

## GUIDING PRINCIPLES

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The Marryatville High School community is proud of its special programs, academic excellence, achievements, International outlook, extra-curricular activities and the natural environment in which the school stands.

### OUR VISION

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- We aim to provide excellence in student-centred 21st Century learning in a global context.

### OUR VALUES

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- Achievement
- Inclusivity
- Diversity
- Well-being
- Collaboration

### OUR MISSION

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To:

- research and apply strategies that create a positive, challenging and engaging learning culture.
- provide the means by which our students can develop the pathway to achieve their goals.
- pursue and create opportunities for students to become actively aware of cultural and international influences in their lives.
- develop and apply holistic strategies to support student wellbeing.
- foster productive partnerships with parents, students and the community.

### OUR EDUCATIONAL OBJECTIVES

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School-wide goals for students and the School community.

We aim to ensure that our students:

- have the motivation to learn, think creatively, critically and independently.
- achieve their personal best.
- are actively involved in making informed decisions about their own learning and future pathways.
- have the capacity to form positive and respectful working relationships.
- avail themselves of the resources that assist in the development of the confidence and capabilities for entry into the broader community.
- have an understanding and appreciation of diverse cultures throughout the world.
- are supported in their learning through partnerships with parents and the community – both local and global.

And that our teachers:

- have the training and resources to engage students in dynamic and deep learning.

## BEHAVIOUR CODE

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All students in our school have the right to a safe, caring and supportive learning environment.

Through our behaviour code we model and teach positive behaviour. It is based on the fundamental principle that all students have the right and responsibility to learn and teachers have the right and responsibility to teach.

In addition to our core values: achievement, inclusivity, diversity, wellbeing and collaboration the following values also underpin our behaviour code.

- **Tolerance** – Acceptance and awareness of difference.
- **Respect** – Treating others with consideration.
- **Honesty** – Being truthful, requiring truth from others, and ensuring consistency between words and actions.
- **Care** – Caring for self and showing interest and concern for others.
- **Excellence** – Setting high personal standards, seeking to accomplish and perform at one's best.
- **Social justice** – Being committed to fair treatment of all, being included, including other and listening.
- **Trust** – Actively creating a climate of mutual confidence.
- **Responsibility** – Being accountable and responsible for one's own actions including:
  - exercising self discipline
  - resolving differences in a constructive, non-violent manner
  - the maintenance and preservation of the school environment.
- **Freedom** – Enjoying all rights and privileges, understanding and accepting all responsibilities.
- **Ethics** – Acting in accordance with generally agreed rules and/or standards for acceptable conduct or practice.

## CLASSROOM BEHAVIOUR

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The primary focus at Marryatville High School is successful learning and the building of positive relationships. At the beginning of the year, as part of our Student Life Program, students and staff work together to establish positive class expectations and discuss logical consequences for inappropriate behaviour.

## POSITIVE BEHAVIOUR

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At Marryatville High School we acknowledge and encourage appropriate and positive behaviour.

Teaching staff use formal and informal methods to acknowledge positive student behaviour and achievement.

- On a positive note.... stickers
- Positive Post Cards
- Email communication
- Merit Certificates
- Positive Endeavour Certificates

## YARD BEHAVIOUR

Yard Area	Expected Student Behavior
<b>Bus Stop &amp; Kensington Road</b>	<ul style="list-style-type: none"> <li>• Arrive and always use the designated crossing to cross Kensington road</li> <li>• Enter the school in an orderly manner and avoid loitering</li> <li>• Use the footpath along the side of the main driveway</li> </ul>
<b>Resource Centre</b> Open before school and lunchtime Afterschool for returns Wet/hot weather shelter (bells to signify)	<ul style="list-style-type: none"> <li>• Available for collection/return of laptops and borrowing</li> <li>• Quiet study</li> <li>• Return all furniture to its correct place, leave the area neat and tidy and put all rubbish in a bin</li> <li>• No bags or consumption of food permitted</li> </ul>
<b>Front Oval</b> Access before school, recess and lunchtime	<ul style="list-style-type: none"> <li>• Ball games permitted</li> <li>• No play fighting or unduly rough play</li> <li>• Seated groups and consumption of food on perimeter only</li> <li>• Driveways are out of bounds</li> <li>• No access during inclement weather (bells will signify)</li> </ul>
<b>A Block</b> Closed at recess or lunch Wet/hot weather shelter (bell to signify)	<ul style="list-style-type: none"> <li>• Access to lockers (first and last 5 minutes only), otherwise out of bounds during break times</li> <li>• No congregating in corridors or entry into classrooms without supervision</li> <li>• A3 &amp; A6 accessible during inclement weather (bells will signify). Return all furniture to its correct place, leave the area neat and tidy and put all rubbish in a bin</li> </ul>
<b>Flat &amp; E block Outside</b> Access before school, recess and lunchtime	<ul style="list-style-type: none"> <li>• No play fighting, ball games or unduly rough play</li> <li>• No entry into surrounding classrooms unless supervised</li> </ul>
<b>Alnwick Terrace /Creek /Back Soccer</b>	<ul style="list-style-type: none"> <li>• Year 11 &amp; 12 student engaged in active play only (in school uniform) on the back soccer oval during break times</li> <li>• No congregating in the creek or loitering near vehicles</li> </ul>
<b>Canteen</b> Open lunch and recess Wet/hot weather shelter (bell to signify)	<ul style="list-style-type: none"> <li>• Line up in orderly fashion</li> <li>• Year 8 - 9 North door</li> <li>• Year 10 – 12 South door</li> <li>• Entry under teacher supervision only</li> </ul>
<b>N Block</b> Closed at recess or lunch	<ul style="list-style-type: none"> <li>• No entry into classrooms during break times unless supervised</li> <li>• Behind N block is out of bounds</li> </ul>
<b>H Block Inside</b> Open before school, recess and lunch	<ul style="list-style-type: none"> <li>• Upstairs for quiet study (water bottles only)</li> <li>• Quiet orderly behaviour, no entry into classrooms without teacher supervision</li> <li>• Return all furniture to its correct place, leave the area neat and tidy and put all rubbish in a bin</li> <li>• Food is permitted downstairs only</li> <li>• Bags are not permitted</li> </ul>
<b>H Block Outside</b> Access before school, recess and lunchtime	<ul style="list-style-type: none"> <li>• The driveway to the east of the school is out of bounds</li> <li>• Active ball games permitted in both Basketball area</li> <li>• Tennis courts for designated practice only</li> </ul>
<b>E Block</b> Closed at recess or lunch Top floor wet/hot weather shelter (bell to signify)	<ul style="list-style-type: none"> <li>• No entry into classrooms during break times unless supervised</li> <li>• Accessible during inclement weather, food not permitted (bells will signify)</li> <li>• Return all furniture to its correct place, leave the area neat and tidy and put all rubbish in a bin</li> </ul>
<b>Eden Park</b> Open before school, recess and lunch	<ul style="list-style-type: none"> <li>• No bags inside</li> <li>• Consumption of food in kitchen and common room only (not carpeted areas)</li> <li>• Car parks are out of bounds</li> </ul>
<b>Focus Room</b> Open lunchtime only	<ul style="list-style-type: none"> <li>• By appointment/ referral only (detentions)</li> <li>• No consumption of food permitted</li> </ul>
<b>Learning support</b> Open when supervised by teachers	<ul style="list-style-type: none"> <li>• Special Needs Students by invitation only</li> </ul>
<b>Gym</b> Open lunchtime only Wet/hot weather shelter (bell to signify)	<ul style="list-style-type: none"> <li>• Active play only</li> <li>• No consumption of food permitted</li> </ul>
<b>Music Centre</b> Open before school and lunchtime Wet/hot weather shelter (bell to signify)	<ul style="list-style-type: none"> <li>• Music students only</li> <li>• No consumption of food permitted</li> <li>• Driveway and adjacent car park out of bounds</li> </ul>

## COMMUNICATION

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### Communication

Successful behaviour management in schools depends on respectful and positive relationships between parents, teachers and students. At Marryatville High School we welcome parental contact to discuss all aspects of school life.

Parents can contact the following people to discuss behaviour concerns:

#### **Class / School Related Matters**

- Home Group / Subject Teacher / Subject Coordinator / Year Level Leader / Year Level Senior Leader

#### **Personal / Other Matters**

- Director Of Wellbeing
- Wellbeing Leader - Career & Transition
- Student Wellbeing Leader
- Special Needs Teacher
- Christian Pastoral Support Worker

## BEHAVIOUR LEARNING

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In response to inappropriate classroom behaviour, staff will follow the following process of progressive intervention:

### Informal Warning

- Verbal reminders
- Daymap or Email Communication
- Phone call to parent

### Communication to Parent / Duty Referral

Formal **Communication** or **Duty** for **ongoing low level** behaviour concerns:

#### **Teacher Responsibilities**

- Discuss behaviour concerns with student (and parent) and plan for improvement
- Low level consequence (Duty) supervised by teacher

#### **Student Responsibilities:**

- Complete the behavior consequence and/or take action to resolve issue

### Detention

Formal **Detention** referral for **ongoing moderate** behaviour concerns:

#### **Teacher Responsibilities**

- Discuss behaviour concerns with student
- Book detention for a mutually acceptable lunchtime

#### **Student Responsibilities:**

- Detentions will occur at lunchtime
- Attend 30 minute detention in the Focus Room

## Classroom Withdrawal

Formal **Time Out** referral for **serious** behaviour concerns:

### Teacher Responsibilities

- Request that student change behavior
- Remove student from interrupting the learning of others
- Engage in re-entry discussion with student prior to return to class

### Student Responsibilities

- Go immediately to Student Services
- Remain under the supervision of the Senior Leader on duty until the end of the lesson
- Discuss and plan for behavior change and restoration of working relationships
- Work quietly on class work if available
- Attend a re-entry meeting at designated time

### Year Level Managers / Senior Leader Responsibilities

- Supervise students removed from learning environments
  - Support student re-entry to class (if required)
  - Engage / manage further student/ staff support as required
  - Decide on further consequences as required i.e. Suspension / Exclusion
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- **Note:** Further irresponsible behaviour will be dealt with in accordance with DECD guidelines for Student Behaviour Management.

# HARASSMENT POLICY

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## Rationale

- Each person has the RIGHT to learn in a safe environment.
- Each person has the RESPONSIBILITY to keep him or herself safe and to help maintain a safe learning environment.
- Each person will show RESPECT for themselves, for others and for property.

## Purpose

Bullying / harassment can have a serious long-term effect on health and well being. The aim of this policy is to ensure that Marryatville High School is a safe environment, free from bullying and harassment, for all members of the school community. This includes:

- The provision of a physical environment which engenders safe behavioural patterns.
- A proactive approach to wellbeing and relationships between students, parents and staff.
- The provision of options to respond to bullying / harassment for staff, students and parents.
- The provision of suitable counselling service for individuals affected by bullying / harassment.

## Definition

- Bullying / Harassment is any behaviour which is unwelcome and / or repeated and which makes a person feel uncomfortable or fearful.
- Bullying / Harassment behaviour can be physical, verbal (including electronic), psychological or social/relational. It causes offence to an individual or individual or group based upon certain characteristics including: identity, race, culture, ethnic origin, religion, physical characteristics, gender, gender identity and expression, sexual orientation, marital, parenting, economic status, age, ability or disability.
- Bullying / Harassment includes a wide range of conduct that causes another person to feel embarrassed, offended, hurt, humiliated, insulted, ridiculed, excluded, angry or afraid.
- Bullying / Harassment can occur at school, outside of school on school business (such as excursions or workplaces for Work Experience) or at other schools or learning sites.

## Responsibilities

### Staff

- Staff model respectful behaviour and minimize situations where students or others are exposed to the risk of bullying / harassment.
- Staff notice and respond to all incidents of bullying / harassment.
- Staff actively discuss respectful relationships, effective conflict resolution, individual and group responsibilities and appropriate actions, based on restorative justice principles.

### Students

- Students do not engage in bullying or harassment of others.
- Students assume responsibility for ensuring Marryatville High School is a safe harassment & bullying free place, for themselves and others.
- Students engage in respectful relationships, effective conflict resolution and appropriate actions based on an understanding of restorative justice principles.

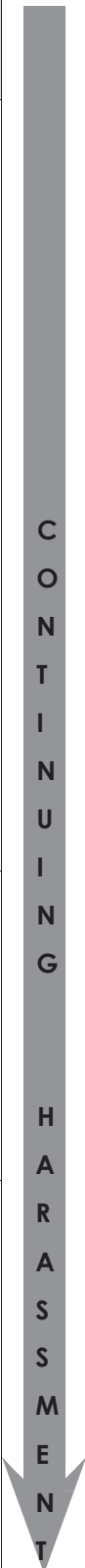
### **Year Level, Wellbeing & School Leaders**

- Leaders provide support and follow up to bullies and people who are bullied, to restore effective and harmonious relationships.
- Leaders monitor and document incidents of bullying and harassment.
- Leaders ensure families and other staff are informed and refer to outside support agencies as appropriate.
- Leaders manage and implement bullying and harassment grievance procedures.

### **Parents and caregivers**

- Parents notice and observe signs of bullying / harassment.
- Parents discuss positive strategies for dealing with bullying / harassment.
- Parents advise the student to tell trusted teacher.
- Parents work in partnership with school to resolve issues of concern.
- Parents inform appropriate school staff if they think their child is being bullied / harassed.

## HARASSMENT PROCEDURES

		Person <b>Being</b> Harassed	Person <b>Doing</b> the Harassment	Staff Action
CONTINUING HARASSMENT 	<b>Step 1</b>	<p><b>Try some of the following:</b></p> <ol style="list-style-type: none"> <li>1. Ignore it</li> <li>2. Show it doesn't upset you</li> <li>3. Ask them to stop</li> <li>4. Tell them how the harassment makes you feel</li> <li>5. Tell them that the behaviour is unwanted and illegal</li> </ol>	<p><b>Choice</b></p> <ul style="list-style-type: none"> <li>• stop bullying or harassment behaviour</li> </ul> <p>and / or</p> <ul style="list-style-type: none"> <li>• repair any harm</li> </ul>	
		<p>Go to a <b>teacher, parent/ caregiver trusted adult or Wellbeing Leader</b> and:</p> <ol style="list-style-type: none"> <li>1. Talk openly about the problem</li> <li>2. Make a plan to deal with the issue.</li> </ol> <p>They will:</p> <ol style="list-style-type: none"> <li>1. Record the reported harassment</li> <li>2. Document any form of action to be taken.</li> </ol>	<p>Response may include:</p> <p><b>Sanctions:</b></p> <p>Verbal or written warning</p> <p><b>Support:</b></p> <p>Counselling / Mediation</p>	<ul style="list-style-type: none"> <li>• Incident documented</li> <li>• Verbal and/or written warning to perpetrator of bullying / harassment</li> <li>• Possible referral of involved parties to Wellbeing or Year Level leader</li> </ul>
		<p>Go to a <b>Year Level or Wellbeing Leader</b></p> <p>They will:</p> <ol style="list-style-type: none"> <li>1. Record and investigate reported harassment</li> <li>2. Document any further action.</li> </ol>	<p>Response may include:</p> <p><b>Sanctions:</b></p> <p>Duty or Detention</p> <p>Parent/caregiver information</p> <p><b>Support:</b></p> <p>Counselling /Mediation</p>	<ul style="list-style-type: none"> <li>• Incident documented</li> <li>• Verbal and/or written warning to perpetrator of bullying / harassment</li> <li>• Possible referral of involved parties to Wellbeing or Year Level leader</li> </ul>
	<b>Step 3</b>	<p>Go to <b>Year Level or Wellbeing Leader or Senior Leader.</b></p> <p>May take a support person</p> <p>They will:</p> <ol style="list-style-type: none"> <li>1. Consider all steps that have been taken so far.</li> <li>2. Document any further action</li> </ol>	<p>Response may include:</p> <p><b>Sanctions:</b></p> <p>Suspension or Exclusion or Referral to outside agencies or authorities</p> <p><b>Support:</b></p> <p>Counselling /Mediation</p>	<ul style="list-style-type: none"> <li>• Incident Documented</li> <li>• Suspension or Exclusion, and/ or referral completed</li> <li>• Re -entry process completed</li> <li>• Possible referral of involved parties to Wellbeing Leader</li> </ul>



# ATTENDANCE

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## Arrival Time

The first bell goes at 8.25am (Mon, Wed and Fri) and 9:15am (Tue and Thu)

- Students are expected to be in classrooms ready to begin learning at 8.30am and 9:20am respectively
- Students are expected to be punctual to all lessons

## Year 8 to 11

Year 8 to 11 students are required to:

- Attend lessons 1 - 7 on Monday to Friday
- Be on school grounds during all break times unless explicit consent has been provided.
- By negotiation and with parent/ caregiver consent, Year 11 students may arrive late or leave early during scheduled free lessons: Arrive late Monday 9:15am and Tuesday 10:50am and Depart early Thursday 1:05pm.

## Year 12

Year 12 students are required to:

- Attend scheduled lessons according to their timetable
- Students leaving in between scheduled lessons must sign out at Student Services or Eden Park
- Student may not leave school in vehicles during / in between scheduled lessons without explicit parent consent.

## Lateness

Students arriving after 8.30am should:

- Provide parent/ caregiver communication (Text, email, daymap message) explaining their lateness to Student Services
- Sign in at Student Services
- Provide a copy of communication to Subject and Home Group teachers as required
- Persistent lateness will result in consequences including detention

## Early Departure

Students departing from school before 3.15pm (even if they intend to return) should:

- Provide parental/caregiver communication explaining their early departure
- Sign out at Student Services
- Provide a copy of communication to Subject and Home Group teachers as required

## Absence

In the event of absence from school students should:

- Provide an explanation of their absence to either Subject or Home Group teacher as soon as possible

## Unexplained Absence

- Home Group teachers will contact home after three days unexplained absence
- Year Level Leaders will contact home after >5 days unexplained absence
- Regional Attendance Officer will be contacted to support the school in managing ongoing patterns of non-attendance or unexplained absence.

## VOCATIONAL EDUCATION

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### **Students studying Vocational Programs must note the following:**

- Sign out at student services before attending your VET course
- Attend school and training as negotiated, arrive punctually and take only the allocated break times
- If unable to attend let the trainer and VET Coordinator know by phoning before school on that day
- Wear full school uniform and be prepared with any safety clothing as required by the trainer
- Comply with WH&S relevant to the work and training program
- Consistently meet all assessment deadlines unless prior negotiation has occurred with the teacher
- Use study time at school, work and home productively to underpin success
- Regularly discuss progress with subject teachers and VET trainers
- Notify both the school and trainer of any absence from the training program
- Satisfactorily complete all formative and summative assessment tasks and seek assistance if faced with difficulties. Actively seek help and counselling when necessary
- Attend a progress meetings each term with the VET Coordinator
- Report VET training results to the VET Coordinator as school to utilise results towards SACE
- Follow all rules and expectation of the school, RTO and workplace, recognising that any infringement will be managed in line with appropriate regulation
- Payment of tuition and equipment fees have been discussed and agreed by all parties

# INFORMATION AND COMMUNICATION TECHNOLOGY ACCEPTABLE USE AND CYBER-SAFETY POLICY FOR MARRYATVILLE HIGH SCHOOL

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## Introduction

The measures to ensure the cyber-safety of Marryatville High School are based on our core values.

To assist us to enhance learning through the safe use of information and communication technologies (ICTs), we are now asking you to read this document and sign the attached Use Agreement Form.

The computer network, Internet access facilities, computers and other ICT equipment/devices bring great benefits to the teaching and learning programs and to the effective operation of the school. The ICT equipment is for educational purposes appropriate to this environment, whether it is owned or leased either partially or wholly by the school, and used on or off the site.

The overall goal of Marryatville High School is to create and maintain a cyber-safety culture that is in keeping with our values and with legislative and professional obligations. The Use Agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cyber-safety breaches that undermine the safety of the school environment.

All students are required to read and sign the following Use Agreement.

Material sent and received using the network may be monitored, and filtering and/or monitoring software may be used to restrict access to certain sites and data, including e-mail. Where a student is suspected of an electronic crime, this will be reported to the South Australia Police. Where a personal electronic device such as a mobile phone is used to capture images of a crime, such as an assault, the device will be confiscated and handed to the police.

While every reasonable effort is made by the school to prevent student's exposure to inappropriate content when using online services, it is not possible to completely eliminate the risk of such exposure. In particular, the school cannot filter Internet content accessed by your child from home, from other locations away from school or on mobile devices owned by your child.

From 2019 Marryatville High School has implemented a new school Laptop Program which will be implemented over the next 2 years. The basis of our program is that all students are required to have a school supported laptop for the duration of their time at the school. As the general life of a modern laptop is 3 years, this will mean that students will require 2 laptops across their 5 years at Marryatville High School (if starting in Yr 8) or 2 laptops across 6 years (if starting in Yr 7). The program is a shared cost model, where parents are required to fund the hardware, warranty and insurance for the device and the school will fund the software, onsite technical support, school based network and internet access.

The school will begin withdrawal of the old laptop program (including BYOD) in 2020. The Year 11 students in 2019 will be the last students able to choose BYOD, with the Year 11 Students in 2020 needing to transition to a second school device.

## Use Agreement

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The following rules are to help keep Marryatville High School students cyber-safe, protect the rights of all students and to help maintain our ICT Resource.

As a safe and responsible user of ICT:

1. I will log on only with my user name. I will not allow anyone else to use my user name and I will not tell anyone else my password and I understand that I am responsible for any activity originating from my account.
2. While at school or a school-related activity, I will not have any involvement with any ICT material or activity which might put myself or anyone else at risk (e.g. bullying, harassment, security of personal information etc).
3. I understand that I must not at any time use ICT to upset, offend, harass, threaten or in any way harm anyone connected to the school, the school itself or the wider community, even if it is meant humorously.
4. I understand that the rules in this Use Agreement also apply to mobile phones or other electronic devices. I agree that I will only use these at the times that I am permitted during the school day and understand that it is the right of an individual teacher to govern when and how these devices are used within their learning area. I also understand that any device should not interfere with the learning of myself or others.
5. While at school, I will not:
  - a. access, or attempt to access, inappropriate, age restricted or objectionable material
  - b. download, save or distribute such material by copying, storing, printing or showing it to other people
  - c. share any inappropriate, age restricted or objectionable material with others or explain to others methods of accessing such material
  - d. make any attempt to get around (bypass) security, monitoring and filtering that is in place at school.
6. If I accidentally access inappropriate material, I will:
  - a. not show others
  - b. turn off the screen or minimise the window and report the incident to a teacher immediately.
7. I understand that I must not download any files such as music, videos, games or programs without the permission of a teacher. This ensures the school complies with the Copyright Amendment Act 2006. I also understand that anyone who infringes copyright may be personally liable under this law.
8. I understand that these rules apply to any privately owned ICT equipment/device I bring to school or a school-related activity. Any images or material on such equipment/devices must be appropriate to the school environment. I understand that, where due cause is shown, the school reserves the right to confiscate or access any device that is on school property or in possession of a student whilst the student is in the school's care.
9. I understand that if I do bring any privately owned ICT equipment to school or a school-related activity that the school takes no responsibility for the safe-keeping of the device.
10. I will not connect any device to, or attempt to run any software on, school ICT equipment without a teacher's permission.
11. I will ask a teacher's permission before giving out any personal information (including photos) online about myself or any other person. I will also get permission from any other person involved. Personal information includes name, address, email address, phone numbers, and graphics.
12. I will respect all ICT systems in use at school and treat all ICT with care.
13. I understand that the school may monitor traffic and material sent and received using the school's ICT network.
14. I understand that while at school I will only access the internet on my laptop through the school approved WiFi and not "tether" or "hotspot" to access the internet.
15. I understand that the school may audit my use of ICT to ensure my downloads are not excessive and are in accordance with the download policy.
16. I understand that the school has procedures if this Use Agreement is not followed and follow the "Behaviour Learning" out lined in the student diary.

## UNIFORM POLICY

All students are required to wear the uniform listed below. Please see notes with regard to wearing and combining aspects of the school uniform.

<b>General Uniform</b>	
Dress	Marryatville High School design. No shorter than 10cm from the floor while kneeling.
Skirt	Marryatville High School design, plain dark navy. No shorter than 10cm from the floor while kneeling.
Trouser	Plain dark navy, school prescribed only
Shorts	Navy walk shorts, school prescribed only
Stockings	Dark navy, opaque style (not to be worn with summer dress or shorts)
Socks	Long or short, navy or white, must cover ankle bone. Socks not to be worn over tights
Striped Polo	Navy / sky /white striped with school logo
Shirt	Long sleeved navy/white 2mm striped shirt, straight hem
White Shirt	White L/S, S/S with school logo. Senior Year 11 / 12 students only
Windcheater	Dark navy with school logo, school prescribed only
Jumper	Dark navy wool knit with school logo
Wool Vest	Dark navy wool knit with school logo
Rugby Top	Dark navy with sky / white stripe, school logo
Skivvy / T Shirt	A plain white skivvy or t-shirt may be worn under the rugby top. No long sleeves under T-shirt
Hat	Navy bucket hat, broad brimmed or M Cap
Shoes	Black leather school shoes. (not sneaker type)
<b>Physical Education</b>	
Polo Top	Sky polo top/ MHS PE top
Shorts	Navy sports shorts/ MHS PE shorts
Shoes	Sports shoes with white or non-marking soles
Tracksuit	Navy tracksuit bottoms, optional but encouraged

Music Performance Uniform	
White Shirt	White L/S business shirt, (no logo)
School Vest	Dark navy wool knit with school logo
Trouser	Plain dark navy, school prescribed only
School Tie	Navy Blue with sky / white stripe logo
Shoes	Black leather school shoes, (not sneakers type)
Socks	Plain navy or black, must cover ankle bone

## Purchasing Uniform

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Uniform can be purchased from Brandmode Pty Ltd

83 Glen Osmond Road

Eastwood SA 5063

## NOTES ON WEARING THE UNIFORM

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### Sporting Teams

Students representing the school in sport should wear the appropriate uniform. Team and specialty uniforms are available for purchase from the Uniform Shop.

### School Bags

Only plain bags are acceptable. School bags available through the uniform supplier are strongly encouraged (chiroback backpacks – designed to prevent postural damage – three year guarantee). No logos, stripes, stickers or graffiti are acceptable on school bags.

### Jewellery

Only the following may be worn:

- A single neck chain (worn inside clothing and not visible)
- Up to three plain rings
- A single plain arm bracelet (including those for medical purposes)
- Small plain ear sleepers or studs
- A watch
- Nose or other body piercings are not part of the school uniform and are not permitted

### Other

- All school clothing should be clearly labeled.
- A school waterproof jacket is available from the uniform shop or students may wear a plain navy parka or jacket to and from school.
- The striped long sleeved shirt must be an appropriate length, straight across the bottom or tucked in neatly at all times.
- When ties are worn the shirt neck is to be buttoned up and the tie worn neatly.
- A plain white T-shirt or skivvy may be worn underneath the rugby top for warmth.
- A plain navy scarf may be worn in winter.
- Trousers (or shorts) must be worn correctly and not to be modified or worn rolled up.
- Year 8, 9 and 10 students are not permitted to wear the white shirt as day wear. Commercial logos should not be seen on articles of clothing worn to school, including school bags.
- Overseas tour groups may have additional items to wear while on tour.
- Excessive makeup including coloured nail varnish, is not permitted.
- Hair ties, clips, ribbons and scrunchies must be navy blue, sky or white.
- Bicycle helmets must be worn as required by the law.
- Closed leather shoes must be worn in areas where Industry Safety Regulations apply.

## STUDENT SUPPORT SERVICES

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The following services are available to support staff, students and families.

### Wellbeing Leaders

- Wellbeing Team
- Subject and career information
- Friendship issues
- Harassment
- Personal and health issues
- Outside support agencies & referrals

### Career & Transition Services

- Career & Transition Planning
- Higher Education Pathways
- Apprenticeships & Traineeships
- Resume Writing
- Subject selection
- Vocational Training

### Year Level Leaders

- Student Attendance & Uniform
- Student Behaviour Management
- Subject Selection
- Timetable Changes
- Diary Use & Follow Up
- Student Life Program

### Special Needs Team

- Students with Negotiated Education Plans
- Students with Specific Learning Difficulties
- Students requiring cognitive assessment
- Students requiring LAP Program Support

### Indigenous Student Support Team

- Indigenous Student Support Team
- Indigenous student monitoring & mentoring
- Indigenous Student Wellbeing
- Indigenous student events

### Christian Pastoral Support Worker

- Support to students in Christian faith
- Lunchtime meetings for interested students
- Helps with camps and excursions
- Connection to local churches

### Health Care & Student Services

- Health Support Planning
- Sick room & First Aid
- Parent pick up point
- Lost property
- Access to phone
- Locating a student or teacher

### International Student Support Team

- International Student Wellbeing
- International Student Academic Support
- ISEC Programs
- Home Stay
- International Student Course Counselling
- International Visits

### Visiting Consultants

- Career /Transition Services
- Regional Aboriginal Education & Support
- Private Psychology Services
- Family Advocacy
- Drug & Alcohol Services
- SAPOL
- Child Adolescent Mental Health Services



## HOMWORK POLICY

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### Rationale

Not all learning takes place in the classroom and students need to be trained to use their own time to extend their knowledge and skills. In the senior school, most assessment tasks other than timed (test) tasks are completed out of school time. Furthermore, new concepts learnt in lessons need to be consolidated through regular independent study and practice.

Monitored homework or study time is one way of achieving these goals. This policy aims to:

- Support students to develop effective time management and study skills and habits, including balancing school work and other types of learning or activities
- Allow for the different learning requirements of students (e.g. some complete work faster than others)
- Avoid unreasonable workloads for students at particular times
- Provide for the needs of different learning areas, and avoid mindless homework exercises set for the sake of it.

### Policy

- Students are expected to undertake work related to their studies in their own time. This work includes completion of assignments, independent study or revision for tests, and practice of particular skills.
- **Students completing SACE** are expected to manage their own time, allowing for completion of assignments as well as study for tests. Year 11-13 students will generally have at least one timetable line (approximately 220 minutes per week) for independent study. This is in addition to time spent at home studying or completing assignments, which could be expected to be 2 – 3 hours per night.
- There is no set homework or study timetable.
- Students are encouraged and supported to manage their time appropriately, using study planners in diaries.
- Subject teachers setting assignments provide staging posts (points at which a certain amount should be expected to be completed)
- Assessment plans in each subject indicate timelines for tasks and thus provide some indication of work to be completed at home.
- This policy is to be considered alongside the deadline policy: under certain conditions, students can negotiate extra time to complete tasks.
- **For years 8 – 10**, homework is set within the following flexible guidelines:
  - Study or homework is set in most subjects at least once per week. The work set is related to the learning outcomes of that subject.
  - Any homework set that needs to be completed by the next day (rather than later in the week) is no more than 20 minutes in length.
- Homework is monitored in several ways. Parents check Daymap weekly. Where possible, year level managers monitor work set and inform faculty coordinators of possible issues.
- Parents can expect students to have a variable amount of school work to complete each night. Students who study fewer 'practical' subjects will have more home work to complete. The following times are provided as reasonable minimum and maximum students might be expected to have to spend under normal circumstances:
  - Year 8 students: between 30 and 80 minutes per night
  - Year 9 students: between 45 and 100 minutes per night
  - Year 10 students: between 60 and 100 minutes per night
  - Year 11 & 12 students: by negotiation as required 90 – 180 minutes per night

This time could be spent in completing assignments, practicing skills or studying.

## DEADLINE POLICY

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A deadline is the latest, agreed time at which a piece of work can be submitted for assessment.

1. The teacher will negotiate the deadline as either;
  - the time when an assessment task is to be completed at a particular time / in a particular lesson (e.g. a test) or
  - the time when an extended task has to be handed in on a particular day (for assignments etc.)
2. A score of zero (0) will be recorded if a deadline, or renegotiated deadline, is not met.
3. All tasks must be submitted by the stated deadline unless an extension has been negotiated with the teacher at least 24 hours beforehand.
4. All work must be handed to the appropriate teacher.
5. The responsibility for seeking an extension to a deadline rests with the student. A student with repeated absences on dates when work is due may be refused an extension, or may be asked to provide a medical certificate for absences.
6. If a new deadline is negotiated it becomes the final deadline and no further extension will be allowed.
7. Absence at the time of a deadline does not automatically result in an extension. When requesting an extension students must present a supporting note from a parent / guardian /and/or medical practitioner (for SACE) to verify the absence and the need for an extended deadline.
8. Any dispute on the part of a student should be referred to the appropriate Subject Coordinator, Year Level Leader, or Senior Leader.

### Granting An Extension

- Where the student knows in advance that, for genuine reasons, the deadline cannot be met or they will be absent on the day then they can approach the teacher to negotiate an extension.
- Granting of an extension is not automatic. All extensions must be negotiated at least 24 hours in advance (other than exceptional circumstances).
- Extensions will not be given if the student asks for one on the actual deadline itself.
- The length of an extension will depend upon individual circumstances.
- Extensions may be sought if any of the following apply:
  - Illness or injury supported by a note from parents
  - Emotional impairment or family crisis supported by a note from staff or parents
  - Schoolwork overload supported by evidence from staff, parents, or school counsellor (with forward planning by staff and students this should be a rare occurrence)
  - Misadventure (an unforeseen, unavoidable disaster beyond the students' control) prevents work from being completed by the deadline.
- Technological breakdown, providing the student can provide sufficient evidence of work already in progress.

## Rules for Undertaking SACE Assessments That Are Indirectly Supervised

For assessments that are indirectly supervised by your teacher or other supervisors, any infringement of the following conditions is considered a breach of the rules. You must:

- hand your work direct to your teacher (or follow a procedure outlined by your teacher) by the due date (extensions may be negotiated with your teacher, but must be consistent with the school's policy on deadlines, SACE Board due dates, and/or special provisions).
- conform to the requirements at each stage of development of your work as prescribed by the SACE Board or your teacher, and present your work during the developmental stages according to these requirements
- clearly identify and reference the ideas or words used in your assessment that are from another person's work - see the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)) for the SACE Board's advice on how to avoid plagiarism, and guidelines for referencing
- submit assessment work that is your own
- not permit any other student to copy your work
- not permit any other student to otherwise use your work (unless an assessment requires this)
- not use work of any other student (unless an assessment requires this)
- not use work of any others (unless an assessment requires this) in a situation that can be defined as undue assistance (e.g. tutors, family friends)
- not collude with another student or others to undertake an assessment (e.g. an investigative report or a survey)
- not be guilty of any breach of good order or propriety.

## Breach Of Rules

An infringement of any of the rules or conditions listed above constitute a "breach of the rules", and penalties may apply. Your results for an assessment task, an assessment type, the school assessment component, or a subject may be cancelled or amended, as determined by the SACE Board.

## Supervision and Verification of Student Assessment Work

The rules for undertaking SACE assessments enable the SACE Board to verify that the work presented by you is your own work, and where work is not your own, that it is appropriately acknowledged. The SACE Board requires teachers to verify that the work presented for assessment by students is their own work. A breach of the policy on and procedures for the supervision and verification of student assessment work is a breach of the rules.

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## **MOTOR VEHICLE POLICY - Senior Students Only**

### **Private Ownership**

The School acknowledges that senior students, with a valid driving license, can drive a registered and roadworthy motor vehicle to school. The School reserves the right to contact parents if a student's vehicle is considered un- roadworthy or the driver is driving irresponsibly.

### **School Motor Vehicle Register**

Students who drive a car to school must complete a "Year 11/12 Motor Vehicle Register" Form and submit it to their Homegroup Teacher or The Year 12 leader, as soon as they start driving to School.

### **Parking**

Students are not permitted to park in the following areas:

- inside the School grounds of the main school, or at Eden Park
- The Crescent, north and south of First Creek
- St Matthew's Church car park
- Grove Terrace or any streets near Loreto College
- Southern side of Alnwyck Terrace

Students are free to park in suburban streets provided they obey the parking laws and respect the rights of local residents.

### **Motor Vehicle use in Non-Contact School Time**

Students cannot use their vehicles during nonscheduled lesson or school break times.

### **Motor Vehicle use to meet Assessment Requirements**

- Students who require the use of their vehicles to complete assessment requirements in their specific courses must receive permission from the appropriate teacher and parents.
- Students can drive to specific excursions provided permission has been granted by parents and the subject teacher. When special transport is provided students will not be allowed to drive their own vehicles.
- Student drivers cannot take passengers on excursions.

### **Breach of Motor Vehicle Policy**

Students who park in prohibited places or breach the above rules will receive consequences determined by the school and depending on individual circumstances.

Students who breach the general traffic rules or infringe the safety of other students, and other members of the community, will be reported to SAPOL.

