Lockridge SHS

Handbook 2013

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Acknowledgement slip (to be signed by parent/guardian)
Introduction

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. If the problem is extremely complex they will refer it to the appropriate Associate Principal or to the School Psychologist.

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<thead>
<tr>
<th>Administration</th>
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<tr>
<td>Principal</td>
<td>Mrs Anne Robinson</td>
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<tr>
<td>Associate Principal Senior School</td>
<td>Mrs Helen Maitland</td>
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<td>Associate Principal Middle School</td>
<td>Ms Kaye Stevens</td>
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<tr>
<td>Program Coordinator</td>
<td>Mrs Lesley Shore</td>
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<tr>
<td>Business Manager</td>
<td>Ms Yvonne Scott</td>
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<td>Assistant Business Manager</td>
<td>Mrs Rebecca Dalgleish</td>
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<tr>
<th>Heads of Learning Areas</th>
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<tr>
<td>English</td>
<td>Ms Lea Cook</td>
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<tr>
<td>Mathematics</td>
<td>Mr Geoff White</td>
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<tr>
<td>Science</td>
<td>Mr John Chedid</td>
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<tr>
<td>Society &amp; Environment</td>
<td>Mr Ray Barrett</td>
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<td>Health &amp; Physical Education</td>
<td>Mr Mark Aarons</td>
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<th>Student Services Staff and Roles</th>
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<tr>
<td>Senior School Student Manager</td>
<td>Mrs Sue Canion</td>
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<td>Middle School Student Manager</td>
<td>Mrs Sue Downing</td>
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<td>School Psychologist</td>
<td>Mrs Shirley Evans</td>
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<td>School Chaplain</td>
<td>Mrs Robyn Sumpter</td>
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<tr>
<td>School Nurse</td>
<td>Mrs Deb Beech</td>
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<td>AIEO</td>
<td>Mrs Kim Southern</td>
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<th>Additional Programs</th>
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<tr>
<td>Follow the Dream Coordinator</td>
<td>Ms Christina Parry</td>
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<tr>
<td>Senior School Engagement</td>
<td>Mrs Leonie Hull</td>
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<td>Specialist Agriculture</td>
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<tr>
<td>Specialist Basketball</td>
<td>Mr Kurt Slabolepszy</td>
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<tr>
<td>Music</td>
<td>Mrs Debbie Pattison</td>
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Key Dates

Term Dates

Term 1   Monday 4 February – Friday 19 April
Term 2   Monday 6 May – Friday 5 July
Term 3   Tuesday 23 July – Friday 27 September
Term 4   Tuesday 15 October – Thursday 19 December
Easter Break  Friday 29 March – Tuesday 2 April
School Development Days - 28 March, 22 July, 30 August, 14 October

Events (some dates subject to change)

Year 8/9 Parent Evening  Wednesday 20 March  6pm to 7pm
Year 10-12 Parent Evening  Monday 18 February  6pm to 7pm
Interim Report Night  Wednesday 20 March  3.30pm – 6.30pm
Report Night  Wednesday 3 July  3.30pm – 6.30pm
School Photos  Tuesday 12 March and Thursday 14 March
School Ball  Thursday 28 March
NAIDOC Week  Monday 1 July – Friday 5 July
Year 7 2013 Orientation  Tuesday 10 December
Harmony Day  Thursday 21 March
RYDA Driver Education Yr 10-12 June (date to be advised)
Yr 9 NAPLAN tests  Tuesday 14 May – Friday 17 May
Yr 9 WAMSE tests  Monday 5 August – Friday 9 August
Yr 10 Exams  Monday 27 May – Friday 31 May
   Monday 18 November – Friday 22 November
Yr 11/12 Exams  Friday 31 May – Friday 7 June
Yr 12 Exams  Monday 23 September – Friday 27 September
Yr 11 Exams  Monday 11 November – Friday 15 November
WACE Exams start  Friday 1 November start
Locsurf  Friday 1 March
Locolympics  Friday 13 September
Lightning Carnivals  Yr 10 Thursday 16 May
   Yr 9 Wednesday 19 June
   Yr 8 Tuesday 13 August
Interschool Swimming  Wednesday 27 March
Interschool Athletics  Friday 17 October

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

Learning

Provide a safe, supportive and stimulating Environment

Opportunity

Recognise and reward effort and Achievement

Citizenship

Integrate relevant technology and inspire Creativity

Knowledge

Develop independence through flexible and relevant curriculum

Resilience

Encourage active and engaged citizens in

Initiative

A respectful community

Diversity

Goal setting

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 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 Managers if they have concerns about social/emotional issues.
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 Year 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 of the absence or lateness. Parents/Carers can

- Phone the school attendance line: 9378 0265.
- Email the school on Lockridge.shs@education.wa.edu.au
- Write a note and deliver to the Front Office.
- Explain to the Attendance Officer in Front Office when they bring their child 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 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, Work Place 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 on 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, to health and hygiene concerns. Students can make appointments to discuss 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 Managers; Associate Principals and 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 talking 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 in a public forum such as a classroom

Be Ready
- Come to class on time
- Come to class with the appropriate equipment (see booklists)
- Be ready to learn

Banned Items / Activities
- Using mobile phones / MP3s / IPODs and other electrical devices in class without permission
- 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 and such in school grounds

Student Drivers
- Students are required to have a permit to park their car at school. This permit needs to be displayed in the car at all times.
- Students apply to the Senior School Student Manager for an “Application to Become Registered Driver”
- Students are only permitted to park their car in the designated bays outside the school gates. Students are NOT permitted to park their car inside the school gates.

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 without permission from a teacher.
- 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 Reception.
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.

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.

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
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 and online forums, text messaging, phone and 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 and 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.

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**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. In 2013 students who met required standards for attendance will be selected for the Macbook program which entitles them to have a Macbook to take home provided they continue to comply with this code of conduct.

Students will

- only use computers/notebooks under the direct supervision of a teacher.
- report any damage to 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.

Macbooks

Students are reminded that they have a responsibility to look after the Macbook at all times. The Macbooks 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 Macbooks 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 HOLA, 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 HOLA 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 HOLA 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 year group social or 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.
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.

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<th>Top</th>
<th>Summer</th>
<th>Winter</th>
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<td></td>
<td>Light blue polo shirt (yrs 8-10).</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>
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<tr>
<td></td>
<td>White or navy polo shirt (Yrs 11 &amp; 12).</td>
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<tr>
<th>Bottom</th>
<th>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</th>
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<tr>
<td>Footwear</td>
<td>Socks and closed in shoes.</td>
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<td>Headwear</td>
<td>Not to be worn in class.</td>
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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 or from stores that stock appropriate colours and styles. A clothing allowance of $115 per child is available to holders of health cards.
- 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).
Helpful Hints for Parents

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

Help your teenager get organised
Encourage them to:
• Use homework 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’s 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 an area free from distractions
• A chair that is comfortable
• Good lighting
• A set of stationery

Encourage your teenager to complete as many past exam papers as possible
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: YourTutor

Struggling with the homework? Help is at hand. Lockridge SHS 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 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. After this, look at your notes for that day and find things you have forgotten.
4. Use a different coloured pen to write these points at the end of your room own remembered 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 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.

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

<table>
<thead>
<tr>
<th>Don’t use apostrophes for possessive pronouns or for noun plurals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrong: His’ book</td>
</tr>
<tr>
<td>Correct: His book</td>
</tr>
<tr>
<td>Wrong: The group made it’s decision</td>
</tr>
<tr>
<td>Correct: The group made its</td>
</tr>
</tbody>
</table>
## Exam Wording – a Mini Glossary

<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 series of events or transactions</td>
</tr>
<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them, draw out and 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 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, 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 = 2 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.
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 cm³ = 1 ml
1000 cm³ = 1 L

Area

10000 m² = 1 hectare

Time

1000 milliseconds = 1 second
60 seconds = 1 minute
2 weeks = 1 fortnight

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)

Volume

1000 milligrams (mg) = 1 gram (g)
1000 grams = 1 kilogram (kg)
1000 kg = 1 tonne

Area

10000 m² = 1 hectare

Parent Handbook Return Slip

I, ______________________________ have received and read the Parent Handbook from Lockridge SHS. I am aware that my child is expected to abide by the procedures outlined in the booklet.

- Attendance
- Assessment
- Code of Conduct
- Code of Conduct
- School Uniform
- Good Standing
- Safe Schools (anti bullying)
- Computer and Internet Usage

Parent Signature: ______________________________ Date: _________
Student Name: ______________________________ Year _____