



# Marryatville High School

School Policies

## OUR VISION

We want our young people to have the skills, attitudes and knowledge to thrive, now and in their future endeavors

**Thriving  
today.  
Transforming  
tomorrow.**

## OUR PURPOSE

\_Our school community is a place where we feel safe to learn, grow and live, together

**Learning,  
growing,  
and living  
together.**

## OUR VALUES

Life at Marryatville is underpinned by a strong set of values, a shared purpose and vision, which bring us together and keep us looking forward. Our values are important to our school - and to every one of our students.

**Kindness  
Achievement  
Respect  
Resilience  
Accountability**

Karra ~ Kaurua for red gum

## STUDENT EXPECTATION CODE

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The primary focus at Marryatville High School is the building of positive relationships within the school community that enhance learning.

Through our student expectation code we model and teach positive behaviour. It is based on the fundamental principle that all students in our school have the right to a safe, caring and supportive learning environment

Within all learning environments at Marryatville students have the right to learn and teachers have the right to teach. For this to occur there is the expectation that students will display behaviours in line with **KARRA** values that support learning and engagement.

**Kindness:** *We are friendly, generous and considerate*

**Achievement:** *We challenge ourselves, are curious and passionate*

**Respect:** *We value others and individual difference*

**Resilience:** *We see failure as opportunity and draw upon our strengths to respond*

**Accountability:** *We take responsibility for our actions and strive for justice and sustainability in our community*

### **Classroom Expectations**

The primary focus at Marryatville High School is successful learning and the building of positive relationships. At the beginning of each semester, students and teachers work together to establish positive class expectations in line with KARRA values. These expectations are used as guidelines for appropriate classroom behaviour. As part of this process teachers and students discuss logical consequences for inappropriate behaviour that does not align with the KARRA values.

### **Positive Behaviour**

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.

- Verbal positive affirmations
- Positive behaviour record
- House point allocation
- Email communication/ phone call
- Newsletter/website acknowledgement
- Merit Certificates
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## YARD BEHAVIOUR

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School behaviour expectations are made to maintain a safe environment that protects all members of our school community. In order to protect the safety and welfare of self and others in the yard, staff will:

- Support students to solve problems in the yard
- Ask student/s to stop inappropriate behaviour
- Remove students from general play if required
- The throwing of projectiles at Marryatville is strictly forbidden due to the associated safety risk



<b>Yard Area</b>	<b>Expected Student Behaviour</b>
<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>Learning Hub (H Block)</b> Open before school, lunchtime and afterschool	<ul style="list-style-type: none"> <li>• Quiet study/games area</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>• No bags or consumption of food permitted</li> <li>• No devices/laptops in Resource Centre End (South)</li> <li>• Individual use of devices/laptops are permitted in North End</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>• Driveways are out of bounds</li> <li>• No access during inclement weather (bells will signify)</li> </ul>
<b>A Block</b> Closed at recess/lunch Available in 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 Oval</b>	<ul style="list-style-type: none"> <li>• <b>Year 7 and 8 only area</b></li> <li>• Students 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 7 - 9 South door</li> <li>• Year 10 – 12 North 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 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 Basketball area <b>Year 7 and 8 only area</b></li> <li>• Tennis synthetic courts for ball games (one ball per court)</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>Inclusive Education</b> Open when supervised by teachers	<ul style="list-style-type: none"> <li>• Inclusive Education students during break times 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>

# MOBILE PHONE POLICY

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## Mobile phone and personal device use for all secondary school students

Mobile phones or personal devices with internet connectivity (e.g. smart watches, tablets, non-school laptops) should remain at home.

In the event that a device must be brought to school (for security or travel reasons), students must keep these turned off and locked in their school locker, unless granted an exemption by their school under the Department's policy (see Exemption sections below).

While our school recognises that students and families may feel there are significant legitimate reasons for students to bring a mobile phone or personal device to school, this is not appropriate.

## Exemptions

Families who believe that their student has a legitimate reason for an exemption under the following categories can apply to the relevant school Leader (in brackets next to each area) who will seek an official exemption from the school Principal.

Exemptions can be granted for:

- monitoring or managing a medical condition (application to Year Level Leader)
- a student disability or learning difficulty (application to Inclusive Education Leader)
- personal circumstances requiring more ready access to their phone, such a primary carer (application to Director of Wellbeing).
- a group on a specific camp or excursion to maintain communication/safety reasons (application to Director of Operations via camp/excursion forms)

Students who have been issued an exemption can only use the mobile phone or personal device for the purpose for which the exemption was granted. Any use of these devices must be in line with this policy, and done in a safe, responsible, and respectful way.

Exemptions, if approved, will be recorded on the Murrumbidgee High School Learning Management System (DayMap) and a "Mobile Device Exemption card" will be issued to the student. This must be carried with the device at all times and presented to staff on request.

## Storage of personal devices

During the school day (8.30am-3.15pm) mobile and personal devices must be switched off and stored in the student's locker. Students are required to secure their locker with an approved school lock.

If the student does not comply. If a student fails to comply with this policy, the following steps will be taken by the school. These steps are derived from the school's Behaviour Intervention Policy.

Step 1: Informal Warning: Informal warning and request for student to lock device away in their locker.

Step 2: Subsequent infringement: Lunch/recess duty with staff member and message to parent/caregiver. Device may be confiscated. Behaviour Intervention Record on DayMap.

Step 3: Subsequent infringement: Extended School Day and Behaviour Intervention Record.

Step 4: Subsequent infringement: Referral to Year Level team for further consequences (can include suspension).

In the event that a mobile phone or personal device is confiscated from a student:

- the staff member will inform the student that the device is being confiscated as they have breached
- the conditions of this policy.
- the device will be taken and held by the staff member for the duration of the period or until the
- issue has been resolved (usually placed on the teacher **desk**).
- Devices held longer than the duration of the lesson will be stored securely at Student Services for collection at the end of the school day

## BEHAVIOUR AND LEARNING

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### Low Level Inappropriate Behaviour

In response to inappropriate **Low-Level** classroom behaviour, that does not align with KARRA values staff will follow the following process of progressive intervention:

#### Step 1

- Informal warning outlining the inappropriate behaviour within classroom

#### Step 2

- Student is moved within/ exited to nearby area from classroom to prevent further disturbance on learning (in line of sight of teacher)
- Email to parent/ caregiver, complete a Behavior Intervention Record on Daymap

#### Step 3

- Formal communication with parent/ caregiver
- and/or duty with subject teacher
- complete a Behavior Intervention Record on Daymap

#### Step 4

- Extended School Day
- complete a Behavior Intervention Record on Daymap

#### Step 5

- Persistent inappropriate behavior responses refer to Year Level Leader
- complete a Behavior Intervention Record on Daymap

### Teacher Responsibilities

- Discuss behaviour concerns with student
- Allocate appropriate duty for behaviour concerns e.g. yard duty, lunchtime classwork
- Record as a Behavior Intervention Record on Daymap (send to YLL as a message if required)
- Communicate with Parent/Caregiver
- Allocate and attend (first 5 mins for restorative conversation) Extended School Day

### Student Responsibilities

- Complete the duty when required
- Take action to resolve the issue
- Participate in a restorative conversation with the teacher and or students(s) involved

### Extended School Day

Formal Extended School day occurs when students display **persistent low-level** behaviour concerns unresolved with previous strategies.

Extended School day will occur weekly 3:15 -4:00pm on Tuesday or Thursday bottom of H Block

The Extended School Day process provides an opportunity for students and teachers to engage in a restorative conference

#### Teacher Responsibilities

- Allocate Student to Extended School Day
- Discuss behaviour concerns with student at the commencement of extended school day
- Communicate with parents/caregiver

#### Year Level/ Learning Area Leader Responsibilities:

- Supervise Extended School Day

#### Student Responsibilities:

- Attend extended school day on the booked date
- Engage in restorative conversations with teachers

#### Parent/Caregiver Responsibilities:

- Support students and teaching staff in the Extended School Day process

## External Suspension

External suspensions are used in response to student behaviour that affects either the safety, wellbeing and/or learning of others in either a classroom or yard setting. It is not a punitive punishment, rather, a short-term response to concerning student behaviour. External Suspension means that the student does not attend school for between 1 and 5 school days. It is expected that the suspended student will engage with their learning through resources available via the online Learner Management System (Daymap). Suspension provides time for self-reflection and an opportunity for conversations with key stakeholders regarding their future educational direction.

### Year Level Leader Responsibilities

- Investigate the behaviour of concerns
- Discuss behaviour concerns with student
- Contact parent/ caregiver
- Allocate suspension in a timely manner
- Facilitate re-connection meeting and record outcomes on learner management system

### Student Responsibilities

- Complete the suspension as required
- Complete reflection task while suspended from school ( if required by YLL)
- Participate in re-connection meeting and collaborate with Year Level Leader to decide future learning goals.

### Parent Responsibilities

- Engage in conversations with Year Level Leader to discuss behaviours of concern
- Participate in re-connection meeting and collaborate with Year Level Leader to decide future learning goals.

## Classroom Withdrawal

Formal removal from class/yard occurs when a student has displayed severe/unsafe behaviour concerns that occur throughout the school day.

### Teacher Responsibilities

- Request that student change behavior
- Contact Student Services to alert Year Level/ Senior Leader
- Complete Behavior Intervention record on Learner Management System
- Engage in re-connection discussion with student prior to return to class

### Student Responsibilities

- Go immediately to Student Services
- Remain until connection with Year Level/Senior Leader has occurred
- Discuss and plan for behavior change and restoration of working relationships
- Work quietly on class work if available
- Attend a re-connection meeting at designated time

### Year Level and Senior Leaders

- Investigate reasons for classroom removal in line with natural justice principles
- Engage / manage further student/ staff support as required
- Support student re-entry to class (if required)
- Decide on further interventions as required i.e. Suspension / Exclusion

Note: dangerous, irresponsible or illegal behaviour may involve police action and warrant consequence as deemed appropriate by the Principal.

## COMMUNICATION

Successful behaviour support 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 concerns:

### Communication / Support Services Guide

#### Home Group Teachers

- Short term absence follow up (½ or full day)
- Daily routine concerns lateness, uniform
- Planned extended absence
- Initial wellbeing concerns

#### Year Level Leader

- Wellbeing & Engagement concerns
- Subject support across a range of Learning Areas
- Timetable Concerns / Subject Selection
- Student Life Program
- Extended absence concern
- Student Behaviour Support

#### Career & Transition Services

- Career & Transition Planning
- Higher Education Pathways
- Vocational Training (VET)
- Course Counselling / Subject selection
- Apprenticeships & Traineeships

#### Indigenous Student Support Team

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

#### Student Services

- Health Support Planning
- Absence notification
- Lost property
- Sick room & First Aid
- Locating a student or teacher

#### Visiting Consultants

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

#### Subject Teacher / Learning Area Leader

- Homework
- Assessment and task completion/support
- Individual subject support advice
- Absence of a student from your lesson(s)

#### Student Wellbeing Leader

- Health & wellbeing concerns
- Harassment, friendship issues
- Subject support across a range of Learning Areas
- Pathway and alternate learning programs
- Outside support agencies & referrals


#### Inclusive Education Leader

- Support of Students with diagnosed specific learning needs
- Students with Negotiated Education Plans
- Students requiring cognitive assessment

#### International Student Support Team

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



		Person being harassed	Person doing the harassment	Staff action
Step 1	<div>CONTINUING HARASSMENT</div> 	Try some of the following: <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>	Choice <ul style="list-style-type: none"> <li>• stop bullying or harassment behaviour and / or</li> <li>• repair any harm</li> </ul>	
		Go to a teacher, parent/ caregiver trusted adult or Wellbeing Leader and: <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> They will: <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>	Response may include: <u><b>Sanctions:</b></u> Verbal or written warning <u><b>Support:</b></u> Counselling / Mediation	<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>
Step 2		Go to a Year Level or Wellbeing Leader  They will: <ol style="list-style-type: none"> <li>1. Record and investigate reported harassment</li> <li>2. Document any further action.</li> </ol>	Response may include: <u><b>Sanctions:</b></u> Duty or Detention Parent/caregiver information <u><b>Support:</b></u> Counselling /Mediation	<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>
Step 3		Go to Year Level or Wellbeing Leader or Senior Leader. May take a support person They will: <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>	Response may include: <u><b>Sanctions:</b></u> Suspension or Exclusion or Referral to outside agencies or authorities <u><b>Support:</b></u> Counselling /Mediation	<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 7 to 11

Year 7 to 11 students are required to:

- Attend lessons 1 - 8 on Monday to Friday
- Be on school grounds during all break times unless explicit consent has been provided.
- Year 11 students may arrive late or leave early during scheduled free lessons at the beginning and end of the day. They may not leave school if free lessons are in the middle of the day.

### 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 OR 9:20am (Tuesday/ Thursday) should:

- Provide parent/ caregiver communication (Text, phone call, 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 'extended school day'

### Early departure

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

- Provide parental/caregiver communication explaining their early departure
- Signed out by one of the Student Services team
- 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

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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, 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.

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 6 years at Marryatville High School. 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.

## ICT ACCEPTABLE 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:

- 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.
- 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).
- 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.
- 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.
- While at school, I will not:
  - access, or attempt to access, inappropriate, age restricted or objectionable material
  - download, save or distribute such material by copying, storing, printing or showing it to other people
  - share any inappropriate, age restricted or objectionable material with others or explain to others methods of accessing such material
  - make any attempt to get around (bypass) security, monitoring and filtering
- If I accidentally access inappropriate material, I will:
  - not show others
  - turn off the screen or minimise the window and report the incident to a teacher immediately.
- 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.
- 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.
- 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.
- I will not connect any device to, or attempt to run any software on, school ICT equipment without a teacher's permission.
- 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.
- I will respect all ICT systems in use at school and treat all ICT with care.
- I understand that the school may monitor traffic and material sent and received using the school's ICT network.
- 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.
- I understand that the school may audit my use of ICT to ensure my downloads are not excessive
- I understand that the school will implement behaviour support procedures if this Use Agreement is not followed



## UNIFORM POLICY

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

### General Uniform

Dress	Marryatville High School design. Must be to be worn at a workplace appropriate length, no shorter than fingertips when arms are placed by sides.
Skirt	Marryatville High School design. Must be to be worn at a workplace appropriate length, no shorter than fingertips when arms are placed by sides.
Trouser	Plain dark navy, school prescribed only, not rolled up.
Shorts	Navy walk shorts, school prescribed only
Stockings	Dark navy opaque style. Must be covering feet, NOT leggings
Socks	Plain Navy, Black or White, without logos
Striped Polo	Navy / sky / white striped with school logo, rolled sleeves.
Shirt	Long sleeved navy/white 2mm striped shirt
White Shirt	White L/S, S/S with school logo. Senior Year 11 / 12 students only, no rolled sleeves
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
Puffer Jacket	Dark Navy, school prescribed only
Rugby Top	Dark navy with sky / white stripe, school logo
Hat	Navy bucket hat, broad brimmed or M Cap or M beanie
Shoes	Plain Black all leather enclosed shoes, no high heels, platforms, no canvas sneaker style. Boots are NOT acceptable.)

### Physical Education

Polo Top	HPE Polo top school design with logo
Shorts	Navy sports shorts school design with logo (ONLY to be work with PE uniform)
Shoes	Sports shoes/sneakers (not street or skate shoes).
Tracksuit	Navy track pant school design with logo (ONLY to be work with PE uniform)

### 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	Long or short navy or black must cover the ankle bone, not to be worn over stockings.

## 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 (chiropack 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)
- A watch

### Other

- All school clothing should be clearly labeled.
- School waterproof and puffer jackets are available from the uniform shop
- 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 navy, sky blue or white scarf may be worn.
- Trousers (or shorts) must be worn correctly and not to be modified or worn rolled up.
- Year 7- 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.
- Tours groups may have additional uniform items to wear ONLY while on that tour.
- All nails must be an appropriate length to fully participate in required learning activities. This may vary depending on the requirements of specific subject areas.
- Minimalist approach. The size of the hardware must be acceptable for safe work practices.
- Hair ties, clips, ribbons and scrunchies must be navy blue, sky or white.
- Bicycle helmets must be worn as required by the law.

## HOMEWORK 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 7 – 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 7 students: between 30 and 60 minutes per night
  - 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.

- 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.)
- A score of zero (0) will be recorded if a deadline, or renegotiated deadline, is not met.
- All tasks must be submitted by the stated deadline unless an extension has been negotiated with the teacher at least 24 hours beforehand.
- All work must be handed to the appropriate teacher.
- 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.
- If a new deadline is negotiated it becomes the final deadline and no further extension will be allowed.
- Absence at the time of a deadline does not automatically result in an extension. When requesting an extension students must present a supporting note/email from a parent/guardian /and/or medical practitioner (for SACE) to verify the absence and the need for an extended deadline.
- 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.

## ACADEMIC INTEGRITY

### 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.



## MOTOR VEHICLE POLICY - Senior Students Only (Year 11/12)

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### 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 appropriate consequences, as determined by the school.

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.