

St Mark's Anglican Community School

2020 Secondary School Student Information



Respect. Knowledge. Confidence. Responsibility. Community

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2020 Secondary School Student Information

Term Dates

Term 1:	Monday 3 February Thursday 9 April	Term 1 commences Term 1 finishes
Term 2	Wednesday 29 April Friday 3 July	Term 2 commences Term 2 finishes
Term 3	Tuesday 28 July Friday 25 September	Term 3 commences Term 3 finishes
Term 4	Monday 12 October Tuesday 8 December	Term 4 commences Final day for students (Speech Night)

Middle and Senior School Bells 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	8.35 – 9.35	8.35 - 9.40	8.35 - 9.30	8.35 - 9.40	8.35 – 9.35
Period 2	9.35 - 10.35	9.40 - 10.45	9.30 - 10.25	9.40 - 10.45	9.35 - 10.35
Recess	10.35 - 10.55	10.45 - 11.10	10.25 - 10.45	10.45 - 11.10	10.35 - 10.55
PCG time	10.55 - 11.15	11.10 - 11.30	10.45 - 11.05	11.10 - 11.30	10.55 - 11.15
Period 3	11.15 - 12.15	11.30 - 12.35	11.05 - 12.05	11.30 - 12.35	11.15 - 12.15
Period 4	12.15 - 1.15		12.05 - 1.05		12.15 - 1.15
Lunch	1.15 - 1.45	12.35 – 1.15	1.05 - 1.35	12.35 – 1.15	1.15 - 1.45
Period 4		1.15 – 2.20		1.15 – 2.20	
Period 5	1.45 - 2.45	2.20 - 3.25	1.35 - 2.30	2.20 - 3.25	1.45 - 2.45
Pd. 6 Wed	School or Year Assembly 2.45 - 3.25		2.30 - 3.25		House Activities or Meetings 2.45 - 3.25

Administration Staff, Curriculum and Pastoral Leaders

Executive		Pastoral Care Leaders	
Principal	Mr Steven Davies	Middle School	
School Chaplain	Revd Scott Rowland	Deputy Head	Mr Michael Day
Head of Teaching and Learning	Dr Deborah Netolicky	Heads of Year	Year 6: Mrs Paula McGibbon Year 7: Mrs Kristin Clape Year 8: Mrs Rebecca McManus
Head of Middle School	Mrs Julia McGibbon-Briggs	Senior School	
Head of Senior School	Ms Kelly Nebel (T1) Mrs Rosanne Madden	Deputy Head	Ms Susie Edwards
Business Manager	Mrs Carolyn Gray	Heads of Year	Year 9: Mr Mark Van Winsen Year 10: Mrs Sarah Ellam Year 11: Ms Sandi Mlinar Year 12: Mrs Brittany Berghan

Heads of Department/Learning Areas		Heads of House	
Arts	Mrs Nadine Bastow	Carnley	Ms Carissa Tucker
Careers	Mrs Linda Whiteside	Challen	Mr Will Brock
Christian Education	Mr Stewart Shattock	Moyes	Mrs Lia Parsons
Design & Technology	Mr Julian Spada	Watkins	Mrs Ceris Humble
English	Mrs Tamara Bowen	Student Welfare	
Health & Physical Education	Ms Sharon McCarthy	School Nurse	Mrs Tracy Nottingham Mrs Susan Willison (Thurs)
Home Economics	Ms Tammy Buchanan	School Psychologist	Mrs Samantha Goldberg
Humanities	Mr Daniel Lehman	Student Reception	
Digital Technologies	Mr Robert Blair	Middle School	Mrs Marcia Husband
Learning Enrichment	Mrs Kerry Kais	Senior School	Mrs Kylie Weatherald
Interschool Sport	Mr Patrick Squire	Wellness Centre	Mrs Renee Chappell
Languages	Ms Emma Waters	Absentees	absentee@stmarks.wa.edu.au
Library & Information Literacy	Mrs Shirley McKibbin		
Mathematics	Dr Ray Williams		
Music	Mrs Pam Grubb		
Outdoor Adventure Studies	Mr Nick Irwin		
Science	Mr Josh Andrew (Term 1) Ms Kelly Nebel		

Our School

SCHOOL MISSION STATEMENT AND MOTTO

St Mark's aims to foster growth in character and to develop a set of values and skills, by teaching and example in a Christian setting, through all aspects of School life. The School motto is *Seek Truth and Wisdom*.

MIDDLE SCHOOL MISSION STATEMENT

Middle School at St Mark's encourages students to '**explore and flourish**' by a commitment to hands-on learning and a robust, broad curriculum. Student engagement is developed through a sound pastoral care program with a specific focus on wellbeing and positive education in order to best position students for success in future years.

SENIOR SCHOOL MISSION STATEMENT

Senior School at St Mark's provides students with an experience that will '**challenge and enrich**' them in Years 9 and 10. Through pastoral and academic curricula focused on developing the individual as autonomous and resilient, students are encouraged to take risks that will enable them to grow. In Year 11 and 12, students will build on their prior experiences at St Mark's, into confident, capable young people who can **succeed** in life and **fulfil** their potential.

OUR VALUES

The School has identified five values that reflect who we are as a School community, and these values are underpinned by the School's Mission Statement and Christian ethos. These five values are interwoven throughout all elements of School life, including policy development and process, pastoral care and curriculum implementation.

- **Respect:** We actively listen to each other's thoughts and feelings, and trust that those thoughts will be respected and valued.

- **Knowledge:** We learn continuously by gathering new facts, principles and truths. Our knowledge and understanding grow when we put what we learn into practice.
- **Confidence:** By having a realistic confidence in ourselves and in our abilities, we are able to set goals that are both challenging and achievable, whether those goals are in education, in work or in society.
- **Responsibility:** We take responsibility for our actions by making positive choices, learning from our mistakes, and by fulfilling our duties and honouring our commitments to one another and to our community.
- **Community:** As a community, we work together to reach a shared goal, offering each other mutual support and encouragement. The skills and talents of individuals are recognised and acknowledged, allowing each individual to make a positive contribution to group efforts.

OUR SCHOOL PRAYER

Almighty God, we thank you for the gospel of your son Jesus Christ committed to us by the hand of your evangelist Saint Mark: grant that we may not be carried away with every changing wind of teaching, but may be firmly established in the truth of your word; through Jesus Christ our Lord. Amen.

OUR SCHOOL SONG

Truth & Wisdom, by Paul Jarman (2013)

Holding a dream in the palm of our hand
Sow the seeds and we'll water the sand
From the dust and the dunes our dream will bloom
Together we can make it true

Follow the way, the truth and the life
Lead by example, shining our light
Live by the values we've learned today
Knowing that our path is right

Seek truth and wisdom in all you do
Explore the wonder of your life
Seek truth and wisdom, take it always with you
And you will always shine a light

The love you that you give is the love you receive
And where there is love there's a reason to live
With all of our heart, our mind and soul
Our faith in you will lead us on





Serving each other we are all growing strong
See with the vision to which we belong
So we'll all lend a hand and join as one
To grow the dream for those to come

Give ourselves, we become so much more
Like the seeds that we planted, we will always stand tall
And you will find us side by side
Shining a light for you

THE NATIONAL ANTHEM - ADVANCE AUSTRALIA FAIR

Australians all let us rejoice for we are young and free
We've golden soil and wealth for toil,
Our home is girt by sea.
Our land abounds in nature's gifts of beauty rich and rare.
In history's page, let every stage advance Australia fair.
In joyful strains let us sing: advance Australia fair.

HOUSE GROUPS

 <p>Carnley-Blue</p>	<p>Named after Dr Peter Carnley AO, the Archbishop of Perth (1981-2005). Dr Carnley always took a keen interest in education and strongly supported Synod's decision to establish a low-fee school in Perth's northern suburbs. Dr Carnley dedicated the School and commissioned its foundation Principal in February 1986. The Carnley House banner depicts a whale and Swan River daisies.</p>
 <p>Challen-Green</p>	<p>Named after Bishop Michael Challen, who was appointed by Diocesan Council in 1982 to chair the newly formed interim Anglican Education Commission which researched the feasibility of setting up a low-fee school and oversaw the necessary preparatory arrangements regarding acquisition of land and government funding. The Challen House banner depicts a gecko and eucalyptus leaves.</p>
 <p>Moyes-Red</p>	<p>Named after Mr Peter Moyes AM OBE, who was headmaster of Christ Church Grammar School in Claremont 1951-1981. After his retirement, Mr Moyes devoted himself to the establishment of the Anglican Schools' Commission. As foundation chairman, his vision of a co-educational, low-fee Anglican School came to fruition in 1986 with the establishment of the Anglican Community School of St Mark's. The Moyes House banner depicts a sea dragon and kangaroo paw.</p>
 <p>Watkins-Yellow</p>	<p>Named after Mr Glynn Watkins OAM, who was appointed early in 1985 to lead the interim School Council to plan the establishment of St Mark's. He was the first Chairman of School Council in 1986 and served in that capacity until 1982. Mr Watkins was a Principal in the Education Department of Western Australia for many years. The Watkins House banner depicts an osprey and wattle.</p>

1.0 GENERAL INFORMATION

1.1 ATTENDANCE

Regular and punctual attendance at school is necessary for students to learn effectively and to achieve success in their learning. St Mark's Anglican Community School uses the following procedures to promote attendance and the skills of self-organisation in students. School hours are 8.35am – 3.25pm.

These procedures are based on the expectation that the home and School will communicate together when students are absent from School.

1.2 ARRIVAL

Secondary students are expected to arrive at School by 8.15am for commencement of School at 8.35am. Teaching and learning begins at 8.35am. Students who arrive between 8:35 and 8:45am will be marked late by their teacher. After 8:45, students must report to their relevant Student Reception.

1.3 ABSENCE FROM SCHOOL

Parents are required to contact student reception on 94031300 by 9.00am on the day of absence and provide a note of explanation on the day of return to School. If notification is not received by 9.00am, an SMS will be sent to parents alerting them that their child is not at School. Parents can also email absence to absentee@stmarks.wa.edu.au

Students need to communicate with subject teachers regarding any missed work or assignments. While it is the student's responsibility to catch up, negotiation with the teacher may result in reduced requirements or extended deadlines. Packs of individual work will not be available.

A written note of explanation or email for absence of two days or less is required and a medical certificate may be requested from a parent/guardian for three days or more absences.

1.4 LEAVING EARLY

If a student is to leave the School early, or at a time during the day, parents must email absentee@stmarks.wa.edu.au to explain reasons for early departure. Students must report to their Student Reception to sign out.

Appointments during School time should be avoided. However, it is understood that some specialist medical appointments may need to be scheduled during School hours. If a student is returning during the day, the student must sign in again at Student Reception.

1.5 EXTENDED LEAVE

Parents are strongly discouraged from taking their children on holidays during term time. Students miss out on valuable learning experiences as well as assessments. Extensions for work or alternate arrangements for assessments cannot be guaranteed and parents need to be aware of this.

The Education Act does not allow the School to give permission for students to miss school, but Administration will note the student's absence and the reason for it. If this is an absence for a holiday during school term, the attendance register will record these dates as a resolved absence.

Before a student departs, it is important that they speak with their teachers so they can effectively manage any commitments they may have while they are away from School. Please be aware that their teachers may not grant extensions for assessments and tests that fall during or immediately after the leave.

If an extended absence is planned, notification must be sent to the Principal advising the School of the duration of the absence. Please email principal@stmarks.wa.edu.au

1.6 EXTENDED ABSENCES

Many students have their educational progress severely interrupted by absences which are often unnecessary. To reach full potential, students need to attend regularly.

The School and parents work together to help students to understand the importance of being at School whenever possible, and trivial reasons for absence are not sufficient to discharge parents' legal responsibilities. One day a fortnight accumulates to five School weeks absence in a year. Attendance is monitored daily and if attendance falls below 90%, parents will be contacted to offer support in reengaging their students back to School.

2.0 BICYCLES

Students are encouraged to ride to School. Students must wear a bicycle helmet, properly fastened to and from School. Bicycle racks are available behind the Dunsborough building. Bicycles should be securely locked and it is advised that the bike should have personal identification status. Bicycle racks are out of bounds to students between 8.30am and 3.25pm. It is advised that students do not wear earphones and listen to music whilst riding the bicycle. Students must not ride their bike through the School.

3.0 CARS

3.1 PARENTS

Parents are asked not to park in the staff car park. They are asked to observe the rules in that they use the drive through to lessen the congestion at peak times. A traffic controller is on duty in the morning and afternoon and will enforce the rules of traffic flow. If a parent needs to park, it is advised that they park in on St Marks Drive, or in the parking lot adjacent to Muzz Buzz.

3.2 STUDENTS

Students who drive to School must park their car in the car park adjacent to Endeavour Road (near Muzz Buzz); they are not to drive into the School. **Students are advised not to park in the business car parks adjacent to the School.**

Students are not permitted to go to vehicles during the School day for any reason, unless special permission is granted by the Head of Senior School. Inappropriate driving on or around the School grounds or leaving the School without permission will result in serious consequences. If deemed necessary, the police will be notified.

4.0 ILLNESS

The sick bay is located in the Wellness Centre in the Administration building. A School Nurse is available for treatment.

4.1 DURING CLASS

In order for a student to be admitted to sick bay (notwithstanding an emergency), a teacher must give permission for the student to leave the class. A student will accompany the sick student if needed.

4.2 OUT OF CLASS

If a student becomes ill or is injured during recess or lunch time, he/she must report to the Wellness Centre where the School nurse or wellness assistant will administer basic first aid. It is advised that the student be accompanied if there is a concern for the safety of the ill/injured student.

4.3 ADMINISTERING FIRST AID

A student may remain in sick bay for a short period of time, monitored by the School Nurse and Wellness Centre staff. If deemed necessary, parents or an emergency contact listed on the student's records will be contacted to come and collect their child.

Under extreme circumstances an ambulance may be called to address an emergency. Parents will be notified of this course of action. If a student is to be transported to hospital without a parent, a member of staff may travel in the ambulance and remain with them until the parent reaches the hospital.

Students are not to use their mobile phone to contact a parent or guardian for permission to leave School due to illness. All contact must go through the Wellness Centre.

5.0 LOCKERS

Students will be issued a locker at the beginning of the School year. Lockers are the property of the School and may be searched at any time. Students are advised to keep them clean and tidy and only the timetable can be blue tacked to the inside door. There is to be nothing stuck on the outside of the locker.

It is the responsibility of the student to ensure that no stickers, graffiti or anything else is stuck on the external and internal doors of the locker.

5.1 LOCKS

Students in Year 6 to 9 will be issued with a lock. Students can ask for assistance from Middle or Senior School Reception if they are having problems with their School-issued lock.

It is the responsibility of students in Years 10 to 12 to provide a strong, quality lock for their locker. If this is a key lock, a spare key must be kept with the Pastoral Care Tutor in case the locker key is left home. If a combination lock, the Pastoral Care Tutor must know the combination.

The lock will be cut off by maintenance if the student has lost or left keys at home and there is not a spare key. Students must have access to their locker to access books and resources every day. Students can borrow a lock from their relevant student reception for 24 hours and the replacement lock must be attached the following day.

5.2 SECURITY

Valuables, including mobile phones, calculators and computers must be secured in the locker when not in use and must be taken home each night. The School accepts no responsibility for any items stolen or misplaced.

6.0 NOTICES AND NEWSLETTERS

6.1 DAILY NOTICES

The daily notices are on SEQTA and can be accessed by staff and students. It is important to check each day for news items and events that may be important to students.

6.2 PARENT NEWSLETTER AND WEEKLY BULLETINS

A parent newsletter, *The Lion's Roar*, is published weekly, and is available on the School App and the School website. Parents should read the newsletter in order to be well-informed of what is going on in the School. A Weekly Bulletin with a summary of new notices is also distributed to parents once a week. For Middle School, the Bulletin goes out on Thursdays, and on Fridays for Senior School.

7.0 REPORTS

7.1 SEMESTER 1 REPORT

A Semester 1 report is released on SEQTA at the end of Term 2. Students in year 10 will receive their report at the beginning of Term 3. This report will give a comprehensive assessment of the student's progress in all subject areas. There is an opportunity for parents to discuss their child's report in an arranged parent/teacher interview evening.

Details will be published through the School's regular communication channels. There are no comments on the subject reports. However, parents are encouraged to check their child's progress in all subjects through the SEQTA Engage, which is accessible via the Igloo Parent Portal. If any parent is having difficulty accessing Igloo or SEQTA Engage, please contact the IT Department at it@stmarks.wa.edu.au.

7.2 SEMESTER 2 REPORT

A Semester 2 report is released on SEQTA at the end of Term 4. Year 12 students do not receive a report in Semester 2. They receive a Statement of Results and a School reference.

8.0 STUDENT DIARY

Students must take their student diary with them to every lesson and home every night. Important notes, assessment dates and homework details should be entered accurately. The cost of the diary will be on the Term 1 fees account.

8.1 DIARY USAGE

Students should use their diary to plan and organise their homework. There are pages at the back of the diary to guide students about appropriate study techniques and setting up a study timetable. There is an assessment planner at the beginning of each term for students to note down when assessments and assignments are due. Parents are encouraged to read the diary regularly

and initial any comments. Students in the Middle School are expected to have their diary checked and signed by parents and Pastoral Care Tutor each week.

8.2 REPLACEMENT DIARY

If a student loses the diary, another will need to be purchased. Stickers, graffiti, pictures and inappropriate text are not acceptable. Student diaries found in such a state will need to be replaced.

9.0 VALUABLES

Valuables are not to be left in the sports change rooms. All valuables, such as computers and calculators, are to be stored in the students' own lockers when not in use in the classroom and must not be left in the lockers overnight. The School does not accept any responsibility for stolen or misplaced items.

9.1 INSURANCE

School insurance does not cover for loss of personal items and while every reasonable effort will be made to find missing valuables, the School cannot take any responsibility for their replacement.

10.0 IMPORTANT CONTACTS

10.1 ADMINISTRATION Phone: 94031300

Administration office hours: 8.00am – 4.30pm

10.2 CAFETERIA Phone: 94031311

Hours: 8.00am – 2.30pm

Students have the opportunity to order their lunch online or select from a range of freshly made sandwiches, rolls, wraps and hot food. The Cafeteria is open before School, recess and lunchtime. Lunch orders can be placed in person before School starts or online. New orders cannot be placed at recess.

The Cafeteria does not accept cash payments but accepts payment via SmartRider or EFTPOS. For more information on how to use SmartRider system, please visit the School website for instructions.

10.3 FAMILY SUPPORT

Anglican Family Counselling	Phone 93000480
Chapel of St Mark & St Luke	Phone 94019911
Family Helpline	Phone 92231100
Kids Helpline	Phone 1800 55 1800
Lifeline	Phone 131114
Mercy Youth Services	Phone 1800 800 046

10.4 PUBLIC TRANSPORT

Morning: Route 442 from Warwick Interchange. Alight Cook Avenue
Route 441 from Whitfords Interchange at alight Endeavour Rd

Afternoon: Route 442 to Warwick Interchange. Stand 1 – St Marks Drive
Route 441 to Whitfords Interchange - Stand 2 – St Marks Drive

10.5 UNIFORM SHOP: Phone: 93074514

The Uniform Shop is open on **Mondays from** 8am to 11.15am and 2pm to 6pm. On **Wednesdays, the Shop is open from** 8am to 2pm.

The Uniform Shop will also be open at specified times during the school holidays. These times will be advertised in the School newsletter, website and app.

11.0 PASTORAL CARE

St Mark's is mindful of its responsibility to care for the individual student's welfare and development. Through the Pastoral Care program, students will enjoy further opportunities to develop leadership skills and peer sharing. This program is a set of systems, procedures and programs which attempt to meet the totality of needs of

students so that each child has the opportunity to reach his/her potential, and are equipped with the skills to cope with life.

Pastoral care addresses social, spiritual, mental, emotional and physical needs. The Pastoral Care Team, consists of Homeroom (Year 6)/Pastoral Care Tutors, Heads of Year, Deputy Heads of School and Heads of School in the Secondary School.

All share a belief in the value of each individual student and are committed to working with students to produce love of learning, self-respect and a real sense of community. Parents can contact the Homeroom /Pastoral Care Tutors via email or phone to set up an appointment to discuss their child's academic and social progress.

Appointments are necessary to ensure quality time is set aside for a meeting.

12.0 HOUSE EVENTS AND ACTIVITIES

12.1 HOUSE GROUPS

Each student is assigned to a house: Carnley, Challen, Moyes or Watkins. The Head of House provides cultural, sport, academic activities for maximum participation by the students. Some activities are competition based i.e. swimming, debating or promoting House spirit i.e. team games, quizzes.

12.2 HEAD OF HOUSE

The Head of House leads the House in many events and competitions. Pastoral Care Tutors belong to the same House as their PCG students, and support students in the House activities, events and competitions.

13.0 ASSESSMENTS

For more detailed information, check the School website.

13.1 OVERVIEW

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties;
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes;
- developing subsequent learning programs;
- reporting student achievement to parents; and
- whole-School and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid and reliable.

13.2 ASSESSMENT GUIDELINES

Senior Secondary (Year 11 and 12) schooling has mandatory guidelines set by School Curriculum and Standards Authority (SCSA). Middle secondary (Years 6 to 8) and Senior School (Years 9 to 10) subjects will follow similar models to their senior secondary equivalents and also any guidelines laid down by the Australian Curriculum, Assessment and Reporting Authority (ACARA) with respect to the Australian Curriculum and SCSA with respect to their development of the Western Australian Curriculum and Assessment Outline.

13.3 STUDENT RESPONSIBILITIES

It is the student's responsibility to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date;
- maintain an assessment file for each subject/course studied and to make it available whenever required;
- maintain a good record of attendance, conduct and progress. (A student who is absent for five periods/days or more per term is deemed to be at risk of not achieving the best possible results for a course or unit); and
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

13.4 STAFF RESPONSIBILITIES

It is the responsibility of the teaching staff (in conjunction with the relevant Head of Department/Learning Area) to:

- develop a teaching/learning program that meets current School and WACE syllabus requirements and guidelines where applicable;
- provide students with a subject/course outline and assessment outline at the start of the subject/course;
- ensure that assessments are fair, valid and reliable;
- provide students with timely assessment feedback and guidance.

13.5 INFORMATION PROVIDED TO STUDENTS

At the start of every course or subject, the teacher will provide a printed copy, or access to an electronic version of the following to each student:

- the syllabus for the subject/course
- an assessment outline that includes at least the following information:
 - the assessment types
 - the weighting for each assessment type
 - the weighting for each assessment task
 - a general description of each assessment task
 - a general indication of the content covered by each assessment task
 - an indication of the outcomes covered by each assessment task
 - the approximate timing of assessment tasks (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

13.6 STUDENTS WITH SPECIAL EDUCATION NEEDS

Students with specific learning disabilities may have assessments (written, practical and School examinations) modified. These modifications will be consistent with those provided by the School Curriculum and Standards Authority. For WACE examination candidates, special provisions, depending on the individual students' needs can include special equipment, provision of a scribe, or additional rest or working time.

13.7 MODIFICATION OF THE ASSESSMENT OUTLINE

When a student's specific education needs do not allow them to complete particular assessment task, the teacher may modify the task, in consultation with the Head of Department. An education plan will be developed showing any modifications to the assessment outline for the course unit or subject.

13.8 COMPLETION OF A COURSE UNIT OR SUBJECT

A grade is assigned for each course unit or subject completed unless, for reasons acceptable to the School, the student is not able to complete enough assessment tasks to provide the School with sufficient evidence to enable a grade to be assigned.

Students are required to:

- submit all out-of-class assessment tasks on or before the due date
- attempt all in-class assessment tasks on the scheduled date.
- Unless there is a reason that is acceptable to the School, failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in the student receiving a lower grade than expected at the end of the course unit or subject (if the reason for non-completion/submission is not acceptable to the School) or

Where an out-of-class assessment task is submitted after the due date or not submitted, where the student **does not** provide a reason which is acceptable to the School, the following penalties apply for late submission:

In Senior School:

- 10% reduction in mark (if submitted one School day late), or
- 20% reduction in mark per day thereafter (for up to 5 days), or

- A mark of zero (if submitted more than five School days late or not submitted).

In Middle School:

Students will lose 5% per day until the work is submitted. *The day on which the work is submitted will be included in the count, as will any weekend, which will be deemed as one School day.*

Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity **before** the due date. For any missed in-class assessment task where the student **does not** provide a reason which is acceptable to the School, the student will receive a mark of zero.

If a student does not submit an assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian to discuss the risk of the student not completing the course unit/subject and to negotiate a solution.

13.9 ACCEPTABLE REASONS FOR NON-SUBMISSION OR NON-COMPLETION

The penalty for non-submission or non-completion of an assessment task will be waived if the student provides a reason acceptable to the School. For example:

- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission by the due date.
- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

Parents/guardians will be contacted to discuss the matter if a student misses two in-class assessments in any subject area a term. In such cases the parent/guardian must:

- contact the School before 9.30am on the day, and
- provide either a medical certificate or a letter of explanation immediately the student returns.
- Where the student provides a reason acceptable to the School for the non-submission or non-completion of an assessment task the teacher will:
- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a grade to be assigned), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential) **or**
- statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks.

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the School ball). Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task.

In exceptional circumstances such as illness, family bereavement or state or national representation, the parent/guardian may negotiate with the Head of School the development of an educational plan.

13.10 MISSED ASSESSMENTS

Students who miss an in-class assessment must complete the assessment within three days of returning to School. The assessment will be done before or after School. Students will not be able to do the test during class time.

13.11 RETURN OF STUDENT WORK

Teachers will endeavour to return marked assessment to students in a reasonable time frame. There should be a return of marked work by two weeks for Years 6-12. However, this turnaround time may increase due to various factors which would have been approved by the Head of Department.

Teachers may request to collect assessments for moderation or parent interview purposes. Any such work will be returned to students as soon as is practically possible.

13.12 TRANSFERS BETWEEN COURSE UNITS OR SUBJECTS

When a student commences a course unit or subject late they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the Head of School. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the new course unit or subject.

The deadlines for changes are:

- Friday of Week 4 of Term 1 for all Semester 1 units and all subjects
- Friday of Week 2 of Term 3 for all Semester 2 units.

13.13 TRANSFER FROM ANOTHER SCHOOL

It is the responsibility of any student who transfers into a class from the same course or subject at another school, to provide the School with the details of all completed assessment tasks. Where relevant, the Head of School will contact the previous school to determine:

- the part of the syllabus that has been completed
- the assessment tasks which have been completed
- the marks/ratings awarded for these tasks.

The Head of Department/subject will determine how the marks from assessment tasks at the previous school will be used.

13.14 SCHOOL EXAMINATIONS

A written examination will be held in all ATAR and specified subjects in other years at the end of Semester 1 and the end of Semester 2. In those courses with a practical/performance/oral exam a practical/performance/oral exam will also be held.

Examinations may be held in General courses where considered appropriate by the Head of Department/learning area. In courses with a practical component, such as performance/oral exam, a practical/performance/oral exam will also be held. This will be included in the assessment outline for the units.

Examinations are typically 2, 2.5 or 3 hours in Year 11 and 2.5 or 3 hours in Year 12. The examination timetable and a copy of the examination rules will be issued to students three weeks before the commencement of the exam period.

Students and parents should be aware that it is normal for student performance to be approximately 10% lower in exams. Exams do provide an opportunity in the Middle School to build familiarity and resilience required for Senior School exams. Years 9 and 10 exams are typically 1.5 hours in length.

Students who are planning to be absent on the day of an exam will not be able to sit the exam at an earlier time.

13.15 CHEATING, COLLUSION AND PLAGIARISM IN ASSESSMENT

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which contains:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor).
- identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). *Note: Where a student permits others to copy their work, they may also be penalised.*

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Department/subject who will inform the appropriate Head of School. As part of this process, the student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, the following penalties will apply:

- a mark of zero for the whole assessment task, or
- a mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised

Note: The parent/guardian will be informed of the penalty and any further disciplinary action.

13.16 SECURITY OF ASSESSMENT TASKS

Where there is more than one class in a course unit or subject most or all of the assessment task will be the same. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson.

13.17 REPORTING

St Mark's reports student achievement at the end of Semester 1 and at the end of Semester 2 (excludes Year 12s).

All Year 11 and 12 courses are delivered concurrently therefore the mark and grade for the Semester 1 unit will not be finalised until after the Semester 2 exam (as this exam covers both units). In this case, an indicative mark and grade are reported at the end of Semester 1. At the end of Semester 2 all Year 11 and 12 students will receive a Statement of Results detailing the marks and grades that will be sent to SCSA.

All grades reported are subject to SCSA approval at the end of the year. The student (and parent/guardian) will be notified of any changes to that result from SCSA's review of the student results submitted by St Mark's.

Information about calculating the ATAR for university entry is available on the TISC website at www.tisc.edu.au.

All Middle School subjects are year-long courses. Semester 1 provides a mark and a grade reflecting student performance. The Semester 2 report provides a mark and a grade for the year.

13.18 REVIEWING MARKS AND GRADES

If a student considers that there is an issue about the delivery of a course or subject, the marking of an assessment task or the grade assigned for a course unit or subject they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student (or parent/guardian) should approach the Head of Department/subject of the course or subject.

The student (or parent/guardian) can request, in writing, that St Mark's conducts a formal assessment review, if they consider that the student has been disadvantaged.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student (and parent/guardian).

14.0 STUDENT CODE OF CONDUCT

Learning

- Be on time to all classes
- Be ready to learn in both lesson and homework time
- Be prepared to ask the teacher when problems are experienced
- Practise time management, especially with exam and assignment preparation
- Catch up, in own time, on all work or assessment missed through non-attendance
- Always try to do your best

Preparedness

- Bring to all lessons the correct materials required
- Know what is needed in all subjects
- Be on time and ready to learn
- Hand in all assignments by the due date
- Let the teacher know early if there is difficulty meeting a deadline

Communication

- Speak in an appropriate and respectful manner
- Be responsible for the delivery of newsletters and other correspondence to home
- Always seek to be positive

Personal Presentation

- Wear the appropriate School uniform for the specific activity/occasion
- Demonstrate pride in self and the School by a high standard of personal presentation, grooming and hygiene at all times
- Ensure that hair is clean, neat and tidy and conservative in style in accordance with the School regulations

Homework

- The homework diary must be with the student at all times
- Record all homework given by the due date
- Complete all set homework
- Communicate with subject teacher any exceptional circumstances which may prevent homework being completed

Behaviour

- Be aware of and try to meet all aspects of the School's academic and behaviour management policy
- Be aware of and consistently meet the expectations of the School values
- Follow promptly and respectfully all directions given by Staff members
- Be responsible for own behaviour
- Accept consequences of own behaviours
- Refrain from any behaviour that will have a negative effect on another students or member of staff
- Refrain from any behaviour that is likely to diminish the reputation of the School in the community
- Wait outside the classroom for the teacher

Leadership and Involvement

- Participate in activities that develop initiative, sense of responsibility, involvement, team membership, communication skills and service

- Be willing to participate in co-curricular activities
- Display pride in being a St Mark's Anglican Community School student through involvement, dress, behaviour and attitude
- Demonstrate a high level of community awareness and involvement
- Maintain a balance between academic, family, community and co-curricular activities

Care of Buildings, Equipment and Facilities

- Be aware of the need for maintaining a clean and safe environment.
- Report any damage or dangerous situation
- Put away equipment after use
- Clean up litter without being asked
- Care for and clean lockers. Do not deface them
- Place all rubbish in bins provided
- Recycle as much as possible

14.1 DRESS CODE

High standards in uniform are expected and valued by St Mark's. The School uniform must be worn correctly when travelling to and from School.

Students must change into their sports uniform at the beginning of their sports period and back into School uniform at the end of the lesson. Year 6 students are permitted to wear their sports uniform all day when they have sport.

Students wear their sports uniform with House shirt on Fridays.

The summer uniform, which includes wearing the School hat, is worn during terms 1 and 4; winter uniform which includes blazer and tie is worn in terms 2 and 3.

All uniform requirements, except School and sports shoes, must be purchased at the Uniform Shop.

14.2 SCHOOL UNIFORM

- The School uniform must be clearly labelled with student's name. It must be kept clean, well pressed and in good condition.
- Shoes are to be traditional black leather lace ups with a minimum of three pairs of eyelets and soles with a depth within range of 2 – 3 cm and moulded heel. They must be polished and in good condition. School shoes should not be rubber coloured on the bottom, nor should they be sneaker/skate shoe replicas in all black.
- Shoes for sports classes and House days must be a sports shoe (runners, joggers). Surf, skate, walk or casual shoes are not acceptable.
- In Terms 2 and 3, girls are to wear opaque grey stockings. These can be purchased at the Uniform Shop. Plain maroon or grey gloves and maroon School scarves are also optional with the winter uniform.
- Undergarments of any type should not be visible. For example, in summer, T-shirts are not allowed to be worn under School shirts as they are visible with an open neck.
- Boys shirts and trousers should fit and be worn correctly. Oversize shorts are not acceptable.
- Shirts should have collars large enough to be buttoned up and a tie worn correctly in winter.
- Boys' shirts must be tucked in when wearing the winter uniform.
- Girls' skirts must touch at least the top part of the knee when standing upright. The uniform is designed to be loosely fitting.
- When the School jumper is worn, shirts should not hang lower than the jumper.
- A School hat is compulsory for all secondary students. All students must wear their hat whenever they are in direct sunlight in Terms 1 and 4. Students in Year 12 may wear the Year 12 cap for Terms 1 and 4.

- Years 6 to 12 are to wear blazers with the winter uniform (optional with summer uniform). In wet weather, a raincoat may be worn over the blazer.
- Students are not permitted to wear their sports uniform to and from School unless they are involved in an after-school sports program such as CAS.
- Sports uniform is not to be worn in School except in PE Lessons. There are exceptions, at times, for the Year 6 students.
- Sports uniform is not to be worn in School except in Phys ED lessons. For some Outdoor Adventure studies activities, students may be asked to wear their sports shorts with their OAS shirts. Some situations may arise where students are told to wear sports uniform for the day as they have an incursion or excursion
- If a student is involved in before-school sports training, they must bring their School uniform to change into for the day. Students involved in after-school training may wear their sports uniform home. If students have training before school and have PE before recess, they do not have to change back into School uniform until after the PE lesson.
- Year 12s may wear their leavers' jacket on designated days. They may also wear their jacket to exams and during study leave.

14.3 APPEARANCE

- Hairstyles are to be neat and appropriate and conservative in style. The fringe should be above the eyebrows and boys are not permitted to have long sideburns, i.e. below the cheekbones.
- All students' hair is to be clean, tidy, off the face and tied back if below the top of the collar. Unnatural looking hair rinses or streaks not permitted.
- Hair elastic must be black, brown or maroon and ribbons must be maroon and narrow. Girls may wear a narrow maroon headband or maroon scrunchie which can be purchased at the Uniform Shop. Hair fasteners such as small clips must be black, brown or maroon. No coloured hair accessories are to be worn.
- Coloured nail polish (including French and nude) and false nails are not permitted.
- False eyelashes are not permitted.
- Boys must be clean shaven.
- Jewellery (piercings, necklaces, bracelets, rings, anklets etc.) cannot be worn apart from a watch, earrings or medic-alert bracelet.
- Students with pierced ears may wear one pair of small plain gold or silver studs or sleepers. The sleepers and studs must be no greater than 3-5mm in diameter. Two earrings must be worn but only one earring in each ear. They must be worn in the lower part of the lobe and in the same position in each ear. Clear plastic studs may be worn to keep ear piercings open. No other body piercings are permitted.
- Students should not have any visible tattoos.
- Middle School students in Years 6 – 8 are not permitted to wear any make-up. Fake tans, tinted moisturisers and tinted sunscreen lotions are not permitted. A clear lotion is recommended.
- Lightly applied make-up is permitted for students in Years 9 to 12 only.
- When in School uniform, students must abide by these rules.

Other information

- Jewellery that does not comply with the above standards will be confiscated for two weeks.
- Items not collected will be disposed of.
- A St Mark's bag and sports bag are the only bags permitted to carry School resources.
- There is a lost property box located in the foyer of the Ken Fairfield Hall where all lost property is placed in boxes. Items of clothing not claimed or labelled will be disposed of at the end of the year.

- Chewing gum and bubble gum is forbidden.

14.4 HOMEWORK

Regular homework is expected of each student. It is an integral part of the class work program. Students are expected to do the required work as well as revision and lesson preparation. Homework is to be recorded in the student diary. The following is a guide and may vary from week to week:

YEARS 6/7	20 – 60 minutes per night	YEAR 8	60 – 90 minutes per night	YEAR 9	90 minutes per night
YEAR 10	2 hours per night	YEAR 11	2-3 hours per night	YEAR 12	3+ hours per night

HOMEWORK AND STUDY

- Homework is set by the teacher.
- Homework checks understanding.
- Study is work set by you.
- Study should include a review of the daily work done in class.
- Study should include reference and textbook reading.
- Study should include writing and learning of summaries.
- Study should be balanced. It is easy to spend time on subjects you like or that you find easy and neglect the more difficult areas. Use a timetable to check that your study is balanced.

YEAR 6 AND 7 HOMEWORK

Students in Year 6 and 7 will need to complete some homework to consolidate classroom learning. Teachers are mindful of the demands that are being placed on students. The following guidelines are meant to complement the School's homework policy:

- No new work should be covered in homework.
- It should be checked by the teacher in order to validate the homework.
- Parents are encouraged to monitor student homework.

14.5 LEARNING AND STUDY

Think positively about learning and study. Identify what you want to get out of each subject and set your goals in order to achieve success.

PLANNING	PREPARING	PRIORITISING PQ2RST
<p>Keep a healthy mind and body Balanced diet Regular exercise Plenty of water Little junk food Plenty of fresh fruit and vegetables</p> <p>Organise yourself Where to study When to study What you study How you study Tidy your work and study area</p> <p>Prepare for study Homework</p>	<p>Read and Summarize Take notes Draw diagrams Finish all questions and exercises in text books</p> <p>Understand and ask Clarify everything Ask questions</p> <p>Organise and list</p> <ul style="list-style-type: none"> • Have notebooks • Note due dates <p>Visualize and practise Create pictures Construct flow charts</p>	<p>What does this mean? Preview: What do I already know? What needs to be done first?</p> <p>Question What do I need to know? Who can help me?</p> <p>Read How can I find out? Where do I get the resources?</p> <p>Record What have I learnt?</p> <p>Study Notes, pictures, diagrams, flow charts</p>

<p>Large assignments Revision Preparation for tests and exams Plan your study timetable Revisit your study timetable regularly</p> <p>Use your brain Think about what you are doing Be positive about remembering Keep your brain active Use both sides of the brain</p>	<p>Practise skills by doing essays, old test and exam papers Listen, listen, listen Write clear notes Recall, check and test work with a friend Promote your study timetable Display on the fridge for all to see</p> <p>Tips for success Be prepared Be confident Be healthy Be proactive Be positive Remember PQ2RST</p>	<p>Test How well have I understood? Work with a friend</p> <p>Tips for less study stress Don't study after 10pm Complete some recreational reading after 10pm Sessions should be 50 minutes uninterrupted Take 10-minute breaks – exercise, eat, drink Break tasks down into smaller, manageable bits Revise at the end of each day work that has been completed Find a balance between leisure, study and exercise</p>
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14.6 LIBRARY AND INFORMATION LITERACY

Students will be issued with a Smart Rider Card on orientation day. This card is also the library borrowing card and can be used for student identification. Replacement cards cost \$5.00.

- **Hours:** Mon – Thurs 7:30am – 5:00pm, Fri 7:30am - 4:00pm, including all recess and lunch times.
- **Resources for Loan:** fiction and non-fiction books, subject-related audio books and DVDs, magazines, eBooks, English department book hire novels and Year 12 study resources.
- **Loans:** unlimited amount within reason, for 2 weeks which can then be renewed.
- **Library:** The link to the Library catalogue is available on SEQTA. Students can renew items before due date and reserve items online.
- **Services:** The Library staff are happy to assist students with researching, note-taking, correct referencing, creating a bibliography, copyright rules and using the online databases for research.
- **Printing:** Students can print directly to the photocopier by locating it in properties; (*findme* location - library) for scanning, printing and copying in colour or B&W. Documents will only be printed in PDF format from a USB.
- **Library Access After Hours:** Students are encouraged to study or complete homework in the Library after School, which is open from 3:30pm – 5pm, Mon-Thurs. Old Scholars may be available to supervise homework and assist students.
- **Online Databases:** Students have access to a variety of online journals and newspapers through *EBSCO*, *The West Australian Newspaper Archives*, and *Worldbook Encyclopaedia online*. All these require passwords and student login.
- **Referencing:** All students should be using in-text referencing (APA style) for their written assignments. It is a requirement that students correctly acknowledge all sources used or risk plagiarism.
- **Overdues:** Reminders are issued through PCG time and then by letters home. Please try to return items promptly to avoid the cost being added to School fees.
- **Food and Drinks:** Only water is permitted in the Library.
- **School Holidays:** The Library is open to Year 12 students during most School holidays for study. Students are encouraged to make use of this

quiet study facility, especially during the Term 3 holidays.

14.7 QUICK REFERENCING GUIDE
St Mark's Referencing Guide - APA 6th Edition

Source	In-text example	End-text example (bibliography)
Book with one author	Jones (2007) notes that leaders are not necessarily managers regardless of the work environment (p. 184). or "Effective management in complex environments requires leadership, but leaders are not necessarily managers" (Jones, 2007, p. 184).	Jones, R. (2007). Nursing leadership and management: Theories, process and practice. Philadelphia, PA: F. A. Davis.
Book with two authors	Claiborne and Drewery (2010) refer to being in the zone as flow; as state where you lose track of time and you are totally focussed on something (p. 88). or "Flow (or what sports people might refer to as being in the zone) is that feeling you get when you're involved in something so deeply that nothing else seems to matter." (Claiborne & Drewery, 2010, p. 88).	Claiborne, L., & Drewery, W. (2010). Human development: Family, place, culture. North Ryde, Australia: McGraw-Hill.
Internet: Website A website is the whole site – not a specific page of the website	The Department of Health (Government of Western Australia Department of Health, 2016) states that the vaccination program in schools are the most effective means to immunise adolescents. Or "School-based vaccination programs are an effective means to deliver immunisations to adolescents. With the assistance of schools, WA Health has successfully conducted school-based vaccination programs for many years." (Government of Western Australia Department of Health, 2016).	Department of Health . (2016). <i>Western Australian Immunisation Strategy 2016-2020</i> . Retrieved from Western Australian Health Department: http://ww2.health.wa.gov.au/~/_/media/Files/Corporate/general%20documents/Immunisation/PDF/wa_immunisation_strategy_2016-2020.pdf#page=24
Internet: Webpage A webpage is a specific page of the bigger website	(Berger, 2015) suggests the most common categories of overspending are eating out, entertainment, buying clothes and gadgets. Berger	Berger, R. (2015, July 26). <i>7 Tips For Effective And Stress-Free Budgeting</i> . Retrieved from Forbes: http://www.forbes.com/sites

Source	In-text example	End-text example (bibliography)
With Author & Date	<p>also suggests that we should pick three budget categories we most want to get under control and collect data on them.</p> <p>Or “Most people overspend in just a few categories. Common examples include eating out, buying clothes, buying gadgets, and entertainment. Using the data accumulated from tacking your spending, pick the three budget categories you’d like to bring under control, and monitor your spending in just these areas” (Berger, 2015).</p>	/robertberger/2015/07/26/7-tips-for-effective-and-stress-free-budgeting/#390f62592a87
Internet: Webpage without author	<p>(Soldiers’ Stories. Northern Ireland Conflict, 2015) maintains that despite nearly being bombed at a Conservative Party Conference in October 1984, the UK Prime Minister, Margaret Thatcher, could not deny the increase in Sinn Fein’s popularity in Northern Ireland nor could she continue to ignore the violence they inflicted.</p> <p>Or “Even though Margaret Thatcher was not in a conciliatory mood after narrowly escaping an IRA bomb at a Conservative Party conference in Brighton in October 1984, she could not dismiss the rising popularity of Sinn Fein or overlook the continued violence in the region.” (“Soldiers’ Stories. Northern Ireland Conflict”, 2015).</p>	<p><i>Soldiers’ Stories. Northern Ireland Conflict.</i> (2015). Retrieved http://www.history.co.uk/shows/soldiers-stories/articles/northern-ireland-conflict</p>
Internet: Webpage without date	<p>(Jones, n.d.) explains that tsunamis are caused by earthquakes occurring along the coastline or beneath the ocean. The size of the tsunami is in direct proportion to the size of the tsunami.</p> <p>Or “Earthquakes cause tsunamis by causing a disturbance of the seafloor.</p>	<p>Jones, M. D. (n.d.). Tsunamis...tidal waves. Retrieved from http://www.earthsci.org/education/teacher/basicgeo/tsunami/tsunami.html</p>

Source	In-text example	End-text example (bibliography)
	Thus, earthquakes that occur along coastlines or anywhere beneath the oceans can generate tsunamis. The size of the tsunami is usually related to the size of the earthquake, with larger tsunamis generated by larger earthquakes.” (, n.d.).	
Internet: Webpage Without author or date	According to practicing of Mindful Meditation, (http://www.freemeditations.com/mindfulness-meditation.html), the focus on our thoughts and our actions are carried out non-judgementally. Or “The practice of Mindfulness Meditation focuses our attention on our thoughts, actions, and present moments non-judgmentally” (“Mindfulness meditation”, n.d., para 8). <i>Count paragraphs if they are not numbered.</i>	<i>If you are paraphrasing from an entire website within the text and there is no author or date, you have already used the url in the text and therefore don't need to include it in the end-text reference (bibliography).</i> Mindfulness meditation. (n.d.). Retrieved from http://www.freemeditations.com/mindfulness-meditation.html
YouTube	Gilbert (2014) reminds us that we must cite all of our sources. Or “You must research and cite your sources” (Gilbert, 2014).	Gilbert, L. (2014, February 13) <i>Digital Citizenship Plagiarism and Citation Basics</i> [Video file]. Retrieved from https://youtu.be/LRODESfNzcc
DVD/Film	Campion and Chapman (1993) demonstrate through their skilful dialogue that or... “At night! I think of my piano in its ocean grave, and sometimes of myself floating above it. Down there everything is so still and silent that it lulls me to sleep. It is a weird lullaby and so it is; it is mine.” (Campion & Chapman, 1993).	Campion, J. (Director), & Chapman, J. (Producer). (1993). <i>The piano</i> [DVD]. Australia: Australian Film Commission.
Online Encyclopaedia	(Anzacs, 2016) point out that the two young nations of Australia and New Zealand and been rather isolated in the world prior to WW1. Their participation in the war and their efforts in Gallipoli catapulted the two nations into the frontline of world	Anzacs. (2016). In <i>Encyclopaedia Britannica Online</i> . Retrieved from http://school.eb.com.au/levels/middle/article/309882

Source	In-text example	End-text example (bibliography)
	<p>affairs. The efforts of these brave Anzacs are held in high regard and reverence. Or "Although other countries also suffered heavy losses in the Dardanelles Campaign and other battles, Australians and New Zealanders remember the efforts of the Anzacs at Gallipoli with particular reverence. Prior to World War I, the two young countries had been largely isolated from much of the world. Their participation in the war, and particularly the highly visible battle at Gallipoli, helped to establish their place in world affairs" (Anzacs, 2016, para 5).</p>	
Journal Article (Hard copy - not online journal)	<p>(Abdul-Jabbar, 2016) clearly makes the point that political correctness is now affecting Americans more adversely and severely than both the Zika and Ebola viruses. Or "According to many politicians, America has a life-threatening illness more deadly than Zika or Ebola viruses combined. Its name: political correctness" (Abdul-Jabbar, 2016, para. 1).</p>	<p>Abdul-Jabbar, K. (2016). Politically incorrect? Or master strategist? Try both. <i>Time</i>, 22-23.</p>
Online Image	<p>Fantail vector (McMillan, 2009).</p>	<p>McCahon, C. (1954). Manukau [Painting]. Retrieved from http://www.mccahonhouse.org.nz/fifties/5360manukau1954.asp?artwork=19</p>

Paraphrasing is when you read someone's idea or concept and then put it into your own words. Paraphrasing keeps the same original meaning of the text but uses your own wording. It is important that you cite it (using APA style) and give the original author proper credit for their ideas - even if those ideas are now in your own words. Paraphrasing demonstrates that you have researched a variety of resources.

How to paraphrase

- Read the source carefully. It is essential that you fully understand the text.
- Identify the key points.
- Cover the original text and re-write it in your own words.
- Paraphrasing is not just changing a few words or rearranging the author's sentences... that's called editing.
- Check that you have covered the main points sufficiently.
- Record in brackets the original source and page number using APA style.

The difference between paraphrasing and quoting is that when quoting you use the author's exact words, and when paraphrasing you use the author's ideas but put them in your own words.

Quoting or a direct quote, is an exact reproduction of the author's words (or spoken words). An exact copy of the words is used and quotation marks placed around the words to signify that these words aren't yours and they belong to someone else...it is exactly what was said. When quoting an authority, it acts to back up what you have said in your essay, making your essay more academic.

How to quote

Copy and paste the words into your assignment to ensure accuracy.

- Place quotation marks around the exact words said by the author.
- Give the original author credit in brackets at the end of the quote.
- Use a full stop to end your sentence after the brackets at the end of your sentence.
- Quotations are brief to back up your work. Large chunks of quotes indicate you are not doing the work of writing the essay. Find a good balance.
- A rough guide is one to two quotes per A4 page of text...you must have written the majority of the text to get the marks.

Word References Toolbar: Students can use the references toolbar on the top of a Word document to create in-text references and bibliographies.

To Insert a Quote: click on References, Insert Citation, Add New Source. Choose the appropriate type of source from the drop-down menu and complete all boxes where possible. Clicking "OK" will place the correct information immediately after the inserted quote. All the other information will be stored ready for the bibliography.

To Build a Bibliography: click on References, Manage Sources, New. Choose the appropriate type of source from the drop-down menu and complete all boxes where possible. Clicking on "OK" will store the information in the bibliography.

To insert a Bibliography: click on References, Bibliography and Insert Bibliography.

See Library staff for further assistance with referencing.

Year 12 Private Study – What is expected? Students who elect to have private study in Year 12, need to think of this time as a bonus and an opportunity to "get ahead of the pack". Private study is NOT free time and should not be used to complete prefect duties, read a magazine, play chess or listen to music. Doing these things takes away your advantage.

14.8 STRATEGIES FOR TAKING EXAMS

The DETER Strategy for Taking Exams

To do well in any exam, you must have good knowledge of the information that is being tested. But you must also have a strategy for taking the exam that allows you to show what you know. The DETER strategy can help you do your best on any exam. Each letter in DETER reminds you what to do.\

D = Directions

- Read the exam directions very carefully.
- Ask your teacher to explain anything about the exam directions you do not understand
- Only by following the directions can you achieve a good score on the exam.
- If you do not follow the directions, you will not be able to demonstrate what you know.

E = Examine

- Examine the entire exam paper to see how much you have to do.

- Only by knowing the entire task can you break it down into parts that become manageable for you.

T = Time

- Once you have examined the entire exam, decide how much time you will spend on each item.
- If there are different points for items, plan to spend the most time on the items that count for the most points.
- Planning your time is especially important for essay tests where you must avoid spending so much time on one item that you have little time left for other test items.

E = Easiest

- The second E in DETER reminds you to answer the items you find easiest first.
- If you get stuck on a difficult item that comes up early in the exam, you may not get to answer items that test things you know.

R = Review

- If you have planned your time correctly, you will have time to review your answers and make them as complete and accurate as possible.

15.0 STUDENT DUTY OF CARE GUIDELINES

St Mark's Anglican Community School aims to make the School a safe and enjoyable place in which to teach, learn and play. The School promotes that all students have the right to:

- Learn without disruption
- Be taught by teachers who are competent, fair and understanding
- Be happy, respected, accepted and valued as an individual
- Be in a safe, secure, clean and pleasant environment

The following policies are outlined as a guide for students and parents to be aware of. More detailed information about each policy can be found on the School website.

15.1 ALLERGY AWARENESS

In most schools some children are anaphylactic. St Mark's Anglican Community School is committed to providing a safe and healthy environment for students. We have adopted an allergy awareness policy to protect students who have severe allergies (anaphylaxis), particularly those allergic to peanuts and nuts.

The School may help by assisting the student to avoid allergens and by ensuring that an **emergency response plan** is in place for all activities. Early recognition of the signs and symptoms of anaphylaxis may save lives, thus allowing the earlier administration of first aid and contact of the appropriate emergency medical services. Students with allergies or other life-threatening conditions are required to register a Medical Action Plan with the School Nurse. For more information, please email nurse@stmarks.wa.edu.au.

All students need to be aware that they must eat only from their own lunchbox. Students must understand the importance of washing hands before and after eating.

Educating a student's peers about anaphylaxis is important as a way to gain their support for preventing exposure to allergens. Education is also important to ensure that the affected student is protected from any teasing or provocation that may result in risk taking associated with allergens, e.g. nuts.

15.2 ANTI BULLYING

Bullying is a form of abuse that occurs when an individual or group is subjected to behaviour that is hurtful and/or threatening either physically or

psychologically. This may be repeated over time. It may be planned, spontaneous or even unintentional.

Bullying may be:

- Verbal, including name-calling, teasing, racist remarks, sexist comments, put-downs etc.
- Non-verbal, such as obscene gestures or inappropriate acts.
- Physical, including pushing, hitting, tripping, hair pulling etc. or stealing, hiding or damaging belongings.
- Social, such as alienating or ignoring someone or spreading rumours.
- Psychological, where someone is made to feel threatened by dirty looks, staring, deliberately turning away etc.
- Sexual harassment, such as sexist comments or inappropriate acts.
- Cyberbullying, such as inappropriate text messages, emails, in chat rooms and on social media etc.

What can be done? We advise students to:

- Try to control their reactions, act as though they don't care.
- Tell the person to stop.
- Leave the area.
- Seek safe areas that are supervised.
- Don't become isolated as this can make them a target.
- Never retaliate.
- Seek help.
- Witnesses/spectators have a duty to intervene, report or act. If you are not part of the solution, you are part of the problem.
- Be vigilant - If you see someone being bullied:
 - Intervene quickly and decisively.
 - Don't believe "We were only mucking around."
 - Report incidents to the Pastoral Care Tutor or Head of Year
 - Watch for changes in the student's behaviour

How will the School deal with incidents of bullying?

Bullying is a complex issue that requires a range of strategies to be used, including:

- Encouraging bystanders to be pro-active.
- Protecting and supporting the students, actively working to help them avoid being bullied.
- Assisting the students to change their behaviour.
- Working with parents to establish common strategies for behaviour modification.
- Applying appropriate sanctions then follow up with restorative practices.
- Referring cases to appropriate external agencies for ongoing support and counselling where necessary.

Cyberbullying

Cyberbullying involves the use of information and communication technologies such as social media e-mail, text messages, instant messaging, defamatory personal web sites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

What can you do to prevent cyberbullying? We advise students to:

- Never give out personal information or passwords, PIN numbers etc.
- Use netiquette.
- Don't send a message to someone else when they are angry.
- Don't open a message from someone they don't know.

- They don't have to be "Always On". Turn off, disconnect, unplug, and try actual reality instead of virtual reality!

What to do if students are being cyber bullied? We advise students to:

- Do not keep this to yourself! Tell a friend! Tell a teacher! Tell a parent!
- If necessary, the School will contact the police to report incidents of cyber bullying
- Do not reply.
- Do not delete messages from cyber bullies. Keep it as your evidence.
- Inform your Internet Service Provider (ISP) or mobile phone or pager service.

For further information on how to manage cyber-bullying please contact the School directly.

15.3 PROTECTIVE BEHAVIOURS PROGRAM

The Protective Behaviours program is implemented as part of the health and physical education curriculum. There are three broad themes in the teaching and learning of a broad child protection program:

1. **Recognising abuse:** developing knowledge and skills, appropriate to age and stage about what constitutes abuse
2. **Power in relationships:** building confidence in relationships which are positive and caring, developing skills in establishing and maintaining positive relationships
3. **Protective strategies:** taking appropriate actions if students feel threatened, given the opportunity to analyse situations, to identify feelings and to explore alternative courses of action and their consequences

All students can be taught to protect themselves from abuse. They are taught to network with trusted adults and be aware that there are people and services to help them within the School and wider community. Through the programs, students learn:

- They have a right to feel and be safe
- They can recognise appropriate touching and inappropriate touching
- They have a right to say NO to a person who touches them inappropriately or threatens their safety
- They know that it is important to tell a trusted adult about such situations
- They know that help is available to them within their communities

15.4 STUDENT WELLBEING

The FLOURISH program is designed to support our students with their wellbeing, FLOURISH is based on positive education best practice and provides an overarching framework to shape delivery of pastoral care in the School. Within the program, The RULER approach helps our young people to develop skills that maximise their potential – academically, socially, and emotionally – to become responsible, confident and capable citizens.

RULER Approach in Teaching, Learning and Pastoral Care practices:

Emotions matter. Emotional awareness helps students to identify how they are feeling and how it can affect their performance.

- **RULER** is an acronym for Recognising, Understanding, Labelling, Expressing and Regulating emotions.
- **The Charter:** The charter is a collaboration between the students and teacher in age and ability-appropriate ways to agree a charter for a rights-respecting classroom.
- **Mood Meter:** Students identify and label emotions, they learn to expand their emotional vocabulary, replacing basic feeling words with more

sophisticated terms. Students are encouraged to map their emotions on a meter when feeling challenged. (Refer to back page of the diary)

- **Meta-Moment:** Students press the 'pause' button to think about ineffective responses and with practice, replace unhelpful and ineffective responses with productive and empowering responses in a challenging situation. The approach is nurturing students to make better choices, build healthier relationships and experience greater well-being.
- **Blueprint:** Managing conflict effectively, developing empathy, considering other people's feelings and identifying solutions through collaboration are the basis for the blueprint. Creating safer and more productive classrooms is where the science of wellbeing and flourishing meets best practice teaching and learning.

15.5 BEHAVIOUR MANAGEMENT: RESTORATIVE PRACTICE

Effective behaviour management relies largely on the definition, recognition and active promotion of positive behaviour. St Mark's fosters a School climate that enhances responsibility and co-operation by defining, recognizing and actively promoting positive behaviour by paying particular attention to:

- acknowledging positive behaviours
- the use of positive intrinsic and extrinsic consequences
- the modelling of positive behaviours, attitudes
- the building of positive relationships
- developing expertise in the application of the preferred practices

Situation	Actioned by	Outcome(s)
Minor breach of School or classroom rules e.g. <ul style="list-style-type: none"> • Talking in class • Disrupting others • Foolish behavior • Littering 	Teacher PC Tutor	<ul style="list-style-type: none"> • Classroom management principles actioned by teacher – physical proximity, eye contact, modulation of voice, 'assertive discipline', change of seating plan, student removed from class for short time etc. • Correction of behaviour and positive guidance • Restate expectations • Lunch/recess detention • Parent Contact • Restorative Practice if between students
Persistent breach of School/classroom rules Repeated concerns (e.g. behavior, HW)	Teacher PC Tutor Head of Year (Pastoral) Head of Department (Academic)	<ul style="list-style-type: none"> • Correction of behaviour • Restate expectations/discussion with student • Time in 'buddy class' • Parent contact • Detention (lunchtime or afterschool) • Restorative Practice • Daily Diary • Positive Engagement Plan
Continued poor attitude / behaviour to school/classroom rules, bullying behaviour <ul style="list-style-type: none"> • No positive response to above • Numerous behavioural problems over multiple 	Head of Year and/or Deputy Head of School and/or Head of School	<ul style="list-style-type: none"> • Daily Diary • Parent Contact/Interview • Restorative Practice • Detention • Positive Engagement Plan • Afterschool detention or In/Out of School Suspension (in consultation with the HoS)

Situation	Actioned by	Outcome(s)
departments in a short period of time		
Serious misbehaviour or breach of the School rules <ul style="list-style-type: none"> Physical or verbal violence Consistent bullying Possession of offensive material Possession/use of alcohol or cigarettes/e-cigarettes Vandalism of School and student property 	Head of School / Deputy Head of School	<ul style="list-style-type: none"> Parent Interview In/Out of School Suspension Statement of expectations upon re-entry Restorative practice Positive Engagement Plan Provisional Enrolment
Severe breach of rules and/or continuous disengagement with little or no improvement from above <ul style="list-style-type: none"> Possession/use of drugs Serious harm to other students or staff 	Head of School or Principal	<ul style="list-style-type: none"> Interview with parents to discuss below Withdrawal or Expulsion

15.6 PROHIBITED SUBSTANCES AND ITEMS

The School's primary business is education and a part of this process is to help students gain and clarify information about social issues such as drug and alcohol abuse, and to assist them to develop skills required for immediate and future decision making. This School takes a serious view of use and abuse of tobacco, alcohol and illegal drugs and has adopted a policy which attempts to counter the possession and use of any drug by students.

Students are forbidden to smoke, drink alcohol or take illegal drugs on School premises, on any School organised outings, events or camps and any places out of School when they are wearing School uniform. Students are also not permitted to have cigarettes, alcohol or illegal drugs in their possession at these times. This also includes e cigarettes and prescription medications not prescribed to the individual.

Students are prohibited from bringing any weapons onto School grounds.

Infringements:

- Each instance will be considered individually and independently according to the given set of circumstances at the time.
- Wherever possible, the health and welfare of the individual student involved will be considered in the context of the School environment and its support services.
- In each instance the Principal in consultation with the Heads of School will determine the appropriate action to be taken, which support services are to be called upon, and who is to be informed. The police may be contacted if deemed necessary.

15.7 INTERNET AND COMPUTER USE

St Mark's Anglican Community School aims to provide students with a safe and secure environment where every student is valued and accepted. Students are expected to treat others respectfully and responsibly, this includes in an online environment.

Only software purchased or approved by the School, and installed by the School, can be used on School equipment. It is illegal to copy copyrighted software contrary to the School's licence agreement. No software or data on the School computer system may be copied.

Abuse or deliberate misuse of computer equipment will result in disciplinary measures determined by the Head of Year and Head of School. This could include being banned from using all School electronic facilities for a specified time.

All internet accesses are logged. Although records of usage are not monitored on a systematic basis, nor are random checks undertaken, should an issue arise in relation to email and internet usage, the relevant records would be accessed.

If students are found misusing their access to the Internet or email by sending abusive letters or accessing offensive material they will be referred to the Head of School for disciplinary action.

Students are to respect the privacy and ownership of others' work at all times. This includes not plagiarising downloaded information and presenting it as their own work or copying works of other students.

Students must bring their laptop/own device to School unless they have an all-day outing. Students must put their laptop in the case provided by the School when storing or transporting the laptop. Students must not leave their laptops in a locker overnight or on weekends.

Students are responsible for maintaining their laptop in good working order.

Technology should be used for educational purposes, and students need to be aware of the expectations when using social media and technology **both in and out of** School. An 'image' represents any picture, video, audio or text about a person. It is a student's responsibility to:

- Refrain from using any form of social media, or communicating via technology at School unless explicitly asked to do so by their teacher.
- Refrain from any form of bullying online and understand there are serious consequences for this behaviour.
- Not post images of students in their School uniform, nor make negative comments online about the School or students.
- Be aware that they must have a person's verbal or written consent to use, share or post their image online.
- Be aware that students taking, storing or sharing images of a sexual nature or of illegal activities will face severe consequences from the School and may be referred to the police.

15.8 MOBILE PHONES

Middle School

- Middle School students are not to have their phone in their pocket or in their computer or pencil cases during School hours. The mobile phone must be kept in lockers at all times until the end of the day.
- They are not to be used at School between the hours of 8am and 3:25pm, including at recess and lunch times.
- Students who infringe the rules set out in this document will have their phones confiscated and left at student reception for the rest of the day. Students may collect their phone at the end of the day.
- A second infringement will result in the confiscation of the phone and it may be held in the student reception for the parent to collect.
- Repeated infringements may result in further sanctions as outlined in the School's behaviour management policy.

Senior School

- Students may have their phones at School, but they should be in the student's locker or pocket and silent at all times in the classroom and playground.
- Students found using their phones between 8am and 3:25pm, will have them confiscated. Phones will be returned at the end of the day from senior reception.
- Students found using their phone on a second occasion during a term will be issued an afterschool detention.
- Repeated confiscation will lead to further sanctions appropriate to the individual circumstances of the student in question.
- Use of mobile phones is not limited to texting or talking, but also extends to phones going off during class time or use of headphones attached to a phone. A student holding a phone, which is therefore not in their pocket or locker, will be assumed to be using it. All of these instances are regarded as 'use', and the mobile phone will be confiscated.
- If students need to use their phone – to communicate briefly with parents, work or the like – they should make use of the 'phone zone' available in Senior School reception.
- Mobile phones may at times be part of a learning experience but use in the classroom is at the discretion of the appropriate teacher.
- With a teacher's permission, a mobile phone can be used for educational purposes only and must be secured in the locker when that lesson has ended.