



# **CHURCHLANDS** **SENIOR HIGH SCHOOL**

# **2026**

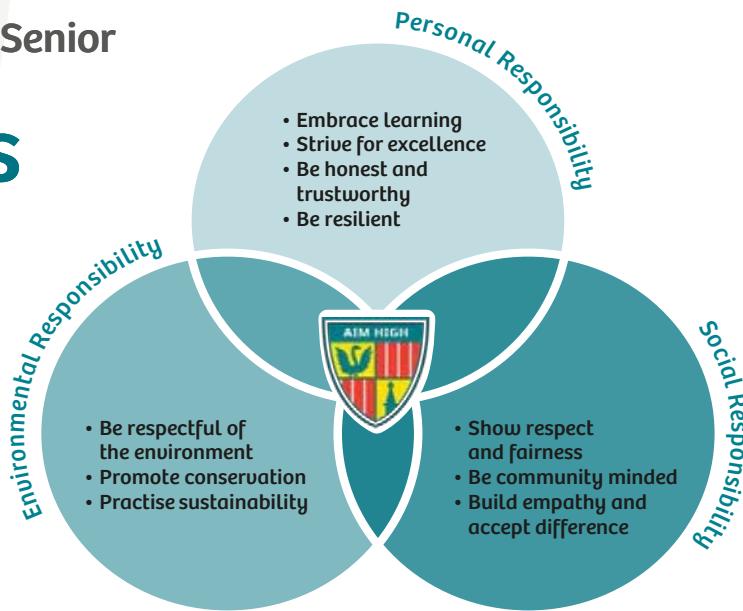
## **Information Booklet**

**An Independent Public School  
A School of Opportunity**



# OUR VISION

## Churchlands Senior High School values



"We respectfully acknowledge the past and present traditional custodians of this land on which we are meeting, the Whadjuk Noongar people. It is a privilege to be learning on Whadjuk Noongar country.

We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia."

## COMMUNICATION

Churchlands Senior High School is committed to open, honest and timely communication. We are also committed to communication being respectful, measured, sensitive and constructive. We aim to strengthen the positive partnership between parents and the school, to enhance the wellbeing and learning opportunities for our students.

Our preferred method of communication with prospective and current parents is via email. Where possible we will endeavour to respond to your email within a 48 hour timeframe, but please be mindful that teachers may not respond to emails until after the school day. When on leave, staff will activate an auto-reply message detailing relevant leave dates. If the matter is urgent, the preferable method of communication is via the main school phone number.

## MENTALLY HEALTHY SCHOOL



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# AN INDEPENDENT PUBLIC SCHOOL

**Kate Grayson**  
**Principal**

Churchlands SHS became an Independent Public School (IPS) at the commencement of 2011 and has since been subject to two rigorous external reviews. In each case these reviews (available on our website) have resulted in many commendations which is, and has been an indication of the outstanding work of our teachers and testament to a range of opportunities that Churchlands students are exposed to.

During this period Churchlands has cemented a culture of excellence in both endeavour and outcomes mixed with a sense of pride within the school community. Staffing autonomy has ensured that when vacancies arise, not only does the school consider expertise in the field of need from applicants, but also whether or not an applicant is a good fit to ensure the maintenance of existing culture at Churchlands SHS. It is through such IPS autonomy the school is able to maintain a focus at all times in striving for the best possible outcomes for all of our students, not only those with aptitude but also those with identified needs. Churchlands employs a House system based on the four "Beaches" which underpins our strategic approach to maximise pastoral care. We work on the premise that when our students attend school and they feel happy and safe, then and only then will optimal learning take place.

As an independent Public School Churchlands was able to effectively and efficiently restructure its administration from the executive team down, an opportunity would not have been available in schools prior to 2011.

Staffing autonomy together with financial flexibilities provided by the one line budget together contribute to the school being able to provide facilities that are the envy of most private schools. Together with an empowered School Board, Churchlands has led the way in exploring and adopting initiatives, which when combined, are found in no other public school. For example our ITC network is independent of the Department of Education and provides far greater access and opportunities to students. Comparable access is only found in the top echelon of Independent Private Schools in WA. Our music facilities are the envy of every school in Australia. We have been able to negotiate the fit of new buildings in ways not previously available.

The empowerment and autonomous IPS model in Western Australia, of which we are part, is now the envy of public schools around the nation and from my experience, throughout the United States of America.

## CHURCHLANDS' AIM

Churchlands aims to develop a school community which encourages personal, social and environmental responsibilities.

The school is committed to providing a caring and supportive environment that challenges students to achieve personal excellence in all endeavours and to be active citizens of the local and global community.

Churchlands SHS Community fully supports the values embedded in the Western Australian Curriculum. We promote learning and the development of the whole child. As illustrated in our Values Visual (inside of cover page) we aim to foster and develop:

### Personal Responsibilities

- All members of the school are encouraged to embrace learning.
- Students are given opportunities to pursue academic and sporting excellence in a supportive and collaborative school community.
- The school community fosters the development of personal integrity, honesty and trust.
- Students are encouraged to develop skills to help them be resilient.

### Social Responsibilities

- The School Community aims to provide a safe environment where the beliefs, values and ideals of all community members are respected and supported.
- Our community engenders a culture where all are encouraged to be active community members locally and globally, building empathy and accepting difference.
- The school will provide the support needed by students to make informed decisions based on the principles of equity and social justice.

### Environmental Responsibilities

- The school community aims to reduce our impact on our environment, by promoting practices that reflect the values required for a sustainable future.
- Through our curriculum delivery and the provision of extra curricular programs we engender a culture of stewardship of our environment, changing attitudes, and increasing our awareness of our ecological impact on the biosphere now and into the future.

### We are a Mentally Healthy School

Churchlands Senior High School has signed up to become a part of the Mentally Healthy Schools program to promote the Act-Belong-Commit ethos throughout our whole school community. At Churchlands SHS we believe that student and staff wellbeing is one of our biggest priorities, and that to work to the best of our ability, we need to keep mentally healthy.

Act-Belong-Commit is a mental health promotion campaign that encourages everyone to take action to protect and promote their own mental wellbeing. Visit the link below for a list of extracurricular activities that students can participate in at Churchlands SHS <https://www.churchlands.wa.edu.au/my-churchlands/student-services/student-wellbeing>

# GENERAL 2026 STAFF PROFILE

## MANAGEMENT

Principal  
Associate Principal Senior Secondary  
Associate Principal Middle Secondary  
Associate Principal Junior Secondary  
Associate Principal – Admin Systems  
Associate Principal – Human Resources  
Manager Corporate Services

Mrs Kate Grayson  
Mr Hagop Boyadjian  
Mrs Jayne Kitto  
Mr Paul Siwek  
Mrs Deborah Hoy  
Mr Rick Johnston  
Mrs Arlene Thomas

## SCHOOL CAPTAINS

School Captain  
School Captain

Serena Ko  
Kalani Brack

## HEADS OF LEARNING AREAS

English  
Mathematics  
Science  
Humanities and Social Science  
Health and Physical Education  
Languages  
Music  
Technologies  
The Arts

Ms Susan Wilson  
Mr Allan Bertram  
Mr Sam Elias  
Ms Larissa Kool  
Mr Chris Van Maanen  
Ms Christine Fontaine  
Mr Glenn Robinson  
Ms Lisa Barlow  
Mrs Sharon Andrews

## HEAD OF YEAR COORDINATORS

Head of Year 7  
Head of Year 8  
Head of Year 9  
Head of Year 10  
Head of Year 11  
Head of Year 12

Ms Tara Dullabh  
Ms Clare Metcalfe  
Mr Aaron Carroll  
Mr Ricki Cocliff  
Ms Megan Lebihan  
Mr Andy Chapman

## CURRICULUM PROGRAM COORDINATORS

Aboriginal Education Coordinator	Ms Rochelle Coleman
Academic Extension Teaching and Learning	Ms Leah Anthony (AEP)
Science, Technology, Engineering, Maths	Dr Grant Pusey (STEM)
Technology and Communication Manager	Mr Mohammad Mannan
Teaching and Learning	Ms Kym Lucchesi

## STUDENT SERVICES

Careers Development Practitioner	Mr Iain McAlpine
VET Coordinator	Mr Tim Morton
Program Coordinator Learning Support	Ms Claire Shoebridge
Learning Support Coordinators	Mr David Cox (Year 12) Ms Emma Ford (Year 12) Ms Jane Price (Years 10 - 12) Ms Kate Murray (Year 7 - 8) Ms Emma Lawson (Year 9) Ms Nat Eaton (ASDAN)
School Psychologists	Mrs Amanda Morton (Junior) Mrs Abby Standish (Middle) Mr Yonty Hodgetts (Senior)
Student Support Coordinator Engagement and Transitions	Mrs Katherine Mosele
Student Support Officer Mental Health	TBC
Chaplains	Mr James Norris Ms Natalie Fergusson
Community Service Coordinator	Ms Christina Kolodij

	Brighton	Floreat	Scarborough	Trigg
Year 7	Ms Amber Lawrence	Ms Amber Lawrence	Mr Samuel Wilson	Mr Samuel Wilson
Year 8	Ms Angela Tsonis	Ms Angela Tsonis	Mrs Lee Ellis	Mrs Lee Ellis
Year 9	Mrs Kristel Hawksworth	Mrs Kristel Hawksworth	Mr Sam Martyn	Mr Sam Martyn
Year 10	TBC	TBC	Ms Rebecca Killeen	Ms Rebecca Killeen
Year 11	Ms Clare McFarlane	Ms Clare McFarlane	Mr Rory McDonough	Mr Rory McDonough
Year 12	Mr Robert Dodd	Mrs Liz McDonough	Ms Sandra Boujos	Mr Lee Coumbe

## 2026 Important Dates

### School Dates for Students

Term 1	Monday 2 February	Thursday 2 April
Term Break	Friday 3 April	Sunday 19 April
Term 2	Monday 20 April	Friday 3 July
Term Break	Saturday 4 July	Sunday 19 July
Term 3	Monday 20 July	Friday 25 September
Term Break	Saturday 26 September	Sunday 11 October
Term 4	Monday 12 October	Friday 18 December

Public Holidays		No School for students	
Australia Day	26 January (Monday)	29 & 30 January	Thursday & Friday
Labour Day	2 March (Monday)	20 March	Friday
Anzac Day	27 April (Monday)	28 April	Tuesday
WA Day	1 June (Monday)	20 July	Monday

Significant School Events	
Parent Teacher Interviews	Thursday 26 March/Thursday 27 August
'A' Grade Swimming Carnival	Tuesday 10 March
Photo Day/s	Friday 27 February, Thursday 5 March Catch up Wednesday 18 March
Year 12 Ball	Friday 20 March
School Drama Production	Friday 1 May to Saturday 2 May
Community Art Exhibition	TBC
Year 11 & 12 Semester 1 Exams	Monday 25 May to Friday 5 June
Year 12 Mock WACE Exams	Monday 14 to Thursday 24 September
'A' Grade Interschool Athletics Carnival	Wednesday 21 October
Year 12 Presentation Ceremony	Thursday 19 November
Year 11 Semester 2 Exams	Monday 2 to Friday 13 November
WACE Exams	Wednesday 28 October to Wednesday 18 November
Year 9 Exams	Wednesday 25 November to Monday 30 November
Year 10 Exams	Thursday 19 to Wednesday 25 November
Churchlands Christmas Concert	Friday 4 December

Bell Times				
<b>Warning Siren</b>	<b>8.55am</b>			
Form	9.00am	to	9.10am	10 mins
Period 1	9.10am	to	10.10am	1 hour
Period 2	10.10am	to	11.10am	1 hour
Break 1	11.10am			30 mins
Period 3	11.40am	to	12.40am	1 hour
Period 4	12.40pm	to	1.40pm	1 hour
Break 2	1.40pm			20 mins
Period 5	2.00pm	to	3.00pm	1 hour
<b>Students depart</b>	<b>3.00pm</b>			

# Uniform Shop

Hours <i>(Term time only)</i>	Tuesday 8.30am - 4.00pm Thursday 12.30pm - 5.00pm
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Please note the uniform shop is not open during school holidays, public holidays or pupil free days.

Contact details:  
Phone 9441 0402  
Email: uniformshop@churchlandspc.com.au



# ASSESSMENT POLICY

## YEARS 7-10

### POLICY STATEMENT

To provide guidelines so that students, parents/guardians and staff are aware of their responsibilities in the assessment and reporting process across Years 7-10.

### 2. POLICY SCOPE

Assessment and Reporting are an integral part of the school Teaching and Learning Program which is guided by the School Curriculum and Standards Authority (SCSA) and the Pre-Primary to Year 10 Western Australian Curriculum and Assessment Outline.

In accordance with the Western Australian Curriculum, assessment procedures must be fair, valid, explicit, educative and comprehensive.

### 3. PROCEDURES AND RESPONSIBILITIES

#### 3.1 Student Responsibilities

It is the student's responsibilities to:

- Complete all prescribed work by the due date.
- Meet all assessment deadlines.
- Maintain a good record of attendance, conduct and progress.
- Proactively contact teachers regarding absences, missed assessments, extension requests and other assessment-related issues.
- Maintain a portfolio if required by the Learning Area. Ensure it is up to date and presented to parents/guardians for comment and signing as requested by the Learning Area.
- Inform the Learning Support Coordinator of disabilities, learning difficulties, injuries or cultural beliefs that may affect learning or assessment outcomes. Claims for special consideration must be accompanied by appropriate evidence in a timely manner.

#### 3.2 Teacher Responsibilities

It is the responsibility of teachers to:

- Develop a Teaching and Learning Program that adheres to the current Western Australian Curriculum and Assessment Outline.
- Provide students with a written or online assessment outline at the start of the subject, including an overview of assessment tasks and their timing.
- Ensure assessments are fair, clear, valid, reliable, educational, and comprehensive.
- Adhere to all aspects of the Learning Area Policy.
- Provide feedback on assessment tasks within

10 school days, including the standards used for assessment.

- Maintain accurate records of student achievement and assessment.
- Use student achievement information to inform future learning programs.
- Organise and maintain student portfolios containing scheduled assessment tasks, providing access and copies as requested.
- Meet school and external assessment and reporting deadlines.
- For students with a disability staff will work with the Learning Support Coordinator in the development of Individual Education Plans (IEP). If required staff will provide differentiated curriculum and assessments for students that will be negotiated with the student and their parent/guardian.

#### 3.3 Absence from Class/Missed Work

Absences diminish a student's ability to reach their full potential, with extended absences leading to lower achievement levels. Prolonged absences may prevent a student from meeting the requirements of a subject or course.

##### i) Scheduled Assessment Tasks as indicated in the Assessment Outline

An absence from a scheduled assessment task must be supported by an acceptable explanation (e.g. a phone call or email from a parent/guardian), with the school notified before or on the day of the absence. If an acceptable reason is provided and the student is unable to complete the assessment, a standardised mark is awarded at the end of the semester. Without an acceptable explanation, a zero will be recorded in SEQTA. Exceptional circumstances will be considered, and a medical certificate is required for ongoing absences from scheduled assessments.

##### ii) Prolonged Absence

If a student cannot attend school for an extended period due to injury or illness, the school will make every effort to support the student's learning program. Support from the School of Special Education Needs: Mental and Medical Health or SIDE may be arranged if appropriate. Parents/guardians must inform the school in such circumstances.

##### iii) Family Holidays

Parents/guardians must notify the school prior to taking holidays during term time. The school does not support family holidays during term, as extended absences impact student learning and progress. No special arrangements will be made for missed work. If a student misses an examination or scheduled assessment due to a family holiday, a zero will be recorded for that task.

For other internal assessments affected by family holidays, parents/guardians may apply to the class teacher for special consideration to submit tasks early. Decisions on such requests are made by the Head of Learning Area.

### 3.4 Changing Courses

Generally, students cannot be given credit for work not completed in the course. However, where possible:

- Students are given the opportunity to complete missed assessments to gain credit.
- Recognition of comparable achievement is given and credit granted.

Where a student changes school during a school year, credit for the completion of work in the same course is given upon the student and/or previous school supplying appropriate evidence. If this is not possible, the teacher will use all possible means to arrive at a grade which is appropriate to the student's ability.

### 3.5 Late/Non-Submission of Work

Students may apply to their class teacher for an extension to complete assignments, oral presentations, or other tasks. Applications must be made before the due date, and evidence (e.g. medical or personal reasons) may be required.

If the teacher accepts the reasons for late or non-submission, they may:

- Grant an extension to complete the task without penalty.
- Exempt the student from the assessment.
- In exceptional cases, with approval from the Associate Principal or Head of Learning Area, provide an estimated achievement based on prior performance.

Penalties for Late Submission:

- 1 school day late: 10% reduction
- 2 school days late: 20% reduction
- 3 school days late: Mark of zero

### 3.6 Students requiring special consideration

At the start of each academic year, parents/guardians of students with permanent or temporary disabilities and/or specific learning needs will be invited to apply in writing for special consideration during timed assessments.

Parents/guardians of students with a new diagnosis should contact the Learning Support Coordinator as soon as possible.

Parents/guardians of students with cultural beliefs that may affect participation in regular tasks must inform the class teacher beforehand to allow time to arrange alternatives. Where too much of the course is affected, parents/guardians should consult the relevant Associate Principal to explore more suitable course options.

### 3.7 Cheating, Collusion and Plagiarism

Academic integrity is an important aspect of education. Academic misconduct refers to dishonest or unfair conduct in relation to work submitted as part of a scheduled assessment. All work in a scheduled assessment must be the student's own.

If it is demonstrated that a student has cheated, colluded or plagiarised in an assessment, the following penalties apply:

- i) A mark of zero for the assessment.
- ii) A mark of zero for the part of the assessment where plagiarism or cheating is identified.

Collusion is when students work together to submit work that was required to be done independently.

If it is demonstrated that a student has provided or gained an unfair advantage through collusion, penalties will be applied to all students involved.

Plagiarism occurs when a student uses someone's words or ideas without proper acknowledgement. Types of plagiarism include but are not limited to:

- i) Using material generated by Artificial Intelligence (AI) including Generative AI and related tools in assessments.
- ii) Copying material exactly without citing the source, including from the internet or from another student without their knowledge.
- iii) Failing to acknowledge words, phrases, or ideas quoted or paraphrased from an original source.

In all instances of cheating, collusion or plagiarism, parents/guardians are informed.

### 3.8 Examinations

Students in Years 9 and 10 sit exams in English, Humanities and Social Sciences, Languages, Mathematics, Music, and Science to prepare for senior school examinations and practise long-term recall. Year 10 exams are 90 minutes long, while Year 9 exams are one hour. Students must follow the examination regulations provided with the timetable. Breaches incur appropriate penalties.

- Attend all scheduled examinations.
- Wear full school uniform to all examinations.
- misadventure form if they cannot attend an exam. This form is available from the front office and the school website and must be submitted on the day of the exam or immediately afterwards.
- Generally, students are encouraged to sit the exam if possible. Marks may be adjusted or estimated depending on the circumstances.
- A medical certificate is required for illness, and an independent witness is needed for a misadventure.

### 3.9 Reporting

#### i) Ongoing Feedback

Students will be kept informed of their progress throughout their enrolment in a subject or course. Both students and parents/guardians will be informed when it is identified that there is a risk of:

- Non completion of the course work.
- Students not achieving their potential.
- A grade of 'D' or less is likely in formal reports.

Parents/guardians are typically informed when their child performs below the expected standard in an assessment task. Teachers will also respond to requests for information regarding the student's achievement compared to their peer group. This information is accessible via SEQTA Parent Login.

#### ii) Formal School Reports

Formal reports are issued at the end of Semester 1 and 2 each year and show achievement against set criteria or standards. Academic achievement is reported in grades from A to E, reflecting Western Australian achievement standards.

Note: Formal Year 7-10 School Reports may also include C+ or B+ grades to indicate that a student is approaching the next level of achievement. An A+ grade signifies that the student is performing at the highest level for that grade.

#### iii) National and Statewide Assessments

Students in Year 7 and 9 sit National Assessment Plan for Literacy and Numeracy (NAPLAN) each school year. Students who have not achieved the cut point score in Year 9 NAPLAN must sit the Online Literacy and Numeracy Assessment (OLNA) over Years 9-12 until the standard is met. To meet Western Australian Certificate of Education (WACE) requirements, students must meet the Literacy and Numeracy Standard. The school will provide parents/guardians with reports from national and statewide assessments and offer opportunities for discussion with teachers.

# ASSESSMENT POLICY

## YEARS 11-12

### POLICY STATEMENT

To provide guidelines so that students, parents/guardians and staff are aware of their responsibilities in the assessment and reporting process across Years 11-12.

### 2. POLICY SCOPE

Assessment and Reporting are an integral part of the school Teaching and Learning Program which is guided by the School Curriculum and Standards Authority (SCSA) and the Year 11 and Year 12 Western Australian Certificate of Education (WACE) manual.

In accordance with the Western Australian Curriculum, assessment procedures must be fair, valid, explicit, educative and comprehensive.

### 3. PROCEDURES AND RESPONSIBILITIES

#### 3.1 Student Responsibilities

It is the student's responsibilities to:

- Complete all prescribed work by the due date.
- Meet all assessment deadlines.
- Maintain a good record of attendance, conduct and progress.
- Proactively contact teachers regarding absences, missed assessments, extension requests and other assessment-related issues.
- Maintain a portfolio if required by the Learning Area. Ensure it is up to date and presented to parents/guardians for comment and signing as requested by the Learning Area.
- Inform the Learning Support Coordinator of disabilities, learning difficulties, injuries or cultural beliefs that may affect learning or assessment outcomes. Claims for special consideration must be accompanied by appropriate evidence in a timely manner.

#### 3.2 Teacher Responsibilities

It is the responsibility of teachers to:

- Develop a Teaching and Learning Program that adheres to the current SCSA and Department of Education Curriculum guidelines.
- Provide students with a written or online assessment outline at the start of the subject, including an overview of assessment tasks and their timing.
- Inform students of the value and weighting of each assessment in line with SCSA requirements.
- Ensure assessments are fair, clear, valid, reliable, educational, and comprehensive.
- Adhere to all aspects of the Learning Area Policy.
- Provide feedback on assessment tasks within 10 school days, including the standards used for assessment.
- Maintain accurate records of student achievement and assessment.
- Use student achievement information to inform future learning programs.
- Organise and maintain student portfolios containing scheduled assessment tasks, providing access and copies as requested.

- Meet school and external assessment and reporting deadlines.
- Collaborate with the Learning Support Coordinator for students with a diagnosed disability, to implement strategies outlined in the Student Profile and/or Individual Education Plan. When necessary, teachers will provide assessments in accordance with the SCSA Equitable Access to Assessment Guidelines, with arrangements negotiated with the student and their parent/guardian.

#### 3.3 Absence from Class/Missed Work

Absences diminish a student's ability to reach their full potential, with extended absences leading to lower achievement levels. Prolonged absences may prevent a student from meeting the requirements of a subject or course.

##### i) Scheduled Assessment Tasks as indicated in the Assessment Outline

An absence from a scheduled assessment task must be supported by an acceptable explanation (e.g. a phone call or email from a parent/guardian), with the school notified before or on the day of the absence. If an acceptable reason is provided and the student is unable to complete the assessment, a standardised mark is awarded at the end of the semester. Without an acceptable explanation, a zero will be recorded in SEQTA. Exceptional circumstances will be considered, and a medical certificate is required for ongoing absences from scheduled assessments.

##### ii) Prolonged Absence

If a student cannot attend school for an extended period due to injury or illness, the school will make every effort to support the student's learning program. Support from the School of Special Education Needs: Mental and Medical Health or SIDE may be arranged if appropriate. Parents/guardians must inform the school in such circumstances.

##### iii) Family Holidays

Parents/guardians must notify the school prior to taking holidays during term time. The school does not support family holidays during term, as extended absences impact student learning and progress. No special arrangements will be made for missed work. If a student misses an examination or scheduled assessment due to a family holiday, a zero will be recorded for that task.

For other internal assessments affected by family holidays, parents/guardians may apply to the class teacher for special consideration to submit tasks early. Decisions on such requests are made by the Head of Learning Area.

#### 3.4 Changing Courses

Generally, students cannot be given credit for work not completed in the course. However, where possible:

- Students are given the opportunity to complete missed assessments to gain credit.
  - Recognition of comparable achievement is given and credit granted.
- grade which is appropriate to the student's ability.

### 3.5 Late/Non-Submission of Work

Students may apply to their class teacher for an extension to complete assignments, oral presentations, or other tasks. Applications must be made before the due date, and evidence (e.g. medical or personal reasons) may be required.

Note: Failure to complete assessments may result in a student losing their Good Standing status.

If the teacher accepts the reasons for late or non-submission, they may:

- Grant an extension to complete the task without penalty.
- Exempt the student from the assessment.
- In exceptional cases, with approval from the Associate Principal or Head of Learning Area, provide an estimated achievement based on prior performance.

Penalties for Late Submission:

#### i) Australian Tertiary Admissions Rank (ATAR) Courses

- 1 school day late: 10% reduction
- 2 school days late: 20% reduction
- 3 school days late: Mark of zero

#### ii) General Courses

- 1 school day late: 10% reduction
- 2 school days late: 20% reduction
- 3 school days late: 30% reduction

Students in General courses who submit assessments after this time may receive a maximum of 50%, limiting them to a C grade.

#### iii) Certificate Courses

Students completing a Certificate course must demonstrate progress throughout the school year. Teachers must provide a delivery plan outlining when Units of Competency must be completed. Failure to complete a required Unit of Competency without a valid reason may result in a loss of Good Standing.

### 3.6 Students requiring special consideration

At the start of each academic year, parents/guardians of students with permanent or temporary disabilities and/or specific learning needs will be invited to apply in writing for special consideration during timed assessments.

The granting of Equitable Access to Assessments is not automatic and depends on the provision of medical and/or psychological evidence. Parents/guardians of students with a new diagnosis should contact the Learning Support Coordinator as soon as possible.

Parents/guardians of students with cultural beliefs that may affect participation in regular tasks must inform the class teacher beforehand to allow time to arrange alternatives. Where too much of the course is affected, parents/guardians should consult the relevant Associate Principal to explore more suitable course options.

### 3.7 Cheating, Collusion and Plagiarism

Academic integrity is an important aspect of education. Academic misconduct refers to dishonest or unfair conduct in relation to work submitted as part of a scheduled assessment. All work in a

scheduled assessment must be the student's own.

If it is demonstrated that a student has cheated, colluded or plagiarised in an assessment, the following penalties apply:

- A mark of zero for the assessment.
- A mark of zero for the part of the assessment where plagiarism or cheating is identified.

Collusion is when students work together to submit work that was required to be done independently.

If it is demonstrated that a student has provided or gained an unfair advantage through collusion, penalties will be applied to all students involved.

Plagiarism occurs when a student uses someone's words or ideas without proper acknowledgement. Types of plagiarism include but are not limited to:

- Using material generated by Artificial Intelligence (AI) including Generative AI and related tools in assessments.
- Copying material exactly without citing the source, including from the internet or from another student without their knowledge.
- Failing to acknowledge words, phrases, or ideas quoted or paraphrased from an original source.

In all instances of cheating, collusion or plagiarism, parents/guardians are informed.

### 3.8 Examinations

Students must follow the examination regulations provided with the timetable. Breaches incur appropriate penalties.

- Attend all scheduled examinations.
  - Wear full school uniform to all examinations.
  - In exceptional circumstances, alternative arrangements may be made through the relevant Associate Principal.
  - Unexplained absences will result in a score of zero.
- i) Sickness/Misadventure Procedures for Exams
- The sickness/misadventure provisions apply to students who perform below expectations or are unable to sit an exam due to illness or unforeseen circumstances.
- Students must complete a sickness/misadventure form if they cannot attend an exam. This form is available from the front office and the school website and must be submitted on the day of the exam or immediately afterwards.
  - Generally, students are encouraged to sit the exam if possible. Marks may be adjusted or estimated depending on the circumstances.
  - A medical certificate is required for illness, and an independent witness is needed for a misadventure.

### 3.9 Reporting

#### i) Ongoing Feedback

Students will be kept informed of their progress throughout their enrolment in a subject or course. Both students and parents/guardians will be informed when it is identified that there is a risk of:

- Non completion of the course work.
- Students not achieving their potential.
- A grade of 'D' or less is likely in formal reports.

Parents/guardians are typically informed when their child performs below the expected standard in an assessment task. Teachers will also respond to requests for information regarding the student's achievement compared to their peer group. This information is accessible via SEQTA Parent Login.

#### ii) Formal School Reports

Year 11 students receive a formal report at the end of both Semester 1 and Semester 2.

Year 12 students receive a report at the end of Semester 1 and a Statement of Results at the end of Semester 2.

- Year 11 and 12 ATAR courses show a grade, a course percentage, and an exam percentage.
- Year 11 and 12 General courses show a grade and percentage.
- Year 11 and 12 Certificate courses include a comment reflecting progress towards competency.
- The Year 12 Statement of Results shows a grade and course percentage.

#### iii) National and Statewide Assessments

Students who have not achieved the cut point score in Year 9 NAPLAN must sit the Online Literacy and Numeracy Assessment (OLNA) over Years 9-12 until the standard is met. To meet WACE requirements, students must meet the Literacy and Numeracy Standard. The school will provide parents/guardians with reports from national and statewide assessments and offer opportunities for discussion with teachers.

#### iv) SCSA and Year 11 and 12 Courses

• Senior secondary students aim to achieve their Western Australian Certificate of Education (WACE). Schools must submit a grade of A, B, C, D, or E for each course a student is enrolled in.

- All Senior Secondary Courses at Churchlands SHS are offered as year-long courses made up of pairs of units.
- The final grade and percentage mark for each student, covering both units, is submitted to SCSA. The grade and mark provided in the Semester 1 report are interim results and may be subject to change.

ATAR courses include compulsory external examinations set by SCSA. As part of WACE requirements, all students must sit these external examinations.

Year 12 General courses include a compulsory Externally Set Task (EST), which is worth 15% of the final assessment. The EST is completed in Term 2 and based on Unit 3 syllabi. Exact content areas will be published at the start of the academic year.

### 3.10 Appeals Against School Assessment

The use of grades for certification and marks for calculating the ATAR requires a high level of school accountability. Students have the right to appeal their assessments. Schools must:

- Provide students with clear details of the procedures used for assessment and grading.
- Inform students of their final grades and/or numerical school assessments before submitting this information to SCSA.
- Offer students the opportunity to query their grades and numerical assessments for each course before the end of the school year.
- Explain how students may lodge an appeal against their school assessments.

If a student is dissatisfied with an assessment decision, they should first discuss the matter with the class teacher. If the issue remains unresolved, the student may take their concern to the Head of Learning Area or Teacher-in-Charge for review, and if necessary, to the Associate Principal, who will conduct a formal documented assessment review. Students may appeal to SCSA after this step.

The information provided is accurate as of March 2025, in accordance with details from SCSA.

# CHURCHLANDS SHS ICT STUDENT ACCEPTABLE USE POLICY

The school's ICT resources exist to provide access to curriculum related information. By using these resources students are agreeing to use computers, the network, the Internet and peripherals in a responsible and appropriate manner.

If you use the online services of the Department of Education YOU MUST AGREE to the following rules. Infringement will mean cancellation of network privileges for a period of time. Additional disciplinary action may also be taken.

- I will ask the permission of a staff member to access ICT resources.
- I will follow the instructions of teachers.
- I will only use online services for purposes which support my learning and educational research.
- I will always bring a fully charged laptop to school.
- I accept that I can not charge my laptop at school.
- I will not reveal personal information, including names, addresses, photographs, credit card details and telephone numbers of myself or others.
- I will use online facilities (including emails) in an appropriate manner and not access, send or redistribute inappropriate materials. Examples of inappropriate content include violent, racist, sexist, pornographic, offensive, disturbing or intimidating content. Also content that encourages dangerous or illegal activity, downloading files (games, music, programs etc), chatting with friends (backwards and forwards), sending games, or inappropriate links.
- I will not attempt to access inappropriate material online or try to access Internet sites that have been blocked by the school or the Department of Education.
- If I find any information that is inappropriate or makes me feel uncomfortable, I will tell a teacher about it.
- I will use my device for educational activities and not leisure while at school.
- I will not use the Department's online services for personal gain or illegal activity, to bully, offend or intimidate others or send inappropriate materials including software that may damage computers, data or networks.
- Storage devices (this also includes web based email attachments) must be scanned for viruses. I will be courteous and use appropriate language in all Internet communications. I will make sure that any email that I send or any work that I wish to have published is polite, carefully written and well presented.
- I will abide by copyright law, ensuring that I will not copy and/or distribute another's work without correctly acknowledging them. I will not use or distribute material from another source unless authorised to do so by the copyright owner.
- I will not damage or disable the computers, computer systems or computer networks of the school, the Department of Education or any other organisation.
- I will not alter any file or application on the computer. I will report any damage I notice to any ICT resources to my teacher.
- I will use my own username to logon to the network. I will not access other people's online services accounts.
- I will not give anyone my password and I will not let others use my online services account. I understand that I am responsible for all activity in my online services account. I will tell my teacher if I think someone has interfered with or is using my online services account.
- When I have finished using a computer I will log off. It is my responsibility to ensure my user account is secure. I understand that the school and the Department of Education may monitor any information sent or received and can trace activity to the online services accounts of specific users.
- I understand that I will be held responsible for my actions while using online services and for any breaches caused by allowing any other person to use my online services account.
- I will always abide by the Students Online in Public Schools policy.
- I will bring my laptop to school everyday fully charged and with up to date software.
- I will always keep an up to date backup of my work that is saved somewhere other than my school laptop.
- I understand I may be held legally liable for offences committed using online services.
- I will not record audio/video of students or staff without their permission.
- I will only connect officially approved devices to the school network.
- I have read and agree to the use of the websites and applications as stated in the Third party websites & apps list available on the school website.

*Use of Student Personal Devices: Devices not purchased by the school and/or maintained by the school e.g. personal computer, smart phone, wireless devices etc are not supported by ICT staff, unless there are exceptional circumstances and approved by the appropriate Associate Principal and Learning Support Coordinator.*  
*ICT SUPPORT To access ICT support, students may visit the ICT office before school, at recess and at lunch times.*

# HOMEWORK POLICY

## 1. POLICY STATEMENT

To provide guidelines and expectations for Churchlands Senior High School (Churchlands SHS) students to undertake homework from Year 7 through to Year 12.

## 2. POLICY SCOPE

Homework is considered a significant part of the learning program for all students, although the commitment and complexity can vary with the needs of students and their phase of development. All educational research shows that such consolidation increases both long and short-term retention of facts, concepts and processes.

## 3. DEFINITIONS

“Homework” is a generic term; it describes any of the following:

- set homework,
- continuing with project work,
- finishing class work,
- preparing ahead,
- preparation of study notes,
- memory work on notes,
- self-testing for assessments,
- reading and/or researching,
- organisation of files, and
- the practice of new skills.

## 4. PROCEDURES

Churchlands SHS students are expected to work approximately five nights per week and can never say they have nothing to do. Students in English, Humanities & Social Sciences, Mathematics, Science and Languages will usually expect homework up to four times per week from these subjects. However, in some cases the work set may be of a project nature and extend over a number of nights. The expectation is that teachers of other subjects, which are not practically based, will also set homework on a regular basis.

### 4.1 Expectations

The expectation for a Year 12 WACE student is different from that of a Year 8 student and in turn is different again from that of a Year 11 VET student; the following may be used as a guide:

Year 7	4 – 6 hours per week.
Year 8	5 – 8 hours per week.
Year 9	8 – 10 hours per week.
Year 10	8 – 12 hours per week.

Year 11/12 ATAR 3 – 4 hours per ATAR course per week.

Year 11/12 non-ATAR 1 – 2 hours per week (per non-practical course).

**Please note:** that there will always be critical times when some courses require significantly more than this and at other times less.

All students are encouraged to establish a home study routine and timetable/program that suits their needs. By expecting regular homework students are made responsible for managing their particular study program so that the workload does not become unmanageable and impinge unreasonably on leisure/family time.

There is a planning sheet at the start of each term in the diary to assist and also a Study Planner template towards the back of the diary.

### 4.2 Head of Learning Area's Responsibility

4.2.1 Establish guidelines for relevant staff that ensures consistency of homework across all common classes.

4.2.2 Determine faculty based policies, consistent with the School Homework Policy, by which their staff are expected to conform.

### 4.3 Subject Teacher's Responsibility

4.3.1 Follow faculty guidelines in ensuring consistent and regular homework is set to meet the school's homework policy.

4.3.2 Follow up with those students who do not regularly do homework and communicate with parents via SEQTA.

4.3.3 Keep a record of homework set.

4.3.4 Check that set homework is completed satisfactorily and is marked. There is a variety of ways this can be achieved, depending on subjects and phase of development of students. Such methods as teacher marking, self-marking or marking by other students are all considered appropriate.

4.3.5 Respond to parent concerns.

### 4.4 Parent Guideline

4.4.1 Assist their child by providing an appropriate home study area free from distractions of noise and movement.

4.4.2 Liaise with class teachers when there are concerns about the amount and/or quality of homework.

4.4.3 Reinforce the need for students to develop a routine study timetable and help them adhere to it.

4.4.4 Contact House Coordinator with general concerns.

# OUR LIBRARY



Churchlands Library is an inviting and engaging flexible space for students to enjoy. The Churchlands Senior High School Teacher-Librarian provides support for the teaching and learning programs for teachers and students.

We select and evaluate materials for students, we assist students with the development of skills of collaborating, critical thinking, communicating and creating as well as manage the physical space of our great library.

**The Library hours are 8:30am - 3.30pm.**

**Break 1 - Recess - Year 9 - 10 students have priority for study and reading.**

**Break 2 - Lunch - Year 7 and 8 students have priority for study and reading.**

**Senior students can access the library to study and read for both Break 1 and Break 2.**

**Friday Break 1 the Library is closed.**

**(All students may access the library to borrow laptops or print.)**

You can view our resources, both print and online, using our catalogue link as well as downloading eBook's from our eBook platform Wheelers on either the school webpage or SEQTA. For information on where to access these resources and links please see Library staff.

## **Daily Loan Laptops**

All students who do not have their own laptop can borrow a laptop for a day loan from the library.

## **Reading Time**

All Year 7 and 8 students have one period fortnightly, where they will be introduced to a range of skills, both ICT and literacy related as well as time to read. This program supports literacy and ICT aspects of the general capabilities within the Western Australian Curriculum.

Students participate in book sharing chats, writing book reviews and other exciting activities all designed to encourage students to take time out and enjoy reading.

The students have access to a range of print and non-print resources. We suggest loan limits of six and our loan period is four weeks.

We encourage students to borrow over the holiday times as well. (If you damage or lose a resource please have a chat to one of the library staff.)

## **Information Skills & Online Safety**

We introduce students to digital literacy skills, how to reference correctly as well as online safety and web evaluation.

We focus on ICT capability, person and social capability and ethical understandings.

## **Makerspace Monday and BookClub**

All students are welcome Monday lunchtime to explore our wonderful activities and projects.

Our Book Club runs several times during the term. Check the notices for when.

## **Homework Club**

This is a great opportunity for students to have TIME to do their homework. The club is held in the library on Mondays til 4:00pm.

All students in Years 7 to 10 will need to sign in and must stay for the whole session.

## **Study Skills**

Churchlands has subscribed to the Online Study Skills Handbook. Some of the many topics covered by the handbook include:

- Home Study Environment
- Organisation and Filing
- Time Management Skills
- Goal Setting
- Managing Stress
- Active Studying, and
- Preparing for Exams.

**The study skills handbook can be accessed via SEQTA.**

**Elevate's Study Skills Student Portal is also available via SEQTA.**

## **Volunteering**

We encourage parents and guardians to be involved with our wonderful library and welcome any volunteer assistance, or you can just have a chat about how we can help you and your child, especially in areas of study and cyber-safety.

For further information concerning the Library, please contact us.

# PROGRAMS

## Gifted and Talented (GATE) Music Program

Established in 1972 to encourage young musical talent and raise the profile of music in the community through education. The program is the state's largest and most successful with graduates working in leading and principal positions in most high-profile national arts organisations. To enter any level of the music program students must complete tests and auditions. Those who win a place in the program undertake an intensive well-rounded course that is both practical and theoretical.

Ensemble performance is an integral part of the Churchlands music experience and the performing ensembles include choirs, concert bands, orchestras, chamber groups and guitar ensembles. The role of the instrumental and choral ensembles at Churchlands Senior High School is not only to extend the musical development of students in the music program, but also to provide support for the school and community. The students perform music in a wide range of styles, work hard as part of a disciplined team, make rewarding friendships, and travel. The program has a reputation for excellence in performance and music studies.

International music tours are a wonderful educational experience for the Years 10, 11 and 12 music students with the destination chosen for the musical opportunities it offers. Some of the places visited include Switzerland, England, Wales, Austria, France, Belgium, Hungary, the Czech Republic, Germany, Canada, USA, China, Hong Kong and Singapore. The focus of the tour might be exchanges, workshops and classes with other music schools, a competition, festival or a conference. The students are involved in many performances and have always brought credit to the school.

Such an undertaking is expensive and a considerable amount of effort from the families of participating students is needed to raise funds. It is also an enormous amount of work for the staff and the safety of the students is always the primary concern. Although participation in a tour is not compulsory, a high percentage of students do take part. Fundraising is an important aspect of the tour and information will be provided when the time comes.

## Academic Extension Program (AEP)

The Academic Extension Program is a selective entry program that provides students with higher abilities, opportunities to collaboratively learn with like students which will extend and challenge their understandings to achieve at their potential. The program fosters positive opportunities for students to engage in real life applications of their learning.

The AEP has two streams:

- Maths/Science
- Humanities and Social Science/English.

Students may participate in one or both streams. Each stream may have one or two classes. Selection of students is based on the HAST test, conducted in Year 6 for the following years intake of Year 7s. All enquiries regarding the functioning of the program

should be directed to the relevant Associate Principal.

## Workplace Learning (WL)

Workplace Learning is an Endorsed Program developed by the Schools Curriculum and Standards Authority that enables students to participate in an industry they are hoping to pursue in the future. This program provides an opportunity for a student to demonstrate and develop increasing competence in the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary for different types of work and that play a key role in lifelong learning. Developing competence in workplace skills assists an individual to gain employment, and in the longer term, to progress within the organisation or industry area in which they are employed, and to contribute successfully to the organisation's objectives and to the wider community.

The endorsed program is based on the skills, knowledge and understandings that underpin successful participation in work. These skills are documented in the Core Skills for Work Developmental Framework, developed collaboratively by the Department of Industry and the Department of Education. The Core Skills for Work encompass the Employability Skills outlined in the National Employability Skills Framework. During class time students participate in a work readiness program to best support them on their placements. Whilst on their Placements students are required to demonstrate their learning in a Skills Journal. Students who meet the requirements of the program and adhere to the Workplace Learning Policy will have their efforts contribute toward their WACE.

Workplace Learning is only available to students who are completing predominately Non ATAR subjects as the work placements are completed during the exam period.

## Vocational Education and Training (VET)

Vocational Education and Training at Churchlands SHS provides Year 11 and 12 students with opportunities to maximise the outcomes of their Secondary Education.

VET programs provide secondary school students (both tertiary and vocationally bound) with opportunities to complete part or all of a Nationally Recognised Qualification while studying towards their WACE. Students can study Vocational Education and Training (VET) courses as well as Subjects.

A number of full Certificate courses are offered at Churchlands. In 2023 these include;

- Certificate II Automotive
- Certificate IV Business
- Certificate II Hospitality
- Certificate II Music (Performance)
- Certificate III Music (Performance)
- Certificate II Sport Coaching
- Certificate II Visual Arts - CAD
- Certificate III Visual Arts - CAD
- Certificate II Workplace Skills (Business)

The school utilises external Registered Training Organisations (RTO). They are responsible for the completion of the quality assurance process for the delivery of certificate courses at Churchlands SHS.

Additional VET qualifications are also delivered to secondary students which requires students to attend TAFE or Private Training Provider one day per week as part of their normal school program. In 2023, students who attend Churchlands SHS will have the opportunity to participate in programs offered at North Metropolitan TAFE, South Metropolitan TAFE, as well as at a number of Private Training Providers such as the Master Plumbers Association and the College of Electrical Training and more.

Students can also get a head start on an Apprenticeship or Traineeship by becoming involved in a Pre Apprenticeship in Schools program (PAiS), School Based Traineeship or School Based Apprenticeship when available.

There are many benefits to students who complete nationally recognised qualifications. Completion of these courses may give them direct entry to the next qualification level at a State or Private Training Provider, University via an alternative application, make them more competitive in the employment market and give them subject equivalence for secondary graduation.

### **Endorsed Programs**

#### **Unit equivalence and/or WASSA recognition**

Successful completion of an endorsed program must be reported by the student to the school in the year it is completed. A student can accrue up to four unit equivalents from endorsed programs. Endorsed program unit equivalents will be allocated by SCSA at either Year 11 or Year 12 in the manner that best advantages the student (to a maximum of two in Year 11 and two in Year 12).

Endorsed programs contribute to the WACE minimum unit requirement and the C grade achievement standard. They do not contribute to the breadth-of-study requirement as they are not allocated to either List A or List B.

#### **Endorsed programs and the C Grade requirement**

Completed endorsed programs contribute to the WACE on a unit equivalence basis. Both VET programs and endorsed programs can contribute to the WACE C grade requirement. A C grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET programs and/or endorsed programs. Of these eight unit equivalents, a maximum of four units can be from endorsed programs (two units in Year 11 and two units in Year 12).

#### **Evidence of learning in Provider-developed endorsed programs**

On successful completion of an externally-developed endorsed program the student is required to provide a copy of the award, certificate, academic transcript or examination report to the school as evidence of learning. For quality assurance purposes the school must retain a copy of the evidence of all endorsed programs reported to SCSA.

A list of endorsed programs and their individual codes is available on the Authority website at:

<http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>

#### **Note**

Each endorsed program successfully completed by a student and reported to SCSA by the school is reported on the student's WASSA. However, any 'level' of achievement such as 'credit', 'distinction' or 'satisfactory' etc. associated with an endorsed program is not reported. Should a student exceed the maximum unit equivalence allowed for endorsed programs, these additional achievements do not contribute to the WACE requirements, but are reported on the student's WASSA.

### **Australian Football League (AFL) Program**

Churchlands SHS's Special Program for Australian Rules Football is designed to enhance students' talent and ability in the sport. It is suitable for students with a special interest in the game and applicants should have above average skills and display an exemplary attitude towards the game.

The Churchlands SHS program's partnership with the Claremont Football Club allows students to access the best facilities and coaching the region has to offer.

The program will commence in Year 7 and students can have the option of continuing through to Year 10. Each year group will be exposed to two lessons per week which will be football focused. During the warmer months, pre season will involve swimming before the emphasis is changed to skill development. On completion of the whole program, students will have gained invaluable experience in skills, strategy and game play tactics.

Selection into the Year 7 AFL Program will be through a practical trial conducted in the previous year at the end of Term 3.

Students involved in the program will have the opportunity to participate in various interschool competitions. They will also be exposed to matches against other specialist schools.

Specially designed training jumpers and shorts will be provided to students and these are to be worn throughout all training sessions at school.

### **Netball Program**

Specialist netball is designed to develop individual netball skills, basic coaching strategies and competent umpiring skills. It is suitable for students with a genuine interest for future development, with or without experience, who display an exemplary attitude towards the game. Prior involvement in junior netball experience would be beneficial but not essential.

The Netball Program is offered for Year 9 and 10 students. Those selected in the program will undertake extra sessions of specialist netball coaching in addition to a full academic program.

Students in the program will be given the opportunity to participate in interschool netball fixtures and matches against other specialist schools. Games will occur mid-week during the school term. For weekend netball, we recommend and support involvement in netball at club level. Input into the program also comes from WA Netball to ensure there is consistency with elite development.

## **Swimming Cadets Program**

The program is a combination of training in the school pool with Royal Life Saving Swim Coaches, working with Surf Life Saving WA at various beaches, and having opportunities to try other water based activities. Royal Life Saving provides a skills and technique coach who will be taking one period per week as a training session, to work on technique and fitness.

The main supporter of the program is the Department of Communities, working in conjunction with Surf Life Saving WA and Churchlands SHS. This partnership will help to add value to our program by providing funding for Surf Life Saving WA to conduct training with our students. This includes courses such as a Surf Rescue Certificate, Advanced Resuscitation and Beach Activities. It will also involve other activities such as Swim Coaching, Body Boarding, Surfing and Coral Bay Camp in Years 9 and 10.

The aim of the Swimming Cadets Program is to have students and community members trained in the ways of first aid and water safety to increase community involvement and to be of use in the event of an emergency.

## **Language Tours**

In our Languages Program, students have the opportunity to travel to China, France or Japan on cultural exchanges. Students need to have paid all their school fees and show exemplary behaviour and attendance in order to be offered a place on these overseas school tours.

Students from these countries regularly visit Churchlands SHS and are often billeted by families of current students. These exchanges provide a rich opportunity for students to develop their language skills, social network and intercultural understanding.

Please note, the school reserves the right to withdraw a student from any tour based on behaviour concerns. If this occurs when deposits are no longer refundable, parents will bear this cost.

## **Whole School Reading and Information Skills Literacy Program - Library**

Years 7 and 8 have one period a fortnight in the library to select reading materials and then time to sit and read!

Students have responsibility to record their reading on the 'logs' provided as well as to return resources when finished. Students can participate in book sharing chats, writing book reviews and other exciting activities all designed to encourage students to take time out and enjoy reading.

The students have access to a range of print and digital resources.

We encourage students to borrow over the holiday times as well. (If you damage or lose a resource please have a chat to one of the library staff.) Skills explored vary from diary use, bibliography writing to cyber-safety issues.

# STUDENT BEHAVIOUR AND GOOD STANDING POLICY

## 1. RATIONALE

Churchlands Senior High School (Churchlands SHS) aims to develop a school community that promotes commitment to personal, social and environmental responsibilities. The school provides a caring, supportive and positive environment that challenges members to pursue personal excellence in all endeavours. It is Churchlands' core values of Personal Responsibility, Social Responsibility and Environmental Responsibility that underpin our Student Behaviour and Good Standing Policy.

## 2. POLICY STATEMENT

The Student Behaviour and Good Standing Policy promotes student commitment in supporting our overarching school values of Personal, Social and Environmental responsibility.

## 3. POLICY SCOPE

The Student Behaviour and Good Standing Policy outlines the expected behaviours of students to allow them to engage with their learning and achieve to their potential. It details school guidelines and responses in managing and responding to student behaviour that does not meet these expectations.

The inclusion of Good Standing in the school behaviour plan reiterates to students the need to take responsibility for their actions and to reach their educational potential (as outlined in the "Let's take a stand together" Department of Education Policy).

## 4. DEFINITIONS

**Classroom Management:** The commonly accepted practices to minimise negative behaviours and maximise engagement.

**Engagement:** A balance between safety and accountability. Safe classrooms are where students feel like they can risk failure, accountable classrooms are where students are required to participate fully in the learning experience.

**Low-level behaviour:** Behaviour exhibited by students which are usually in an effort to have a need met; calling out, talking out of turn, lack of work completion, etc.

Low-level behaviours can be easily managed by the classroom teacher using a range of low-key skills.

**Low Key Skills:** Staff responses to behaviour which may be effective in resolving minor student misbehaviour, eg proximity, the look, minimal verbal, greeting etc.

**Severe Behaviour:** Behaviours which are severe in nature and require intervention from Senior Leadership and appropriate consequences.

**SEQTA:** Churchlands SHS online record-keeping and school management system.

**Good Standing:** All students start the school year with Good Standing. Having Good Standing allows a student to participate in extra-curricular activities. Students lose their Good Standing if they are in breach of a number of the school rules, outlined in the policy below. The Good

Standing Policy outlines the stages of Good Standing and how to regain Good Standing once lost.

HOY/HOLA: Head of Year/Head of Learning Area.

## 5. BEHAVIOUR EXPECTATIONS

Churchlands SHS is committed to reinforcing and teaching positive behaviours, in and out of the classroom.

The school promotes a positive classroom environment, where teachers build a positive relationship with students through engaging curriculum, acknowledging and responding to positive student outcomes through verbal communication and SEQTA communication, and the use of low-key responses and other classroom management strategies to prevent and respond to low level behaviours.

Student expectations at Churchlands SHS are:

1. With the exception of laptops, electronic devices are to be turned off and/or away.
2. Follow the instructions of Churchlands SHS staff at all times.
3. Arrive for class on time with the necessary equipment.
4. Raise your hand to gain the attention of your teacher.
5. Be respectful of yourself and others both in and outside the classroom.
6. Work to the best of your ability.

### 5.1 RESPONDING TO BEHAVIOUR - IN CLASS

#### 5.1.1 Low-Level Behaviour

Low-level misbehaviour will be dealt with, by the classroom teacher using a range of classroom management and low-key skills, and recorded on the school's online system (SEQTA) by the classroom teacher. If low-level behaviour issues continue, the teacher will liaise with the Head of Learning Area who can mediate between the student and teacher. If not resolved, the issue will be passed on to the Head of Year for action. The student's House Coordinator will be informed, who will monitor future behaviour.

Continual low-level misbehaviour will result in a loss of Good Standing, at the discretion of the Head of Year, after interventions by Student Services have been unsuccessful.

#### 5.1.2 Severe Behaviour

Behaviour of a severe nature, in or outside the classroom, will be referred directly to the Head of Learning Area or Head of Year. This may result in withdrawal from classes or normal school activities, suspension, or in extreme cases, exclusion. Examples of severe behaviours, which will result in immediate suspension are inclusive of, but not limited to:

- Physical aggression towards staff or students (fighting and recording or sharing fights)
- Abuse, threats, harassment or intimidation of staff or students (continued) bullying of other students and swearing at or threatening/intimidating a staff member)
- Damage to or theft of property (stealing, graffiti and

other vandalism)

- Violation of code of conduct or school rules (refusing the reasonable request of a Head of Learning Area, Head of Year, Associate Principal or Principal and failure to adhere to any of the school's behaviour expectations)
- Possession, use or supply of illegal substances or objects (possessing, supplying or using/being under the influence of vapes, cigarettes, marijuana, alcohol or other drugs)
- E-breaches (inappropriate access of school technology and continued electronic device violations).

### 5.1.3 Positive Behaviour

Classroom teachers are encouraged to respond to behaviour in a 4:1 ratio-four positive behaviour responses to one negative behaviour response. Ensuring students are praised for their efforts is crucial to improving a range of student outcomes, importantly their sense of belonging, accomplishment, and overall selfworth. Positive responses can include, but are not limited to:

- Minimal verbal praise (well done) - can be responded covertly or overtly
- Non-verbal acknowledgement (thumbs up)
- Written acknowledgement (on a summative or formative piece of work)
- SEQTA communication (House Award, Churchlands Champion)
- Phone call home to parents
- Other positive rewards as negotiated by classroom teacher

The school promotes publicly acknowledging students for their positive behaviour through Year assemblies, held once a term.

### 5.2 RESPONDING TO BEHAVIOUR - OUT OF CLASS

Behaviour that occurs out of class time (before and after school, Recess, Lunch) will be managed and recorded on SEQTA by the duty teacher who saw the behaviour occur. This could include disrespectful behaviours such as littering, ignoring a teacher, being rude to staff or peers, swearing or cutting in line at the Canteen/Bus. Failure to adhere to staff consequence will result in a Head of Year following up with the student.

Consequences could include, but are not limited to, litter duty, detention, discussion/reprimand and/or parental and House Coordinator contact. Positive behaviour can be rewarded using any of the examples given in point.

Negative behaviour which occurs off school site whilst a student is in school uniform and/or on school-authorised events or transport will be deemed as damaging the 'good order and reputation' of the school and will be investigated by the relevant Head of Year, who will apply appropriate consequences and support.

### 6. PARTICIPATION AND WORK COMPLETION

All students must demonstrate a willingness to engage in all learning and assessment activities.

As per the Assessment Policy, it is the responsibility of the student to attempt and submit all assessment items. Failure to do so may result in referral to the Head of Learning Area or Head of Year as a behaviour issue. A student will lose their Good Standing if they refuse to engage in learning and assessment activities, and/or fail to submit assessment tasks by the due date. This will be at the discretion of the Head of Year, in consultation with the student's classroom teachers and Head of Learning

Areas, after attempts to support the student to meet deadlines and engage in class and assessment work have been unsuccessful.

### 7. MOBILE PHONE AND ELECTRONIC DEVICE USE

In line with the Department of Education Student Mobile Phones in Public Schools Policy v1.2, student mobile phones are not to be seen or heard between the first and last bells of the day. If a student is caught using their mobile phone, it will be confiscated and kept in the relevant Associate Principal's office, to be collected by a parent or responsible adult at the end of the school day. If a student refuses to hand in their mobile device, they will be referred to the Head of Learning Area (in-class) or Head of Year (out of class) who will confiscate the mobile device and give the student an additional consequence for failing to adhere to the instruction of a teacher.

Any student who refuses to hand their mobile device to a Head of Learning Area or Head of Year will be suspended and a loss of Good Standing will apply. Any student who breaches the Mobile Phone and Electronic Device Policy more than once in a semester will lose their Good Standing.

Should a student be in breach for a third time in a semester, they will be suspended in addition to a further loss of Good Standing.

The school's Information, Communication and Technology (ICT) resources exist to provide access to curriculum related information. By using these resources students are agreeing to use computers, the network, the internet and peripherals in a responsible and appropriate manner.

Infringement will mean cancellation of network privileges for a period and additional disciplinary action may also be taken.

For more information, please view our online version of Acceptable Use Policy and Mobile Phone and Electronic Devices Policy in the Related Documents.

### 8. SCHOOL UNIFORM

Students are to demonstrate 'belonging' to the school and will correctly wear uniform as it is intended. The School Uniform Policy has been endorsed by the School Board and has been updated to reflect changes in 2022.

Any students not adhering to the School Uniform Policy will be recorded in SEQTA by the Form teacher at the beginning of the school day, notifying the Head of Year. On a second violation in a school term, the Head of Year will apply an appropriate consequence and support the student in adhering to correct uniform. This may include providing the student with a replacement item of clothing or sending the student home.

Failure to adhere to the School Uniform Policy after further interventions have been unsuccessful will result in a loss of Good Standing and consequences at the discretion of the Head of Year.

### 9. ATTENDANCE

Students are required to attend school every day. Any absence from school must be resolved via SEQTA or the school diary. It is the responsibility of students and parent(s)/guardian(s) to keep accurate evidence of absences, including medical certificates.

#### 9.1 Truancy

Once on school site, students are required to attend their timetabled classes and stay in the designated areas during break times. If students are found to have deliberately not attended their timetabled class, or left the school site without permission, this will be followed up by the student's House Coordinator/Head of Year and appropriate consequence and support will be given. Refusal to adhere to these consequences, or continued truancy, will result in a loss of Good Standing, at the discretion of the Head of Year.

#### 9.2 Signing in and out

When a student is late to school, they must sign in through Student Services, Parents are required to place absences on Seqta prior to appointments or commitments and students must follow the school 'sign out' process. Students go to Student Services before school or at recess where they will be issued with a Department of Education Leave Pass for Partial Absence from School. Failure to sign out where appropriate will be marked as truant and may result in a loss of Good Standing, at the discretion of the Head of Year.

#### 9.3 Form Period

Form Period is compulsory and students arriving late or truanting Form will be followed up by a House Coordinator or Head of Year, who will provide appropriate support and/or consequence. Failure to reasonably explain absences or late arrival to school will be marked as unacceptable absences and a loss of Good Standing may occur, in line with the school's truancy stance.

### 10. SUSPENSION

Suspension from Churchlands Senior High School is reserved for serious breaches of the school's behaviour management policy and will only be applied in severe cases of student behaviour. Heads of Year, Associate Principals and the Principal have the authority to suspend.

If a student is suspended as a result of a serious breach or failure to abide by school rules, he/she will lose their Good Standing at Stage 2.

If a student has already reached Stage 2 in the semester, they will move to Stage 3.

Following a suspension, the student and parent/s must attend a re-entry meeting with the Head of Year and any relevant staff member to discuss the suspension, restore any relationships, and set goals to avoid suspension re-occurring.

Suspension cannot be carried over from one school term to the next.

### 11. GOOD STANDING PROCEDURES

All students begin the school year with Good Standing and it is reset at the beginning of Semester 2. When a student has lost Good Standing at any stage, he/she will be unable to attend any extracurricular or non-educational sporting or social functions for the duration of this period e.g., lightning carnivals, camps, athletics carnivals, end of term rewards.

**STAGE ONE** After breaching the school rules or values and after relevant efforts have been made by teachers, Head of Learning Area and/or Head of Year to correct

student behaviour, he/she will enter Stage 1.

**Stage ONE** will result in a loss of Good Standing for two school weeks. A student will regain their Good Standing after displaying exemplary behaviour for this duration.

**STAGE TWO** If a student further breaches school rules after Good Standing Stage 1, or receives a suspension as a result of severe behaviour, they will progress to Stage 2.

This will result in a loss of privileges for a period of six school weeks.

Formal counselling with the student may take place if deemed necessary. Other members of the Student Services team such as the School Psychologist, Student Support Officer and/or Chaplain may also become involved. If necessary, the House Coordinator and/or Head of Year may call a meeting with the student and parent(s)/guardian(s) to discuss issues of concern. Having lost Good Standing Stage 2, a student regains their Good Standing by displaying exemplary behaviour for the next six school weeks.

After the completion of the six week period, if the student further breaches our values or school rules in the school semester, they will re-enter Stage 2. There is no return to Stage 1.

A further breach during this period, or repeated re-offending will move the student to Stage 3.

**STAGE THREE** Stage 3 loss of Good Standing is reserved for repeated unacceptable behaviours.

Stage 3 will result in a loss of Good Standing for the remainder of the school semester. Good Standing cannot be regained during the school semester, and exemplary behaviour must be displayed during this period. Further breaches while in Stage 3 will necessitate an interview with the Associate Principal and Head of Year. At the interview the student's options will be discussed and a referral may be made to the Student Services team to further support improving the student's behaviour.

# ANTI-BULLYING POLICY

## 1. POLICY STATEMENT

At Churchlands Senior High School, staff commit to ensuring a safe and supportive environment where all members of our school community have the right to be respected and have a responsibility to respect each other.

## 2. POLICY SCOPE

We aim to provide an environment that is physically, emotionally, and intellectually safe for all members of our school community. We seek to achieve this by:

2.1 Preventing the occurrence of bullying. We do this by educating the students on establishing positive relationships and reinforcing the rights and responsibilities of all school members.

2.2 Developing individual self-esteem and respect for others through informative lessons and activities in Health and Form.

2.3 Combating bullying by processes of reconciliation, support (which may include involvement by Student Services personnel and parents as deemed necessary by the Heads of Year) or sanctions (as prescribed by the Associate Principal) which are directly linked with the Department of Education Policy.

## 3. DEFINITIONS

### 3.1 WHAT IS BULLYING?

Bullying is when an individual or group misuses power, then uses that imbalance of power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational, and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying. [Behaviour Management in Schools policy, Department of Education (2013)].

### 3.2 BULLYING MAY INVOLVE:

3.2.1 verbal bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, namecalling, swearing, nasty notes and homophobic, racist, or sexist comments.

3.2.2 emotional/psychological bullying: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, phone calls, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

3.2.3 relational bullying: Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.

3.2.4 physical bullying: Includes repetitive low level

hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.

3.2.5 cyber bullying: Involves the use of information and communication technologies such as email, text messages, instant messaging, and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

**Special Note:** Incidents that happen outside of school that relate directly to the school will be managed according to the Student Behaviour and Good Standing Policy (5.2 Responding to Behaviour – Out of Class).

### 3.3 WHAT IS NOT BULLYING:

3.3.1 While fighting between two students is a serious concern involving violence, it is not bullying unless it is recurring and deliberate abuse of power over a period of time.

3.3.2 Teasing, done in mutual fun and jest, where all individuals are involved and feel capable of responding, is not bullying. However constant, continual teasing that is done in a mean and hurtful way, is bullying.

To further understand what is not bullying, we need to also consider the following:

3.3.3 Conflict: Conflict is a normal part of human interaction and can occur when people have differing opinions, goals, or needs. It becomes bullying when there is a repeated pattern of one person using power or aggression to harm or intimidate the other.

3.3.4 Single Incidents: An isolated negative interaction or disagreement does not necessarily constitute bullying. Bullying typically involves a pattern of behaviour rather than a one-time occurrence.

3.3.5 Constructive Criticism: Providing feedback or constructive criticism in a respectful manner with the intention of helping someone improve is not considered bullying.

It becomes bullying when the criticism is malicious, demeaning, or intended to harm the person's self-esteem.

3.3.6 Assertion of boundaries: Expressing personal boundaries and standing up for oneself in a non-aggressive manner is not bullying. It is important for individuals to assert their rights and protect themselves within the bounds of respectful communication.

3.3.7 Differences in Opinion: Having different opinions, beliefs, or values and expressing them respectfully is not considered bullying. It becomes bullying when someone uses their opinion as a means to belittle, insult, or harass another person.

3.3.8 Accidental actions: Actions that unintentionally cause harm or distress to others do not qualify as bullying. However, it is important to apologise and make amends when such situations arise.

It is crucial to distinguish between these situations and actual bullying to ensure appropriate intervention and support for experiencing this harmful behaviour.

### 3.4 ANTI-BULLYING POLICY AT CHURCHLANDS SENIOR HIGH SCHOOL - ***See flow chart opposite***

- 3.5 WEBSITES RELATING TO BULLYING WHICH MAY PROVIDE USEFUL INFORMATION FOR PARENTS AND STUDENTS:
- <https://headspace.org.au/friends-and-family/what-is-bullying-in-children/>
  - <http://au.reachout.com/bullying>
  - <https://www.youthbeyondblue.com/understand-what's-going-on/bullying-andcyberbullying>
  - <https://esafety.gov.au/parents>
  - <https://education.gov.au/bullying-research-projects>
  - <http://www.thinkuknow.org.au/report-cyberbullying>
  - <https://churchlands.cybersafetyhub.com.au>

### 4. PROCEDURES

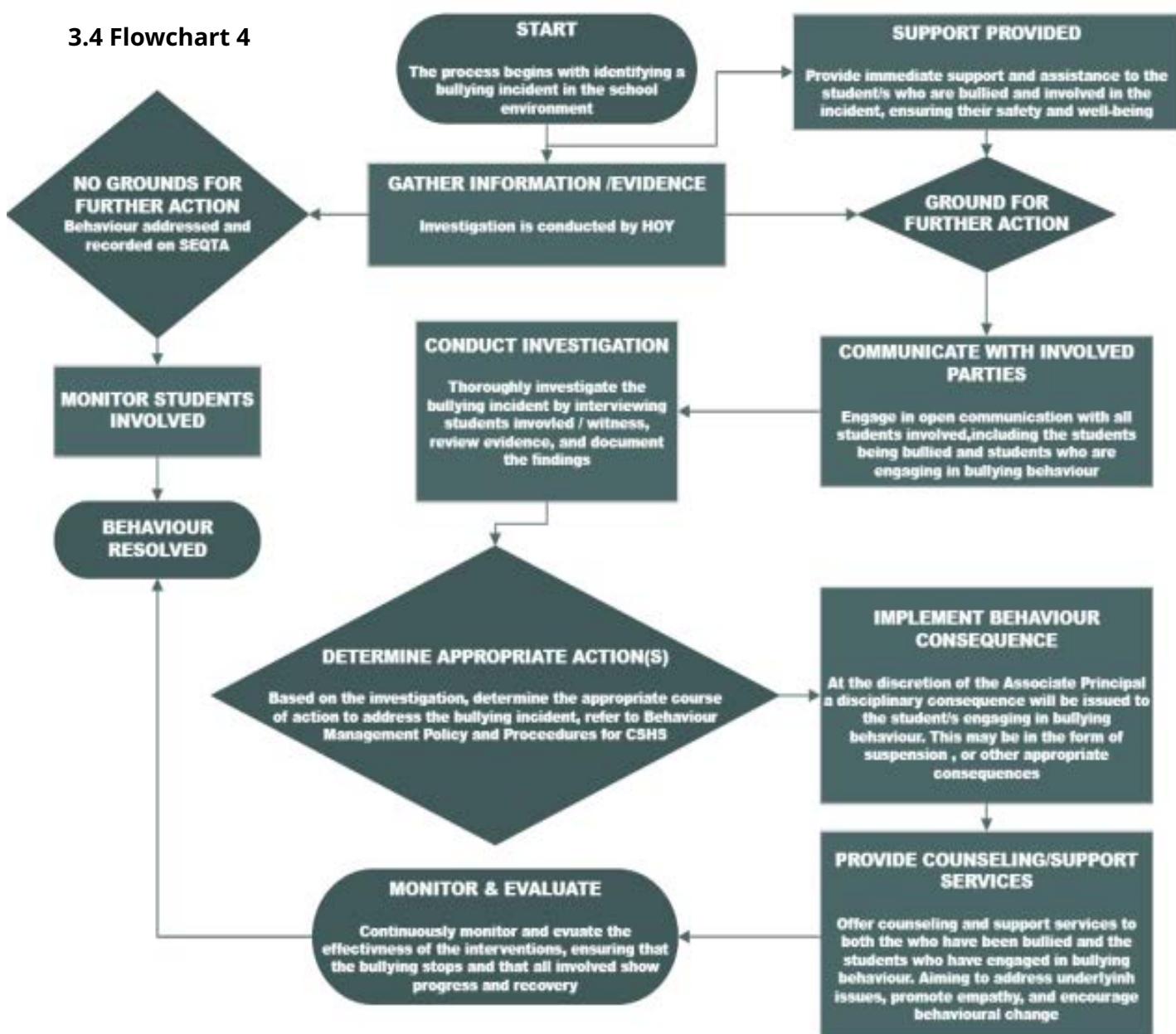
All students, parents and staff are expected to report bullying events so the school can take immediate action.

*See flowchart 4 below.*

# ANTI-BULLYING POLICY

Students have the right to	Students have the responsibility to
Be treated with courtesy and respect	Show courtesy and respect to others
Work in, and enjoy a safe, secure and clean environment	Keep our environment safe, secure and clean
A learning environment that is free from disruption	Ensure that there is no disruption to another person's learning environment
Achieve educational potential Strive for Excellence	Develop their potential and assist others in doing the same
Have their property respected	Respect student, staff and school property
Be proud of their achievements	Ensure their actions do not discredit the school community.

3.4 Flowchart 4



# MOBILE PHONE AND ELECTRONIC DEVICE POLICY

## 1. POLICY STATEMENT

Churchlands Senior High School does not permit student use of mobile phones and associated devices on school site during school hours, except for documented medical reasons or teacher-directed educational purposes. Student use of mobile phones/associated devices during school activities outside of school hours is at the discretion of the teacher.

## 2. POLICY SCOPE

Students may have mobile phones and associated devices during the school day, but they must be turned off and out of sight from 8:55 am to 3:00 pm. Mobile devices may only be used for teacher-directed educational purposes, or medical reasons, if approved by the relevant Associate Principal.

## 3. DEFINITIONS

3.1 Associated device: Any device that can connect to a mobile phone e.g. smartwatches, headphones, AirPods, speakers.

3.2 Educational Purpose: The use of mobile phone under the explicit instruction of a teacher for a curriculum-based activity.

3.3 School site: Churchlands SHS grounds, including camps, excursions and any venue where students are under the supervision of teachers.

## 4. PROCEDURES

- i) Students breaching the policy have their device confiscated and handed to the Associate Principal. The teacher confiscating the device must record the incident on SEQTA and inform the parent/guardian. The device may only be collected by a parent/guardian at the end of the school day.
- ii) Students refusing to hand over their device are referred to the Head of Learning Area (in-class) or Head of Year (out-of-class). (See Student Behaviour Policy).

### 4.1 Repeated Breaches

- Second breach: Loss of Good Standing.
- Third breach: Suspension and further loss of Good Standing.

### 4.2 Misuse of Mobile Phones

Students recording staff, peers, or incidents (e.g. fights) on school grounds will be suspended. This includes sharing or uploading inappropriate materials.

### 4.3 Canteen Use

Mobile phones may be used for electronic payments in the Canteen. Phones must remain off in the canteen line and can only be accessed inside the Canteen.

### 4.4 Contacting Parents

Students must seek approval from Student Services before contacting parents during the school day.

# PROHIBITED SUBSTANCES POLICY

## 1. POLICY STATEMENT

To provide guidelines and expectations for Churchlands Senior High School (Churchlands SHS) students around the use of prohibitive substances in order to aid them in leading physically and mentally healthy lifestyles.

## 2. POLICY SCOPE

The use of prohibited substances is a very complex issue and problems relating to their use result from a combination of many contributing factors.

This policy is one part of the wider community's reaction to the use of prohibited substances. Churchlands SHS implements preventative and intervention strategies to address these issues.

Churchlands SHS is committed to a holistic attitude towards wellbeing through a healthy lifestyle inclusive of diet, exercise and sleep.

## 3. DEFINITIONS

For the purpose of this document, a "prohibited substance" is defined as any substances other than food and water which when taken into the body alters its function physically and/or psychologically.

Examples of prohibited substances: illicit drugs; non-prescribed pharmaceuticals; alcohol; tobacco products; vaping products; energy drinks and chewing gum.

## 4. PROCEDURES

### Churchlands SHS:

- Addresses prevention, education and awareness, intervention and sanctions for managing the use of prohibited substances.
  - Is consistent with the administrative requirements of the Department of Education.
  - Is consistent with state and federal laws.
- Our aim is to educate our students for life with the goal of leading physically and mentally healthy lifestyles.

### 4.1 Education Program

Churchlands SHS aims to provide students with knowledge and strategies to adopt when faced with prohibited substances. Our program includes:

- A whole-school, cross-curricular approach to delivering a message of abstinence and/or harm reduction.
- Provision of a supportive system including access to counselling for students and parents when needed.
- Parent awareness evenings relating to prohibited substance issues.
- Availability of staff to counsel students affected by prohibited substances.
- Referral and information for families affected by prohibited substance use.
- A compulsory Health Education program in Years 7, 8, 9 and 10 that educates young people about the negative impact of prohibited substances use.

### 4.2 Process for Intervention

In a situation where behaviours indicate possible health and safety risks to the student, other sanctions will be applied. Students who receive sanctions for prohibited substances related incidents will have the opportunity to engage with an external service provider as part of the re-entry process. When a student is suspected of being under the influence of a prohibited substance, parents will be informed and the student may need to be collected from school.

### 4.3 Suspension

Possession, distribution or being under the influence of a prohibited substance will result in suspension and/or possible involvement of police.

In some cases where there is denial by the student, to alleviate suspicion the parent may provide medical evidence to the contrary.

In certain cases, an inter-agency approach may be used, involving the police, community drug service team and allied health agencies.

### 4.4 Work Readiness and Safety

All students must present themselves prohibited substance free for school and work placements. This may involve pre-screening and it will be the student/family responsibility to ensure they comply. This is an accepted basic workplace requirement and participation in programs may be at risk if a student is found to be under the influence of a prohibited substance.

### 4.5 Someone to Talk to – School-based

House Coordinators, Heads of Year, Psychologists, Youth Support Officer, Youth Support Coordinator, Chaplains, First Aid Officers.

### 4.6 Medical and Prescription Drugs

Students on prescribed medication are encouraged, where possible, to take their medication at home. Students using prescribed medication may only carry enough medication for one day's use to school (excluding liquid antibiotics and eye drops).

Prescribed medication should be clearly labelled with the name of the student, date, dosage and frequency. Prescribed medication may be left with the school First Aid Officer for administration when:

Form 3-Medication Administration has been completed prior. Refer to Administration of Medication Policy and Procedures (DET 1997) for guidelines on the administration of prescribed and over-the-counter medications.

**PLEASE NOTE:** Staff are NOT ALLOWED to give prescribed nor over-the-counter pain and/or flu relief medication to students without prior completion of a Form 3-Medication Administration or permission from parents/caregivers. Form 3-Medication Administration can be obtained from the Front Office or the First Aid Office.

4.6.1 Students with asthma are encouraged to carry reliever medication at all times. Ventolin and spacers are always available at the First Aid Office and the Physical Education Department. Teachers are aware of the correct administration of Ventolin (refer to the Asthma Emergency Plan).

4.6.2 Students who have EpiPens need to ensure they are in-date and carry them in their school bag.

4.6.3 School camps and excursions: Analgesics and prescribed medication with a completed Form 3-Medication Administration (to include name of student, dates to be administered, daily dose, frequency) from the parents must be given to the specified teacher.

# UNIFORM POLICY

## 1. UNIFORM POLICY RATIONALE

The Department of Education's policy on school dress code allows schools to make the wearing of school uniform a requirement. It has been found that the wearing of school uniform brings with it many benefits, such as the promotion of the school's public image; an enhanced school spirit; a reduction in rivalry between students; an increase in convenience and cost-saving for parents; and preparation for work environments which have dress and safety codes.

At Churchlands Senior High School (Churchlands SHS) the Uniform Policy has been established after much consultation with all stakeholders. The policy has been formulated to meet the needs of the students, their families and the school. The P&C fully supports the policy and it has been endorsed by the School Board.

## 2. CHURCHLANDS SHS UNIFORM

The uniform is compulsory and consists of specific dress requirements for regular daily wear; for Physical Education classes; and for special programs, activities and events. A high standard of presentation is expected from students on a daily basis and where students are representing the school in the community and overseas. This is supported by the school administration with the uniform management plan outlined below. Uniforms should be worn without alteration or embellishment and expectations for grooming and accessories are specified. It is recommended that all uniform items are clearly labelled with the student's name.

## 3. UNIFORMITY

All items of the school uniform are embroidered with the school crest or name. This makes it simple to monitor adherence to uniform policy. Alternative and additional items of clothing are not acceptable.

## 4. AVAILABILITY

All items of the school uniform are for sale at reasonable cost through the P&C Association's Uniform Shop located next to the Sports Hall on Lucca Street. Some second-hand items are available. Credit card and EFTPOS facilities are available.

## 5. SCHOOL UNIFORM MANAGEMENT

Students unable to meet the school's dress code on any given day are required to report to Student Services before school. Their names will be recorded and they will be issued with an out-of-uniform stamp in the school diary. Students who attend classes out-of-uniform and without an out-of-uniform stamp will be sent to Student Services. Students may be able to borrow items from school and are expected to wash and return as soon as possible.

Note: No out-of-uniform stamp will be given for non-uniform jumpers or jackets.

Dress code infringements will be recorded on SEQTA, monitored and taken into account for qualification to attend various social and sporting events.

Parents will also be advised when such infringements

reach unsatisfactory levels.

### 5.1 Regular Uniform Requirement

Daily wear consists of a choice of navy lower half and the appropriate polo shirt.

All students:

Years 7 and 8 - Navy Churchlands polo shirt

Years 9 and 10 - Teal Churchlands polo shirt

Years 11 and 12 - White Churchlands polo shirt

- Navy Churchlands pleated skirt
- Navy Churchlands fitted shorts
- Navy Churchlands cargo shorts
- Navy Churchlands fitted trousers
- Navy Churchlands cargo trousers

### 5.2 Winter Uniform

A choice of additional winter garments may be worn over polo shirts.

- Navy Churchlands pull over sweater (windcheater)
- Navy Churchlands polar fleece jacket (zip-up)
- Navy Churchlands wet weather jacket (fleece lined)
- Churchlands neck scarf
- Tights: plain navy, beige or black
- Tights may be worn with skirts only (not to be worn with shorts)

Leggings, footless tights, long socks, multi-coloured and novelty socks are not permitted.

Wearing socks over tights or stockings is not permitted.

### 5.3 Footwear

All students

- Shoes: Practical, flat, enclosed, shoes or ankle boots suitable for practical and active classes such as Physical Education, Science, Cooking, Technology etc.
- Colour: black, white, dark or neutral colours are preferred.
- Socks: Short – black, white, navy or dark required.
- Thongs, flip-flops, scuffs, ugg boots etc are unacceptable and are not to be worn to school.
- Boot style shoes should be no higher than ankle height.

### 5.4 Physical Education

Wearing Physical Education uniforms to normal class, or to and from school is not acceptable.

Junior and Middle Secondary Students

- Churchlands navy sports shorts
- Churchlands house polo
- Churchlands hat/cap – compulsory for Year 7s and 8s.

Year 11 and 12 Physical Education Studies Students

- Churchlands navy sports shorts
- Churchlands Physical Education polo (red) also a requirement for Certificate II in
- Sport Coaching students
- Churchlands hat/cap

## 6. GROOMING AND ACCESSORIES

### 6.1 Jewellery

Modest jewellery and watches are acceptable. However, school is not a place for expressing oneself via accessories. For this reason and for those pertaining to safety, dog chains, collars and wristbands with spikes and studs are unacceptable.

Earrings should be confined to small hoops or studs. For safety reasons, long or dangly earrings and necklaces are not suitable for school wear. Spike and stretchers are not permitted.

### 6.2 Hair

Hair is to be well groomed and of a standard expected in a school environment. Extreme hairstyles are not permitted.

### 6.3 Make-up

Make-up should be kept to a minimum. Students will be required to remove it if it is not.

### 6.4 Tattoos

All tattoos must be covered by school uniform clothing.

### 6.5 Piercings

Multiple piercings are discouraged. Safety is the issue and students will be asked to remove excessive jewellery. Failing to adhere to rules will result in consequences being put in place.

#### 6.5.1 Facial Piercing

Earrings should be confined to small hoops or studs. Nose piercings should be confined to a single stud or sleeper. Piercing of the septum, tongue, eyebrow, lip, chin, cheek or neck is not acceptable. This includes plastic piercings. Band aids or other coverings for piercings are not permitted.

#### 6.5.2 Body Piercing

Piercing that is not visible will generally not concern the school unless the student draws attention to it. If it becomes a problem the student will be expected to remove the piercing or face disciplinary action.

Having a body piercing is NOT a legitimate excuse for not participating in activities associated with the Physical Education program at Churchlands SHS.

Failure to participate in the full educational program will result in a parent/caregiver being asked to collect the student from school and to not return him/her until he/she is willing to participate fully.

# STUDENT SERVICES

Students and parents are invited to make an appointment via phone or email with any member of the Student Services team if they have any concerns or need to seek professional advice.

**If you arrive unannounced, it is very unlikely you will be able to see the person you wish to contact.**

## THE STUDENT SERVICES TEAM IS:

### Head of Year

Each Head of Year is a curriculum and student services leader for the relevant year group.

In relation to Student Services the Year 7-10 Head of Year will manage such things as behaviour and Good Standing, uniform, attendance and pastoral care.

The Year 11 and 12 Head of Year will manage such things as discipline, uniform, attendance, pastoral care and work completion as well as the Good Standing Policy.

### Careers Practitioner

The Careers Practitioner is responsible for career counselling and pathway planning throughout CSHS with an emphasis and priority given to Year 10, 11 and 12 students.

### VET Manager

The VET Manager will manage and promote all VET and Workplace Learning mainly dealing with Senior Secondary students and some Middle Secondary students.

### House Coordinators

The House Coordinator is the first point of contact for you in relation to your child's wellbeing, general academic progress or attendance. They will then refer to the appropriate support staff or Head of Year if required.

The House Coordinators' major role is to look after the pastoral care needs and well-being of the students in their particular house group. They also monitor student welfare, attendance, academic progress and liaise with all other members of the school community. Parents are invited to make an appointment with the relevant House Coordinator if they have any concerns, especially those which go beyond one class. Parents are encouraged to contact the class teacher if they are concerned about a particular subject. (Refer to the Staff Profile page 3 for the 2026 House Coordinators).

### Student Support Officer

The Student Support Officer provides assistance to students with attendance, engagement and mental health concerns. The Student Support Officer also supports Aboriginal and Torres Strait Islander students and families.

### Chaplains

The chaplains work as part of Churchlands student services and wellbeing team, providing pastoral care and support for students, staff and families. The chaplains are available to listen, and provide a supportive place to talk. They offer confidential, non-judgemental pastoral care and programs based on respect, compassion and service.

### School Psychologists

The School Psychologists apply their psychological and educational expertise to support schools to meet the social, emotional, behavioural and learning needs of students. They work closely with the Student Services team, teachers, students, parents and interagency partners, to help schools, students and parents put strategies in place to support the young person. The psychological service includes intervention on an individual, group and systems level.

The School Psychologists offer brief solution focused interventions. Longer term interventions require referral to an appropriate external agency.

**Referral to the School Psychologist is done through the House Coordinator or Head of Year. Referrals are triaged and access to the School Psychology service will depend on availability.**

STUDENT SERVICES		
Junior Secondary	Middle Secondary	Senior Secondary
Year 7	Year 9	Year 11
Year 8	Year 10	Year 12

Please note that parent/guardian consent is required prior to direct involvement for students in Years 7-10.

### STUDENT SERVICES

#### late arrivals, leaving early, resolving attendance

When students are late to school or need to leave early for an appointment, they must first report to the relevant Student Services - Junior/Middle/Senior Secondary.

PLEASE NOTE that if a student arrives at school during a break from lessons, he/she **must still** report to Student Services to sign in before going to class.

Please note the reason your child is late on Seqta Engage. Students without notification from a parent/guardian will be given detention (unless a parent/guardian has called the school). Year 11 and 12 students' Good Standing will be affected.

If a student needs to **leave school early**, he/she **must** go to Student Services to 'sign out' and to collect a Department of Education leave pass to be signed by a staff member. Please note that an early leave pass will only be provided if there is an entry on Seqta Engage, a written note or a phone call has been received from a parent/guardian.

### MEDICAL CENTRE

The Medical Centre can be found in the upper level (*above Junior School Administration building*). The office is open before school from 8:30 am, at recess and lunch. If the First Aid Officer is unavailable then a student is to go to the appropriate Student Services.

### DURING CLASS TIME

Students need a note from their teacher to see the First Aid Officer during class time and even between classes.

*(cont'd)*

**Teachers:** Students are expected to use the First Aid Office before school (from 8:30 am), during recess or lunch. Please do not send students to the First Aid Officer during the first thirty minutes after recess or lunch unless they are in genuine need. Please do not send students to the Medical Centre for medication unless their parents have filled out a Form 3-Administration Medication prior.

**Students:** Do not ring your parents asking to go home. See the First Aid Officer to make arrangements for you to go home. If the First Aid Officer is not at school, please go to Student Services - Junior/Middle/Senior Secondary.

If a student's parents, for a brief period of time, wish their child to give themselves an over-the-counter medication, students may only carry enough medication for one day's use to school and take it with plenty of water whilst having a nourishing lunch.

Students with medical conditions should provide the school, annually, with an up to date management emergency response plan and have it signed by a medical practitioner if indicated. These plans can be obtained at the Front Office, the Medical Centre or can be downloaded from the school website, under My Churchlands --> Student Services --> Student Wellbeing --> Medical Centre --> Department of Education's website. Once the student's parent or guardian has completed the form it is to be handed to the First Aid Officer.

### HEALTH MESSAGES

**Sun Smart:** Students are reminded that it is important to wear a hat when outside and to apply sunscreen. Sunscreen is available from the Medical Centre, Physical Education Department and Student Services.



Year 7s and 8s will wear the **Churchlands Hat/Cap** for Physical Education and they are encouraged to wear hats/caps during break times and to and from school.



**Drink bottles of water** are permitted in class and especially in warmer months, as it is important that you drink at least 6-8 cups of water a day.



**Head lice** - Under the School Education Act 1999, if a student has head lice, the Principal may keep him or her away from school until treatment has started.



Students may return to school when all live head lice have been removed. There is no need to stay away from school if there are only a few remaining eggs, but treatment must be continued over the following 14 days to ensure that all eggs and hatchlings have been removed.

**Students with asthma, diabetes, allergies or other conditions requiring medication or special care, are expected to be organised with their appropriate medication.**

**Please note: Staff are NOT ALLOWED to give pain relief or other medication to students without a Form 3-Medication Administration filled out prior.**

**Students are to use roll on deodorant rather than an aerosol product.**

**Aerosol deodorants are banned and will be confiscated, as they can cause asthma attacks.**

## FORM GROUPS

Form groups are arranged in year levels with the same teacher (wherever possible) being responsible for the same group of students through their high school years. Form teachers play a vital role in pastoral care, monitoring of absences, checking on the school diaries and other administrative duties.

Form groups meet for ten minutes at the beginning of the day for four days each week. Form is extended to assist with administration at various times during the year. Attendance at Form is compulsory.

Each Form will have at least one Form Representative. These students have responsibilities such as collecting information from Form pigeon holes and supporting their Form Teacher.

Each year level misses form one day per week and this becomes their "rostered" day for early access to the school canteen.

Form groups are based on Houses. The Houses are Brighton, Floreat, Scarborough and Trigg. (See the House System for more information.)

## HOUSE SYSTEM

The House System aims to:

- Increase student identification with the school, their House and Form.
- Provide students with leadership opportunities.
- Encourage interest in school activities through healthy, positive competition between Houses.
- Recognise a range of student achievements through the use of House Points.

Information about House activities and a House Point tally is provided on the House notice board situated near Student Services.

Student House Leaders will be selected to represent each year group. They will have special responsibilities, including meetings with their House Coordinators, providing student feedback about House activities and helping with the organisation, advertising and running of House activities.

Forms and School activities such as swimming and athletics carnivals are organised on a House basis. The Houses are Brighton (red) represented by the sea dragon, Floreat (blue) represented by the marlin, Scarborough (gold) represented by the shark and Trigg (green) represented by the stingray.

*(Refer to the emblems on the next page.)*

Students will be awarded House Points through participation in activities and as a reward for positive behaviours. House Points form the basis of the Student and Form of the Month and prizes in the House Rewards Program.



## STUDENT MOVEMENT POLICY

There are many reasons why we keep student movement around the school to a minimum, including the reduction in theft and avoidance of disruption to learning. Students will not be allowed locker, drink or toilet breaks during class times except in extreme circumstances. Students are expected to organise their books during breaks and ensure they also manage their personal hygiene habits effectively. We also encourage all students to take water bottles into classes as research suggests water is an effective 'brain' food, however other drinks are not to be taken into class.

**For student movement sanctioned by the class teacher, the student must have a note written in his/her school diary.** Only essential movement is acceptable and generally only one student at a time will be allowed to leave class. The exception to this is when a small group of students is sent to the library or to gain extended computer access, **in which case they must have a note in their school diary.**

Student Services staff may call students from class. In this case, a note will be delivered to the student's class requesting the student to be sent to Student Services. The note will identify the student, the person calling him/her from class and the date. The class teacher is asked to write in the time the student leaves the class and initial the note. On the student's return to class, the time will be indicated and the note will be initialled. **Occasionally, students' diaries will be used to indicate an appointment time or some other communication from Student Services.**

There are isolated areas in the school for Year 7 and 8 students during recess and lunch. Year 7 and 8 students are expected to stay in their areas at breaks and Years 9-12 are not permitted to enter.

## STUDENT PROPERTY

### LOSS AND THEFT POLICY

Each year many items of student property are lost, misplaced or, in some cases, stolen. Every effort is made by staff at the school to recover missing items. However, this effort is frequently hampered by the failure of students to label their property. Many items are found but not returned to their owners because they are not labelled therefore staff are unable to locate the owners. Also, many students never go to the Student Services to report and to look for missing property.

#### Student Responsibilities

- Put your name on all of your books, files, pencil cases, calculators, mobile phones and items of clothing and sporting equipment. Labelling allows staff to return lost or recovered items to their rightful owners. Customised labels can be ordered from the Uniform Shop for items of equipment and clothing.
- Carry items of value (money, mobile phone, Smartrider) with you at all times.
- Don't bring excessive amounts of money to school.
- Be discreet about the amounts of money you have in your possession.
- Use your locker. Lockers are available for the safe keeping of books and equipment, and students are encouraged to use them. Student Services will oversee the distribution of lockers at the commencement of the academic year.
- Lock your bike in one of the bike sheds.
- Report the presence of outsiders or any suspicious behaviour to a teacher or Student Services.
- Report any loss to Student Services immediately you notice an item is missing.
- Collect lost property promptly. Students will be notified that they are to report to the Student Services Centre to collect found property if it is labelled.

#### Staff Responsibilities

- Keep students' bags within view if they are not taken into the classroom.
- Reduce student movement around the school during class time by not allowing students to go to their lockers, toilet etc. Students have the opportunity to go to their lockers or attend to their personal hygiene needs between periods.

#### Responsibilities of Parents

- Ensure that all items of school equipment and clothing belonging to your child are labelled with their name. Order forms for customised labels for both equipment and clothing are available from the Uniform Shop if you do not have an alternative.
- Don't give your child excessive amounts of money to bring to school. Encourage your child to be discreet about the amount of money that they are carrying especially when you have entrusted them with large amounts of cash to pay School Fees, etc.
- Discourage your child from bringing to school items of value that have nothing to do with their academic program.
- Be aware that anything brought to school of value is your child's responsibility, not the school's.

## STUDENT PARKING

Students ARE NOT to park their cars on school grounds. Students parking on Memory Place must only park in the designated 'P' plate parking bays.

Please make sure you are aware of all local by-laws should you park in streets near the school.

## SCHOOL BALL POLICY

### STATUS

The Year 12 School Ball is the most prestigious social event on the school calendar and is held annually at a venue approved by the Principal. It is open to Year 12 students by invitation only and is considered a privilege extended to those students who have their "Good Standing".

The organisation of the Ball is in the hands of the Ball Committee, consisting of selected Year 12 students under the management of the Year 12 House Coordinators and the Head of Year 12.

### BEHAVIOUR

As the premier social event for Year 12 students, particularly high standards of behaviour and dress are required from those attending. Hence the following rules will be strictly enforced:

- The Ball is a formal occasion. Formal wear such as dress suits and evening gowns with appropriate footwear is mandatory.
- The possession of, or being under the influence of alcohol and/or illegal substances at the function will result in the offender being removed from the premises and sent home immediately. Parents will be informed and expenses incurred will be the responsibility of the parent/guardian and/or offender. It does not matter if a person is 18 years or older, school rules will apply.

In addition, offenders will be further dealt with under the school's drug-use policy.

- Smoking is not permitted. A disregard for this rule will result in the offender being sent home. Parents will be informed and expenses incurred will be the responsibility of the parent/guardian and/or offender.
- Students will not be permitted to leave the venue until the end of the function, unless a prior arrangement has been made. Those who leave the venue without permission will not be re-admitted. Once students have left the venue, the school's duty of care towards them ceases. That is, no responsibility whatsoever is undertaken for students' behaviour or personal safety once they have left the premises.
- Offenders who are sent home will not have their admission charges refunded.

### CANCELLATION

Cancellation of bookings will not be possible less than ten days before the advertised date, except in the case of sickness/disability supported by a medical certificate.

## STUDENT CLEARANCE PROCEDURES

### DURING THE YEAR

Students who are leaving school to go to another school during the year need to complete a Clearance Form obtained from the Front Office. All outstanding fees or books from the Library or subject areas need to be finalised before a student can be cleared.

### YEAR 12 CLEARANCES

Year 12 students will receive their Clearance Form in the first week of Term Four. Students will then need to finalise all outstanding charges and return of materials to staff. They will need to obtain the signatures of relevant staff.

A "Clearance Day" will be held after the "Presentation Ceremony" and students successfully cleared will receive their School Reference (if applied for) and Year Book (if paid for).

# PARENTS CONCERN PROCEDURE

Churchlands SHS will ensure that parent concerns and complaints are addressed promptly and in accordance with the principles of natural justice.

Our aim is to resolve all of these issues at the school level. Complaints often arise from misunderstandings or breakdowns in communication.

The School's philosophy is, "the best way to manage complaints is to prevent them from arising in the first place". This places the onus on the school to clearly

enunciate our policies and procedures to parents and requires parents to promptly request clarification where needed. In this brochure we have attempted to do just that.

We also accept that not all processes the school adopts will be agreeable to all parents. However we have developed these in consultation with the community and believe they reflect the views of the majority. Parent concerns may be categorised as either Teaching and Learning or Policy or Procedure.

The following table provides a step-by-step process for parents to follow in order to resolve an issue.

<b>Teaching and Learning Complaint</b>		<b>Policy or Procedure Complaint</b>	
Example A student complains to a parent concerning a teacher.		Example A student complains that he/she was unfairly suspended for swearing.	
Step 1 Parent contacts the teacher concerned to discuss and/or make an appointment. This action may clarify both sides of the dispute and could lead to a resolution.		Step 1 Head of Year concerned, either by phone or email, to discuss or make an appointment. Clarification of the policy and its application generally leads to a resolution.	
<b>If Unresolved</b>		<b>If Unresolved</b>	
Step 2 Contact the teacher's Head of Learning Area in an attempt to further mediate the situation. Very few disputes continue beyond this level.		Step 2 Contact the appropriate Associate Principal by phone, email or make an appointment in an attempt to clarify and resolve the issue.	
<b>If Unresolved</b>		<b>If Unresolved</b>	
Step 3 Contact the relevant Associate Principal by phone, email or make an appointment in an attempt to clarify and resolve.		Step 3 Contact the Principal by phone, email or make an appointment in an attempt to clarify and resolve the issue.	
<b>If Unresolved</b>		<b>If Unresolved</b>	
Step 4 In the event the complaint is still unresolved, the parent can contact the Regional Office in an attempt to resolve the issue.		Step 4 In the event the complaint is still unresolved, the parent can contact the Regional Office in an attempt to resolve the issue.	

Note: Depending on the severity of the issue, some steps listed may be bypassed.

## CRITICAL SCHOOL INCIDENT INVOLVING POLICE

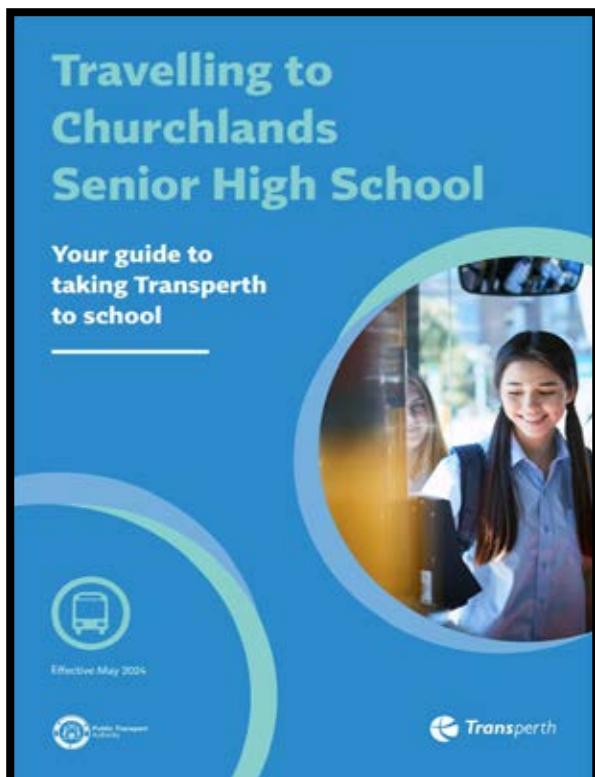
When the school has a critical incident, the safety and welfare of students and staff are at the forefront of any decision. It is our practice to share general information about a concerning incident to parents who need to know. That could be an individual class, a year group or the entire school community.

Infrequently we will need to refer an incident to police. Once this happens, it is the West Australian Police who become the lead agency in the incident management. We can only share information released and endorsed by Police that will support the safety and welfare of students and staff whilst not

compromising an ongoing investigation. Updates will be provided if and when new information is endorsed by Police.

On these rare occasions, internally, we also contact the North Metro Education Office to register the incident. It is their role to support the school with any liaison between our Department and Police. Our aim is always to share as much information to parents as we can, being mindful that we have an obligation to support the Police in their investigative role.

# BUS SERVICES



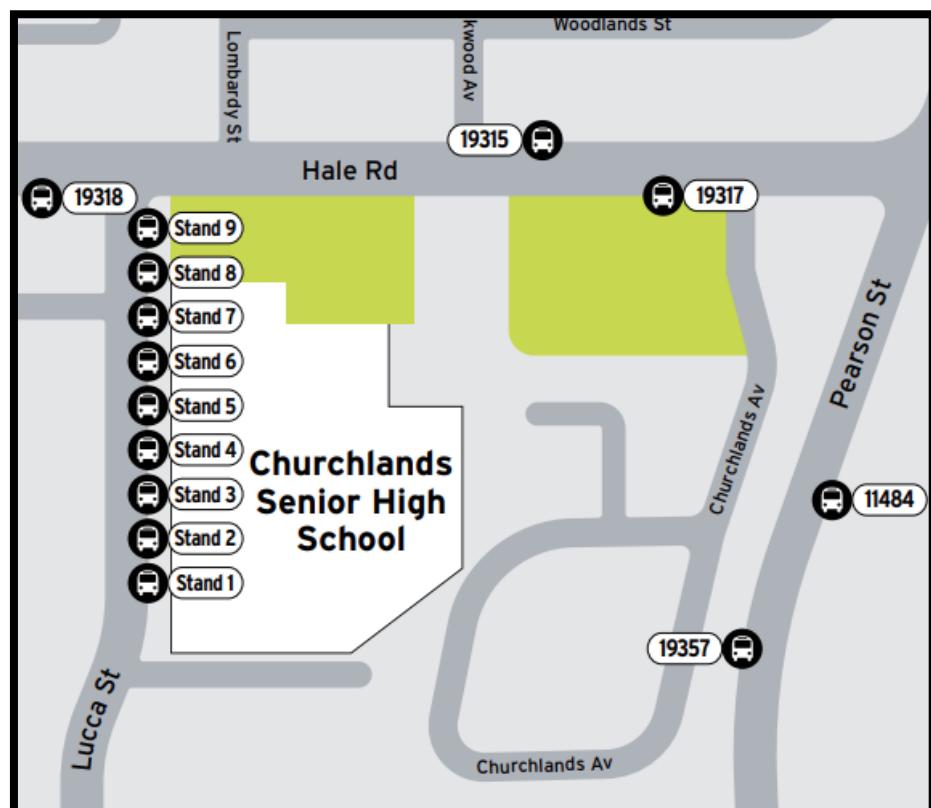
## Bus Services

### School Specials

- Stand 1 School Special 739 to Glendalough Station
- Stand 2 School Special 739 to Glendalough Station
- Stand 3 Route 83 & School Special 738 83 to City Beach  
738 to Wembley Downs
- Stand 4 School Special 737 to Scarborough Beach Bus Station
- Stand 5 School Special 736 to Scarborough Beach Bus Station
- Stand 6 School Special 734 to Stirling Station EXPRESS
- Stand 7 School Special 735 to Stirling Station EXPRESS
- Stand 8 School Special 733 to Stirling Station
- Stand 9 Route 83 & 412 83 to Perth Busport  
412 to Scarborough  
412 to Stirling Station

### Routes

- Stop 19315 84 to Perth Busport
- Stop 19317 84 to Wembley Downs
- Stop 19318 84 to Wembley Downs
- Stop 19357 84 to Wembley Downs  
998 CircleRoute - Clockwise to Stirling Station
- Stop 11484 84 to Perth Busport  
999 CircleRoute - Anti-Clockwise to Shenton Park Station



Need a student smartrider?



[smartrider.monitorwa.com.au](http://smartrider.monitorwa.com.au)

Please be advised that from 30 November 2025, there will be changes to Transperth bus services which may impact your child's journey. Parents and students can find information on changes specific to each school on the Transperth website <https://www.transperth.wa.gov.au/Service-Updates/ServiceUpdate-Details/november-30-school-service-changes> Additional information on route specific changes can be found at <https://www.transperth.wa.gov.au/Service-Updates/Service-Update-Details/november-30-bus-service-changes>

**Routes 410 and 412** will undergo time changes and will now extend to service Stirling Station and Karrinyup Bus Station via Scarborough Beach Bus Station.

**School Special 738** will now depart Weaponess Rd/Hamer Av 5 minutes earlier at 8.20am

# VALUES IN ACTION AT CHURCHLANDS

## COMMUNITY SERVICE PROGRAMS

Community service involves activities undertaken by students for the benefit of others and/or the community for no financial reward.

Although community service is no longer mandatory, Churchlands Senior High School proudly continues to support the **Community Service Program and all students are encouraged to complete at least 20 hours of voluntary service each year.**

On graduation, a student's **Western Australian Certificate of Education (WACE)** will display the total number of community service hours recorded through the school.

Students are encouraged to volunteer both within the school and in the broader community, e.g.

**Form Representative or**

**Assisting in the Library at lunchtimes.**

**Helping at events such as The Wembley Downs Fair, local primary schools and the City to Surf Race.**

All necessary documentation, including **Parent Consent Forms, Proposed Activity Forms, and Logs of Hours**, can be collected from the Community Service Office. Full instructions are provided there and explained to students in Form Class at the start of Year 10.

Churchlands SHS also supports a range of community groups and charities on an ongoing basis.

## Community Partnerships and Programs

### The Salvation Army

Each year, Churchlands students participate in two major collections for the Salvation Army.

- **Term 2** - The Salvation Army Schools Challenge Appeal
- **End of Year** - The Christmas Collection supporting families in need.

### 40-hour Famine

The **40-Hour Famine** is one of Australia's largest youth fundraising events. Each year, many Churchlands students participate by giving up food or something important to them for 40 hours to raise funds for children living in poverty overseas.

### Earth Avengers

The **Earth Avengers** are a group of students committed to improving the sustainability of our school community.

Activities include participation in the UN Award-winning "Trees for Survival" program, where students grow and nurture native trees before planting them in the Wheatbelt during a school camp.

Students can also choose to volunteer in a variety of community areas, including:

- Aged care and health
- Animal welfare
- Childcare and education
- Environmental care

- Disability services
- Refugee and community support

### Duke of Edinburgh's Award

The Duke of Edinburgh's Award is an internationally recognised personal development program for young people aged 14-25.

It acknowledges achievements in sport, skill development, and community service, and operates in more than 140 countries worldwide.

Churchlands SHS facilitates student participation in this program.

For further information, visit [www.theaward.com.au](http://www.theaward.com.au) or contact the school.

## "HOW TO COMPLETE COMMUNITY SERVICE"

### Option 1: School-Endorsed, Parent-Organised Activities

(Must be undertaken with non-profit organisations such as charities or community groups.)

#### Step 1 – Before Starting

- Complete the **Proposed Activity Form**, outlining:
  - A brief description of the activity
  - Expected dates and duration
  - The organisation's name, address, and supervisor's contact details
  - Complete the **Parent Consent Form**
  - Submit both forms to the **Community Service Program (CSP) Coordinator** for approval

Note: Hours may not be counted if forms are not approved before starting. Plan ahead!

#### Step 2 – During Your Service

Carry out your activity as a one-off event or as part of an ongoing commitment.

#### Step 3 – After Completing Your Service

- Obtain written confirmation on the organisation's letterhead
- Submit documentation to the **CSP Coordinator** for data entry.

Important Reminders:

- It is the **student's responsibility** to submit proof of service to the CSP Coordinator
- Each **new activity** requires a parent signature
- Repeated activities (e.g. surf patrols each summer) **do not** need to be re-approved

### Option 2: School-Organised and Managed Activities

If your community service is part of a **school-organised event or group** (e.g. Lightning Carnival umpiring, Fun Run support, Student Councillor duties, peer mentoring, or coaching younger students), **no forms are required.**

The **organising teacher** will submit the list of participants and hours completed to the CSP Coordinator.

Most school-organised service activities are open to Year 10 students only.

#### **Summary Checklist**

- Complete **Parent Consent and Proposed Activity** forms (if applicable)
- Obtain **CSP Coordinator approval** before starting
- Log your hours and collect supervisor or teacher signatures
- Submit documentation promptly for WACE recording.

## SCHOOL ENVIRONMENTAL RESPONSIBILITY

Environmental responsibility is a key value of our school and as such, all staff and students are required to maintain a clean environment. This will include placing litter in bins.

**Students can expect to be asked to pick up litter by a teacher, particularly if it is in their immediate area. This is a reasonable instruction. Failure to do so will be regarded as disobedience and result in disciplinary action.**



## SCHOOL COMMUNITY EVENTS

### Student Exhibitions and Performances

- Annually, students from the Visual and Performing Arts area participate in a number of performances and exhibitions.
- Junior School students along with students from the Technologies Learning Area exhibit their finished pieces at the end of each semester. This exhibition takes place in the Arts area.
- Dance students have the opportunity to perform in a combined schools Dance Concert – Nexus. This is an annual event held at the Octagon Theatre, UWA.
- The Year 12 Graduate Arts Exhibition is an evening event where the work of Year 12 students from Visual Art, Media and Photography subjects is displayed. The work is exhibited in the Visual Arts area.
- The MaDD (Media and Dance, Drama) Evening showcases Year 12 students' practical performance component of their course of study. This is an annual event and is held in the Concert Hall.

### School Production

Every year Churchlands students have the opportunity to be a part of the School's major Drama Production. Directed by the Visual and Performing Arts and Music departments, the production is either a celebrated musical or theatrical performance. As roles in the annual production are highly sought after, an extensive audition process is held in Term Four of the preceding year. Recent performances have included: 'The Sound of Music', '39 Steps', and 'Les Miserables'.

## COMMUNITY ART EXHIBITION

The P&C manages the Community Art Exhibition run over the June long weekend each year and held in the Arts complex. The exhibition's official opening is held on the Friday evening and is the first opportunity the public has to purchase art and craft work from members of the art community and students who exhibit. The popularity of this event is growing and P&C volunteers and Visual Art staff work to stage this popular event.

### Music in the Community

Each year our Junior Music students celebrate the festive season with a Christmas Concert. This event is usually held on the Friday afternoon of the second last week of school. It is an informal event held in the Churchlands Concert Hall. Entry is by gold coin donation with money raised going to charity.

The Music students participate in many festivals and concerts in the course of the year. Large and small performing groups represent the school in the community including at ANZAC Day and Remembrance Day Memorial Services.

## PARENTS AND CITIZENS ASSOCIATION

The aim of the P&C is to promote community engagement between parents and the school through opportunities to participate in a variety of activities and events. The P&C also provides financial assistance to the school through contributions to a variety of projects some of which are fixed annually such as chaplaincy support. Applications of support for a variety of resources, facilities and amenities are also forwarded to the P&C for their consideration.

The P&C derives its funds from a range of sources including parent voluntary donations which go into a building fund and are tax deductible. Other income streams include the Uniform shop, The Community Art Exhibition and the Good 2 Grow program.

The P&C generally meets on Weeks 4 and 8 of each term however this is subject to variation so please consult the school calendar. Meetings are held in the Alan Bishop Choral studio. The February meeting is the Annual General Meeting at which office bearers are appointed. The strength of the P&C is in its diverse membership and skill and abilities these parents bring to the group along with their willingness to assist in a range of activities.

Currently aside from those mentioned the P&C runs a welcome sundowner on the first Friday of Term 1, a Welcome BBQ in Term 1 to all new students and their families and a Quiz Night during Term 3. New ideas are always welcome.

## SCHOOL BOARD

Under the Independent Public School model, the Churchlands Senior High School Board is an energetic and highly accomplished group aimed at overseeing the continuation of outstanding education opportunities for our students. The Board consists of three elected parents, up to four community members, two staff members and the School Captains. Board members are elected or appointed for a three year term according to its rules.

The Board has a responsibility to take an active role in reviewing the performance of the School against targets set in its Business Plan. The Board also is required to have the final say in policy development and the School's annual financial budgets. Other aspects of the School's finances also need to be passed by the Board before they can be implemented.

The current Churchlands Senior High School Board has been very innovative in fundraising for pianos and establishing the Churchlands Senior High School Foundation. The Churchlands Board meets on the last Thursday of each month during term and members of the school community are more than welcome to attend.

## CHURCHLANDS SHS FOUNDATION

Churchlands Senior High School Foundation (Inc) was incorporated during 2014 with Mike Fitzpatrick as its Patron. The purpose of the Foundation is to allow alumni, parents, staff, both current and former, and community members to give back to the School in a financial or in kind way. The outcome is to create greater financial independence and autonomy to ensure that Churchlands SHS always presents as an exceptional educational environment.

Through the development of a fund base, the Foundation aims to provide scholarship opportunities for both students and staff and also to contribute to capital works. To find out more information and how to become a member or make a donation visit the schools website  
[www.churchlands.wa.edu.au/community](http://www.churchlands.wa.edu.au/community) or email [foundation@churchlands.wa.edu.au](mailto:foundation@churchlands.wa.edu.au)

Damian Quail is the current Chair of the Foundation and leads a committee consisting of the Principal, together with business and marketing expertise.

## THE ALUMNI ASSOCIATION

Past students of Churchlands SHS launched the Alumni Association late in 2006. The Association was established to support the Churchlands SHS Vision for the Future and to foster relationships and lifelong connections between the school, its Alumni and friends.

The current Chairperson is Dr Geoff Lummis and Ellen Storey-Potter is the Secretary.

All new members are welcome and can have their names added to the database by going to the school website and completing your details online or contacting the school either by telephone or email.



# PUBLIC LIABILITY INSURANCE SERVICE ORGANISATION

Public Liability Insurance (PLI) requirements for service organisations hosting Community Service Program students can be categorised as involving greater or lesser risk. The level of risk depends on the nature of the service activity being undertaken by the students. Service activities that are more passive in nature are usually less risky than those that require more active physical participation.

A wide variety of service activities will be undertaken by students. Some examples of service activities that could be classified as passive or active are provided below. However, as with other areas of risk management, principals and Community Service Program Coordinators will need to exercise their professional judgement in matching a service activity with a category.

## PASSIVE: \$5 million PLI

Examples: Verbal and/or social interaction with a resident of an aged care facility; tutoring a primary student in reading or maths; participating as a member of a Youth Advisory Council.

## ACTIVE: \$10 million PLI

Examples: Environmental or restoration projects; coaching/umpiring individuals, small groups or sporting teams; fundraising e.g. door knocking in the suburbs; surf lifesaving patrols.

For further information see Departmental Insurance Covers – Risk Cover Fund Guidelines located at [www.policies.det.wa.edu.au](http://www.policies.det.wa.edu.au). The Certificates of Currency are also available to download.

## PERSONAL ACCIDENT AND PUBLIC LIABILITY INSURANCE (STUDENTS)

There are two types of cover that are provided for students who are engaged in service activities that are part of a school's endorsed volunteer program i.e. the Community Service Program.

### Personal Accident Cover

In terms of personal accident cover, Risk Cover will pay to or on behalf of the Department of Education compensation for bodily injury, death or disability, whether permanent, partial or temporary, caused by an accident.

The limit of the liability provided under the personal accident cover is limited to a capital sum equivalent to the Workers Compensation prescribed amount as at June 30 of the calendar year.

The cover itself is a "gap" which will respond to costs above and beyond what is covered by a student's private health insurance or Medicare. In addition to medical expenses, the cover also provides for home

tutorial expenses, vocational rehabilitation expenses and funeral costs as set out in the schedule of payment.

## PUBLIC LIABILITY COVER

The Department of Education and Training's public liability cover extends to students engaged in service activities that are part of a school's endorsed Community Service Program. The cover will respond to claims for injury or death to a third party and/or loss or damage to the property of a third party where the student has been deemed legally liable.

Cover is provided for the personal liability of students whilst engaged in service activities that are part of a school's endorsed Community Service Program and performing a function or task requested by their host community organisation. Fund cover, however, does not operate for the benefit of the host service organisation, which should effect their own insurances.

It should be noted that there is no cover for accidental damage caused by the student to the host's premises, plant or equipment or other property, where negligence on the part of the student has not occurred. Service activities undertaken as part of Option 1 (School endorsed, parent organised and managed) must be endorsed by the Principal or nominee in order to be considered part of the school's Community Service Program and receive personal accident and public liability cover.

Students undertaking activities via Option 1 that have not been endorsed by the school will not receive personal accident or public liability insurance cover.

# 2026 SCHOOL CAPTAINS



Serena Ho and Kalani Brack

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