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Parent Information Handbook

2017

Welcome to Georgiana Molloy Anglican School. This booklet outlines some policies and procedures in the school from Little Georgies (3 year old program) to Year 12. Please read it carefully.

Specific Phone numbers to note:

Reception	08 9752 5252	Accounts	08 9752 5224
Student Services	08 9752 5250	Fee Enquiries	08 9752 5273
Enrolments	08 9752 5237	Café	08 9752 5203
GMAS Fax	08 9752 5299	Uniform Shop	08 9752 5204

GMAS Office Hours

Monday to Friday - 8.00am to 4.30pm (8.00am-4.00pm during school holidays)

Location Address

Georgiana Molloy Anglican School
2 Hawker Approach
Busselton 6280 WA

Email: enquiries@gmas.wa.edu.au

Web address: www.gmas.wa.edu.au

Term Dates 2017

Term 1: Wednesday 1 February – Friday 7 April
Term 2: Thursday 27 April – Friday 30 June
Term 3: Tuesday 18 July – Friday 22 September
Term 4: Tuesday 10 October – Wednesday 6 December (LG-6)
Thursday 7 December (7-12)

Key Personnel

Principal: Mr Ted Kosicki
Deputy Principal: Ms Jo Burns
Business Manager: Mr Pablo Sandor
Chaplain: Father Earle Chamberlain
Head of Curriculum: Mr Philip Deroost
Acting Head of Primary (LG - 6): Mrs Kathryn Campbell
Head of Middle School (7-9): Mrs Lisa Ness
Head of Senior School (10-12): Mr Stephen Treloar

Email Address

tko@gmas.wa.edu.au
jbu@gmas.wa.edu.au
psa@gmas.wa.edu.au
ech@gmas.wa.edu.au
pde@gmas.wa.edu.au
kca@gmas.wa.edu.au
lne@gmas.wa.edu.au
str@gmas.wa.edu.au

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2017 STUDENT LEADERSHIP TEAM

Secondary Junior School	Head Boy Lochlan Curtis Thomas Clapp	Head Girl Kristen Sly Tiana Frame
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STUDENT REPRESENTATIVE COUNCIL

President: Blake Craig

Bunker RED	Senior School Leader Middle School Leader Junior School Leader	Josephine Spencer Ashlynn Forrest Daisy de Morton
Eagle GREEN	Senior School Leader Middle School Leader Junior School Leader	Benjamin Hodder Patrick Stephenson Baylee Dunnett
Flinders LIGHT BLUE	Senior School Leader Middle School Leader Junior School Leader	Xavier Boyd Sarah Aldridge Jobi Hayward
Geographe YELLOW	Senior School Leader Middle School Leader Junior School Leader	Georgia Senbergs Kiran van der Tang Darcy Whitelaw
Hamelin PURPLE	Senior School Leader Middle School Leader Junior School Leader	Kaeleigh Brown Chloe Ayling Natasha Hewson
Meelup DARK BLUE	Senior School Leader Middle School Leader Junior School Leader	Felicite Blake James Scott Jazzie Atkinson
Sport	Junior School Leader	Alissa Christian
Arts	Junior School Leader	Amy Kerr
Sustainability	Junior School Leader	Abbey Lloyd

TIMETABLE

Little Georgies operate on Tuesdays and Wednesdays 9.00-3.00pm.

Kindergarten operates Monday and Tuesday and every other Wednesday for KG group and Thursdays and Fridays and every other Wednesday for KM group. Lunch is between 12.30 – 1.00pm each day.

2017 Daily Bell Times	Monday	Tuesday	Wednesday	Thursday	Friday
Home Room 8.40 – 9.00am	Period 1 8.40—9.40		Home Room 8.40 – 9.15am		
PERIOD 1 9.00 – 10.05am	Period 2 9.40—10.40		PERIOD 1 9.15 – 10.15am		
PERIOD 2 10.05 – 11.10am	Home Room or Assembly 10.40—11.10		PERIOD 2 10.15 – 11.10am		
RECESS 11.10 – 11.30am			RECESS 11.10 – 11.30am		
PERIOD 3 11.30 – 12.30pm			PERIOD 3 11.30 – 12.30pm		
LUNCH 12.30 – 1.10pm			LUNCH 12.30 – 1.10PM		
PERIOD 4 1.10 – 2.15pm			PERIOD 4 1.10 – 2.15pm		
PERIOD 5 2.15 – 3.20pm			PERIOD 5 2.15 – 3.20pm		

COMMUNICATION

We believe that an open and honest line of communication amongst students, parents and staff is essential. If you are ever in doubt about anything that is happening in the school or you wish to discuss your son or daughter's progress please do not hesitate to contact your child's Home Room/Class Teacher.

The following means of regular communication are also utilised by the staff of the school and are a valuable source of information

1. Student diary
2. Regular verbal contact between staff and parents by phone or face to face
3. Weekly "What's on at GMAS" publication
4. SEQTA message
5. Settling in report in Term 1
6. Written reports Semester 1 and 2
7. Parent teacher interviews
8. Special purpose information nights
9. Social gatherings

10. Annual School Performance Report
11. The Settler – annual school publication
12. My School website
13. Facebook

STUDENT PRESENTATION AND STANDARDS POLICY

The general appearance of a GMAS student should not draw undue attention to themselves. Whilst in GMAS uniform and/or at a GMAS function, the school reserves the right to determine what draws undue attention.

Students are reminded that while they are in uniform they are expected to uphold all school rules and regulations as they are representing all members of the school community. Any misbehaviour or inappropriate wearing of the uniform is a reflection on all. The uniform should be complete and smartly presented at all times. Wear the uniform with pride as it says much about your pride in yourself and in your school.

Gum

Chewing gum is totally prohibited on the GMAS school campus at all times. Gum is also not permitted at GMAS outings.

Hair

Hair should be neat, clean and a natural colour. Hair which is shoulder length or longer must be tied up and off the face, this pertains to all students. All hair accessories must be navy blue and teal in winter or navy blue and dusky blue in summer. Hair accessories are available from the uniform shop. Boys should be clean shaven. No beards, extra large sideburns or moustaches are permitted and hair must be no shorter than a number 3 clip and no longer than collar length. Hair needs to be off the face.

Jewellery

All students may wear a watch. Girls can wear gold, silver or small coloured studs or plain silver or gold sleepers. Only one pair to be worn in the lobe of the ear. Boys to wear no jewellery at all.

Make Up and Nail Polish

No nail polish or make-up to be worn, unless an exemption has been granted by the Head of Sub School.

Non-Uniform Accessories

Visible tattoos and other foreign body markings not permitted.

Year 12 Blazers

Blazers are a compulsory uniform item for all Year 12 students and must be worn on a regular basis with specific emphasis on special events and assemblies. The leavers jacket is an optional accessory item and does not form part of the compulsory uniform. These can be worn by Year 12 students in term 2 and 3 only on Thursdays and Fridays. Special school occasions will override the wearing of leavers jackets and blazers will need to be worn.

Follow Up Procedures

Staff will speak with the student and record the incident (inappropriate dress, uniform, behaviour) in the Student Diary for the parent to sign. If the inappropriate item is jewellery then the offending item will be removed and (if applicable) will need to be collected by the parent.

Should there be a further infringement, this will be communicated verbally by the teacher to the parent along with a record in the Student Diary.

Further infringements after this point will necessitate an interview at school with the parents, student and teacher.

In the unlikely event that further issues arise, the matter will be referred immediately to the relevant Head of Year who will request an immediate interview with the parents to resolve the issue.

Mobile Telephones

- Students are allowed to bring mobile telephones to school.
- Students must have their mobile telephones turned off and in their lockers at all times during school hours.
- Mobile telephones can only be used before and after school.
- Students who need to make a call during the school day **must** do so using the phone in the Administration area.
- Students cannot use mobile telephones for the purposes of sending or receiving messages during school hours. If this rule is broken the phone will be confiscated.
- Students who are seen with mobile phones during the school day will have the phone confiscated for the remainder of the day. Staff will take the confiscated phone to the Student Services area in Administration for safe keeping and return.
- Mobile telephones are the student's responsibility and the school accepts no responsibility for any theft, loss or damage.
- Students who do not adhere to this policy will forfeit the right to have a mobile phone at school.
- Personal Electronic Devices (PEDs) are permitted to be in use during school study time in years 11 and 12. Outside of these times and year groups, use of PEDs is at Learning Area departmental discretion.
- Students with a severe hearing impediment are exempt.

UNIFORM REQUIREMENTS

Please refer to our Uniform Guidelines for full details which is available on our website or please contact Administration.

GMAS SUN PROTECTION POLICY

In response to current medical advice, Georgiana Molloy Anglican School encourages students to remain out of the direct sun when and wherever possible. We aim to provide ongoing education that promotes personal responsibility for skin cancer protection. When activities must take place outdoors we will encourage our students to protect themselves from the harmful UV sun rays in the following ways:

HATS

Term 1 & 4

Students are encouraged to wear a GMAS hat (at school) when outside the classroom buildings, and when participating in sport (when practical) and other outdoor activities. Hats are also recommended outside of school hours.

Students who do not have a hat to wear during Recess or Lunch may be required to sit or play in areas where there is no direct sun such as the under-covered areas.

Term 2 & 3

The Cancer Council recommends deliberate sun exposure for vitamin D during our winter months.

Students may not be encouraged to wear a GMAS hat when outside at these times, however if weather conditions dictate otherwise the school recommends wearing hats as a necessary precaution.

SUNGLASSES

Students are allowed and encouraged to wear sunglasses to protect their eyes from harmful UV radiation while participating in outdoor activities (when safe and appropriate to do so). Fashion sunglasses with minimal UV rating are not encouraged. Students must take responsibility for such property (sunglasses).

SUNSCREEN

Students should ensure that they have adequate supplies of maximum protection sunscreen for school activities that occur outdoors. This is particularly important in situations where the nature of the activity (fast running, swimming and similar activities) may prevent the practical wearing of a hat. We recommend a broad spectrum, water resistant sunscreen with a sun protection factor (SPF) of 30+ or higher.

ATTENDANCE – ORGANISATIONAL PROCEDURES

Absent from school

Please ring Student Services 9752 5270 by 9.00am and advise the receptionist of your child's name, year group and estimated length of absence. A written note explaining the absence should be given to the class teacher when the child returns to school. There is an Absentee Slip in the student diary which can be filled out by parents and returned to Student Services.

Late for school

Students report to the Student Services counter in Administration. You will need to advise them that you are late and the reason why. Students tag in on the Kiosk system. The student's diary will be stamped with a late stamp.

Leave school before the end of the school day

Parents of Secondary School students must write in the Student Diary an explanation of why the student needs to leave early. The student should present this to the classroom teacher at the start of the lesson so they may be released from class at the correct time. The student will not be allowed to leave the school until the parents have signed the sign in/out book (located in Student Services).

Parents of Primary School students must come and sign the sign in/out book in Student Services and obtain an early departure slip. The parent must then take the slip to the classroom to give to the teacher. The student will then be released from class.

Still at school at 3.45pm

The student should advise the staff member on duty who will take the student to Administration where the staff there will contact parents to come and collect their child.

Withdrawn from school for extended periods

It is important that parents and students understand that extended absence from school for any reason will affect the student's progress and learning. Sometimes it is impossible to avoid illness or family upheavals and these absences will occur. Parents occasionally seek to withdraw a child for an extended period for a family holiday. Parents are encouraged to avoid this wherever possible. While some learning missed can be caught up, there are many school and class experiences that cannot be covered by just setting work.

The school and the teaching staff will do all they can to provide some work for students who will be away from school for extended periods. If it is unavoidable that you withdraw your child for an extended period during the year it is essential that written advice is given to the Head of the Sub School at least two weeks in advance so that work may be prepared for your child.

The school policy on absences during school time is that it is the parent's responsibility to ensure that their child catches up on work missed if they are taken out of school.

Riding Bicycles/Skateboarding to school

It is a legal requirement for bike riders to wear helmets while riding a bike. No student may ride a bike/skateboard to or from school without a helmet. Bikes/skateboards are to be left in the enclosure provided. Bicycles/skateboards are not to be ridden anywhere on the campus without the express permission from a teacher.

Diary forgotten

An interim diary sheet will be supplied for the day and should be signed by the parent and returned to school with the diary the next day.

Discipline

Class and Home Room Teachers are responsible for working with their class to establish acceptable behaviours and expectations both in and out of the classroom. This will be undertaken early in the year. The rules and expectations will be charted and referred to often over the course of the year. Class teachers will establish penalties for breaches of the class rules with their class. Staff will note the breaches and action taken in the Student Diary and SEQTA.

If students make repeated breaches of behaviour, class teachers will inform the Home Room Teachers and/or Head of School who will work with the parents, teacher and the child to modify their behaviours. Further issues may lead to the Deputy Principal suspending a student. A suspended student returns on probation and further issues would lead to a review of the student's enrolment at the school.

Illness or injury

If you feel ill during class, tell your teacher who will write a note in your Student Diary for you to take to Student Services. In Student Services there is a bed there where you can rest. Your parents will be contacted and a decision can then be made whether you go home or return to class when you feel better. If you are injured out of class, tell the nearest staff member immediately.

Lost property

The best advice is to take care of your property. Do not bring valuables to school and ensure that all books, clothing and other items are clearly named so that if they are lost, they can find their way back to you. Make sure that you have looked thoroughly at school for the item. There is a "lost property" cabinet in the Junior School undercover area. If it cannot be found, inform your Classroom/Home Room teacher who may be able to help you further.

Lunch forgotten

Inform your Classroom/Home Room Teacher once you realise you have no lunch. A lunch slip will be provided from Student Services which is to be taken to the Café. The amount will be billed to your school account.

Medication to be taken during school hours

All medication is to be held at Student Services with clear written instructions from the parent on the medication regarding the student's name, dosage and times. Medication is not permitted anywhere else on campus and must never be in the student's possession. It is the responsibility of the child to present at Student Services to take medication. Assistance may be given to students in Early Childhood to go to Student Services.

Messages

Messages received for secondary students prior to the end of lunch break (1.00pm) will be emailed to the teachers who will have that student in their class during periods four and five for the teacher to pass on to the student.

Messages for Primary School students are placed in a message bag which is collected by a class member towards the end of the day.

CAFÉ GMAS

Menus for each term are on the school website under the 'Our School' tab and it is also displayed in the Café window. You will need to write your requirements on the outside of a special bag (these may be purchased from the Café in small bundles), your name and class. Enclose the correct money inside. The Café also has online ordering available now. Please contact the Café Manager for information.

Primary School students: This bag then needs to be placed in the Café GMAS basket in your classroom. The basket is to be taken to the Café by 9.00am each day. Your requirements will return to your classroom at the start of lunch.

Secondary School students: The bag is left at the Café to be made up. The student is to come to the Café at the appropriate break to collect the order.

SCHOOL DIARIES

The Student Diary is the primary means of communication between you and the school.

Primary School

There are two different diaries in the Primary School. Kindergarten students have one type of diary and Pre-primary to Year 6 have another type. This student diary is designed to help students organise their time at school and act as one of the means of communication between the classroom teachers and parents.

Kindergarten Diary

This has space for the teacher to write a comment and also space for the parents to write comments. Relevant calendar dates for Kindergarten students are noted at the front of the diary. It is important to keep the communication lines open between home and school.

Pre-primary to Year 6 Diary

Parents, you should feel free to use the section headed "Teacher/Parent Communication" for this purpose. Staff will communicate with you in this section of the diary. Year 3-6 students should record all homework in their Student Diary, which must be signed by the parent.

Parents must check and sign this diary each evening and monitor the student's progress with homework. Parents and teachers may write messages to each other from time to time using the diary. The Student Diary should be kept in the child's document wallet. This is standard practice throughout the Early Childhood and Junior School classes.

Secondary School Diary Years 7 to 12

Your child will be expected to ensure that the diary is with them at all times during the school day. Your child should record all subjects studied each day and the homework set. If no homework is set, the entry against that subject should read "nil".

All student diaries should be signed by a parent each week. The child's teachers will monitor student diary entries.

Teachers and parents may write messages to each other from time to time using the diary. Parents are asked to initial and date messages from teachers as teachers will from parents. This ensures that all parties are aware that the communication has been received. Teachers will respond to parent messages on the day they are received.

HOMEWORK

Early Childhood Homework Policy

Children in all year levels are expected to complete homework. For children in K-2 the amount of work will range between 10–20 minutes per evening plus home reading. Homework will carry clear instructions, addressed to the parents. It is important that the homework process is non-threatening, enjoyable family time. For Kindergarten, homework will take the form of suggested activities that parents could complete with their child to complement the learning that is taking place in the classroom.

Early Childhood Homework Allocation

Little Georgies	no homework is set
Kindergarten	as suggested by teacher
Pre-primary	as suggested by teacher
Year 1	15 minutes plus home reading
Year 2	20 minutes plus home reading

Early Childhood homework should allow students opportunities to consolidate, practice, complete set tasks and further explore opportunities for learning.

Years 3–6 Homework Policy

Students should understand that time spent completing homework will enhance their time management skills as they progress through school. Students must record all homework in their student diary, which must be signed by the parent.

Homework will be allocated during the week and must be completed by the set date. If in exceptional circumstances a student is unable to complete their homework, then an explanatory note from the parent must be written in the student diary.

Parents are encouraged to take an active role in assisting their children with homework. Remember, it is the school/family partnership that ultimately leads to the child's success.

Parents should monitor the time that their child spends completing homework, and should liaise accordingly with the child's teacher. Students are encouraged to seek assistance from a variety of sources in the completion of their homework.

Years 3–6 Homework Allocation

The approximate times below are provided as a guide for parents.

Year 3 25 minutes plus home reading

Year 4 30 minutes plus home reading

Year 5 35 minutes plus home reading

Year 6 40 minutes plus home reading

Secondary School Homework Policy

All students will be expected to complete homework on a regular basis. The purposes of homework include:

- The consolidation and/or revision of class work at a level commensurate with ability.
- The completion of a task started in class time.
- The clarification and improved understanding of class work by means of practice problems, writing, etc.
- Revision for assessment and/or examinations.
- Completion of assignments set.
- Stimulus in advance of new work or topic.

These are the approximate (per night) homework time allocations suggested.

Years 7–12 Homework Allocation

Year 7 1 hour

Year 8 1.25 hours

Year 9 1.25 hours

Year 10 1.5 hours

Year 11 A minimum of 2 hours

Year 12 A minimum of 2.5 hours (ATAR Students)

It is acknowledged that the setting of homework for the sake of it is a pointless exercise. “Routine” homework is required within the purposes above and learning must be evident and necessary.

It is the student’s responsibility to record all homework set in his/her diary. It is assumed that where specific, explicit tasks are not set by teachers, the student will use homework time appropriately within the guidelines of the list above. Revision is good practice that teachers will encourage and parents should support with appropriate supervision.

Parents are encouraged to operate a monitoring system of nightly tasks and revision to assist the student in developing regular study habits and to improve the quality and appropriateness of the work done. Ongoing assignment work will be monitored by the teacher.

ENRICHMENT / LEARNING SUPPORT

Georgiana Molloy Anglican School is an inclusive school and welcomes students of all abilities. We are dedicated to, and recognise a whole-school responsibility to work towards all students achieving their personal best. Enrichment is a continuum with Gifted and Talented students at one end and learning support at the opposite end, and all students are placed somewhere along this continuum. They may require additional support or extension sometime during their life at school.

The identification of students' strengths and abilities is a process of collecting and comparing information from various sources and developing a profile of each student in order to determine what strategies are appropriate for each individual. These include Standardised Ability/Achieving Testing, student academic performance, teacher anecdotal student profiles and parental information. Georgiana Molloy Anglican School acknowledges that different interventions are appropriate for students at different ages and circumstances. A range of support scaffold mechanisms are implemented for students requiring additional support and enrichment due to a learning disability or difficulty or under performance in the areas of literacy and numeracy.

The different types of support that may be offered range from providing in class assistance to individuals or small group withdrawal with a focus on development foundation skills through to writing *Curriculum Adaptation Plans* or *Individual Education Programs*. At Georgiana Molloy Anglican School, gifted students are recognised as those who achieve in the top 10% in any learning area, standardised tests of achievement or on tests of intellectual potential. (Gagne, 2000). Students who are identified as talented and/or gifted may be offered access to the following programs: entering competitions, differentiation and/or extensions within the class programs and specific subject areas, ability grouping in specific talent areas, and acceleration to a higher year level for a special subject.

ASSESSMENT AND REPORTING POLICY YEARS 7 - 12

Rationale

Assessment is an integral part of a student's education. It occurs in our school setting whenever a staff member consciously obtains and interprets information on the intended student learning outcomes of a teaching-learning programme / course (this is an important professional responsibility). Grades and performance indicators are arrived at on the basis of the information collected to date, and teachers are accountable for the judgments they arrive at.

The curriculum at GMAS aims at a fair and just assessment criteria being applied equally to all students. Students are made aware of all assessments via an assessment schedule in all Learning Areas.

Assessments should be integral part of Teaching and Learning

Assessments should arise naturally out of the teaching and intended learning of the curriculum and syllabus. They should be carefully constructed to enable judgments to be made about students' progress in ways that contribute to ongoing learning.

Assessments should be educative

Assessment practices should be educationally sound and contribute to learning. They should encourage in-depth and long-term learning, provide feedback that assists students in learning and informs teachers' planning, and where appropriate, assessment criteria should be made explicit to students to focus their attention on what they have to achieve and provide students with feedback about their progress.

Assessments should be fair

Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background, language and socio-economic status and not discriminate on grounds that are irrelevant to learning.

Assessments should be designed to meet their specific purposes

Information collected to establish where students are in their learning can be used for summative purposes (assessments *of* learning) and for formative purposes (assessment *for* learning) because it is used to inform subsequent teaching.

Assessments should lead to informative reporting

Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers.

Each Learning Area is responsible for the assessment schedule of each specific teaching-learning programme / Course i.e:

- What is to be assessed
- How and when it is to be assessed
- How the procedures outlined allow for individual students to complete successful curriculum undertakings
- Curriculum and assessment are determined by: SCSA – Schools Curriculum and Standards Authority (Years 11-12) and ACARA – Australian Curriculum and Reporting Authority (Years 7-10)

Internal Comparability

The following procedures are necessary to ensure comparability.

Planning

Assessment Strategies

Marking Moderation / Validation

Grading

Records of achievement

Records

Samples of work from each student will be required for Moderation, Registration and verification purposes. Hence, it is important that staff/students retain all pieces of assessed work for this purpose. Heads of Departments may refine these requirements for their specific purposes. Keeping copies of assessment pieces at school may be required by a specific course. In some Learning Areas, digital portfolios are undertaken.

Reporting

Reporting is the regular communication of relevant information to parents/caregivers on student progress and achievement.

Reporting to parents is a key component in building and maintaining relationships between the school and parents/caregivers.

Georgiana Molloy Anglican School fosters open relationships with parents/caregivers based on clear, comprehensive and accurate information communicated through formal and informal reporting processes.

Formal reports will be issued each semester. Year 12 students do not receive a formal report from the school at the conclusion of the academic year. They will receive a Statement of Results from SCSA. To give parents and students early feedback, a Settling-In Report on the progress of learning will be issued in Term 1.

GMAS reporting schedules includes:

SEMESTER ONE	SEMESTER TWO
<ul style="list-style-type: none">• Information booklets to parents outlining philosophy and programs• Informal reporting e.g. parent contacts, phone calls, emails, diary entries• GMAS Newsletter – What’s On• Formal meetings on request• Work Samples (CATs, EPW, Tests, Exams)• Settling in report• Formal report. Written summative report• Parent interviews• OLN report• ICAS Report (Student choice)• SEQTA Messages	<ul style="list-style-type: none">• Informal reporting e.g. parent contacts, phone calls, emails, diary entries• GMAS Newsletter – What’s On• Formal meetings on request• Work Samples (CATs, EPW, Tests, Exams)• Formal report. Written summative report.• Parent interviews• Year 7 & 9 NAPLAN reports• OLN report• INCAS report• PAT report• ICAS Report (Student choice)• SEQTA messages

Assessment Processes

GMAS engages in both-school based diagnostic, formative and summative assessment processes and external assessment processes.

Diagnostic Assessment

Diagnostic assessment is usually conducted before instruction, focusing on one area or domain of knowledge. It provides the teacher with information on a student’s prior knowledge and can assist in developing lesson planning and differentiated instruction.

Formative Assessment

Formative assessment is used to monitor progress during a learning sequence and provides continuous feedback to teachers and students, enabling them to monitor progress during a learning sequence and provides continuous feedback to teachers and students about their progress with the specific purpose of helping them to improve. At GMAS we will facilitate formative assessment through the use of anecdotal records, work samples, teacher made tests, checklists, and peer and self-assessments. These will be reported to parents through parent contacts and parent/teacher meetings and case conferences.

Summative Assessment

Summative assessment seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose is to establish levels of achievement, it also provides information for judging the effectiveness of teaching programs. It is supported at GMAS through formal semester reports.

Assessment Tasks

The day and date on which an assessment is due is clearly notified by the teacher to the student at the time of setting the assessment and should be recorded in the student’s diary. All students will receive an assessment schedule for the academic year for each course they undertake.

If a task is submitted more than three days late without a valid reason, the teacher will assess the work, but late work will only be marked for diagnostic purposes.

Parents will be notified by the class teacher if a student fails to submit a task, i.e. gains no credit. Parents will be notified in writing within the week of the task not being submitted.

For any late assessment task, where the student does not provide a reason which is acceptable to the school, the following penalties apply:

- 10% reduction in the mark (if submitted one school day late) or
- 20% reduction in the mark (if submitted two school days late) or
- 30% reduction in the mark (if submitted three school days late) or
- a mark of zero (if submitted more than three school days late or not submitted)

NOTE: where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity **before the due date**.

For any missed in-class assessment task where the student does not provide a reason to the class teacher which is acceptable to the school, a student will receive a mark of zero.

Moderation

To support consistency of teacher judgments, teachers will have opportunities to engage in various forms of moderation including:

- Collaboration during the planning, teaching and assessment cycle
- In school and across schools moderation exercises to determine levels of achievement
- Reference to SCSA and ACARA exemplars and work samples
- External assessment data including PAT Tests, NAPLAN, ICAS, WACE Exams etc.

Missing Assessments

If a student misses an assessment due to a verifiable illness, the task may be administered as soon as practical upon the student's return to classes.

The length and cause of absence will be taken into consideration when arriving at this decision. If doubt arises regarding the validity of having the student complete the same task as the rest of the cohort/class at a later date, the course teacher will discuss the matter with the Head of Department and alternative arrangements may be made. The Head of Department will communicate the outcome.

Once assessments have been corrected and handed back to other students the assessment may only be given to students, who have not submitted it due to absence/other cause, as a diagnostic device.

All personal commitments preventing a student completing an assessment should be verified by the parent/s in writing or via a telephone call to the teacher concerned.

Students who miss an assessment due to illness may be required to provide a doctor's certificate to verify this illness.

Students who are absent for a considerable time, may have their grade estimated within their class/year group. (if sufficient evidence had been gathered to date)

Failure of a year 11/12 student to submit an assessment / task, (even if a zero is to be awarded due to lateness) without due cause, can result in a U (Unfinished) being awarded. This has ramifications for University / TAFE Entrance and WACE graduation requirements

Assessment Re-submission

Students may be provided with an additional opportunity to complete a task if the teacher deems that it is feasible and is prepared to re-set a task that meets the required outcomes. This is also applicable if the student has attempted other assessment tasks but requires an additional opportunity to demonstrate achievement of an outcome/s.

Alternative Assessment /Tasks

The teacher has the discretion to give students alternative assessments / tasks. These may count as ratings where there is due cause for this to be the case e.g. late enrolment, illness etc. In cases where the original assessment / task piece has been assessed and returned to the other students it is most unlikely that the same assessment / task piece can be used. An alternative needs to be arranged. It should be noted that this assessment / task must cover all components of the original assessment / task.

In Year 11 and 12, alternative assessments / tasks may also be given simply to ensure a course is completed.

Where a student does not have a satisfactory reason for missing an assessment / task piece then an alternative assessment / task or an extension can be used, not for grading, but to satisfy course completion. Again, it should be noted that this assessment / task must cover all components of the original piece of work. Where it is not possible to set or allow the student to complete an alternative assessment / task then a U notation is awarded.

Students who miss an assessment / task due to the infringement of school rules or unauthorised absence from class will need to make arrangements so that credit for any assessments / tasks missed is to be granted. Students placed on in-school suspension will be able to sit any assessment piece during the time of the suspension.

Extensions to Assessment Due Dates

The classroom teacher has the discretionary power to differentiate between cases for which there is an acceptable reason for a student not attempting an assessment / task and cases in which there is not an acceptable reason.

These reasons must be valid and may include illness, injury and other verifiable circumstances. Early request from a student for an extension is advisable, if and when possible.

Students who miss an assessment / task due to illness may be required to provide a doctor's certificate to verify this illness.

Reasonable Attempt at an Assessment / Task

Students must make a reasonable attempt to complete the assessment task. Submitting partly completed work is unsatisfactory. The student must demonstrate that, on-balance; a genuine effort has been made. Furthermore, in Year 11 and 12, should it be determined that a reasonable attempt has not been made the student and parent/s will be informed. The teacher's aim is to guide the student through a process that will see the assessment / task piece being completed without giving the student an unfair advantage. It may be that the best the teacher can do is accepting the work for the purpose of course completion. It is the teacher who has the discretionary power to make this judgment.

Cheating / Collusion / Plagiarism

Collusion is when a student submits work produced by another individual for assessment. Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, work is essentially copied.

If cheating / collusion or plagiarism in an assignment / task occurs then no marks will be awarded for those parts of the assessment. Students may need to be given an alternative assessment / task or an extension, at the discretion of the teacher, noting that the subsequent result would be used only to satisfy unit completion, and would not be used to calculate the student's final grade.

Furthermore, a student who assists another student unfairly may, at the discretion of the teacher, be treated in the same manner as those outlined above.

In all cases of cheating a school letter is sent to the parent/s by the relevant teacher who makes a record of the incident to monitor any pattern.

Tests / Examinations

Students must attend scheduled examinations and adhere to the examination rules which are issued with the examination timetable. Infringement of examination rules will result in an appropriate penalty.

In exceptional circumstances, alternative arrangements may be negotiated through the Head of School before the examination date. Participating in family holidays will not be accepted as an exceptional circumstance.

Year 7-10 Students who are absent during examinations for valid reasons must, if possible, sit their missed examination/s at an alternative time or times. These times will be within the examination period, as close as possible to the original time slot, and must be determined in conjunction with the Head of School. An alternative examination paper may be used if the security of the original paper is regarded as compromised.

Year 11 / 12 Students who miss exams will need to provide a medical certificate to have a mark estimated, as per SCSA regulations.

Students who miss examinations will normally be required to complete the missed examination/s later, in the student's own time, for the educational benefit including feedback and marks.

Where students do not sit an examination paper with valid reason, a cumulative mark (based on completed assessments) and grade if required, will be reported.

Parents must notify the school as soon as possible if a student is unable to attend an examination and must provide a medical certificate or other written advice from a health professional to support a claim of illness.

If cheating in a test or examination is established, or an exam is missed without valid reason, then a zero will be awarded for the exam and a U may be awarded for the course. Should it be possible, and deemed to be fair, a teacher may allocate a U only to those areas specifically related to the cheating.

Courses in Years 11 and 12 are generally delivered with unit content taught concurrently (ie the 2 units are mixed throughout the year). Semester exams, and (particularly) end of year exams will contain material from both units. Students changing courses during the year will need to catch up on missed course work in order to cope successfully with these exams.

Prolonged Absence Due To Illness

If a student is injured or away for an extended period due to illness, and unable to complete practical or written work, the student is referred to the Head of School who will decide on appropriate action, in consultation with the school staff.

Appeals

A student's first avenue of appeal is to the course teacher. If a student feels they have not been treated fairly by the teacher then they may appeal to the relevant Head of Department. If there is still no satisfaction they may make a further appeal to the Head of School. The Deputy Principal must be informed of any appeal which has come from a parent / student.

Extended holidays - the school recognises the education benefits of overseas travel and the importance to families of periodic reunions. If parents wish to take extended family holidays overseas, they are encouraged to do so, as far as possible during the school vacations.

When parents are contemplating an extended holiday in school time, they are asked to consult with the respective Head of School well in advance so that every step can be taken to minimise the disruptive effect on the student's progress at school.

The class teacher on request (made at least a fortnight in advance), will provide a brief outline of the course content to be covered during the student's absence. It should be noted that the school does not normally have the resources to provide additional tuition outside class time to compensate for loss of tuition time; however, individual teachers may choose to provide some additional outside class time tuition.

Students Transferring Courses (Year 11 & 12)

Changing courses / units once the year has commenced can only be done with written approval from the Head of Senior School. For unrelated courses / units e.g. Physics to Biological Studies, this is only possible in the first term (preferably by week 6). For related courses students may be able to move after this point. Changes this late would generally be to a new course / unit that is less demanding e.g. Mathematics Specialist to Mathematics General. The course teacher must make the student aware of assessments that have been missed so that suitable arrangements can be made. In Years 11 and 12 the student has to attempt the appropriate assessment items before a grade / percentage can be determined.

Course selection and completion

To achieve a WACE graduation students must complete at least 20 units, or equivalents (10 courses comprising of 2 units each) with at least 10 of these (5 courses comprising of 2 units each) in Year 12. 2 of these units must be Year 11 English units and a pair must be Year 12 English units. ATAR students also must complete a pair of Year 12 course units from each of List A (Arts/English/Languages/Social Sciences) and List B (Mathematics, Science/Technology). "Completion" involves submission of all required assessment items, and a minimum "C" level pass overall for each course.

Student Responsibilities

The assessment guidelines are in place to assist students in their studies and in their overall academic achievement. As such, students will need to accept some responsibility for their learning. Students will need to:

- complete the prescribed work requirements in each course / subject by the due date
- maintain an assessment file for each course studied which is available to the school whenever required

- maintain a good record of attendance, conduct and progress
- initiate contact with teachers, concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment
- submit work for assessment to the course teacher concerned (or student services) personally on the due date and time. To clarify, this means that work must not be given to a third party, nor placed in the teacher's pigeon hole. It is difficult for the teacher to accept responsibility if work is misplaced or lost if this procedure is not adhered to by the student. All submissions of work must be by hard copy unless prior arrangement has been made by the teacher to accept electronic submission.

In conclusion:

Assessment is an integral part of the teaching and learning process. It is imperative that fairness to all students be a primary consideration. It follows that over assessment be avoided for the sake of both the students and teachers.

This Assessment Policy conforms to the SCSA requirements as set out in the current WACE manual.

BULLYING

It is an unfortunate reality that bullying occurs in all schools. We believe that at Georgiana Molloy Anglican School it is essential that we continue to work with families to establish a student culture that rejects bullying in all of its forms and that this culture says that bullying has no place at Georgiana Molloy Anglican School. Students are entitled to walk through the Georgiana Molloy Anglican School gates each morning and participate fully in the life of our school free from humiliation, oppression and abuse.

In recent times the use of the internet has enabled bullying (**cyber bullying**), to take on the form of subtle, or often not so subtle, inferences on Facebook, MySpace, or mobile phone text messages. GMAS has software placed on the system that does not allow students the access to Facebook and MySpace while the students are at school.

Bullying in all its forms has no place in the Georgiana Molloy Anglican School community. Georgiana Molloy Anglican School is committed to a zero tolerance of bullying and our anti bullying culture, embedded throughout the school from the start, bares testimony to our proactive stance on this most important issue. Once an act of bullying at school is reported to the school the school acts swiftly.

The school policy is that we inform parents of the action taken on the offender to the innocent. It is important that justice not only has to be done, but has to be seen to be done.

Students who are the victims of bullying, beatings or any other inappropriate behaviour that is reported to the school need to know that:

1. They were right to have made the report, and are supported for having done so,
2. The report is always taken seriously and acted upon, and
3. That something has been done to try and ensure that the problem does not recur, or the damage repaired as best as possible in the circumstances.
4. All parties are informed of the action taken by the school

We are proud enough to say that, although our school (like all others) will find incidents of bullying from time to time, we have the policies, procedures and systems in place to deal with these incidents quickly and professionally, allowing the students to move forward positively. Overlaying these systems is a culture amongst the students, embedded from day one, that promotes the exposure of bullies rather than propelling the code of silence and anti “dobbing” cultures that permeate some other institutions allowing bullying to run riot undetected through the power of fear of retribution. Cross curriculum studies K-12 allows for bullying issues to be integrated into the academic programme of our school, paving the way for a proactive rather than a reactive approach to educating students in the issue of bullying.

Education in the broadest sense is a partnership between the family and the school. If communication is an open two way process, then bullying issues can be “nipped in the bud” before they become major. As a school we never bury our heads in the sand and pretend that issues are not there to be dealt with. Complacency allows bullying to thrive. It is important that all families understand our stance on this issue, and feel able to confidently bring issues of concern to our immediate attention at any time.

Bullying by Definition

Bullying at school is different from the ordinary “rough and tumble” of children growing up in the classroom or the schoolyard. What makes it different is that there is usually a power imbalance between the perpetrator and the victim and that the incidents are usually persistent and deliberate.

Bullying is the act of intimidating a weaker person to make them do something; feel afraid, timid, act differently. It is an act that is detrimental to students’ well-being and development. It has a psychological impact on the victim. Bullying can take the form of verbal taunts and exclusion / intimidation tactics, along with the more obvious forms such as physical abuse.

Signs of Bullying

Bullying may be very hard to detect as perpetrators rarely “perform” in view or ear shot of staff. The people who are most likely to know what is going on first hand are other children. Our school outlines some general behavioural signs that parents and staff should look for:

- Bruises, scratches or cuts that the child cannot really explain.
- Torn or damaged clothing.
- Damaged or missing belongings.
- Headaches, stomach aches and other pains that the child cannot explain.
- Unexplained tears or depression.
- Unusual outbursts of temper.
- School refusal.
- Not seeking to socialise with peers.
- Seeking alternative means or route to / from school.
- Quality of academic work decreases.
- Seeking money without reason.

The Big Picture

“No matter how thinly you slice the bread there will always be two sides.”

Whereas our school totally rejects bullying at all levels, families must realise that the victim as well as the perpetrator can be educated to reduce the incidence of bullying. When incidents of bullying occur, it is important for all concerned to understand that they each can play a role in

bringing about a resolution to the problem rather than merely digging in their heels and self-righteously casting blame towards the other party.

Research indicates that victims often may already be experiencing difficulties in socialising with their peers. This can often be the catalyst for the bullying through the eyes of the perpetrator. Research also shows that perpetrators often suffer personal insecurities and low self-esteem which they mask through overt bullying behaviour towards others.

An open and honest communication channel is the key to the resolution of bullying issues.

Speaking Out

Children who are being bullied are often initially reluctant to speak out for fear of staff and / or parents making the issue worse, or possible retribution from the perpetrator. This situation gives the perpetrator the confidence to continue the actions undetected, creating a no-win downward spiral for the victim.

Although our school culture will reject this myth of retribution, Our school encourages the following ways through which children can be encouraged to speak out and how parents can assist:

Children need to

- Feel believed and listened to
- Develop trust in how staff will handle issues
- Develop trust in how parents will handle issues
- Be encouraged to talk more openly about what has happened
- Be encouraged to resolve conflict appropriately in the home

Parents need to:

- Involve their children in decision making about what to do.
- Listen to what children say.
- Tell children that they understand.
- Discourage their children from retaliating verbally or physically.
- Support the school in dealing with the issues as education is a family and school partnership.
- Take an active interest in their children's social development.

It does not help if parents

- Let emotion and /or anger impair their thought processes.
- Feel guilty or ashamed.
- Make children think that the issues are not important.
- Blame the children.
- Blame the school.
- Accuse people without knowing all of the facts.
- Look for scapegoats.
- Demand to know all the details at once before investigations can occur.
- Look for easy solutions.
- Charge in all guns blazing and in so doing make matters worse for the child.

School Based Pathways: Resolution of Bullying Issues at Georgiana Molloy Anglican School.

First Pathway - Open Discussion/“No Blame Approach”

When an issue of bullying is first reported in our school, the parties involved will be interviewed separately and written statements will be obtained and later filed. The parties will then be brought together to allow each to communicate their position and to understand the position of the other in the presence of the interviewer. The party or parties at fault will apologise and will be asked to modify their behaviour without retribution. A letter will be sent to parents of the parties involved documenting the process.

Second Pathway – Formal Interview (punitive response and counselling offer)

A repeat of an issue dealt with via the first pathway will lead to a formal interview comprising the following people:

Students involved (victim and perpetrator)
Parents of both students
Class teacher/s
Head of School
Deputy Principal
Principal

Punitive measures will be implemented as deemed appropriate along with the suggestion that either internal or external counselling be sought by both parties. The process will be documented by letter to all parties involved.

Third Pathway – Suspension

A repeat of an issue dealt with via the second pathway will lead to the guilty party / parties being suspended from Georgiana Molloy Anglican School. Parents will be contacted by telephone and asked to come to the school to meet with the Deputy Principal and / or the Head of School. It will be a condition of return that a student suspended as above will have sought professional counselling either internally or external to the school during their suspension. The suspended student and their parents will be required to provide the Deputy Principal with a counsellor's report indicating that significant progress has been made in terms of the counselling process. This whole process will be documented by letter confirming the above.

Fourth Pathway – Withdrawal/Exclusion

A repeat of an issue dealt with via the third pathway will lead to the Principal asking that the guilty party/parties be withdrawn from Georgiana Molloy Anglican School. Failure to withdraw would lead to official exclusion from the school. This decision would not be made lightly and would involve the school taking all reasonable steps to assist the family of the effected student pastorally in rebuilding their child's educational opportunities elsewhere.

Shades of Grey

It is fair to say that degrees of bullying need to be taken into account when the school decides its response.

For example, should a Year 6 student deliberately physically assault a Year 1 student without provocation, then it would not be prudent for the school to deal with the resolution through first pathway only. Conversely, the first pathway would be ideal for a situation where for the first time one Year 5 student was teasing another without realising the hurt that this was causing. The school therefore reserves the right to assess each situation on its merits and respond via the most appropriate pathway.

The Principal reserves the right to modify a pathway response in relation to any incident.

An Optimistic Future at Georgiana Molloy Anglican School

The partnership that exists between families and our school is a strong one based upon mutual respect. There is a pervading spirit that leads all parties in this partnership to work first and foremost for the benefit and betterment of the children in our care.

Bullying is an unfortunate fact of life. It occurs at all levels of society and at differing degrees throughout all of our lives. Media images often portray acts of bullying and violence in somewhat glowing terms, with some television programs along with many, DVDs, lyrics and computer games promoting ideals that schools like ours fight so hard to condemn.

Children are more vulnerable than most as they grapple with the demands of early socialisation at school, acceptance from their peers, adolescence and academic pressures. The way forward is not to produce a glossy prospectus, blindly promoting a school that is free from the issues facing wider society, but to acknowledge that at Georgiana Molloy Anglican School we have a large and growing community of students, and therefore face the reality that bullying issues will inevitably occur from time to time.

We are proud that at Georgiana Molloy Anglican School we have a policy and proactive strategies in place that allows us to effectively deal with issues of bullying when they occur.

SPORTING CODES OF BEHAVIOUR

Players' Code of Behaviour

Georgiana Molloy Anglican School proudly pursues excellence and endeavour in the field of sport. We encourage the involvement of all students in a range of school-based and community sporting activities. The expectations listed below are general guidelines, which should be adhered to whenever a student is competing or representing the school.

1. Play by the rules
2. Never argue with an official. If you disagree, have your coach or manager approach the official during a break or after the competition.
3. Control your temper. Verbal abuse of officials or other players, deliberately distracting or provoking an opponent is not acceptable or permitted in any sport.
4. Work equally hard for yourself and your team. Your team's performance will benefit and so will you.
5. Be a good sport. Applaud all good plays whether they be by your team or the opposition.
6. Treat all players as you would like to be treated. Do not interfere with, bully or take unfair advantage of another player.

7. Cooperate with your coach, team-mates and opponents. Without them there would be no competition.
8. Play for the fun of it, and not just to please parents, teachers or coaches.
9. Involve yourself in a wide variety of sports, in order to experience the breadth of activities available within our community.

Parents' Code of Behaviour

Georgiana Molloy Anglican School proudly pursues excellence and endeavour on the field of sport. We encourage the involvement of all students in a range of school-based and community sporting activities. The expectations listed below are general guidelines, which should be adhered to by all parents involved in student sporting activities, whenever students are competing or representing the school.

1. Remember that children play sport for their enjoyment.
2. Encourage children to participate, do not force them.
3. Focus on a child's efforts and performance rather than winning or losing.
4. Encourage children to always participate according to the rules and to the spirit of those rules.
5. Never ridicule or yell at a child for making a mistake or losing a game.
6. Remember that children learn best by example. Applaud good plays, by all teams.
7. Support all efforts to remove verbal and/or physical abuse from sporting activities, by any and all parties.
8. Respect official's decisions and teach children to do likewise.
9. Show appreciation of volunteer coaches, officials and administrators. Without them your child could not participate.

STUDENT USE AND INTERNET POLICY

Georgiana Molloy Anglican School requires the responsible use of the Internet for accessing information from the worldwide resources to support related research.

Student access to the internet is available through the school.

Use of the Internet is both a responsibility and a privilege and not a right. All users of the Internet are therefore expected to use it in a responsible, efficient, ethical and legal manner. Failure to accept this responsibility may result in the removal of the user's access privileges to the Internet.

Unacceptable uses of the Internet include, but are not limited to:

- a) **Accessing Inappropriate Materials:** Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and illegal.
- b) **Illegal Activities:** Any type of vandalism, terrorism, spam or illegal activities stipulated by the law.
- c) **Violating Copyrights:** Copying or downloading copyrighted material.
- d) **Plagiarism:** Representing another's work as your own.
- e) **Copying Software:** Copying or downloading software without the express authorisation of the teacher.
- f) **Non-School Related Uses:** Playing, downloading games, music, videos or any material not directly related to school activities and without permission from the teacher.
- g) **Misuse of Passwords/Unauthorised Access:** Sharing passwords, using other students passwords and accessing other user accounts is prohibited.
- h) **Malicious Use/Vandalism:** Any malicious use, disruption or harm including but not limited to hacking activities and creation/uploading of computer viruses.
- i) **Unauthorised access to Chat Rooms/News Groups:** Only with express authorisation of the teacher.

Any other inappropriate or improper use as deemed so by staff.

Any malfunction or other problem should be reported immediately.

The GMAS Internet policy is sent home with the offer of a place at the school. Parents are asked to discuss this policy with their child and then sign the form and return it before any student can access the school computers.

DISPUTE AND COMPLAINTS RESOLUTION POLICY AND GUIDELINES

Introduction

The School Education Act 1999 (174 1(d)) requires a school to have a means by which disputes and complaints about the provision of education are resolved.

We seek to be a caring Christian community, where people are in harmony with each other. Therefore this policy is designed to assist staff, parents, students and others in this school to resolve conflict in an appropriate and satisfactory way.

This policy is written with the understanding and experience that, in most cases, matters are best resolved at the local school level.

This policy is based on a number of fundamental principles. The policy, if required, is available on the school website.

The procedures which apply in relation to this policy are available in a flow chart format on the school website www.gmas.wa.edu.au under the Information drop down menu.

PRIMARY SCHOOL INFORMATION

Fruit Break

There will be time given by the class teacher for children to have a fruit break at approximately 10am each day. This is a quick break only.

During recess time for the Pre-primary to Year 6 students we encourage children to snack on healthy light food. Please support this by providing food that is conducive to easy handling. Fresh fruit, vegetable sticks, dried fruit are preferred items as snack foods. Salty foods, cakes and sugary foods are not suitable snacks for this time.

Water in appropriate containers (please put your child's name on it) is encouraged to be drunk during the day in the classroom. Class teachers will advise where the water bottles may be kept.

Assembly

Assembly is on successive Tuesday afternoons commencing at 2.25pm and usually run for 40 minutes. Parents are welcome and encouraged to attend. At the assembly, each class will take it in turn to present an item that relates to activities they have been doing in class. Children may also receive a merit certificate to reward their efforts in class over that week. Special announcements and notices are also given at this time. The assemblies are usually conducted in the Multi-purpose Activity Centre (MAC).

Chapel

Each Friday two different Chapel services are conducted. Pre-primary to Year 2 Chapel commences at 1.15pm in the MAC. Year 3–6 Chapel commences at 11.55am. Parents are welcome and encouraged to attend. Class groups take it in turns to present worship items of prayers, reflections, songs or plays that are pertinent to the presentation.

House Points

There are six Houses at school. At present, colours identify them: Eagle (Green), Bunker (Red), Meelup (Dark Blue), Flinders (Light Blue), Geographe (Yellow), and Hamelin (Purple). These Houses are named after bays around this region.

House points are awarded in classrooms for actions over and above what is expected in the classroom.

Class points are displayed in a prominent position in each classroom and ready for collation by Friday each week.

Progressive House point scores are announced at Assembly each week.

At the end of each term, the winning House is announced. A House Shield will be awarded to the House that wins the overall points during the year, including carnivals, cultural and other House events.

Buddies

Sharing and Caring is the theme for the buddy activities at GMAS. Each Early Childhood class has an older 'buddy class' to work with. The older students work with the younger students in a number of ways – Reading, Writing, Maths, Science, Craft, helping and encouraging, guiding and being a positive role model for them, are just some of the examples. On average half an hour a week is spent with the buddy class. It is a warm, positive interaction that often spills into the playground. The younger and older students seek each other out!

PRIMARY SCHOOL NUMERACY POLICY

Being numerate is essential for students to work and live in the world and to prepare them for adult life. Numeracy is a skill that is developed mainly in mathematics but also in other subjects. It requires students to have an understanding of the number system, a range of mathematical techniques, and an ability to solve varied quantitative or spatial problems in a range of situations. Numerate students have the ability to interpret, apply and communicate mathematical information in common encounters to enable full, critical and effective participation in everyday life.

Philosophical basis

The development of a high standard of numeracy is an essential task if students are to become active participants in our society today and in the future. To achieve this at GMAS we believe:

- numeracy and literacy use complementary skills
- all teachers are teachers of numeracy and take responsibility for numeracy learning
- the early years of schooling are vital in the modelling of effective numeracy learning
- all students learn at different rates and they should be given the opportunity to develop their numeracy levels to their full potential
- numerate students are better prepared to effectively participate in a technologically advanced society
- numeracy learning is lifelong and extends into many contexts beyond the classroom or school
- explicit teaching is necessary for effective numeracy learning to occur
- students need to develop an innate numeracy that allows them to use their mathematical skills to interpret quantitative information, perform mental calculations, estimate and measure. They need to be given time to practise these skills in a variety of practical situations

In Working Mathematically tasks the children at GMAS should learn to:

- choose mathematical ideas and tools to fit the boundaries of a practical situation
- interpret and make sense of the results within the contexts given
- evaluate the appropriateness of methods used
- investigate, generalise and reason about patterns in number, space and data
- explain and justify conclusions reached in answers

In Measurement and Geometry tasks children at GMAS should learn to:

- visualise, draw and model shapes, locations and arrangements
- predict and show the effect of transformations on shapes
- reason about shapes, transformations and arrangements
- use direct and indirect forms of measurement and estimation skills to describe, compare and evaluate, plan and construct
- carry out measurements of length, capacity, volume, mass, area, time and angles
- select, interpret and combine measurements, measurement relationships and formulae to determine other measures indirectly
- make sensible direct and indirect estimates of quantities and note their reasonableness of measurements and results

In Statistics and Probability tasks children at GMAS should learn to:

- understand and use the everyday language of chance and note how likely that event will occur
- plan and undertake data collection and organise, summarise and represent data for effective interpretation and communication
- locate, interpret, analyse and draw conclusions from data

In Number and Algebra tasks children at GMAS should learn to:

- read, write and understand the meaning, order and magnitude of numbers
- understand the meaning, use and connection between addition, subtraction, multiplication and division
- choose and use a repertoire of mental, paper and calculator computational strategies for each operation

Many practical, small group, large group and individual teaching sessions are conducted to achieve these outcomes at GMAS.

PRIMARY SCHOOL LITERACY POLICY

To participate effectively in society, individuals need to develop functional and critical literacy skills.

Active literacy allows individuals to use language that enhances their capacity to think, create and question

Literacy learning is a life long skill and extends beyond the school context

Explicit teaching is necessary for effective literacy learning to occur

Literacy skills that are well developed enhance literacy learning across all key learning areas

The early years of schooling are vital in the modelling of effective literacy learning

Literate individuals are better prepared to effectively participate in a technologically advanced society

In Speaking and Listening the children at GMAS should learn how to:

- speak clearly, fluently and confidently to different audiences
- listen, understand and respond appropriately to others
- talk effectively as a member of a group
- participate and be prepared to join in a variety of drama activities and evaluate their own and others' contributions
- understand the grammatical constructions that are characteristic of spoken Standard English and apply this knowledge appropriately in a range of contexts and purposes
- develop their knowledge, skills and understanding through a range of activities, contexts and purposes.

The children develop confidence to speak in small groups and to their class group as well as at assemblies and Chapel services that the students participate in.

In Reading the children at GMAS should learn how to:

- code-break by understanding the relationship of spoken sounds to symbols
- make meaning by understanding the meanings conveyed by written and spoken texts
- use text by understanding the functions of various text types
- analyse texts by understanding the cultural and ideological bases on which text are produced and used
- read fluently, accurately and with understanding using a range of strategies
- deliver texts in a public arena (small or large audiences). Reading will be rehearsed several times prior to the public performance

In Writing children at GMAS should learn how to:

- use and understand writing as an enjoyable thinking, investigating, organising and learning skill
- use grammar, punctuation and the main conventions of written English correctly
- plan, draft and edit their written work
- sustain their fiction and non – fiction writing
- use varied spelling strategies in their written work
- develop their knowledge, skills and understanding through addressing a range of purposes, readers and forms of writing

In Viewing children at GMAS should learn how to:

- use, understand and interpret different texts in written, visual and electronic forms
- discuss and analyse their feelings and interpretations of specific texts
- understand and reflect on visual conventions used in texts
- integrate a variety of strategies for interpreting familiar visual texts

Literacy is critical to all learning and to this end; the skills will be developed and reinforced in all Learning Areas.

SECONDARY SCHOOL INFORMATION

Assembly

Assembly is conducted at least 3 times a term. Students perform musical items or deliver speeches at some assemblies. Students may also receive a merit certificate to reward their efforts in class over that week. Special announcements and notices are also given at this time. The assemblies are usually conducted in the Multi-purpose Activity Centre (MAC). Parents are welcome and encouraged to attend.

Bus Travel

Students are reminded that while they are travelling to and from school they are expected to uphold all school rules and regulations as they would in class. When wearing the uniform they are representing all students, teachers and members of the school community and any misbehaviour is a reflection on all. Inappropriate behaviour will be dealt with in accordance with school rules.

Bags

Take care with the amount of books carried to and from school. Use your locker wisely and protect your back.

Chapel

Years 7-8: Thursday 8.40-9.00am

Years 9-10: Friday 8.40-9.00am

Years 11-12: Tuesday 8.40-9.00am

Lockers

Lockers are provided for each student. It is the student's responsibility for the securing of items with a combination lock and for the presentation of the locker. Students are to supply their own combination locks.

Texts and Materials

Materials used at school should be kept in an acceptable manner free from 'tags' and other unsuitable images. Students will require the minimum amount of appropriate stationery items on a daily basis for effective class work. Elective - specialist subjects may require the student to purchase /pay for special selected items.

PASTORAL CARE

Background

Each student in the Secondary School is a member of a Home Room Group. Students meet in these groups each day as well as attending Chapel and Assembly.

As part of the Pastoral Care program, students and staff will come together for assemblies on rostered weeks. These assemblies will focus on academic and co-curricular encouragement and achievements, or will be activities based to promote House spirit.

The Chapel service is the focus for Pastoral Care, bringing together the student's experiences in the light of Christian faith. Student leaders are also an integral part of the Secondary School's pastoral care program.

The Head of each Sub School (Middle/Senior) holds the primary responsibility for supervising the whole education of each student in their care. By knowing their students, Heads of Sub School will help them discern their special talents, rejoice in them, develop them and put them at the service of others in a community of faith on a journey towards God.

As Heads of Year/Heads of House, the Heads are responsible for the efficient operation and team leadership of that group including the academic, disciplinary and pastoral formation of each student.

The Head of Sub School will work in partnership with Head of Year/House, Home Room teachers and Heads of Departments all of whom unite to put the child's welfare above institutional boundaries. This sharing of relevant information across different school structures will ensure that all concerned contribute to the child's profile and development.

Behaviour Expectations and Management

All students of Georgiana Molloy Anglican School are expected to demonstrate a high standard of behaviour. The rules of the school are intended to ensure that the comfort, rights and safety of all members of the school community are protected.

Students who do not adhere to the school's rules can expect to:

- Be reminded of the rule.
- Receive a natural or logical consequence for their actions.
 - Littering will result in students picking up litter.
 - Graffiti will be treated as vandalism and will involve serious consequences not the least being the removal of the graffiti.
- Complete a lunchtime detention.
- Complete an after school or Saturday morning detention for gross or continued disobedience.
- Attend a meeting for parents, Home Room teacher/Head of Year/House or Head of School and the student.
- Be referred to the Deputy Principal.
- In extreme cases, the Deputy Principal or the Principal may interview the student with his/her parents and further action may be taken.

Detentions

A lunchtime detention may be given if unacceptable poor behaviour is demonstrated by a child.

An afternoon detention may also be issued as a measure of managing student behaviour. This type of detention is not given lightly and indicates that a student has demonstrated unacceptable or consistently poor behaviour. If your child receives an afternoon detention parents will be notified by a telephone call that will be confirmed by letter. If it is believed that the detention needs to be served immediately, then the Head of Sub School or Deputy Principal will telephone you with that information.

If the poor behaviour continues, a student may be asked to attend school on a Saturday morning for a half day detention. As for an afternoon detention, parents will be contacted by the Head of Year/House or Head of Sub School by phone and in writing should this occur. If a student receives two Saturday detentions in a calendar term, suspension may be considered by the Principal.

It is fair to expect that children growing up will make mistakes but the school will not tolerate the same mistakes being made by the same child indefinitely and that the learning environment of others is being negatively impacted upon.

Ted Kosicki
Principal