is owned by the Archbishop of Perth who, together with the other WA Bishops, has authorised the Catholic Education Western Australia to determine major policy and appoint a School Board responsible for the financial administration. The Principal, appointed by the Archbishop, is accountable to him through the Commission for the educational administration of the College.

1.4 Vision Statement

Founded on the life and teachings of Jesus Christ, and as witnessed by our Founders, St Joseph's School is a caring community, committed to preparing all members to succeed through the promotion of Christian values from a Catholic tradition and the development of lifelong learning skills.

Mission

'Centred on Jesus Christ, we inspire and nurture our students to reach their full potential in a Catholic school community'.

1.5 St Joseph's School Family

Students, parents, teachers and support staff, make up the school family. People from all races and countries are welcome. Jesus is the Head and Spirit of this family. St Joseph, husband of Mary and foster father of Jesus, is our patron and role model. St Joseph's School family is part of the Church.

Teachers strive to lead Christian lives and to build caring relationships with students. They help parents educate their children. Teachers try to help students to bring together the Christian faith, the subjects the students study and their daily lives. Students strive for moral and academic excellence in order to give to others the fruits of their goodness and learning throughout their school lives.

Students from other schools are respected as fellow Australians, faced with the common challenge of building together a caring, integrated, classless and fair-minded Australian community.

1.6 Our Chaplaincy

St Joseph's School is blessed to have the services of the local Parish Priests. Our Priests are School Chaplains and make it possible for us to offer regular whole school Masses during each term, class liturgies every week and access to Reconciliation throughout the year. Our school works closely with the Parish in supporting the Sacramental program. The school currently has a lay Chaplaincy Worker.

1.7 Religious Education

The Evangelisation process at St Joseph's School is based on living Witness in words and actions that reflects Christ like presence and love of others. It is about proclaiming the Good News in the same way that Jesus did, through striving to be a good school and teaching children to integrate Faith, Life and Culture, nurturing all children.

1.8 Our Liturgical Life

At St Joseph's School we are serious about our fundamental mission, that of Evangelisation. We are committed to the process of 'bringing the Good News' by providing our students with many and varied opportunities to experience the richness that lies within our Catholic faith tradition.

This includes parents and friends of St Joseph's School who are warmly invited to avail themselves of these opportunities to attend to their own spiritual growth.

1.9 Strategic Plan

The school community works to develop a Strategic Plan and currently has a plan for the 2017-2021 period. The Plan is underpinned by the School vision, mission, motto and values which form the framework upon which future actions will be based.

The Plan aims to be 'future focused' by embracing new ideas, technologies and initiatives whilst valuing and building upon the legacy of our founders, and all members of the school and parish community past.

This plan comprises four key outcome areas of Student Learning, Engagement, Accountability and Discipleship. These outcome areas align with the domains of the Quality Catholic Schooling (QCS) framework used to guide school improvement throughout the Catholic system. The document provides a rich source of material to guide the development of policies and programs to ensure that St Joseph's School continues to be a school of choice in the Avon Valley.

From the Strategic Plan, the school develops an annual school improvement plan that allows the long term vision of the school to be managed in shorter time frames and allows the school to adapt to current needs of the students where necessary. Copies of the Strategic Plan and the School Improvement Plan are available on the school website.

1.10 Code of Conduct

The purpose of the St Joseph's School Code of Conduct is to provide minimum standards of conduct in all behaviour and decision making to ensure the safety and wellbeing of students.

The Code applies to all within our school community including staff, students, volunteers, parents and guardians as applicable.

The Code of Conduct is available on our website: www.sjsnortham.wa.edu.au

Breaches of the Code must be notified to the Principal, Carmen Cox.

The Twelve Conduct Statements are:

1. We act safely and competently.
2. We give priority to students' safety and well-being in all our behaviour and decision making.
3. We act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
4. We conduct ourselves in accordance with laws, agreements, policies and standards relevant to our relationship with the school community.
5. We respect the dignity, culture, values and beliefs of each member of the school community.
6. We treat personal information about members of the school community as private and confidential.
7. We give impartial, honest and accurate information about the education, safety and well-being of students.
8. We support all members of the school community in making informed decisions about students.
9. We promote and preserve the trust and privilege inherent in our relationship with all members of the school community.
10. We maintain and build on the community's trust and confidence in Catholic schools and the Church.
11. We act reflectively and ethically.
12. We allow students to have a voice in their education, safety and well-being.

2 LEARNING

2.1 Home Study

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. It encourages independent learning and time management skills. It aids in the revision of content and skills learned in class. Sometimes it can be used to complete unfinished class work as well. Parents are encouraged to develop in their child a positive attitude towards homework.

The class teacher and parents check the diary regularly by sighting the completed homework and signing their child's diary. All students in Years 3-12 must use their School Diary. Students in the lower years will use their Communication Book as a diary.

Homework is the joint responsibility of students, parents and teachers. The time spent on homework will vary due to differing abilities and rate of work of each student. However, the recommended times should be done at least five days a week and are as follows:

Year 1 students	- 15 minutes reading
Year 2 students	- 20 minutes reading, spelling
Year 3 students	- 30 minutes reading, spelling, basic facts
Years 4-5 students	- 40 minutes reading, spelling, basic facts, basic mathematics and occasional research/project work
Year 6 students	- 50 minutes reading spelling, mathematics and occasional research/project work
Year 7 students	- 50 minutes per day
Year 8 students	- 1 hour per day
Year 9 students	- 1½ hours per day
Years 10-12 students	- 2 hours per day

Homework

Homework is set by the class teacher but completion is the responsibility of the parent and the child. (See Handbook point 2.1 or the relevant page of the School Diary.)

2.2 Australian Curriculum

The Australian Curriculum sets the expectations for what all Australian students are to be taught, regardless of where they live or their background. For Foundation to Year 10, it means that students have access to the same content, and their achievements are to be judged against consistent national standards. For the senior secondary years, students choose a pathway (University bound, technical/trades training and preparation for the workforce) and elect from a choice of subjects that meet their future needs and capabilities.

The rationale for the introduction of the Australian Curriculum centres on improving the quality, equity and transparency of the teaching, learning, assessing and reporting system. The development of our teaching and learning is based on the broader aims of the Australian Curriculum, where the centre of learning is placed upon the student. Successful learners:

- develop their capacity to learn and play an active role in their own learning.
- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- are able to plan activities independently, collaborate, work in teams and communicate ideas

- are able to make sense of their world and think about how things have become the way they are
- are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives
- Are motivated to reach their full potential.
- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- have a sense of optimism about their lives and the future
- are enterprising, show initiative and use their creative abilities
- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment
- relate well to others and form and maintain healthy relationships
- are well prepared for their potential life roles as family, community and workforce members
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.
- are committed to values of democracy, equity and justice, and participate in our civic life.

The process of creating a suitable curriculum that meets the needs of our students and the mandated Australian Curriculum means that our staff are well-informed in these policies and incorporate essential areas such as the content descriptions and the achievement standard into their planning process through their programs. Staff access the latest material of the Australian Curriculum through the Western Australian K-10 Outline from the School Curriculum and Standards Authority (SCSA).

Teachers ensure that a range of assessment methods of both a formative and summative nature are provided to all students to demonstrate their ability and through the SCSA, teachers apply resources such as the 'judging standards' in addition to their collection of marks and anecdotal records to identify the depth of understanding and therefore assign a grade at the end of a reporting period, at the end of Semester One and the end of the academic year. Parents, guardians and students are able to access this curriculum through the SCSA website at; <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser>

Teachers plan for the year ahead, by ensuring that an annual program for each of the nine Learning Areas is completed by the commencement of an academic year. These include; Religious Education, English, Mathematics, Science, Humanities and Social Sciences, Languages, Technologies, Health and Physical Education and The Arts, with students in secondary school (Years 7-10) receiving an outline that demonstrates the learning ahead and the number, type and timing of tasks. Students in the senior secondary (Years 11 and 12) receive a copy of the senior secondary assessment policy, current SCSA subject syllabus, school subject outline and the school subject assessment outline.

2.3 Early Years Charter

We believe that all children are created by God and have the right to express their uniqueness and talents. All children have the opportunity to develop to their full potential, and achieve success, in a safe, supportive and nurturing environment. Equity, inclusion and diversity of all children, families, staff, and the community are paramount in what we do, are recognised and planned for.

We believe the families, parents and caregivers, as the prime educators of their child, are to be respected and supported. Their role is essential to their child's feelings of safety and wellbeing. Staff at St Joseph's School work in partnership with families, parents and caregivers to promote the development of the whole child, within our Catholic School community.

Staff at St Joseph's School ensure that all children are actively involved and supported in their learning and have a sense of belonging to our school community. All children, family and staff within our St Joseph's School community have the right to be treated with dignity, respect and be heard regardless of race, gender or religion.

Religious Education, Literacy and Numeracy are of fundamental importance, whilst ensuring each child has the right to learn at their own pace, with their individual needs catered for so that they reach their full potential. All educational programs reflect various teaching and learning strategies such as play based learning and explicit teaching, giving children opportunities to engage in rich learning experiences.

All staff at St Joseph's School strive to provide a secure, supportive learning environment to inspire and nurture our children to develop life-long learning skills.

2.4 Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student learning. At St Joseph's School the central purpose of assessment is to improve learning outcomes of students. A good assessment system provides information about whether the learning goals of the teaching program have been achieved and assists with making decisions about teaching and learning practices. Its focus is not only on what has been achieved by students but also how they have gone about their learning.

At St Joseph's School, we monitor and document student's progress and achievements using a variety of strategies. Evaluating and recording ideas, experiences, progress and achievements provides a means by which teachers can track the development and learning of each child and make informed future planning decisions.

Assessments

Assessments should:

- be based on goals and the work students must do to meet those goals
- provide feedback to students, parents and teachers
- be linked to the overall evaluation of school programs
- enhance student motivation, commitment to learning and application to work
- enable students to form realistic expectations of their own ability and application to work

Formative assessments are on-going assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.

Summative assessments give teachers and students a clear insight into understanding. Summative assessment is the culmination of the teaching and is typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are

used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.

The Assessments in which St Joseph’s School participates include:

Performance Indicators in Primary Schools (PIPS)

The PIPS On-Line Entry CD-ROM based Assessment is administered by the University of Western Australia and conducted in all Western Australian Catholic schools at the beginning of the Pre-Primary year and repeated at the end of the year. It assists with:

- assessing the progress of students in literacy, numeracy and phonological awareness
- diagnosing individual student work and providing data to indicate what areas students are achieving or underachieving
- predicting future performance for identifying individuals who might benefit from early intervention.

It is based on international research. All assessment items are correlated with future literacy and numeracy. PIPS is not designed to assess students against local curriculum objectives, rather the assessment allows progress to be measured in many different contexts.

Observation Survey

The Observation Survey of Early Literacy Achievement is administered to Years 1 and 2 students. The systematic observation tasks help teachers to observe, through a series of tasks, young children’s early literacy behaviours. The observation survey provides easy-to-read accounts of individual progress made by students between two specific points of time.

Reading Records

The expectations of student reading levels are that 80% of students will reach:

- Level 4 by the end of Pre-Primary
- Level 14 by the end of Year One
- Level 24 by the end of Year Two
- And achieve Level 30 (independent reading) sometime in Year Three.

All students from Pre-Primary to Year 3 are provided with a Reading Log Book and borrow Home Readers from their Classroom baskets. Students change their books daily and read to a teacher, EA or parent helper at school then again to a family member each night. Students from Years 4 to 6 use the Reading Log pages in the St Joseph’s School Diary.

Students are tested monthly from February to November in Years One, Two and Three and commencing at the start of Semester Two in Pre-Primary, then tested monthly from August to November. All students are tested once a month and progression recorded. Student progress is tracked on the Staffroom Data Wall.

Literacy Pro Evaluations

When a student achieves Reading Level 30 they move to the Scholastic Lexile Reading program. Students undertake an initial test to determine their comprehension level:

Lexile Levels
White - under 200
Yellow 200 - 299
Orange 300 - 399
Red 400 - 499
Blue 500 - 599
Green 600 - 699

Expectations at each Year Level
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

Black 700 - 799 Silver 800 - 899 Gold 900 plus
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Students borrow books at their reading level and complete comprehension quizzes based on the books they have read. Students are tested in the first week of each term and student progress is tracked on the Staffroom Data Wall.

Early Numeracy Interview (ENI)

The Early Numeracy Interview is an assessment tool consisting of a series of hands-on assessment tasks where students demonstrate mathematical understanding and preferred strategies for solving increasingly complex tasks.

This assessment is used by teachers in a one-on-one interview situation to determine students' existing mathematical knowledge in relation to points of growth. Analysis of the responses provides teachers with powerful information to use when planning to meet student learning needs.

South Australian Spelling Test

All Year 7 students, and students new to St Joseph's School, are assessed on their spelling ability using the SA spelling test to determine the need for additional support by specialist instructors of core skills through the Literacy Assist Program (LAP).

Bishop's Literacy Test

The Bishops' Religious Literacy Assessment is a large-scale, standardised assessment program. The BRLA consists of a series of Religious Education (RE) tests developed by Catholic Education Western Australia (CEWA). The RE tests are administered to students in Years 3, 5 and 9 in Catholic schools across Western Australia.

The BRLA provides a 'point in time', snapshot of student performance in Religious Education across three year levels in most Catholic schools. Students' knowledge and understanding of the content of the RE curriculum is assessed using a combination of multiple choice, short and extended response items. Students' faith is not assessed. The use of the BRLA complements the school based assessment programs in RE.

OLNA

As a part of the new WACE (Western Australian Certificate of Education) requirements, all students must attain a minimum standard of Literacy and Numeracy by the completion of Year 12. OLNA testing takes place during Year 10 if students have not attained at least Band 8 in all Literacy and Numeracy tests through NAPLAN. Students will have six opportunities over the next three years to achieve this minimum standard before the end of Year 12. Results will be sent home via letter indicating the student's progress.

National Assessment Program – Literacy and Numeracy (NAPLAN)

Since 2008, the National Assessment Program - Literacy and Numeracy (NAPLAN) has assessed all students in Years 3, 5, 7 and 9 on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. Data is analysed and used to inform planning in teaching programs.

Common Assessment Tasks

The Primary campus is organised as a stream and a half school so some classes are composite classes; for example, Year 1/2. All efforts are maintained to teach each year group as a whole, with teachers collaboratively programming and teaching together, year group excursions organised and linked to the curriculum, and Common Assessment Tasks (CATs) undertaken by all students in a year group and entered in to a common marks book. CATs and other data, allow for the accurate allocation of grades for each year group.

IEP Students who require additional support and are identified are placed on an Individual Education Plan (IEP) with the option for adjusted assessments through Curriculum Adjusted Plan (CAP). On both campuses, students who have been identified by outside agencies as having recognised learning difficulties will be placed on an IEP. Other students who experience difficulties, with parent consultation, may be placed on a CAP.

Secondary Assessment Policy

Assessment of Students

1.1 Nature of Assessment

The purpose of assessment is to assist and enhance learning. It is a continuous and comprehensive process of monitoring a student's progress toward the achievement of stated outcomes, and is an integral part of the teaching and learning process.

2. Years 7 to 12 Subjects and WACE Courses (School Curriculum and Standards Authority developed)

2.1 Statutory Requirements

For all WACE courses, assessment requirements are published by the Curriculum and Standards Authority (SCSA) and are included in the SCSA syllabus statements. These provide a common basis against which teachers allocate their grades, assessment ratings or marks. Adherence to the course objectives, assessment and other guidelines described in the syllabus statements is mandatory.

2.2 Grading

Grades are assigned following the completion of a Subject/Course and must be made with reference to a pre-determined set of standards. Grades can be interpreted in the following way:

- A - Excellent Achievement
- B - High Achievement
- C - Satisfactory Achievement
- D - Limited Achievement
- E – Very Low Achievement

2.3 Information to Students

The following information will be made available to students at the beginning of each assessment period for each subject/course.

2.3.1 The assessment outline

2.3.2 A copy of the accredited syllabus document as published by the SCSA or St Joseph's School outline for Years 7 to 12 subjects

2.3.3 The weighting placed on each assessment

2.3.4 The number of assessments and the approximate timing of each assessment

2.3.5 The course outline and/or teaching and learning program.

Information on accessing the grade descriptions for the stage of the course they are studying.

3 Submission of Assessment Tasks

3.1 Due dates are to be clearly outlined and published. Where adjustments are made to these dates, it should be done in consultation with students and teachers.

3.2 Assessments being submitted outside of class time are required to be received by 3.30 pm on the due date.

3.3 Students may be able to negotiate an extension (if class time has been used effectively), however the onus is on the student to make the approach and articulate the circumstances behind the request, before the date on which the assignment is due. The request for an extension must articulate, in writing, the circumstances behind the delay.

3.4 Assessment tasks submitted late are subject to penalty where extensions have not been requested and granted. This penalty will be commensurate with that given when an assessment task has not been submitted without satisfactory explanation for non-submission. Parents will be notified when assessment tasks are not submitted or frequently not submitted on time (see section 5/5).

Students who leave early for holidays will be expected to hand assignments in before leaving if they wish for them to be included as part of their assessment.

Students who take holidays during term time must complete the necessary documentation to advise the School of their intended absence. Parents need to inform the Head of Secondary four (4) weeks prior to absence.

4. **Consequences of Plagiarism**

4.1 Students shown to have cheated, colluded or plagiarised in assessed work or in examinations will receive a mark of zero (0) for that task.

4.2 Cheating is when a student uses unauthorised materials or does not adhere to the guidelines outlined in the instructions for the conduct of in-class assessments/examinations.

4.2.1 Cheating will be assumed if a student communicates with others during the assessment.

4.2.2 During an in-class assessment students should only have on their desk any items required to complete the task. Failure to comply with this may result in cheating being assumed by the supervising teacher.

4.3 Collusion is when students submit work that is not their own for assessment.

4.4 Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so i.e. copied work for others or from references.

5. **Consequences of Failure to Submit Work**

5.1 General Procedures

5.1.1 Where there is a valid reason (e.g. illness, urgent appointment) for a student missing an assessment or failing to complete an assessment, it is reasonable that that student not be disadvantaged for doing so and be given the opportunity, where feasible or possible, to sit or complete the assessment or another assessment immediately upon return to school.

5.2 Tests/In-Class Assessments

5.2.1 If a student is absent on the day of an in-class assessment then it is the student's responsibility to provide written notification of their absence to the school upon their return in order for the student to complete the assessment immediately.

5.2.2 If a student is absent on the due date of the assessment, it is the student's responsibility to submit it immediately upon the return to school.

5.2.3 If the student is absent for a longer period of time, parents will need to notify the school through the Head of Secondary and arrangements will then be negotiated.

5.3 Years 7 to 10 Subjects and WACE Courses

If a student submits an assessment task late without negotiating an extension date with the teacher prior to the submission date the penalty that will apply is as follows:

5.3.1 For each day late a deduction of 10% of the marks awarded for the task

5.3.2 After one day late on any assessment, an Academic Detention will be given until the student has completed the assessment, PLUS 10% deduction for each day the assessment is not completed.

5.3.3 After 5 days late a mark will be awarded for the task, with 50% being the maximum mark that can be achieved on that assessment task.

An example: If a student hands in an assignment one day late, for which he/she received a mark of 15/20 then the student will be awarded $15 \times 0.9 = 13.5$. So a final mark of 13.5/20 is given for the research assignment. A note in SEQTA should be entered next to that mark for future reference e.g. Assign 1 day late – mark $\times 90\%$ (0.9) Similarly, if the assignment is two days late - multiply the grade mark by 0.8 and so on.

5.4 Externally Set Tasks (ESTs) from 2016

An EST is a common task that all students enrolled in a General course and a Foundation course will complete in Semester One of Year 12. The task is set by the SCSA and is worth 15% of the final mark for that pair of units. ESTs are marked by the student's teacher/s using a marking key provided by the SCSA. Preliminary courses do not include ESTs.

5.4.1 Students are required to complete an EST for each General and/or Foundation course they are enrolled in.

5.4.2 The EST is to be administered in Term 2 in a period prescribed by the SCSA.

5.4.3 The EST is administered under invigilated conditions following protocols provided by the SCSA

5.5 Completion of a WACE Course

In order to complete a WACE Course and be eligible to receive a grade, a student must complete the structured educational program and assessment program for that Course.

5.5.1 A student is required to be present for the duration of the year

5.5.2 It is a student's responsibility to be present for all assessment tasks and to submit all assessments by the due date.

5.6 Failure to Complete a WACE Course Assessment Program

5.6.1 For WACE Courses there are prescribed requirements for the completion of an assessment program and these must be adhered to by the School.

5.6.2 Failure to complete the Course requirements may result in the student receiving a 'U' notation.

6. **Absences from Assessment Tasks**

6.1 Students who are absent from class work and assessments due to genuine sickness, injury, on compassionate grounds or in other accepted extenuating circumstances, will not be disadvantaged. Upon the student's return to, and the provision of written evidence to the Head of Secondary explaining the valid reasons why the assessment was missed, the student may sit for a similar assessment task.

6.2 Where a student is absent from a camp or excursion that is a component of the assessment program of the course/module due to illness or injury, a medical certificate is to be provided to the Head of Secondary either before the departure date or immediately the student returns to school.

6.3 Where a student is absent from a camp or expedition that is a component of the assessment program of the subject/course due to sporting commitments, a letter from the relevant sporting organisation must be provided at least one (1) week prior to departure. The assessment must still be completed.

6.4 When a student is absent due to attendance at related and sanctioned activities, it is the student's responsibility to ensure that assessment tasks are submitted prior to the absence. Students will have to obtain the Learning Area teacher's permission to attend non-compulsory school representation. Where such an absence entails missing a scheduled in-class assessment it is the student's responsibility to gain the teacher's permission for the absence to occur, and to make alternative arrangements for the completion of the assessment.

6.5 When a student is absent for a reason not sanctioned by the school, provision will not be made in the assessment schedule to accommodate this absence.

6.6 The school will not provide individual programs of work for students who are absent due to holiday commitments. It is the student's responsibility to ensure that they complete the necessary work they will be absent for.

6.8 For valid absentees, the Head of Secondary will ensure the mark awarded for missed assessments will be the student's average.

7. Chronic or Frequent Absence

Where a student sustains chronic absence due to illness or injury, the teacher should liaise with the parents to discuss alternative completion requirements for assessment tasks, and the provision of alternative opportunities to complete the requirements of the educational program.

In subjects and WACE Courses, if a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, which may have WACE implications.

In Years 7 to 12, frequent absence from class diminishes the student's ability to demonstrate achievement for that subject.

Students are responsible for ensuring that they:

7.1 Familiarise themselves with all rules regarding cheating, collusion and plagiarism

7.2 Familiarise themselves with the assessment program

7.3 Perform all assessment tasks that are part of the assessment program as required by the teacher to enable a fair and valid achievement to be determined.

7.4 Submit all assessments directly to the teacher and by the due date

7.5 Keep all completed assessments in a specific subject file or portfolio as required by the teacher

7.6 Where a student is absent for an assessment, or does not complete a home learning task, to provide adequate reason to the teacher from their parent/guardian

8. Appeal Procedures

8.1 It is only just that students have some right of appeal with regard to the marking, assessing and grading of pieces of work.

Appeals against school assessment will only be considered on the grounds of incorrect use by the school of subject/course assessment structures and guidelines. The teacher's judgment of the weighting of the individual assessment tasks for the subject/course is not subject to review.

8.1.1 Students seeking an assessment review must make written application to the School within five (5) days of the release of School assessments.
An "Application for Review of Assessment" may be obtained from the Head of Secondary. The merits of the application are at the discretion of the Head of Secondary.

8.2 Appeals to the Curriculum and Standards Authority (SCSA) – Years 11 & 12
Applications to the SCSA for appeal against assessment will not be considered unless an assessment review has been completed by the school. The appeal form is available in the WACE Procedures File. Student appeals must be lodged at the SCSA with the required

fee and the School's written review by the closing date specified in the WACE activities schedule.

9. **VET Certificate Courses**

9.1 Assessment

Assessment takes place as Units of Competency. All Elements and Performance Criteria must be deemed competent by the assessor on two (2) occasions prior to a unit being completed. All Units of Competency must be completed to a competent standard for the student to achieve the Certificate qualification.

9.2 Grading

Grading for units are by competency: Competent or Not Competent. Students are advised to work to the best of their ability in all assessments as there are opportunities for external awards.

9.3 Information to Students

The following information will be made available to students:

A copy of the Units of Competency as published by the Industry Skills Council

A copy of the proposed assessment schedule

The course outline

All students will need to complete an induction program

9.4 Submission Of Assessment Tasks

9.4.1 Due dates are to be clearly outlined and published. Where adjustments are made to these dates, it should be done in consultation with students and teachers.

Assessments being submitted outside of class time are required to be received by 3.30 pm on the due date.

Students may be able to negotiate an extension before the date of which the assessment is due. The granting of the extension is at the discretion of the class teacher/Head of Learning Area.

9.5 Consequences of Failure To Submit Work

9.5.1 Theory/In-Class Assessments

Where there is a valid reason for a student missing an assessment or failing to complete an assessment, it is reasonable that the student not be disadvantaged for doing so and be given another opportunity to sit or complete the assessment at a later date.

Students who fail to hand in an assessment on the required date will be required to attend an lunchtime Academic Detention, or series of detentions until the work is completed to a competent standard.

Any student who completes an assessment that is deemed to be not competent will be required to submit an alternative task seven (7) days after the return of the original work; if a student fails to do this, they will be required to attend after-detentions until the task is completed to a competent level.

9.5.2 Practical Assessments

Students completing practical assessments and Units of Competency are required to participate in all the practical sessions organised.

Students are required to attend excursions, interviews and external assessments as planned by the teacher/supervisor; failure to attend will result in the student being required to complete the Unit of Competency in their own time.

Failure to complete a Unit of Competency will result in the student not completing the Certificate course.

10. **Examination Policy and Practice**

10.1 Examinations are considered to be an appropriate assessment technique in a range of subjects across Years 8 - 12. They encourage retention of knowledge and provide an opportunity for measuring student performance in mastering course objectives.

There is a need to train students in examination technique and it is necessary that a standard approach to setting out examination papers and to the conduct of examinations be adopted to reduce problems due to unfamiliarity of students with the examination process. All the Years 10 to 12 level examination papers and conditions should model the formats as set by the SCSA.

Examination weeks will be published each year in the School Calendar. Examinations are compulsory Assessment items and parents are advised not to schedule school absences during this time.

Assessment Free Revision Week Semester One – Years 11 & 12

As a general rule, assignments and other assessment tasks will not fall due in the week prior to Semester One examinations. Teachers will attempt to ensure that students have an assessment-free revision week available to them for examination preparation and that work set during that time is revisionary in nature.

2.5 Parent/Teacher Communication

Communication between the school and the parents or guardians of each student is crucial in the development and well-being of each individual child. There are a number of formal opportunities throughout the year to engage in communication about your child, but at any time parents/guardians are able to request an interview or to discuss matters by making contact with the Administration Office at either campus to make an appointment with the class or subject teacher. It is important that issues are first discussed with the class/subject teacher who will be able to provide first-hand knowledge and understanding of the situation. If at this stage, you require further clarification or feel your grievance has not been adequately dealt with, you are then directed to speak with the respective Head of Campus. At all times, discretion and confidentiality will be adhered to from our school staff, and we encourage the same from parents and guardians in all matters, and at no time will staff discuss matters pertaining to children other than your own.

Communication from and to teaching staff can be either verbally via the telephone, by ringing the main number on either campus or directly via electronic mail. As staff are involved with a range of duties beyond teaching, an immediate response will normally not be feasible, but all endeavours to reply within 48 working hours will be encouraged.

Parents are encouraged to make an appointment out of school hours or in the teacher's non-contact time [DOTT] to discuss any issues about their child. Due to confidentiality, teachers may only discuss the child of that parent, not the names, behaviour or school work of other students in the class. There is limited time before school and if a lengthy discussion, privacy or confidentiality is required, parents or care givers are encouraged to make an appointment at another time.

2.6 Reporting to Parents

Reporting is the process of communicating information about achievement and progress gained from the assessment process. At St Joseph's School the purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Students' learning achievements and progress are also reported using system authorities. This information about students' achievements is valuable for school and system wide planning and reporting.

At St Joseph's School we believe that Reporting should:

- Use a variety of procedures which are clear and concise.
- Use language which parents can easily understand.
- Takes place both formally and informally on a regular basis.
- Be a private communication between the parent, student and teacher.
- Provide information to parents.

- Give parents information about the work which has been done in the classroom.
- Indicate what has been achieved by the student in the reporting period in relation to learning outcomes.
- Be developed from a sound information base – profiles, work samples, student self-assessment etc.
- State clearly what has been done by the student, what the strengths and weaknesses are, what action has been taken by the teacher.

Reporting and Results

- A student should be given at least two opportunities over time and in different contexts to provide evidence of learning.
- Teachers will use professional judgment to determine whether sufficient evidence has been collected.
- All evidence will be taken into account when making the final judgment of achievement.
- Teachers must be able to support their judgments with thorough records of the evidence of student achievement.

The following table is a guide to reporting at St Joseph's School.

	Term 1	Term 2	Term 3	Term 4
Kindy		Semester One Report Portfolio		Semester Two Report Portfolio
PP	Learning Journey	Semester One Report	Student/parent/teacher interview	Semester Two Report
Years 1 - 6	Test book Week 7 Learning Journey	Test book Week 7 Semester One Report	Student/parent/teacher interview Test book Week 7	Test book Week 7 Semester One Report
Years 7 - 12	Interim Report Student/parent/teacher interview	Semester One Report	Student/parent/teacher Interviews	Semester Two Report

Information Sessions

Information sessions for parents of Year 1 to Year 6 students are scheduled in Term One and these are about the teaching and learning program which are timed to suit the needs of each student or year group. In the first few weeks of primary school, parents are invited to attend an information meeting, held in the classroom, in the early evening. This gives parents the opportunity to meet the teachers and education assistants who care for their child on a daily basis.

Years 7 to 12 Information sessions are scheduled in Term One. An Orientation Night for future new Secondary students occurs during Term Four, Week 4.

In Term Four, parents of students who will be attending Pre-Kindergarten, Kindergarten and Pre-Primary the following year are invited to information sessions held during the day to discuss:

- Start and finish times
- Uniforms
- Lunch arrangements
- School policies
- Parent assistance
- General question and answer session

Learning Journeys

Towards the end of Term One, parents of students from Pre-Primary to Year 6 are invited by their children to accompany them on a trip around the school to visit learning areas, view work books and join in activities, guided by their child.

School Diary and Communication Books

The diary is issued to all students from Years 3 to 12. The diary has spaces for parents and teachers to communicate and parents are encouraged to check their child's diary regularly. Students from Kindergarten to Year 2 will use an exercise book as a communication book.

The school diary is good form of communication between the teachers and parents. Annotations in homework diaries and journals, letters, email and other forms of correspondence from teachers and schools are to advise parents about successes or concerns.

Awards

Primary - All students should receive a merit certificate at an Assembly in Semester One. In Semester Two, students receive certificates only for "meritorious" reasons. All students will receive at least one certificate per year but some may receive many. Class and Specialist teachers write certificates and will contact the parent beforehand so they have the opportunity to be present at the event.

Secondary – Certificates are given out at assemblies and are given as a reward for excellent achievement.

Portfolios

Kindergarten students do not bring home all work samples each day. These are collected, assessed and sent home at the end of each semester.

Interim Reports

Interim reports are used for all years at the Secondary Campus towards the end of Term One. Parents/Teacher/Student interviews take place in the last week of Term One.

Three Way Conferences

Early in Term Three, after the Semester One reports have been received, parents and students from Years 1 to 6 are invited to attend a three-way conference with the class teacher. No discussion is scheduled for the end of the school year. Parents with any concerns are always encouraged to contact the teacher at any time.

Parent/Teacher/Student interviews occur at the Secondary Campus after the Interim Report in Term One and after the Semester One report, at the beginning of Term Three.

Formal Reports

Reports are prepared at the end of Semester One and Semester Two based on the School Curriculum and Standards Authority (SCSA) grade descriptor guidelines.

Letter grade	Achievement descriptor
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.

Letter grade	Achievement descriptor
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very low	The student demonstrates very low achievement of what is expected for this year level.

Telephone discussions

Communication via telephone between parents and teachers is part of an informal discussion about your child's progress in a learning area. Parents are welcome to request a phone interview with their child's teacher if a face-to-face meeting is not possible.

Test Book

Test books will be sent home to Primary parents who asked to comment and sign, before returning the book to school.

Nature and timing of assessment

The St Joseph's School Assessment Policy is available in the School Diary.

Secondary students will be provided with:

- The content and activities which will be taught and assessed during the course.
- The timing of assessment tasks.
- The outcomes that will be assessed by each task (if applicable).
- The relative weighting of each assessment.

Student feedback for Assessments

When each assessment has been completed by the student and marked by the teacher, it should be returned to the student and include:

- The total mark.
- Justification of the assessed achievement.
- Students have the opportunity to clarify the marks awarded to any assessment.

Student responsibilities

Students are required to take responsibility for:

- Completing all assessments by the due date.
- Completing all work requirements for each subject.
- Informing the school before anticipated absences.
- Liaise with the class teachers for details of missed work and subsequently to complete the work.
- Maintain a good record of attendance, conduct and progress.
- File all assessment tasks and other work for each subject and keep it until the end of the year.

Absence from class/missed work

If a student misses an assessment then they will be required to complete the task at the earliest available opportunity after returning to school.

Prolonged Absences

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support to the student. Parents/guardians should contact the Head of School for an opportunity to discuss their child's circumstances.

Extended Absences

If parents remove their children for holidays during the school term, then they must apply in writing to the school. The Heads of School then respond in writing to acknowledge the

period of non-attendance. The school is not obligated to provide classwork or assessment for extended periods of time and a report may not be issued.

2.7 Information and Communication Technology (ICT)

Information and Communication Technology (ICT) is a vital tool in the teaching and learning process in addition to general correspondence in the modern world.

Understanding and using ICT correctly is a vital aspect of the growth and development of each child as they progress to further study or entering the workplace as an active 21st century citizen.

ICT value adds to the existing curricula, but all parties need to be aware of procedures for safe use and the rights of all individuals.

At St Joseph's School, ICT is used for educational purposes. Students are aware that access to ICT, through their iPad is a privilege, which can be removed by the school if rules or good practices are breached.

The school maintains the right to check all written, graphic, audio and video materials created, produced, communicated, disseminated, stored or accessed by students. This does include email. Students are informed in classes about accessing only appropriate material and content in electronic communication and as such staff model effective behaviours that would be endorsed within the confines of the family home.

Students in the secondary school must ensure that their iPads are fully charged each day and brought to all classes. All iPads must be closed and on the student desk at the commencement of all classes. Students will be instructed at what point they may access their iPads by the classroom teacher (iPads are only used to enhance the teaching and learning program, they are not seen as the teaching and learning program). Only those applications (Apps) that are being used by the teacher in that class are to be open, no other apps (for example; games) are permitted during class. When a teacher instructs a student to stop immediately what they are doing and for a student to remove their hands off the iPad, a student must comply with this immediately. Failure to do so may lead to a loss of their iPad for the remainder of the day. At the end of every class, any apps used must be completely closed off. Under normal circumstances, iPads are not be used during recess or lunch time.

It is the responsibility of the individual student to ensure that their iPad is in good working order and kept safe, by having it in an appropriate protective case and when not being used not left out unattended or inside a school locker that has not been secured. All students must take responsibility for all their own personal property, including ICT.

Acceptable use of ICT (Including the use of an iPad) could include; researching content for assignments, accessing websites that are linked to Learning Area related knowledge, recording audio and/or video files relating to school based work and accessing any additional educational communication tools as may be relevant to a specific subject. Breaches of acceptable use will be dealt with promptly by senior staff in the school with disciplinary action against the relevant student or students. Unacceptable practices may include (but not limited to); accessing unauthorised networks, forwarding codes, passwords or network log ins to third parties, receiving or passing on materials that are considered inappropriate such to demean, threaten, harass or violate an individual or group of individuals.

In addition to these, it is imperative that each student understands that all work must be their own, and any plagiarising (copying) of other students work, or material from other sources, will not be tolerated and will be dealt with accordingly. All information provided must be referenced correctly, as outlined to students through the St Joseph's School diary.

All students have the right to a safe learning environment where they are respected and the materials submitted demonstrate their gifts, talents and abilities.

Loss or Damage

It is the student's responsibility to make sure the iPad is kept safe and secured in their padlocked locker when not in use. The Parent/Guardian of the student will be required to cover the cost of repairing/replacing their child's iPad due to loss or damage. In the event of theft or deliberate damage whilst at school, students should report the incident to their teacher or to the Head of Secondary, immediately! Where theft occurs whilst not at school, parents should report the incident to the police.

The school does not provide insurance cover for personal mobile devices brought to the school. It is a parent's responsibility to ensure your child's device is covered when away from home.

2.8 Christian Service Learning ~ MaJEC [Marcellin, Joseph & Emilie Care]

One of the key roles of Catholic Schools is to form young people committed to the love, compassion and justice of the Gospel of Jesus Christ. One of the ways that St Joseph's School achieves this is through providing the MaJEC Christian Service Learning program. All students at St Joseph's School are required to plan, achieve and reflect upon their service activities which are developmentally appropriate to each student's needs.

Pre Primary – Year 2:

Students will complete 10 Christian service activities a term which will be acknowledged on their MaJEC card. The class will acknowledge the service of the students on the class MaJEC chart.

Years 3-6:

Students will be required to complete Christian service activities within the home and community. They will be required to complete a minimum of 5 hours of service per year.

Years 7-8:

Students will be required to complete Christian service activities within the home, school, parish and wider communities. They will be required to complete a minimum of 10 hours of service per year.

Years 9-10:

Students will be required to complete Christian service activities within the home, school, parish and wider communities. They will be required to complete a minimum of 15 hours of service per year.

Years 11-12:

Students will be required to complete Christian service activities within the community only. This must comply with the SCSA guidelines. They will be required to complete a minimum of 20 hours of service over Years 11 and 12. In Year 11, the students will be provided with one day of service during school time to fulfil 5 hours towards their service.

2.9 Excursions & School Camps

All excursions and educational tours are to comply with the Catholic Education Commission of Western Australia Policy Statements on School Camps and Excursions. For the purpose of St Joseph's School, Northam excursions and educational tours also include school sporting representation, retreats, socials and local community events or visits.

School camps and excursions are part of the education program offered by the school. School camps and excursions are defined as activities generally conducted away from the school campus for educational and/or religious purposes. "Camps" would normally involve an overnight stay whereas "excursions" would normally involve single day trips.

2.10 Health Care Card Scheme

The Director of Catholic Education has implemented a discount on tuition fees for parents/guardians who are responsible for the payment of school fees and hold a current

CentreLink Pensioner Concession Card or means-tested Family Health Care Card or Department of Veterans Affairs Pensioner Concession Card. To obtain this discount, you must make an appointment with the Business Manager.

2.11 Literacy

At St Joseph's, literacy is taught in all areas of the Curriculum. Literacy is the responsibility of all teachers across the curriculum, to provide an educationally sound program meeting the specific skill and knowledge needs of individual children from diverse backgrounds and locations.

At St Joseph's School, we have an explicit whole-school literacy planning, monitoring and reviewing process.

Teaching staff at St Joseph's provide systematic, direct and explicit phonics instruction so that children master the essential alphabetic code-breaking skills required for foundational reading proficiency. Teachers provide an integrated approach to reading that supports the development of oral language, vocabulary, grammar, reading fluency, comprehension and the literacies of new technologies.

The teaching of literacy throughout schooling is informed by comprehensive, diagnostic and developmentally appropriate assessments of every child, mapped on common scales. St Joseph's School also upholds:

- nationally consistent assessments on entry to school be undertaken for every child, including regular monitoring of decoding skills and word reading accuracy using objective testing of specific skills, and that these link to future assessments;
- regular monitoring of the development of each child and reporting progress twice each year for the first three years of schooling; and
- The Years 3, 5, 7 and 9 National Literacy testing program makes available diagnostic information on individual student performance, to assist teachers to plan the most effective teaching strategies.

2.12 Scholarships

Aboriginal Scholarships for Years 7-12, are available for students that meet the following criteria:

- Desire of family for a Catholic education
 - Demonstrates a strong interest for learning
 - Demonstrates regular school attendance
 - Aspires to go to a Catholic Secondary School
 - The student's application is endorsed by a member of Catholic Education Aboriginal Committee (CEAC) or an Aboriginal Corporation to ensure that the student fulfils the definition of being Aboriginal*
- *The official definition of Aboriginality that is accepted by government and Aboriginal community is a three part definition:
- Is of Aboriginal (or Torres Strait Islander) descent
 - Identifies as Aboriginal
 - Is accepted as Aboriginal by the Aboriginal community in which he/she lives

The Aboriginal Scholarship covers books from the booklist, a full set of school uniforms from the uniform shop and school tuition fees. The purchase of an iPad for school is not covered. Applications and an interview with the Principal is a requirement of the process with Application Forms available from the School.

2.13 Graduation

Upon completing Senior Secondary schooling, students receive a WASSA (Western Australian Statement of Student Achievement). Students are also prepared by St Joseph's

School to receive a Western Australian Certificate of Education (WACE). In order to achieve this, they need to meet the following requirements.

Students must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units or equivalents as described below
- complete at least four Year 12 ATAR courses (excluding unacceptable combinations), or;
- complete* a Certificate II (or higher) VET qualification. Note: the partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see Section 4).

*Note: In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units that make up a full qualification.

Students will celebrate their Graduation with a Formal Mass and Dinner upon the completion of Year 12.

3 PASTORAL CARE

3.1 Ways to Maximise Success at School

Help your child to develop good study habits

Provide your son or daughter with somewhere quiet and well-lit to study. Help them set aside a particular time each day to study by devising a timetable that incorporates all of your child's needs and interests. Regularly viewed TV programs, club activities and sport should be included in the timetable. Encourage your child's home study efforts and be available for questions. Spend time discussing what your child has learned.

Be interested and enthusiastic about your child's work at school

Your encouragement will help your son or daughter to be successful. Listen to their experiences and expectations and be enthusiastic and encouraging about the School.

Be involved in the school

Watch for information evenings, events and functions. Read and discuss information from the School together. Volunteer your services to the School. Stay aware of what your child is learning, how they are getting along socially, and how they are doing in the classroom. Do not wait until there is a problem. The partnership between parents and the School is fundamental to creating a climate at home and at school that is conducive to learning.

Be a good and supportive listener

Listen with your eyes, your ears and your heart. Take a deep interest in your child. This will build a relationship that consists of good open communication, mutual trust and respect.

Talk with your child about any concerns they have at school

Try not to give advice too quickly. Encourage your child to ask for help or discuss their concerns with you. Problems that young people solve for themselves help to build confidence. Try sharing your own memories of school and how you coped with issues.

Help your child to make and maintain friendships

Make it easy for your son or daughter to bring friends home. Make your home a place young people might like to be, while you're available to discreetly supervise. Make an effort to meet your child's friends' parents. Be a positive role model by making and maintaining your own friendships.

Encourage your child to join in activities at school and in the community

These may include sporting teams, music encounters, debating groups, other extra-curricular activities, clubs and organisations. Participation will enhance your child's self-confidence, broaden their interests and provide opportunities for social interaction.

Discuss emergency and safety issues

Talk calmly about safety issues – including road safety, keeping oneself safe and taking prescribed medication. Allow your child to contribute their own views. Find out what staff members at the School can help your son or daughter, if needed, on particular issues.

3.2 Anti-bullying Policy/Hands-off Policy

St Joseph's School is to be viewed as and has a commitment to be a "Bully Free Zone".

Bullying is an attitude rather than an act. Bullying behaviour and harassment is a repetitive attack on someone which causes distress (e.g. embarrassment, discomfort, hurt/pain), not only at the time of the attack but also by the threat of future attacks.

Bullying behaviours are about an imbalance of power where there is a deliberate intent to cause harm or distress by more powerful individuals or groups against those who are seen as less powerful. The nature of bullying behaviour and harassment can be characterised by the following acts:

- Verbal ~ put downs, name calling, teasing, gossiping
- Physical ~ actual contact (hitting, tripping, pushing, holding, spitting)
- Social ~ exclusion (isolating, hiding, ignoring)
- Psychological ~ interference with property of others (hiding, damaging, stealing), extortion (demanding favours or money), threats or intimidation
- Written ~ writing about someone, graffiti or sending notes that are derogatory (including the misuse of e-mail, chatrooms, Social Media, etc.)

St Joseph's School aims to be proactive in measures to reduce and, hopefully, prevent bullying and harassment in our school. It is our responsibility and duty of care to have strategies in place to prevent bullying and harassment towards our students.

Therefore, teachers on duty in their classrooms and in the playground will:

- Promote the Catholic ethos by modelling a caring and tolerant behaviour.
- Be vigilant at all times to incidents, however minor, that appear to be acts of bullying and harassment.
- Be supportive of the victim and the bully, and act accordingly.
- Report and record all incidents of bullying and harassment.

3.3 Parental Involvement & Interaction

Parents' & Friends' Association

Parents and guardians/carers are invited to join the school's Parents' & Friends' Association which operates throughout the school year, meeting once a month during each school term. The P&F is an active parent group that works towards providing supplementary funding for various activities at the school. All P&F monthly meetings and social/fundraising events are advertised in the school's weekly newsletter.

Northam Catholic School Board

Parents and guardians/carers may consider running for a term on the School Board which operates to assist with the financial running of the School and future planning and improvements to the School and grounds. The Board meet every fourth Tuesday of each month during the school year.

Parent Participation Card Levy

The current PPC Levy Scheme commenced in 2012, set up to assist families to contribute to the overall running of the school by 'earning' credit points to reduce the Levy. The Levy is set at \$100 per annum per family and by performing an hour of any of the defined activities below will earn 4 Credit Points, hence 25 hours over the year will earn 100 Points, covering the \$100 Levy. The PPC Levy forms may be obtained from the Primary Administration Office and upon completion should be returned to the Business Manager, by the end of Term 3, who will arrange for the appropriate deduction from a family's school fees account. Participation in Term 4 will carry over to the following year. A range of activities that can be undertaken to earn credit points include:

- Classroom assistance
- Reading assistance
- Officiating at swimming and/or athletic carnivals
- Attending P & F or Board Meetings
- Running or assisting with fundraising activities
- Attending parent/teacher/student interviews
- Covering books for the school library

3.4 Drug Education

St Joseph's School is committed to the provision of a safe learning environment for all students. The School's Drug Policy is based on two main principles, being first and foremost opposition to drug abuse, and secondly, abstinence from illegal drug use.

Rationale

A drug is defined (for the purpose of this policy) as any chemical substance which, when taken into the body, alters its function physically and/or psychologically. This definition includes all drugs such as analgesics, alcohol, amphetamines, heroin, cocaine, cannabis, tobacco, marijuana and other illegal substances which are mind altering or physically debilitating.

Aim of the Drug Policy

- To maintain a health-promoting school environment in which the welfare of all school members is paramount.
- To identify the role of St Joseph's School in the prevention of drug related problems.
- To document St Joseph's School's agreed position on, and accepted procedures for dealing with drug related incidents and problems to drug use.
- To be consistent with State and Federal laws and the Archdiocesan Guidelines set down by the Catholic Education Commission of Western Australia.

Prevention

As a means of prevention and awareness St Joseph's School will undertake to provide:

- Ongoing courses for students within the guidelines of the School Drug Education Project and the Archdiocesan Religious Education Guidelines.
- A practice of Pastoral Care within the school that allows each child to feel valued and a sense of self-worth.
- Regular professional development for all staff, particularly those teaching RE and Health Education.
- Access to participate in Community Drug Education programs.
- Access for parents to participate in community drug education programs.
- Regular review of this school drug policy.

St Joseph's School has been declared a "Smoke Free" campus.

Intervention:

These intervention procedures are designed to address alcohol, tobacco and other drug-related problems to ensure the health and well-being of all parties concerned are represented. All intervention procedures conform to legal requirements.

St Joseph's School does not permit students while on school premises, at any school function, excursion or camp to:

- smoke and/or possess tobacco products
- consume and/or possess alcohol
- deliberately inhale volatile substances (solvents)
- possess and/or use pharmaceutical drugs for non-medical purposes
- possess and/or use illegal drugs in accordance with the Misuse of Drugs Act 1981
- possess and/or use drug-related equipment such as bongos, pipes and syringes (except in the case of lawful medical use).

The Principal and/or Heads of School must be notified if students need to administer prescribed medicine while at school. (Procedures listed in the School's Medication Policy). When concerns about drug use arise in the school community the school will cooperate with key agencies such as the Police to determine what actions are appropriate to maintain a safe environment for students.

3.5 School Socials

Significant social events are held throughout the school year for students in Years 7 to 12. The aim of these events is to assist students to know one another, to develop social skills and graces, build confidence and to enjoy one another's company.

On Campus

During the year, Secondary students usually have a social event which is held at the School. Students must remain within the building throughout the Social.

Parents will be notified prior to any such social event and are responsible for:

- ensuring students are correctly attired
- providing transport to the venue
- transporting home students who are not admitted due to failure to comply with dress requirements, or who are excluded from the event during the evening because of misbehaviour
- collecting students promptly at the conclusion of the Social
- ensure students attending the Socials are at school on the day of the event.

School Social events are open to students currently enrolled in the School. Students on suspension or probation may not attend Socials.

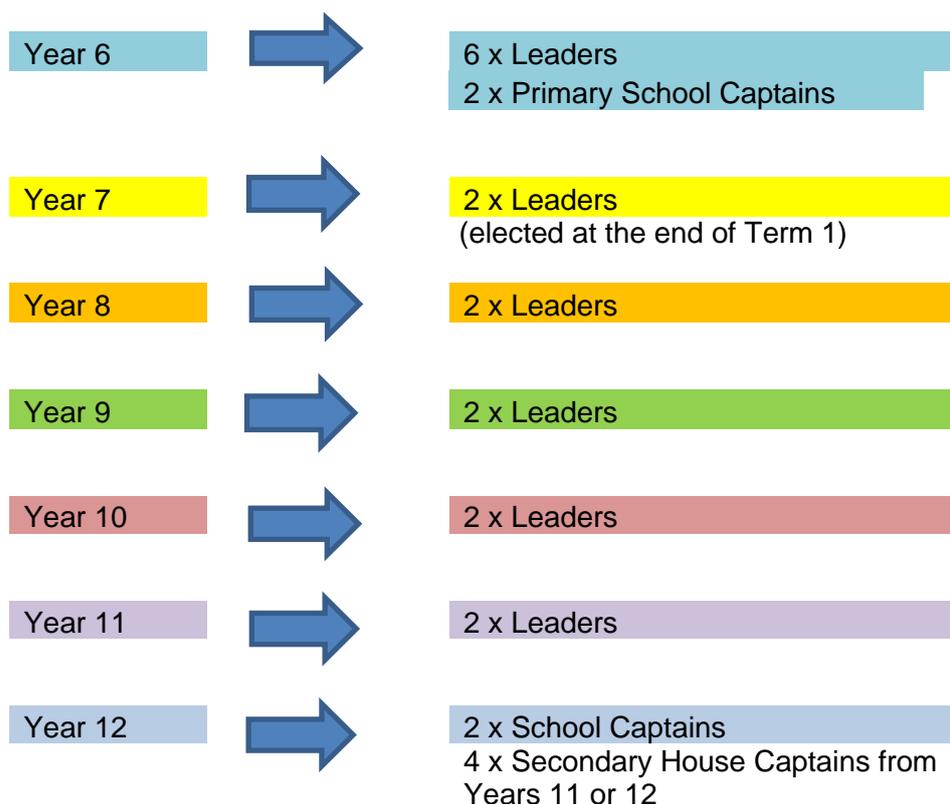
3.6 Student Leadership

St Joseph's School prides itself on developing excellent students who will be future leaders in our society. Primary and Secondary senior student leaders are encouraged:

- to promote student safety, good dress and behaviour standards on and off campus
- to assist in maintaining a well-kept campus environment
- to help organise and conduct student social events
- to organise, promote and conduct student fundraising events.

At various times throughout the school year, Student Leaders are called upon to assist in conducting Assemblies and to represent the School at metropolitan and local community functions.

Student Leadership
(being phased in from 2016)



3.7 School Counsellor

St Joseph's School employs a School Counsellor who assists with assessment of students identified as having learning difficulties and provides counselling on non-academic personal concerns and referral to appropriate agencies where necessary.

The School Chaplaincy Worker is also available for counselling. Appointments may be made for these services which are arranged through your child's teacher or Heads of Campus.

3.8 Sun Protection

St Joseph's School Sun Protection Policy has been adopted to ensure that all students and staff attending St Joseph's School are protected from skin damage caused by UV radiation from the sun. The School has a 'No Hat : No Play' policy which is enforced all year round in Primary and encouraged in Secondary. Sunscreen will be provided for use during Physical Education classes. However, students are encouraged to use sunscreen when necessary.

3.9 School Behaviour Management Policy

Our Belief

Pastoral Care is based on respect for oneself as a unique person created in the image of God and respect for others, especially those with whom we interact. The school has a responsibility to promote the total well-being of each student, both in the classroom and in the context of whole school activities, enhancing their dignity within the Catholic faith community.

Purpose

The Behaviour Management Policy's purpose is to establish clear guidelines for a student's behaviour and a teacher's response. The Behaviour Management Policy comes under the umbrella of Pastoral Care. It constitutes the formal procedures followed to ensure the aims of the School are achieved and the respect and dignity of each person is maintained and enhanced.

Aim

The School aims to promote the personal well-being and growth of students individually and collectively. Every member of the school community has the right to go about his/her daily business happy and relaxed, free from interference by others in the pursuits of goals, sensitive to the needs of others and disposed to contribute positively to the common good while achieving personal ends. However, the community nature of school and the wider differences in student readiness to accept and benefit from the efforts of staff on their behalf, creates a need for a formal approach to deal with situations where breakdowns in good order and efficient running occur or are likely to occur.

School Expectation ~ we are a school that CARES.

In light of our school's evangelisation mission where we witness by living the Gospels' values demonstrated by Jesus Christ (respect, care, love, forgiveness for others, etc.) members of the St Joseph School Community work and play in a school that **CARES**: ~ i.e. a school that **Cares And Respects Every Student/Staff**.

This reflects a core aspect of St Joseph's School, in that we link our faith and life for all school community members in a dynamic way. All members of our school, work and play under the *Golden Rule*: ~ **Treat others, as you want to be treated**.

Or as Jesus clearly stated in Mark 12:31: ~ **Love your neighbour as you love yourself**.

The aim, therefore, of the School's Behaviour Management Policy is to develop and foster:

- *Respect for self;*
- *Respect for others;*
- *Self-discipline; and*
- *Respect for property.*

Guiding Principles

Four principles will guide members of the school to achieve this aim. All students and staff can be expected to:

- *Be treated courteously, with dignity and respect;*
- *Learn, teach and work free from disruptions;*
- *Have their property respected and cared for; and*
- *Work and play in a clean and safe environment.*

Behaviour Management in Practice

Five Common and Shared School Rules

Based on these guiding principles five rules have been established to cover all behavioural situations in our school. This will ensure a uniform approach to the school's behaviour management, establishing consistency and effective education and enforcement.

As we are a school that **CARES**, the five rules are:

- 1 *Respect everyone's right to learn, teach and work in all lessons.*
- 2 *Respect everyone's right to work and play safely and happily.*
- 3 *Respect everyone's possessions by using these correctly and appropriately.*
- 4 *Respect other people's differences in opinions, preferences and responses.*
- 5 *Treat all in our school with the respect, courtesy and dignity they deserve.*

The class teacher is always the first point of contact for breaches of good behaviour. If necessary, it may be that a student is referred to the Head of School or, in the case of Secondary students, the Pastoral Care Coordinator. Parents will be contacted for constant or serious breaches of good behaviour.

Records

All records of behaviour, good or otherwise, are entered into SEQTA under Pastoral Care Notes and a copy of which will remain on the student's file throughout his/her attendance at this school.

Contracts

Students with a record of inappropriate and unacceptable behaviour or non-compliance to rules may need to be placed on an individual contract. This would be established in conjunction with the teacher and Head of School after consultation with the student and parent. Advice may be sought from the School Counsellor. Examples of contracts can be obtained from the Head of School.

4 DAILY PROCEDURES

4.1 School Times

The school times for St Joseph's School are:

<u>Monday, Tuesday, Wednesday & Friday</u>		<u>Thursday~Early Close</u>	
8.30am	Supervision begins	8.30am	Supervision begins
8.45am	School begins	8.45am	School begins
10.50am	Recess	10.30am	Recess
11.15am	Recess ends	10.55am	Recess ends
12.55pm	Lunch begins	12.25pm	Lunch begins
1.30pm	Lunch ends	1.00pm	Lunch ends
3.05pm	Primary Students dismissed	2.30pm	Students dismissed
3.10pm	Secondary Students dismissed		

4.2 Attendance

Students are required to attend school each and every day School is open. Parents are reminded that for the safety and welfare of their children, it is best that your child arrives at school between 8:15am and 8:30am. This ensures time to prepare and relax before the lessons begin. Children travelling by Government School Bus Services generally arrive between 8:20am and 8:45am.

On the rare times that you may have to drop your child/ren off early they must wait on the benches outside their classroom until their teacher arrives. This should be the exception rather than the rule. Children who remain at school for longer than fifteen minutes following dismissal will be escorted to the Administration Office where they will remain until they are picked up by a parent or guardian.

Students are expected to arrive in time for the start of school each day. Late arrivals (after 8:45am) should be signed in either by themselves or a parent at the Administration Office. Children being signed out for and returning from appointments should follow the same process before they return to class.

Absences

Student absence may be for legitimate reasons only.

Short Absences

Parents are required to advise the School Office before 9.00am if their child is absent from school on any given school day. This should be followed up with a written note to their respective class teacher/Homeroom teacher on the day of their return to school.

SMS Messages

An SMS text message will be automatically sent to the mobile phone of parents/caregivers explaining that our records show that your child is absent from school. The message will give your child's name and class group. The message will arrive via SEQTA and may be responded to using the School number: 0417 684 358.

Parents can reply by text giving the name of the child, date and reason for absence; contact the Office by telephone and send a note when your child returns to school.

Parents are urged to ensure their contact details are kept up-to-date. An opportunity to update all relevant details exists at the start of each school year when students bring home their own 'Student & Family Update Form'. Any changes or omissions should be noted and the Form returned to School as soon as possible.

Parents are urged to make medical and/or specialist dental appointments outside of school hours.

Prolonged Absences

The School does not encourage extended family holidays during school time, especially during examination periods. When students go on extended holidays in school time, parents are required to provide a written note to the Head of School at least two weeks prior to departure.

It is the responsibility of students to cover all missed work during their absence.

Ceasing Enrolment

Parents are requested to inform the Principal, in advance and in writing, when their child/ren will be ceasing their enrolment in the School.

4.3 Student Drop-off & Pick-up

Parents are reminded that for the safety of the students on the Primary campus, they are not to use the school car park as a dropping-off and picking-up zone. There is ample parking along Uralia Terrace and Lance Street for this purpose. Please be mindful of nearby residents' driveways when parking in the streets, ensuring you do not create an obstruction. Likewise, parents dropping-off or collecting students from the Secondary campus are reminded to follow the directional arrows marked on the Church car park.

Students are asked to remember that when entering and exiting the school to use one of the gates provided. Bus students should enter and exit the school grounds by way of the designated bus gate. Cyclists should dismount and enter the grounds carefully walking their bicycles. Parents should ensure all children wear a helmet if riding and follow the preferred route to and from school by following the RoadWise 'blue footsteps'.

4.4 Students Driving to School

Driving to school is a privilege extended to Years 11 and 12 students. The School views this matter as most serious and hence permission will only be granted by the Principal in conjunction with parents/guardians. Any student of legal driving age who intends to drive to school, either occasionally or on a regular basis, must comply with the School Policy and is required to complete the relevant forms.

The following information outlines the rules associated with the privilege of driving to school if an application is approved.

Obtaining Permission (even for a one off event)

Students must complete and return a formal letter signed by their parents/guardian to the Head of Secondary. This acknowledges that parents have read the conditions and given permission for the student to drive to school. The letter will request the Registration, make and colour details of all vehicles the student may be driving.

If it is intended to convey passengers, including friends and siblings, then written approval from the parents of the intended passengers must be provided beforehand.

Students are asked to supply a copy of their Driver's License, Registration and insurance details for each vehicle to the Head of Secondary.

School Requirements

Once permission has been granted, the student must comply with the requirements outlined below.

- Students are not permitted to carry other students as passengers to and from school without the written permission of their parents/guardians and the passenger's parents/guardians. Passengers are limited to number of seat belts.
- Cars must not be used during the day.
- The cars and the parking area are out of bounds during school day, including recess and lunchtime.

Carpark

The students must:

- Drive their cars at a speed no greater than 10km/hr in the Church carpark
- Observe the one-way thoroughfare
- Use the correct Entry and Exit gates
- Only park in the designated area which is alongside the court area.
- When a funeral is imminent, students (and staff) may be asked to park elsewhere.
- When there is a change of registration or use of additional cars, the School must be notified.
- Full school uniform must be worn inside the car at all times when driving to and from school.
- This Policy only applies to students when they use their car travelling to and from school. Students are not permitted, under any circumstances, to drive from the school grounds during the day.
- Students must carry the School issued driving permit with them when driving to and from school.
- Remember that you represent the School when driving to and from school. Careful and courteous driving brings credit to the School. Members of the community are likely to complain about any unacceptable behaviour. Such complaints may be referred to the local Police, complete with all relevant details.
- Students are required to adhere to all road rules and drive in a safe and responsible manner.

Student Drivers

These authorised passengers are named on the approval list and appear on your permit. This permission is for driving to and from school only. All other requests are subject to approval from the Head of Secondary.

Failure to observe these requirements will result in loss of the privilege of driving to school.

4.5 Travel by bus

St Joseph's School is serviced by the Government's School Bus Service, operating from all neighbouring towns and rural communities. Registration of students for use of this

Service must be made by parents directly with the School Bus Services via their website: www.schoolbuses.wa.gov.au

Students utilising this Service should report to their bus line as soon as practical at the completion of each school day, and follow directions of the staff in charge. Upon arriving at school each morning, students are required to make their way directly onto the school grounds.

Students should comply with the SBS Behaviour Management Guidelines which can be found on the Parents page at the Government School Bus website: www.schoolbuses.wa.gov.au

Complimentary passengers must obtain written permission from parents before seeking a Bus Pass for travel on a Government School Bus. Permission must also be sought from the relevant Bus Contractor in advance to ensure sufficient seating is available. A Complimentary Bus Pass will not be issued to a non-registered student without authorisation by that student's parent or caregiver.

4.6 Cyclists

Students riding bicycles to and from school must wear a bicycle helmet as required by law. Students are not permitted to ride their bicycle through the School grounds. Bicycles must be parked in the bicycle parking area provided on each Campus.

The same ruling applies to students using scooters or skateboards as means of transport. These items must be stored either in the classroom or in Administration and may not be used during the school day.

4.7 Assemblies

Primary parents are invited to attend the Friday assemblies which are held in the auditorium of the Performing Arts building. Secondary assemblies are held twice per term. Parents are welcome to attend. Dates are available on the School Calendar.

4.8 Uniform & Personal Presentation

St Joseph's School students wear a uniform:

- to develop a sense of student unity and identity with the School and its values;
- to minimise differences resulting from socio-economic backgrounds;
- to de-emphasise differences in appearance and to focus on the real purpose of schooling-the development of an individuality of intellect, imagination and personality.

Uniform Shop

All Uniform items are available from the School's Uniform Shop, located on the ground floor of Fermoy House, on the Primary Campus. The opening hours during term time are:

Mondays	3.15pm-4.45pm
Thursdays	2.45pm-4.15pm

The Uniform Shop is also open at least once during holiday breaks. Times for the Uniform Shop are always advertised in the School's newsletter. For up-to-date information, please check the latest edition on the School's website; <http://web.sjsnortham.wa.edu.au> Links on this page also include the current uniform price list and contact details.

School Uniform Requirements

Students are expected to wear the school uniform in a well-presented manner at all times. The School Uniform requirement for students in Years 1 to 12 is:

GIRLS: Years 1 - 10

Summer [Terms 1 & 4]

Blue & white check dress
Regulation brown or navy blue school sandals **OR**
Regulation black leather lace-up school shoes
Regulation school hat
Navy blue or black hair ribbon/bands/scrunchies
White socks ~ plain [fold down school socks]

Winter [Terms 2 & 3]

Navy blue pleated skirt **OR** optional navy blue slacks
Sky blue school shirt ~ with School Crest
School tie
School jumper
White socks ~ plain [fold down school socks]
Navy blue tights ~ Primary
Navy stockings ~ Secondary
Regulation black leather lace-up school shoes
Regulation school hat
Blazer [Optional for Years 1 - 12]

GIRLS: Years 11 & 12 All year round

Navy blue pleated skirt [or optional navy blue slacks Terms 2 & 3]
White school shirt ~ with School Crest
Senior School tie [Terms 2 & 3]
School jumper
White socks ~ plain [fold down school socks]
Navy stockings ~ Secondary [Terms 2 & 3]
Regulation black leather lace-up school shoes
Regulation school hat
Blazer [Optional for Years 1 - 12]

NB: Girls wear skirts and dresses to a length that reaches the top of the knee.

BOYS: Years 1 - 10

Summer [Terms 1 & 4]

Regulation grey school shorts
Sky blue school shirt ~ with School Crest
Regulation brown or navy blue school sandals **OR**
Regulation black leather lace-up dress shoes
Grey socks
Regulation school hat

Winter [Terms 2 & 3]

College grey trousers
Sky blue school shirt ~ with School Crest
School tie
School jumper
Regulation black leather lace-up dress shoes
Grey socks
Regulation school hat
Blazer [Optional for Years 1 - 12]

BOYS: Years 11 & 12 All year round

College grey trousers [or Regulation grey school shorts Terms 1 & 4]
White school shirt ~ with School Crest
Senior School tie [Terms 2 & 3]
School jumper

Grey socks
Regulation black leather lace-up dress shoes
Regulation school hat
Blazer [Optional for Years 1 - 12]

Physical Education & Sports – Primary & Secondary Years 1 - 12 [Boys & Girls]

Regulation Black School Sports Shorts – full elastic waist
House Top – With School Crest [Red/Green/Blue/Gold] – compulsory for **ALL** students
Years PP– 10
Inter-School Sport Top – All students from Years 4 - 12 require this shirt for Inter-School sport and can be worn as an alternative for Physical Education classes or sport
Regulation School Tracksuit
Shoes – Lace-up Sport Shoes with good arch support, predominantly white in colour with white soles [**No** 'Skate', 'Vans' or vividly coloured shoes]
Socks – White – plain [fold down school socks]
Hats – Years PP - 5 are to wear the wide-brimmed navy blue hat
Years 6 - 10 cap or the bucket hat [Alternative hats not permitted]

Pre-Primary

[as per school regulation sports uniforms above]

Black Sports Shorts	Shoes – sport shoes
House Top	Socks – white [plain]
Regulation School Tracksuit	Hats – wide-brimmed navy blue hat

All Uniform items can be purchased from St Joseph's Uniform Shop [including a range of secondhand items - when available].

Personal Presentation

The School has a set of regulations which refers to the manner in which students present themselves as identifiably representing St Joseph's School - during or after school hours, at or away from school premises. Students are expected to observe standards conducive to modesty, decency, good health and safety.

These regulations relate to the manner in which students exercise both rights and obligations to ensure all students have opportunity to learn, grow and develop, free from interference by others.

Points for special note are:

- Good manners are expected at all times.
- Conduct should reflect care for school property and the environment.
- Conduct should reflect respect for self and others.

Hair Standards

Hair standards are set for the students' safety, the enhancement of their appearance and the avoidance of excessive display. Hair should be neatly brushed or combed, kept off the face and cut regularly. Extreme hair styles or colouring is not permitted.

In the case of female students, shoulder length hair should be kept in place with pins/combs; longer hair should be tied back off the face using School hair ties or elastic bands.

In the case of male students, hair is not to be cut shorter than a 'number 3' nor is hair permitted to be below the top of the collar or to be tied back.

Members of staff may require a student to tie back hair for either a specific activity or, if in the opinion of the teacher, the student's hair is not tidy.

Students who do not comply with the above may be withdrawn from classes and parents notified.

Jewellery

Jewellery standards are set for students' safety and the avoidance of excessive display. Students are encouraged to wear a wrist watch at school to assist them with the good use of time. For religious reasons, students may wear one small Cross or Religious medal on a simple chain around the neck and under the shirt or dress. No other items of jewellery are to be worn, except that girls may wear a pair of plain studs or small sleepers, on in the lobe of each ear. No other body piercings are permitted.

When involved in Physical/Outdoor Education classes, students are to remove all jewellery for the sake of safety. In practical courses, teachers may require students to remove jewellery where students' safety is at risk.

The School accepts no responsibility for the loss of, or damage to, items of jewellery at school.

Nail Polish/Make-up/Tattoos

Coloured nail polish, acrylic or gel nails and make-up are not permitted. Nails must not be excessively long and should be kept clean and neat. Visible tattoos of any nature (permanent or temporary) are not acceptable.

Male Students

Male students are to be clean shaven, sideburns are to be no lower than the top of the ear lobe and to be of normal width. Fringes must be no lower than the eyebrows.

4.9 Care of Equipment

Students are responsible for the care of their possessions, including school bags, diary, text books, etc. These should be kept clean, tidy, free of inappropriate photos and graffiti and other means of damaging or defacing materials. Students are to have all possessions clearly and neatly labeled with their name, including their School Diary which should be brought with them each day.

4.10 School Boundaries

Students are not permitted in classrooms except when a member of the School staff is present. Staff rooms and store rooms are out-of-bounds.

Students are not permitted outside of school grounds during school time unless under direct supervision of a teacher or staff member.

4.11 Lockers

All secondary students will be designated a locker by their Homeroom Teachers for use during the school year. Names will be recorded against numbered lockers and kept by Homeroom teachers.

Each student is to take responsibility for the care and securing of the locker. It is compulsory for all students to provide their own combination padlock (preferably a circular lock).

If the combination is forgotten, then the padlock will have to be cut and a new padlock purchased by the student as soon as possible.

Valuables are to be stored in the padlocked locker. The School does not accept responsibility for unauthorised removal of any items from lockers nor are these items covered by the School's insurance policy. Any damage or loss from a locker should be

reported immediately to the Head of Secondary and every reasonable effort made to find out who has damaged the locker. Damaged lockers will have to be paid for by the occupant or the person who is responsible for the damage. No graffiti is permitted on either the inside or outside of the locker. Lockers remain the property of the School and can be inspected at any time.

4.12 Student Use of Mobile Phones

Mobile phones have become an important part of our modern lifestyle. The School understands that there are times such as travelling home or to work, sport or a friend's house that a mobile phone provides a sense of security and enables urgent communication with others. The increased ownership of mobile phones requires that the School administration, teachers, students and parents take steps to ensure that mobile phones are used responsibly. Increasing sophistication of the technology allows recording of conversations, taking photos and videos and subsequently transmitting these to other phones. Inappropriate use of this technology can be an invasion of privacy, transgress State and Federal laws, lead to harassment or bullying or impact on the reputation of individuals or the School.

In accordance with the teachings of the Catholic Church, the practice of communication must be honest and reflect the highest standards of accountability and sensitivity to human rights and relationships.

In order for students to bring a mobile phone to School, students and their parents or guardians must first read, understand and agree to this Acceptable Use Policy.

Procedures

Initial Permission

A student will seek permission from their parent/guardian to bring a mobile phone to School. All students will give details of their mobile phone and telephone number to the Front Office. The signature of parent/guardian and student is an acceptance of all the conditions outlined in this policy. The School should be notified if the parent/guardian revokes this permission. No student is to have a mobile phone at School unless they have permission from parent/guardian and the School as validated by this signed document, which will be retained on the student's file.

Use and Storage

Upon arrival at School the mobile phone will be turned off and placed in the student's locker, stored in the student's bag, or left at the Administration Office by Primary students. The mobile phone will remain in the locker or Administration Office for the duration of the school day and is not to be used at any time, including recess and lunchtime. At the end of the school day, the mobile phone may be removed from the locker or collected from the Primary Admin Office and used.

Student Messages to or from Parents

Parents should call the office if there are urgent messages for students and not telephone the child's mobile as it will not be accessed until the end of school. If a child is sick, the administration staff will call parents or guardians to arrange appropriate care.

Unacceptable Uses

Students are warned that inappropriate use of mobile phones could be contravening the Privacy Act, Copyright Act, Equal Opportunity Act, Censorship Act, Criminal Code, or Cybercrime Act. These Acts cover such aspects as sexual or racial harassment, bullying in general, possessing indecent material, showing offensive material to a person under 16 years of age, unauthorised access to or infecting communication technology and disclosing personal information.

Mobile phones should not be used to incite violence, take photos in change rooms, toilets or in any situation that may cause embarrassment or discomfort to their fellow students, staff or visitors to the School.

Theft or Damage

Students are required to mark all their mobile phone clearly with their names and lodge a description of the phone together with its phone number on this form. Students who bring a mobile phone onto the School campus will leave it locked away in their locker so that it will be safe. The School accepts no responsibility for replacing mobile phones that are lost, stolen or damaged whilst on the School campus or at School functions.

It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (eg: by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones and/or passwords must not be shared.

Inappropriate Conduct

- Any student/s caught with a mobile phone (whether in use or not) during the school day will have it confiscated and taken to the office. If it is the first offence it can be retrieved at the end of the day together with a “discipline slip” requiring parent signature. Subsequent offences will incur longer periods of confiscation/banning the phone and parents will have to come to the School to retrieve the phone. If such actions are ineffective a student may be denied permission to bring a mobile phone to School.
- Any student who uses a mobile phone in inappropriate ways such as recording audio, taking photos or videos, transmitting inappropriate material or using derogatory or obscene language will be subject to the normal consequences of the Discipline Code as well as confiscation of the phone.
- It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if the offence is serious, the School may consider it appropriate to involve the Police.
- Students using mobile phones to bully other students will face appropriate disciplinary actions according to the Discipline Code.

Detection of Mobile Phone on Campus

Any staff member may ask if a student has their mobile phone on them and expect an honest answer. Students may be asked to empty pencil cases, their pockets, purses, bags or lockers by the Head of Secondary providing another adult is present and there is reasonable suspicion that they have a mobile phone with them during the school day. Blue tooth technology may also be used to detect the presence of phones.

Excursions and Camps

Mobile phones will not be permitted on excursions or camps. The teacher(s) will have a mobile phone which can be used to send or receive emergency contact calls.

Hints For Safe Use Of Mobile Phones

- Only give your number out to family or friends.
- Ask people not to give out your number to others.
- Do not respond to missed calls if you do not recognise the number.
- Do not respond to inappropriate text (SMS) messages but show your parents.
- Keep your phone in a safe place, learn about its safety features (ID blocker) and use the pin number in case it is lost or stolen.
- Do not accept invitations to go somewhere if you are unsure who sent the message (stranger danger).
- Don't make yourself a target for bag/phone snatching in public.

4.13 Canteen

St Joseph's School operates a Canteen on each Campus. Parents are encouraged to keep a menu at home to assist students in making a healthy choice for lunch and snacks. In general, students should not use lunch money to buy 'treats' at recess or lunchtime instead of a healthy sandwich or meal. The School has adopted the Traffic Light system with students encouraged to eat foods from the "Green" section every day, "Amber" foods are acceptable occasionally and the Canteens do not stock foods from the "Red" category. A Primary Canteen Menu is issued twice a year and is available from the Administration Office or our website.

The Secondary Canteen provides lunches during term days. The lunches are outsourced from local businesses. Students who wish to order lunch are required to complete their order (with correct change) in the envelope provided during Homeroom.

To continue to provide the extensive menus throughout the year, each family is asked to commit to assisting in the Primary Canteen on one or more mornings per term, as a minimum. A letter is issued to all families in the first week of the school year.

To complement the Healthy Canteen Policy and support the School's Health learning program, we **discourage** all students before school and during Recess and Lunch from:

- drinking carbonated drinks and flavoured milk drinks (especially coffee flavoured).
- eating lollies, chocolates, lollypops, potato chips etc.
- using lozenges or cough lollies unless prescribed by a doctor or written permission from parents is given.

This also applies to sporting carnivals and excursions. Camps could be the exception. Chewing gum and bubble gum are prohibited at school and all school functions because of the potential costly clean up involved in removing gum from carpet, floors and furniture.

St Joseph's School is a 'Nut Aware' school and therefore the consumption of nuts and/or any nut product is discouraged during school time. Parents are asked to refrain from providing foods containing nuts to their children as there are students in attendance who suffer with severe nut allergies.

4.14 Lost Property

No responsibility is taken by the School for lost articles. Students and parents are most welcome to check for lost items in the lost property collection boxes. We make every effort to have lost items claimed, but unmarked, unclaimed items left at the end of each term will be disposed of appropriately. Parents are strongly encouraged to ensure that all belongings are clearly marked.

4.15 Exit Procedures

For an early departure, parents must come to the Administration Office and sign their child out. On the Primary campus, parents are to take with them a 'Green Student Card' which is to be handed to the Teacher. On the Secondary campus, parents wait whilst an Admin Officer collects their child.

4.16 Requests for Interview with Students

St Joseph's School will always endeavor to communicate directly with parents in serious circumstances that involve their child. Should the Police wish to speak to a student; the following procedures will normally apply:

- Attempts will be made to contact the parent/guardian
- If this is not successful, and depending upon the seriousness of the matter, the School may decide to appoint a staff member to be present during the interview.

It is therefore essential that the School always has current contact details of the parent/guardian.

4.17 Items banned at School will be confiscated

Staff will confiscate items that do not conform to School policy. In the case of valuable items, parents will be contacted by the Heads of School and asked to collect the item on the same day.

Unclaimed confiscated items are kept as securely as possible by the School Administration but will become the parent's responsibility if not claimed on the day required. The School will cease to take responsibility of unclaimed items and no claim for compensation will be entertained.

The School's Administration will return confiscated items to the student in question on the last day of the term. A parent may request the return of an item at any time, provided they collect the item personally from the Head of School.

Parents will be asked to collect any item where the nature of the item confiscated is such that it is unsuitable to be returned to the student.

4.18 Sickness

Sick Bay

Each campus has a sick bay and students should only attend if they are in need. The Admin officer present will determine whether or not parents will be called to collect their child and take them home. If a child leaves during the day, a parent will sign them out at the Administration Office.

It is the responsibility of the parent or guardian of the student to provide the school with correct and updated medical information at enrolment and annually thereafter. Emergency telephone contact details of the parents and an alternate responsible adult, in case the parent cannot be contacted, should be available on the child's record and file.

Temporary illness or ailment

Parents will be told that children suffering from colds, influenza, minor fever or other kinds of illness by which students feel unwell, are to remain at home until the illness passes. Students who become ill at school are to be taken to the Administration Office by respective staff or nominated students. Office staff will record details of the referral. Action will consist of a telephone contact with parents or emergency contact person to arrange collection of the student.

If use of the sick bay is necessary and dependent upon the nature of the illness or ailment, it will be for the time taken for parent/guardian or other authorised person to arrive at school to collect the child. Alternatively, a student may return to class after a period of time if they have sufficiently recovered to do so.

If First Aid is required, it will be to the extent needed to stop or minimise bleeding, ease pain/discomfort or cleanse wounds.

Emergency

A medical emergency will exist when a situation arises where a student's medical condition requires treatment beyond the expertise or competence of staff in attendance, without which the student's health/safety/well-being is seriously threatened. Individual staff have to judge what constitutes an emergency in their instance.

To deal with emergencies:

A record, updated annually, is on file of parental/guardian permission for the school to implement action required in providing medical assistance to students in event of an

emergency. This permission is specifically requested also as part of preparation for camp and excursions. Information, obtained from parents/guardians and updated annually, is held on file which provides details of the medical conditions of students.

4.19 Administration of Medication to Students

Minor Analgesics:

Minor analgesics are non-prescription pain relievers eg: Panadol, Nurofen, ibuprofen or paracetamol [but not including any aspirin product]. The practice will be therefore, that analgesics are to be administered by students themselves, should that form of medication be required, if they are of an age to do so. **No** medication will be provided or allowed to be taken until verbal or written permission has been provided by the parent or guardian. The School does not dispense medication on a regular basis. Parents are to provide a supply for their child which will be kept in Sick Bay along with the completed Student Medication Form, indicating the name and dose required of such medication. This document will be retained on the relevant student's school file.

It is a serious offence, in relation to safety and welfare of students, for any student to pass analgesics or any other form of medication to another or other students.

Chronic Ailments

A number of students may require non-prescription medication for the relief of chronic conditions such as diabetes, anaphylaxis, allergies, asthma, migraine and others. The procedure in such instances will be:

- Parents provide written advice to the Principal of the student's condition and the medication he/she is required to take.
- The Principal determines the acceptability of the situation, approval is given for the medication to be brought to school for use by the student.

Prescribed Medication

Prescribed medication is that dispensed by a pharmacist following written prescription by a qualified medical practitioner. When a student is required to take prescribed medicine, it is best if dosage times can be arranged for before or after school hours. If administration of prescribed medication at school is required:

- It is best that a parent/guardian attend to administer it.
- If this is not possible, the parent/guardian and student are to attend an interview with the Principal to arrange for the safe administration and storage of prescribed medication. Parents may request for medication to be taken during school hours. In this instance, a Student Medication Form must be completed describing the name of the Doctor prescribing, the medication, dosage and timing as required. This form will be signed and initialed by two attending staff members at the time the medication is administered.
- It is up to the student to attend the Administration Office to take the medication – administration staff will not be responsible for any missed dosage should the student not present themselves. Any such medication must be clearly labelled with drug name, dosage & frequency, name of student and Doctor prescribing. This is to be retained in Administration's Sick Bay cupboard or refrigerator.
- It is best that the student administers the medication him/herself if they are of an appropriate age. To do this the student reports to the Administration Office and is observed while self-administering medication. Record will be made as follows: Date, Times, Name of Student, Medication Taken, By Whom Administered [this will be counter-signed by two attending staff members]. Once the course of medication is completed, the Student Medication Form will be retained on the student's file.

If any of the above points are not possible, the parent and/or guardian are to attend an interview with the Principal in order to establish a full set of procedures for the supply, storage and administration to students of prescribed medication. The interview will also

include any staff member who may have to be involved in the procedures which will have to be agreed upon by all parties. Such agreed procedures will be documented and implemented accordingly.

4.20 Complaints & Disputes

St Joseph's School abides by the CECWA Dispute and Complaint Resolution In a Catholic School Policy which is available from the CEO website at: www.ceo.wa.edu.au Parents with concerns are to approach the teacher or staff member concerned first before the Head of School or Principal.

Primary Campus



Secondary Campus

	ADMIN	STAFF STUDY
STAFF ROOM		

GPLA 1 1 M1	ART ROOM 2 M2	FOOD ROOM 3 M3
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LIBRARY 14 D1
GPLA 6 13 D2
SCIENCE PREP 2
SCIENCE LAB 2 10 LD1

GPLA 5 12 D3
STORE ROOM
GPLA 4 11 LD2

SCIENCE PREP 1	SCIENCE LAB 1 9 LD3
OFFICE	

OFFICE	GPLA 3 8 L3	TUT ROOM
DRAMA STORE		

COMPUTERS 5	
GPLA 3 6 L2	
MANUAL ARTS 7	
CANTEEN	SPORTS STORE

GPLA 2 4 L1
