Lockridge Senior High School
Handbook - 2014

Key Dates
Our Values and Priorities
Attendance
Safe Schools
Student Code of Conduct
Drug Procedures
Dealing with Harassment
Cyber Space – Rights and Responsibilities
Code of Conduct – Computers
Assessment
Good Standing
School Uniform
Helpful Hints for Parents
Tips for Teenagers
Literacy Strategies
Exam Wording – A Mini Glossary
Numeracy Strategies
Facts and Measurements

Acknowledgement slip (on the last page)
(must be signed by parent/guardian)
Lockridge Senior High School values your input to your child’s education. This booklet provides some information about the operation of our school and outlines the policies and procedures that we adhere to. We encourage and appreciate parent and community involvement and interest at all levels and hope that this booklet assists you to contribute. More information is available from our website www.lockridge.wa.edu.au.

After reading the information contained in this booklet please sign the tear off slip on the back page and return the slip to the Front Office at the school.

If you have concerns about the academic or social progress of your child, we encourage you to ring the appropriate staff member to chat about the issue or make an appointment to meet with the teacher. For academic concerns the first stop is usually the classroom teacher: You can find their name on your child’s timetable. If the issue is not resolved, please contact the Head of Learning Area.

If you are concerned about your child having difficulties fitting in or experiencing conflict, the best person to call would be the relevant Student Services Manager or the School Chaplain. The School Chaplain program is supported by the National School Chaplaincy and Student Welfare Program. Our Chaplain works across the school and assists in implementing a range of group programs such as Protective Behaviours. Individual support from the Chaplain is available given parental consent. If the problem is extremely complex they may refer it to the School Psychologist or recommend appropriate external agencies for support.

<table>
<thead>
<tr>
<th>Administration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mrs Anne Robinson</td>
</tr>
<tr>
<td>Associate Principal</td>
<td>Mrs Helen Maitland</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Mrs Lesley Shore</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Ms Yvonne Scott</td>
</tr>
<tr>
<td>Finance Officer</td>
<td>Mrs Rebecca Dalgleish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Heads of Learning Areas</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Ms Lea Cook</td>
</tr>
<tr>
<td>Science &amp; Maths</td>
<td>Mr John Chedid</td>
</tr>
<tr>
<td>Society &amp; Environment</td>
<td>Mr Ray Barrett</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Mr Mark Aarons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Services Staff and Roles</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior School Student Manager</td>
<td>Mrs Sue Canion</td>
</tr>
<tr>
<td>Middle School Student Manager</td>
<td>Mrs Sue Downing</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>Mrs Shirley Evans</td>
</tr>
<tr>
<td>School Chaplain</td>
<td>Mrs Robyn Sumpter</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Mrs Deb Beech</td>
</tr>
<tr>
<td>AIEO</td>
<td>Mrs Kim Southern</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist Agriculture</td>
<td>Mr Ray Barrett, Mr Rob Liebeck and Mrs Vicki Howlett</td>
</tr>
<tr>
<td>Specialist Basketball</td>
<td>Mr Kurt Slabolepszy</td>
</tr>
</tbody>
</table>

Our P&C meets monthly. Dates and times are available from Front Office. All members of the school community are welcome.
# Key Dates

## Term Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Monday 3 February – Friday 11 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>Tuesday 29 April – Friday 4 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>Tuesday 22 July – Friday 26 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 13 October – Thursday 18 December</td>
</tr>
</tbody>
</table>

School Development Days:
- Friday 28 March
- Monday 28 April
- Monday 21 July
- Friday 7 November

## Events (some dates may be subject to change)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safer Internet Day</td>
<td>Tuesday 11 February</td>
</tr>
<tr>
<td>Year 8 and 9 Parent Evening</td>
<td>Wednesday 19 February 5.30pm to 6.30pm</td>
</tr>
<tr>
<td>Year 10-12 Parent Evening</td>
<td>Tuesday 18 February 5.30pm to 6.30pm</td>
</tr>
<tr>
<td>Year 10 Parent Information Night</td>
<td>Wednesday 28 May 5.30pm to 6.30pm</td>
</tr>
<tr>
<td>Progress Report Night</td>
<td>Wednesday 19 March 3.30pm – 6.30pm</td>
</tr>
<tr>
<td>School Photos</td>
<td>Wednesday 26 February</td>
</tr>
<tr>
<td>Catch-Up Photos</td>
<td>Thursday 27 February</td>
</tr>
<tr>
<td>School Ball</td>
<td>Friday 28 March (Novotel Langley)</td>
</tr>
<tr>
<td>Year 7 - 2015 Orientation</td>
<td>Wednesday 10 December</td>
</tr>
<tr>
<td>Harmony Day</td>
<td>Friday 21 March</td>
</tr>
<tr>
<td>Year 9 NAPLAN tests</td>
<td>Tuesday 13 to Thursday 15 May</td>
</tr>
<tr>
<td>Year 10 OLNA</td>
<td>Monday 10 March</td>
</tr>
<tr>
<td>Year 10 OLNA</td>
<td>Monday 1 September</td>
</tr>
<tr>
<td>Year 10 Exams</td>
<td>Monday 26 May (Semester 1)</td>
</tr>
<tr>
<td>Year 10 Exams</td>
<td>Monday 17 November (Semester 2)</td>
</tr>
<tr>
<td>Year 11/12 Exams</td>
<td>Friday 30 May (Semester 1)</td>
</tr>
<tr>
<td>Year 11/12 Exams</td>
<td>Monday 22 September (Semester 2)</td>
</tr>
<tr>
<td>Year 12 WACE Exams start</td>
<td>Monday 3 November</td>
</tr>
<tr>
<td>Locsurf</td>
<td>Friday 28 February</td>
</tr>
<tr>
<td>Locolympics</td>
<td>Friday 12 September</td>
</tr>
<tr>
<td>Lightning Carnivals</td>
<td>Year 10 Thursday 15 May</td>
</tr>
<tr>
<td></td>
<td>Year 9 Wednesday 18 June</td>
</tr>
<tr>
<td></td>
<td>Year 8 Tuesday 12 August</td>
</tr>
<tr>
<td>Interschool Athletics</td>
<td>Thursday 16 October</td>
</tr>
</tbody>
</table>
Our Values and Priorities

Values
The Lockridge Senior High School values underpin our vision statement and inform the way in which we teach. The acronym PRIDE represents the five key components of our pedagogy.

L Learning
O Opportunity
C Citizenship
K Knowledge
R Resilience
I Initiative
D Diversity
G Goalsetting
E Excellence

Priorities
The focus areas are
- Literacy
- Numeracy
- Student Engagement

Literacy and numeracy tips and strategies are included in this booklet. We encourage parents and carers to share these strategies with their children. The priority of student engagement is about ensuring all students are supported to achieve their personal best. To achieve your personal best it is essential to have a good work ethic which includes:

- Having all required equipment eg rulers, pens, calculator, PE change of clothes.
- Keeping work neat and organised eg files with dividers for each subject, pages ruled.
- Completing homework, revising work and finishing set class work.
- Following teacher instructions.
- Getting enough sleep each night and eating healthily.
- Keeping a balance between school and outside commitments.
- Attending school regularly - 90% or more.

Thanks to our partnership with Edith Cowan University, students can access free online tutoring through YOUR TUTOR to assist them achieve their personal best. After school homework classes in the Library, staffed by teachers, are also provided to support students. Parents/Carers are encouraged to contact their child’s teacher if they have concerns about their academic progress or the Student Manager if they have concerns about social/emotional issues.
The Department of Education has set the attendance target at 90% attendance for all students

Did you know?
- It is compulsory for students to attend school until the end of the year in which they turn 17.
- Research shows that attending less than 90% puts a student at risk of not achieving their potential.
- Missing one day a week of school from Year 8 to Year 12 (80%) is the equivalent of missing one year of school.
- Being half an hour late to school each day from Years 1 to Year 10 is the equivalent of missing one and a half years of schooling.

Attendance is essential for academic achievement; any absence from school reduces learning opportunities. For this reason students are expected to attend every class in each of their subjects. From time to time absences will occur. These might be due to medical or family reasons but no matter what the reason for the absence, work may be missed and therefore performance will be affected. Families are expected to support regular school attendance by planning family activities during school holidays, not term time.

It is the student’s responsibility to discuss the work missed with his/her teachers and make arrangements to catch up.

Explanations of absence and or lateness.

Parent /Carer responsibility
If a student is absent from school or late to school then the parent/carer must provide either a written or verbal explanation for the absence or lateness. Parents/Carers can
- a) Phone the school attendance line: 9378 0265.
- b) Email the school Lockridge.shs@education.wa.edu.au
- c) Write a note and deliver to the Front Office.
- d) Explain to the Attendance Officer in Front Office when the child comes back to school.

The explanation must clearly indicate the date and time of absence or lateness as well as the reason for the absence or lateness. The reason for absence must be acceptable to the school Principal. Staying home to celebrate your birthday for example is NOT an acceptable reason for absence. Sleeping in is also not an acceptable reason for lateness.

Students not providing acceptable explanations may be given detention. Students with ongoing unexplained absences or persistent lateness will be regarded as truant. There are consequences for truancy eg detention. In extreme instances the student will be referred to the Regional Attendance Officer.

Extended absence
In the event of a long absence owing to illness, students/parents are encouraged to contact the relevant teachers and organise some work where possible. Students travelling/holidaying for extended periods should consider enrolling in the School of Isolated and Distance Education.

Attendance at School Activities
Participation in school/class excursions such as sports carnivals, Workplace Learning, course excursions etc are not recorded as an absence for the purpose of attendance records. However, if work is missed the student is still responsible for contacting the relevant staff to find out what work needs to be completed.
Lockridge Senior High School operates in the belief that all students have the right to work in a safe, caring and productive learning environment.

Students, teaching staff, administrators and visiting members of the community have
- the right to feel safe at all times and
- the responsibility to collaboratively support a positive learning environment.

**School Rules**

It is expected that all teachers will respond to students breaking these rules. It is also understood that there will be a range of consequences for these behaviours, depending on the individual student and circumstances.

1. Defiance - refusing to follow lawful instructions
2. Threats - verbal and physical - to staff and other students
3. Physical and verbal abuse of staff or other students
4. Malicious damage to property - this includes misuse of equipment
5. Criminal act - any illegal activity will be reported to Police
6. Racist abuse or vilification

**Key Understandings**

- Teachers are responsible for establishing a safe and positive classroom atmosphere with clearly defined expectations and consequences.
- Building a positive relationship with and between students is essential in promoting a positive learning environment.
- Strategies such as winning over, recognition of positive achievement, seating plans and cooperative learning strategies help to develop cohesive bonding and inclusiveness.
- Parent contact is an important component of building the positive learning environment.
- Low key responses to prevent and respond to negative behaviours are preferred.
- Non verbal or minimum verbal strategies such as proximity, gesture, the look, the pause, planned ignore, signal to begin and dealing with the problem not the student assist in promoting a positive learning environment and minimising disruption to the learning program.

Lockridge Senior High School has a strong commitment to pastoral care. In addition to teaching staff and educational assistants who support students in the classroom, there are a number of Student Services staff who provide information, guidance and counselling on issues ranging from social skills, cultural identity, spirituality, and health and hygiene concerns. Students can make appointments to discuss their concerns. Staff may refer concerns to Student Services and the Student Services team will run programs for identified students.

The team includes: Nurse; Chaplain; School Psychologist; AIEO; Middle and Senior School Student Coordinators; Associate Principal and the Follow the Dream: Partnerships for Success Coordinator.
Student Code of Conduct

Be Respectful
- Address others in a courteous manner eg use "please" and "thank you"
- Listen while the teacher is speaking to the class
- Treat other students and their property in a respectful way - eg no bullying

Be Responsible
- Try to resolve conflicts in an acceptable way
- Keep the school free of litter
- Use appropriate language - eg no swearing

Be Ready
- Come to class on time
- Come to class with the appropriate equipment
- Be ready to learn

Banned Items / Activities
- Using mobile phones / MP3s / IPOD’s and other electrical devices in class
- Aerosol cans and permanent markers
- Chewing gum
- Water bombs and water fights
- Throwing any missile
- Students in out of bounds areas
- Using bicycles, skateboards, scooters etc on school grounds

Student Drivers
- Students are required to have a permit to park their car at school. The permit needs to be displayed in the car at all times.
- Students apply to the Associate Principal for an “Application to Become a Registered Driver”
- Students are permitted to park their car in the designated bays outside the school gates. **Students are NOT permitted to park their car inside the school grounds under any circumstances.**

Major breaches of the School Code
When a student commits a major breach of the School Code a formal process or contract may be implemented immediately.

---

**Mobile Phones, MP3 Players, IPODS and other electrical devices**
All students are advised that mobile phones etc should not be brought to school: The school cannot take responsibility if they are lost, stolen or damaged. If they are brought to school the following guidelines apply:

- Mobile phones, MP3 Players, IPODs and other electrical devices should not be turned on or used in class.
- Students using their devices during breaks need to comply with school policies and demonstrate respectful and responsible cyber behaviour eg use appropriate volume levels, only access appropriate sites, only engage in positive social interactions and be mindful of privacy and safety concerns.
- Devices used in class without permission from a teacher will be confiscated.
- Confiscated items can only be collected by parents/carers from the Front Office.
Lockridge Senior High School aims to promote a safe and healthy environment for all staff and students. Our Health Education program includes drug education and awareness as a means of assisting students to make informed choices about healthy lifestyles.

Drugs are defined as a substance people take to change the way they feel, think or behave. This includes:
- all over the counter and prescription medicines eg Panadol and Ritalin.
- all legal drugs including alcohol and tobacco
- all illegal drugs eg cannabis

Students are permitted to have over the counter medications at school in small quantities, for example the recommended daily dose. Students with health conditions such as asthma or allergies are permitted to carry preventative medicines or treatments such as inhalers and epipens. Students may choose to store their medical treatments with the School Nurse. Prescription drugs such as Ritalin and Dexamphetamines should not be brought to school unless they are to be kept with the School Nurse and issued according to Doctor’s instructions. All students with health conditions need to have a health plan registered with the School Nurse and noted on school records.

While drugs such as alcohol and tobacco are legal for adults in the community they are banned at school. It is illegal for anyone to sell or supply tobacco or alcohol to a person under the age of 18 years. Additionally smoking is not permitted on school premises, including the land area up to the school boundaries.

If a student is found in possession of alcohol or tobacco, observed using alcohol or tobacco at school or in the company of others, the following will occur:
- item/s will be confiscated
- parents will be informed
- educational material will be provided including information such as the Quit Line number and students will be required to submit an assignment outlining the negative impacts of alcohol or tobacco.
- Students who commit a second offence will be suspended for a period of time determined to be appropriate by the Principal.

If a student is found in possession of, or using an illegal drug such as cannabis, the following will occur:
- Police will be informed
- the item/s will be confiscated and given to Police
- parents will be informed
- educational material will be provided on the hazards of using the relevant drugs and the student will be required to submit an assignment based on the information.
- The student will be suspended for a period of time determined to be appropriate by the Principal.

Students who are in the company of others who are using illegal drugs on school premises will also be required to complete assignments on drugs and have their parents informed. They may also be suspended if such action is determined to be appropriate by the Principal.

Students who are suspected of being under the influence of a drug will be referred to the School Nurse or Administration for assessment. Parents will be informed of observable symptoms and where appropriate, the student will be removed from the school grounds for reasons of occupational safety and health. If the student is found to have been under the influence of drugs at school they may be suspended.
Respect Each Other (Anti Harassment/Bullying Strategy)

REO stands for Respect Each Other. Respect is accepting other people’s differences, whether they are nationality, attitudes or values. REO is about encouraging each person to be caring, respectful of the rights of others and to find constructive ways of managing conflict. REO contracts are based on the Shared Concern method of addressing bullying or harassment.

What is bullying/harassment?
Bullying/harassment is behaviour that is meant to hurt, injure, embarrass or upset the other person. It involves a group of people or a more powerful person picking on someone. Making hurtful comments about someone because of their race, gender, appearance or abilities is also a form of bullying /harassment. Racism is particularly offensive and is regarded as a serious issue by both the school and wider community.

Bullying/Harassment can be:
- Electronic – eg SMS, email, phone, Facebook
- Ganging up or deliberately ignoring
- Unwanted hitting, teasing, abusing, mocking
- Threats, dirty looks or making signs
- Put downs or name calling
- Spreading rumours
- Taking, hiding or damaging someone’s property
- Upsetting comments about social/family background
- Writing nasty notes
- Criticising religious beliefs and practices

You have the right to feel safe at school
You may want to talk about the problem but may not want any action taken. That is OK. Asking for help isn’t dobbing. There is a big difference between dobbing and asking for help. If you have tried to stop the harassment or if it is very serious, ask for help. Complete an Incident Report Form and place in one of the collection boxes situated in the Chaplain’s office or Front Office of the school.

Ways you can help yourself
- Be proud of who you are and where you come from.
- Say "I don’t care what you think".
- Talk to friends and think of non-violent solutions.
- Stand tall and don’t avoid looking the harasser in the eye.
- Use a really strong, confident voice.
- Tell the harasser to leave you alone and walk away.
- Try ignoring or avoiding the harasser.
- Find friendly peers to hang out with.
- Stay away from places where you might be harassed.
- Act confidently.

Ways you can help others (Positive Bystander Behaviours)
You can help by using some of the following:
- Make it clear to your friends that you won't be involved in bullying behaviour.
- Never stand by and watch or encourage bullying behaviour.
- Do not harass, tease or spread gossip about others.
- Respect everyone and value the differences between people.
- Be friendly towards others who are new to your school, or are left out or on their own.

If you see someone being bullied, keep safe and choose your response to match the situation:
- Speak up and let the person doing the bullying know what they are doing is bullying
- Refuse to join in with their bullying and walk away
- Support the student who is being bullied to ask for help
Cyber Space Rights and Responsibilities

Everyone has a right to feel safe. Everyone has a responsibility to ensure their cyber behaviour is respectful and does not abuse the rights of other cyber users.

Cyber Behaviour
Cyber behaviour applies to all technology based communication; including internet websites, personal blogs, instant messaging, chat rooms, online forums, text messaging, phone, mobile phone use and email.

It is a criminal offence to use a phone, mobile phone or the internet to threaten, harass or offend another person. If this occurs you can report to local police or Crime Stoppers on 1800 333 000.

Your personal safety is important and you need to be aware that people on the internet may not be who they say they are.
- Do not give out personal information eg address, passwords, user names, phone number, photographs, how you get to school etc.
- Tell a parent or adult if someone sends or posts something that makes you uncomfortable.
- Take an adult with you if meeting an online friend for the first time and only meet in public places eg a café.

Cyber bullying involves the use of communication technologies to support the repeated, harmful and negative behaviour. It can include
- Sending defamatory, threatening or harassing messages.
- Deliberately spreading inaccurate information eg rumours.
- Distributing someone else’s personal information eg phone numbers, web addresses.
- Sending spam, viruses or offensive web links.
- Posting information, images or photos without the permission of the subject.

If you are cyber bullied
- Do not reply to threatening, harassing or obscene messages.
- Block the sender’s messages or change your email, phone etc if necessary
- Save any threatening or harassing messages and report them to your parents, school, Internet Service Provider or the Police if appropriate.

Using social network sites
- Protect your accounts with ‘strong’ passwords and change them regularly eg mix cases and characters; sTRong3.
- Have a different password for each account so if one password is stolen not all of your accounts will be at risk. Never share your password.
- Set your online profile to private and be careful who you accept as a friend.
- Always log out of the site and don’t use it as a screen saver.
- Never click on suspicious links even if they are from friends.

REMEMBER TO THINK BEFORE YOU POST ANYTHING.
Anything typed can be read, printed and used by others now and in the future. Once photographs are posted they become owned by the site so make sure they are not inappropriate and that you have permission from everyone in the photographs.
Students are offered the opportunity to access the Internet as part of the School’s curriculum. Every student is allocated an individual account for which they nominate their own password and take full responsibility.

Some students have been allocated Macbooks.

**Students will**

- only use computers/notebooks under the direct supervision of a teacher.
- report any damage of their computer/notebook immediately.
- not alter any settings on the computers/notebooks, install any programs or otherwise modify the way the computer/notebook works.
- not attempt to gain unauthorised access to any other computer system through the Internet or go beyond their authorised access.
- not make deliberate attempts to disrupt the computer system or destroy data by any means.

**Email use**

- tell a staff member about any message they receive that is inappropriate or makes them feel uncomfortable.
- not post personal contact information about themselves or other people.
- not use obscene, threatening or disrespectful language.

**Internet use**

- use the system only for educational and self directed research.
- not attempt to download or load any software or applications on any computer/notebook in the network. (Students may download appropriate text and graphics.)
- not plagiarise works that they find on the Internet (respect the rights of copyright owners).
- not use the Internet to access material that is obscene, that supports illegal acts or that advocates violence or discrimination towards other people. If students mistakenly access inappropriate information they should immediately stop, go back and tell their teacher.

**Macbook**

Students are reminded that they have a responsibility to look after the Macbook at all times. The Macbook must be brought to school each day fully charged.

Macbooks are not to be used except under the supervision of a staff member. Students wanting to use their Macbook outside of class times must only use them in the Library.
The school's assessment procedures ensure that the school can award fair and accurate results to all students according to the guidelines of the School Curriculum and Standards Authority and the Department of Education. This summary briefly lists and explains student responsibilities but parents should read the full document available on our website if uncertain of any points.

All assessment tasks

1. If a student is absent when an assessment task is set, it is the student's responsibility to find out the details of the task on returning to school.

2. If a student is unable to meet an assessment task deadline the student should;
   - Where appropriate, be prepared to present all work attempted on that task up to the due date.
   - Inform the teacher of the reasons that prevent the deadline being met.
   - Present appropriate documentation for those reasons eg medical certificate, note from parent.
   - Where possible inform the teacher of reasons that prevent meeting the deadline well in advance of the deadline.

3. The classroom teacher will determine if the reasons are valid.

4. If the teacher determines the reasons as valid, the teacher may;
   - Grant an extension of time to complete the task.
   - Provide an alternative task.
   - Require the students to complete the assessment prior to the due date.
   - Record the student as exempt from the assessment
   - In exceptional circumstances and with approval from the Head of Learning Area, determine an estimate of achievement, based on previous performance.

5. If the teacher determines the reasons invalid the teacher may
   - Award an appropriate mark or grade for the work that has been attempted. Penalties may apply, reducing mark allocation.
   - If the task has not been attempted, send a letter home informing the parents and require the student to complete the task but awarding zero or equivalent grade for the task.
   - If the task is still not attempted and in consultation with the Head of Learning Area, award no grade for the task. This may result in a fail for the course.

Special Notes

1. An assessment task is any task for which marks or grades are awarded, including tests and examinations.
2. The Head of Learning Area or Associate Principal must be consulted if a student is not able to sit an examination. Documentary evidence must be supplied.
3. ‘Attempted’ means some part of the task must be submitted or observed by the teacher.
4. Students wishing to appeal the decision should discuss the matter with the teacher in the first instance. If not satisfied they can approach the Head of Learning Area or Associate Principal to conduct a formal review.
5. Students identified at academic risk are monitored and will be referred to the Lockridge Senior High School Academic Review Board. The Academic Review Board will meet with the student and parent to outline strategies to support the student or explore other education/training options.
Good Standing provides a system that assists in ensuring that students maintain a satisfactory level of attendance, punctuality, course participation and behaviour. It also aims to help our students take responsibility for their actions and to encourage them to reach their educational potential.

**Maintaining Good Standing requires:**
- Acceptable behaviour and dress
- Satisfactory academic performance
- Satisfactory attendance and punctuality

**Loss of Good Standing** may lead to students being unable to attend extra curricular events, daily monitoring, intensive case management with either internal or external agencies or assistance with finding a suitable alternative place to enrol. There are Four Phases of status for students. The school reserves the right to place students at any point in the process as it sees fit. The phases are:

**Good Standing**– all students start with this.

**On Probation**– this may occur after a suspension or series of lesser misbehaviours, unexplained or unsatisfactory absences and/or non-completion of course work or assessments without satisfactory explanation. Students on Probation are not permitted to attend any non-curriculum school excursion or event including reward activities. At the end of a review period the student’s status may revert back to Good Standing provided the problem has been satisfactorily addressed.

**Conditional Good Standing**– this may occur after a second suspension or major breach of school rules, further unexplained or unsatisfactory absences and/or non-completion of course work or assessment without satisfactory explanation. This stage of the process requires an interview with both the student and parent/guardian. A contract must be completed, focussing on required areas of improvement. A case manager will be appointed. Students with Conditional Good Standing are not permitted to attend any non curriculum school excursion or event until a review period has been satisfactorily completed.

**Loss of Good Standing**– this is likely to occur after a third suspension, further breaches of school rules, further unexplained or unsatisfactory absences or no change in the non-completion of course work or assessments. A referral maybe made to the District Attendance Officer, Retention and Participation Coordinator or other external agency. The parent/guardian and student are required to attend a review meeting.

**Appeals**

Appeals may be made on the grounds that there were extenuating circumstances leading to the loss of Good Standing. All appeals must be submitted to the Principal in writing within 7 days of the notification of the loss of Good Standing.
School Uniform

The requirement to wear uniform is a decision made by the school community according to Department of Education policy and is based on the following perceived benefits:

- It promotes the public image of the school.
- It is convenient and inexpensive.
- It reduces rivalry amongst students.
- It ensures a better standard of dress, which is usually accompanied by a better standard of behaviour.
- It demonstrates to the students the need to dress appropriately for a given situation and thus prepares them for their careers and life ahead.
- It assists staff in the identification of intruders.

Clothing must be PLAIN or have the school name or logo.

<table>
<thead>
<tr>
<th>Top</th>
<th>Summer</th>
<th>Light blue polo shirt (yrs 8-10). White or navy polo shirt (Yrs 11 &amp; 12).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Winter</td>
<td>As for summer, plus a NAVY BLUE windcheater, or NAVY BLUE jacket. Plain light blue or white skivvies can be worn UNDER polo shirt of same colour. A skivvy worn alone is not considered school dress. A collar must be worn. The skivvy is intended only as an addition on very cold days.</td>
</tr>
<tr>
<td>Bottom</td>
<td>PLAIN NAVY BLUE skirt (girls), shorts, trousers or tracksuits. Only navy blue is acceptable, not royal blue or other shades. Stripes are not acceptable. NO DENIM. No Leggings unless under additional item of uniform clothing. No waist bands in different colours. Short and skirts must be an appropriate length for school</td>
<td></td>
</tr>
<tr>
<td>Footwear</td>
<td>Socks and closed in shoes.</td>
<td></td>
</tr>
<tr>
<td>Headwear</td>
<td>Not to be worn in class.</td>
<td></td>
</tr>
</tbody>
</table>

Physical Education Uniform
Students should purchase a plain T shirt in House colours. Students should also have a change of clothes for Phys Ed lessons eg shorts or track pants.

Centaurus: Yellow  Orion: Green  Phoenix: Red

General
- Uniforms can be purchased from the school Library one day a week or from stores that stock appropriate colours and styles
- Students who do not wear school uniform may be asked to change or be restricted to defined areas during recess and lunch.
- The privilege of attendance at extra curricular events is linked to the wearing of uniform (see Good Standing).
Modern technologies and social networking sites such as facebook, twitter, snapchat and so on enable students to stay connected and participate globally. Many parents are concerned, however, about issues relating to online safety. Lockridge SHS has a range of programs and information sessions to assist students develop safe online behaviour but support from home can be even more effective. If you want to know more about how to help your child safely navigate the world of the internet the Australian Government has a fantastic website full of information, http://www.cybersmart.gov.au

You can also access information via the Lockridge Senior High School website by clicking on the cybersafety button located on the bottom right hand corner of our website. Additionally, the school can provide brochures and there are regular updates about cybersafety in our newsletters.

Secondary school can be a demanding time for teenagers, especially in the lead up to exams. You are an important part of a team (together with teachers) that can have a powerful impact by helping your teenager develop effective study habits.

Encourage them to:
- Use a diary and have a timetable
- List tasks and cross them off when finished
- Do the most difficult or least preferred work first and not spend too long on one subject

Research shows that successful students work to a timetable.
It is important for them to keep a balance between schoolwork and recreation. Help them plan their week to include time to see friends, stay fit and manage their study

Keep in mind that:
- The most effective study is in sessions of up to 45 minutes
- Study is best done when most mentally alert
- More time should be given to difficult and least-liked subjects
- It’s important to factor in assessment dates and allocate more time to these subjects as deadlines approach

In addition to homework, regular revision is important so information registers in the long term memory.

It will be useful for your teenager to:
- Revise notes taken in class on a daily basis
- Review past assessments and work out areas for improvement
- Read through teacher feedback and concentrate on the most difficult sections

It’s best for your teenager to have a designated study space

The best learning environment at home includes:
- A desk used only for study in area free from distractions
- A chair that is comfortable
- Good lighting
- A set of stationery
An important part of successful study is staying physically active.

Ways to keep your teenager active:

- Encourage them to walk or ride to school a few times a week
- Suggest a team sport or dance class they might enjoy
- Ask them to take responsibility for exercising the dog (or the neighbour’s dog)

Stressing Less

Help your teenager to reduce stress by encouraging them to take regular breaks, get plenty of sleep and eat a balanced diet.

A healthy, balanced and varied diet helps improve concentration, learning and memory.

Tip: Motivation

Supporting your teenager during their studies could be as simple as showing a genuine interest in their achievement.

Sit down with them and write out goals for their studies. These could be as general as “graduating from secondary school” or as specific as “achieving a B or above average”. You might decide to reward them for achieving these objectives.

Tip: Music

Many teenagers say they study best with music on but research shows this is not always the case. Teenagers used to a noisy home may find studying with music helpful. However, they still need to be able to work under silent conditions in order to fully prepare for exams.

Tip: Your Tutor

Struggling with the homework? Help is at hand. Lockridge Senior High School students are able to access Your Tutor for free, thanks to the support of Edith Cowan University. Your Tutor is an online service that enables students to access individual tutoring and assistance simply by messaging a tutor. Every tutor is university qualified and has clearance to be able to work with children. The online service is available from 4 – 10pm on weeknights and for a few hours on Sundays. Students are issued with an individual card containing details about how to log on and giving them a unique identifier.
Six steps to review class subjects
1. Allocate 10 minutes to review each subject you want to focus on.
2. Write as much as you can remember for a particular subject. (With practise, you can become brief and to the point.)
3. Look at your notes for that day and to find things you have forgotten.
4. Use a different coloured pen to write these points at the end of your own notes.
5. At the end of the week, write down as much as you can remember from your daily notes.
6. Check what you have forgotten and record this in a different colour.

Take regular breaks. Reward yourself with an activity and then get back into it.
- Take notes from class discussions and make notes from written material in your own words. This way you make sense of the material as you write it down.
- If something isn’t clear, ask your teacher before you move on.
- When you get home, first list as much as you can remember from the new material you learned at school. Then check your notes and see what you need to learn.
- Skim the material, cover it and try to recall key points. Again, write your notes in your own words as if you are trying to explain it to someone else.
- Go over the material and summarise key points several times.
- Make sure you get a good night’s sleep and a good breakfast before an exam.

Five stress-busters
1. Put on a favourite music track and dance.
2. Go for a brisk walk around the block.
3. Call up a friend and have a quick chat.
4. Take 10 deep breaths. This brings more oxygen into the blood which ‘wakes up’ the brain, relaxes muscles and quietens the mind.
5. Watch a short sitcom that you find funny.

Academic success all gets down to EFFORT. The harder you work the more success you will achieve.

| E | Enthusiasm and Energy “wanting” to, rather than having to |
| F | Faith and Focus – believing you can succeed |
| F | Family and Friends – having a support team |
| O | Organisation and Ownership – prioritising your time |
| R | Responsibility and Reliability – facing challenges |
| T | Teamwork and Toughness – working with people with single minded purpose |
Literacy Strategies

We encourage parents and carers to share these strategies with their children.

Reading
One of the most effective ways to improve reading comprehension is to practise reading. We recommend 20 mins a day of reading at home. It can be silent reading or reading aloud. Reading the newspaper and discussing ideas and new words with a parent or sibling will significantly improve reading comprehension.

S.M.A.R.T
An effective way to improve reading for understanding is to use the SMART mnemonic. It helps to clarify the purpose of reading and focus on what it is students need to discover from their reading.

S – skim to predict
M – monitor understanding
A – ask questions to check understanding
R – review what has been read
T – think carefully about the text and questions

Paragraphing
A paragraph represents ONE idea. It usually contains several sentences which have different functions.

1. Topic Sentence explains generally what the paragraph is about
2. Developing Sentence expands and clarifies the main idea
3. Supporting Sentence supports the idea through examples, facts, figures or reasoned argument
4. Concluding Sentence ‘wraps up’ the idea of the paragraph and may link to the next paragraph

Editing Questions
Does my writing make sense?
Are there any gaps in the meaning of the information I have given?
Is the information in a logical order?
Can I make my writing more interesting?
Is there anything I need to change to make it clearer?

Proof Reading
1. Read one word at a time – this helps to ‘see’ all the letters in the word
2. Read out loud – this forces you to slow down and you can ‘hear’ any errors such as missing words
3. Check all punctuation – capitals, full stops, commas, question marks, apostrophes, speech marks and exclamation marks
4. Paragraphs – each paragraph should contain one main idea.

Apostrophes
Apostrophes have two main uses
1. Possession: an apostrophe ‘s’ is used to show ownership
   eg This is Helen’s bag.
   □ add’s to the singular form of the word (even if it ends in -s):
   □ add’s to the plural forms that do not end in -s:
   □ add’ to the end of plural nouns that end in -s:

2. Contraction: an apostrophe can be used to show that some letters have been left out to make the word shorter.
   eg Did not can become didn’t

Don’t use apostrophes for possessive pronouns or for noun plurals
Wrong: His’ book
Wrong: The group made it’s decision
Correct: His book
Correct: The group made its decision
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>Account for, state reasons for, report on. Give an account of, narrate a</td>
</tr>
<tr>
<td></td>
<td>series of events or transactions</td>
</tr>
<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them, draw out and</td>
</tr>
<tr>
<td></td>
<td>relate implications</td>
</tr>
<tr>
<td>Analyse</td>
<td>Break into sub-parts, examine critically</td>
</tr>
<tr>
<td>Apply</td>
<td>Use, utilise and employ in a particular situation</td>
</tr>
<tr>
<td>Argue</td>
<td>Present reasons for and against</td>
</tr>
<tr>
<td>Assess</td>
<td>Make a judgment of value, quality, outcomes, results or size</td>
</tr>
<tr>
<td>Clarify</td>
<td>Make clear or plain</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
</tr>
<tr>
<td>Consider</td>
<td>Give an opinion weighing up the relative value of information</td>
</tr>
<tr>
<td>Construct</td>
<td>Make, build, put together items or arguments</td>
</tr>
<tr>
<td>Contrast</td>
<td>Show how things are different or opposite</td>
</tr>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by example</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
</tr>
<tr>
<td>Determine</td>
<td>Weigh up the relevant information and make a decision</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Recognise or note/indicate as being distinct or different from, to note</td>
</tr>
<tr>
<td></td>
<td>differences between</td>
</tr>
<tr>
<td>Elaborate</td>
<td>Provide details</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make a judgment based on criteria, determine the value of</td>
</tr>
<tr>
<td>Expand</td>
<td>Provide details</td>
</tr>
<tr>
<td>Explain</td>
<td>Relate cause and effect, make the relationships between things evident,</td>
</tr>
<tr>
<td></td>
<td>provide why and/or how</td>
</tr>
<tr>
<td>Identify</td>
<td>Recognise and name</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Make clear by an example</td>
</tr>
<tr>
<td>Infer</td>
<td>Draw conclusions from</td>
</tr>
<tr>
<td>Interpret</td>
<td>Draw meaning from</td>
</tr>
<tr>
<td>Investigate</td>
<td>Plan, inquire into and draw conclusions about</td>
</tr>
<tr>
<td>Justify</td>
<td>Support an argument or conclusion</td>
</tr>
<tr>
<td>List</td>
<td>Write down relevant points</td>
</tr>
<tr>
<td>Outline</td>
<td>Sketch in general terms, indicate the main features of</td>
</tr>
<tr>
<td>Persuade</td>
<td>Convince others of your viewpoint</td>
</tr>
<tr>
<td>Predict</td>
<td>Suggest what may happen based on available information</td>
</tr>
<tr>
<td>Show</td>
<td>Give examples</td>
</tr>
<tr>
<td>State</td>
<td>Clearly express information</td>
</tr>
<tr>
<td>Suggest</td>
<td>Other possible reasons for</td>
</tr>
<tr>
<td>Summarise</td>
<td>Express, concisely the relevant details</td>
</tr>
</tbody>
</table>
Order of Operations

BIMDAS
1. Solve what is in the brackets
2. Do the indices
3. Multiply
4. Divide
5. Add
6. Subtract

Quick Tricks for Multiplication
- Multiply by 10: Just add 0
- Multiply by 9: It All Adds Up to 9
- Multiply by 5: It's All 5s and 0s
- Multiply by 3: It All Adds Up - the digits of the answer add up to 3, 6, or 9

Factors
Factors are numbers that multiply together to give a certain number
Eg 24 = 24 x 1 = 12 x 2 = 8 x 3 = 6 x 4
Factors are 1,2,3,4,6,8,12,24

Multiples
Multiples are numbers produced when a certain number is multiplied by 1,2,3,4,5
Eg 3,6,9,12,15 are multiples of 3

Positives and negatives
Positive multiplied by a positive is a positive + X + = +
Positive multiplied by a negative is a negative + X - = -
Negative multiplied by a negative is a positive - X - = +

The same pattern works for dividing negative and positive numbers.

Solving Word problems
1. Read the problem carefully.
2. Cross out unnecessary information.
3. Show your work. Don’t do it in your head.
5. Re-read your problem and check your answers.
6. Draw a picture that illustrates the problem.
Facts and Measurements

Length

1000 millimetres (mm) = 1 metre (m)
100 centimetres (cm) = 1 metre (m)
10 millimetres (mm) = 1 centimetre
1000 metres (m) = 1 kilometre (km)

Volume

1000 millilitres (ml) = 1 litre (l)
1000 litres (l) = 1 kilolitre
1 cm$^3$ = 1 ml
1000 cm$^3$ = 1 L

Area

10000 m$^2$ = 1 hectare

Time

1000 milliseconds = 1 second
2 weeks = 1 fortnight

Australia is divided into three time zones:
- Eastern Standard Time (EST) - East coast
- Central Standard Time (CST) - SA and NT
- Western Standard Time (WST) - West coast

Scientific Units – units used for all science calculations.

- Time: seconds (s)
- Speed: metres/second (m/s)
- Weight: Newtons (N)
- Force: Newtons (N)
- Length: metres (m)
- Mass: kilograms (kg)
- Energy: Joules (J)
- Power: Watts (W)

Lockridge Senior High School
Handbook Return Slip

I (Parent Name) __________________________ have received and read the Lockridge Senior High School Handbook. I am aware that my child is expected to abide by the procedures outlined in this booklet.

- Attendance
- Assessment
- Code of Conduct – Behaviour & Drugs - Safe Schools (anti bullying)
- Code of Conduct

Parent Signature: __________________________ Date: ________
Student Name: __________________________ Year ______