

# Dale Christian School

## High School Parent Handbook





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# 1. WHOLE SCHOOL

## 1.1 Vision, Mission and Core Values

### VISION

Our Vision at Dale is to offer affordable, quality Christ centred education as we strive to equip our students with skills and strong values that encourage them to pursue excellence in all areas.

### MISSION

Every student at Dale Christian School will clearly hear the claims of Christ on their life through management, curriculum and teaching practices and see the love of God at work in the school community.

### CORE VALUES

Glorifying God, Honouring God's word, desiring wisdom, obedience and respect, creativity, stewardship and responsibility, justice and mercy, co-operation, truth, discernment and pursuing excellence.

## 1.2 Our Shared Responsibilities

Dale Christian School is a complex interconnection of relationships built together for the ultimate benefit of students. This involves shared responsibilities and relationships between parents, teachers, administrative staff, students and the church community. This also involves friends and the broader community. The key foundations of our community are a biblical approach that encourages and nurtures clarity, integrity and mutual support.

In the complexity of this community there will be opportunity for misunderstanding or disagreement. In such circumstances we encourage members of the community to speak directly to the person this involves. If this fails to bring resolution, then the inclusion of other members of the community or church, empowered to positively solve the issue is encouraged. (Matthew Chapter 18).

In this context, members of our community should be aware of our shared responsibility to protect and encourage one another so together we build harmonious and positive relationships and reputations.

Due consideration should be given to our methods of communication:

- Face to face discussion
- Email
- Letters
- Telephone conversation
- Social network discussion, eg School's Facebook page

In choosing the method of communication, it is important to consider the effect on the recipient and the opportunity that they have for response to the communication. It is particularly important to avoid expressing in a public forum such as Facebook, Twitter or email, matters that are more appropriately resolved privately and discretely.

Some handy hints:

- Do not act quickly if you are angry. Give a considered response when you are calmer.
- Anything posted on the internet is in the public domain and becomes out of your control. Please consult the School Principal before uploading any material that identifies the School or individuals that are connected to the School in any way.
- We all make mistakes and it helps to be forgiving when others make mistakes. Some scriptures that are helpful on these matters include:
- A soft answer turns away wrath, but a harsh word stirs up anger. Proverbs 15:1 (NKJ)
- And be kind to one another, tender-hearted, forgiving one another, just as God in Christ forgave you.
- Ephesians 4:32 (NKJ) It's harder to make amends with an offended friend than to capture a fortified city. Arguments separate friends like a gate locked with iron bars. Proverbs 18:19 (NLT)

## **2. PARENTS**

### **2.1 Student Services**

The role of Student Services is administrative and will act as an interface between students, parents and the School for 'housekeeping' matters.

Student Services can be contacted to:

- retrieve confiscated items (for example, mobile phones). Parents must attend in person to retrieve confiscated items
- retrieve lost property
- obtain late notes
- sign students in and out of the School for appointments
- Present medication for your child's needs
- obtain copies of forms and letters given during class
- update medical and contact details
- absentee notification.

If students are unwell, they need be collected from Student Services. Student Services is designed as a service to all students and families in the School. All visitors to Reception or Student Services have a responsibility, however, to ensure that they demonstrate courtesy and respect toward the staff manning the desk.

### **2.2 Communicating with the School**

Communicating with parents is a high priority for the School. You can partner with us by:

- contacting the School by using the app, email or telephone
- using the Student Diary
- responding in a timely manner to contact from the School
- attending Parent/Teacher interviews.

For Pastoral issues contact your child's Form teacher as the first contact, your child's subject teacher first about academic concerns.

### 2.3 Change of Details

Our records must be kept current in the event of any emergencies. Therefore, we request all parents advise the Office of any changes to address, home, work, medical or personal details immediately. In an emergency an ambulance may be called if the accident is considered serious.

### 2.4 Visitors and Volunteers

Parents are not allowed to randomly visit classrooms unannounced during the school day. If a parent needs to forward a message to their child, please go through Student Services. If a parent is assisting in a classroom, they are asked to sign in through Reception and wear a visitor's pass prior to entering. Please remember to always knock and wait before entering classrooms.

At Dale Christian School we require volunteer help in many areas. We welcome and value this assistance from the wider School community.

- Volunteers assist and support School staff in the areas of camps, sport carnivals, excursions, the Canteen, the Uniform Shop and the Library.
- In all cases, volunteers operate under the direction of qualified School staff.
- In general, the minimum age for volunteers is 18 years.
- In general, volunteers who work directly with students will be required to be practising Christians.
- All volunteers including parents at overnight camps are required to complete a WWC (Working With Children check) and a volunteer declaration.
- From 1 January 2008, volunteers working with 13 to 17 year-old students require a WWC check except where the volunteer is under 18 years of age or if they are a parent volunteer (must have WCC for overnight camps).

### 2.5 Family Crisis

In the event that a family should experience significant trauma of any sort, the staff would appreciate sufficient information to assist in monitoring students and offering Pastoral Care while at school. Trauma will often have significant impact on student performance and behaviour. Information of a sensitive nature will be kept confidential.

### 2.6 Complaints

#### **"How should I complain?"**

The first port of call if the matter involves a staff member or school community person, is to go to that person with your concern and attempt to resolve the matter at this level. Email directly to the staff member or a letter is appropriate.

As a matter of courtesy make an appointment to see the staff member. If you are a parent and phone to make the appointment please understand that we generally don't interrupt teachers when they are in class with phone calls, so please don't be offended if the office staff offer to take a message or ask if the staff member can return the call. It is also helpful to give the person you are wishing to speak to an indication of what you wish to discuss so that they can inform the staff member.

You may feel that the issue needs to go to a High staff member. The same applies as above.

#### **"I don't want to complain as such, but there is something bothering me."**

Staff members are working towards the same purpose as yourself: the education and well-being of your child. Staff members want to hear your views and ideas. Contact a staff member, as above.

### **“I am not sure whether to complain or not.”**

If you have a concern, as a parent you are entitled to raise it with the school. If in doubt, remember we are here to help. Sometimes it is reassuring just to talk your concerns through with someone.

### **“What will happen next?”**

If you raise something on the phone or in person, it may be resolved immediately and to your satisfaction. If you forward a complaint or suggestion in writing, the school will contact you within 2 working days to respond to your concerns and explain how the matter will proceed. In many cases the person will need to discuss the matter with a colleague and will consider it further before responding. You will be given a date by which time you will be given a response. If a detailed explanation of the issue is needed, a letter or report will be sent to you as quickly as possible. This letter will inform you of the outcome of the complaint. It will explain the conclusion, the reasons for it and any action taken or proposed.

### **“What happens about confidentiality?”**

Your complaint or concern will be treated as confidential and treated with respect. Knowledge of the issue will remain limited to the Principal and to those directly involved. The Chairman of the School Board may also need to be informed in some matters. It is a School policy that complaints made by parents should not rebound adversely on their children. We cannot entirely rule out the need to make third parties outside the School aware of a complaint and possibly also the identities of those involved. This would only happen in a case where the child’s safety is at risk or where it became necessary to refer a matter to the police or comply with mandatory reporting of sexual abuse. Parents would be advised accordingly to the nature of the incident and the individual circumstances.

### **“What if I am not satisfied with the outcome?”**

We hope that you are satisfied with the outcome, or at least your concerns have been heard and fully considered. If you are not satisfied, the Principal will offer to refer the matter to the Chairperson of the School Board. Alternatively you may wish to write directly to the Chairperson. The Chairperson will call for a full report from the Principal and will examine matters thoroughly within the Board before responding. The decision of the Board will be conveyed to you. If the complaint is about the Principal, you are welcome to ring or write to the Principal. If you find that too difficult you can write directly to the Chairperson of the Board and address the letter as confidential. The Chairperson will acknowledge the letter and seek to resolve the problem through the Board. The Chairperson will then get in touch with you as soon as possible.

If the family is still unhappy with the Board decision, a review can/may be held by an independent arbiter outside the School community.

NB – It should be noted that should you have a dispute as a parent with someone else’s child you **may not under any circumstances**, approach the student directly and address the issue to the student. Such matters **must always** be referred to the School management team.

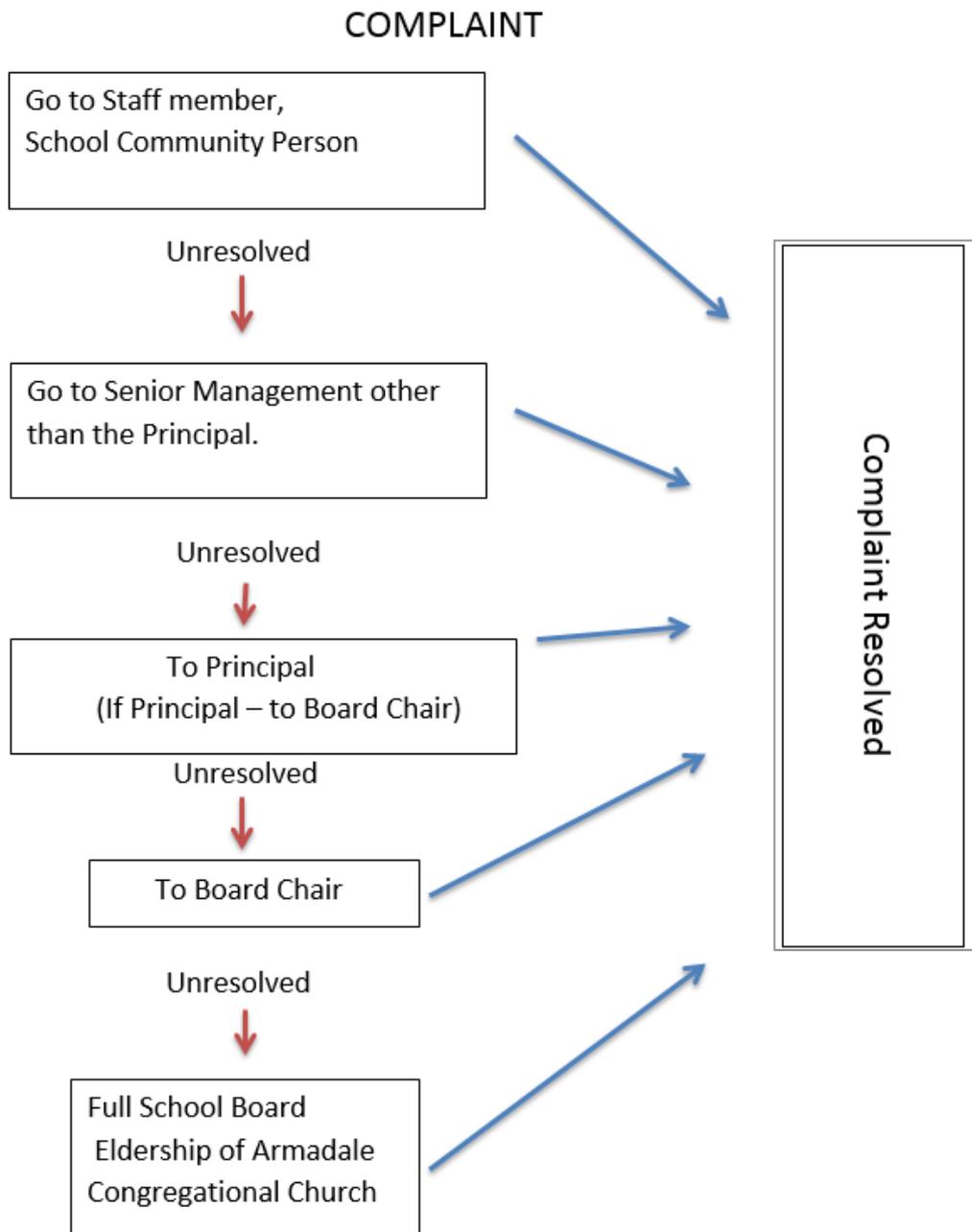
## **2.7 Exceptional Circumstances**

In the event that a matter of serious incompetence or sexual misconduct is involved the matter should be referred to a staff member’s High manager, immediately. In most instances this will be the School Principal. In the event that such an issue involves the Principal the matter should be referred directly to the School Board.

This does not in any way negate the responsibility we have to refer issues in the first instance to the person concerned. This avenue is only to be used where the sensitivity of the issue requires the direct involvement of a High manager and should not be used as an excuse to circumvent the School's Complaint Procedure. If such a breach of the policy occurs the individuals concerned will be referred back to the level where they departed with procedure.

In the event that a School staff member seeks to break with procedure, disciplinary action may be taken.

### 2.8 Complaints Procedure



In rare circumstances an independent arbitrator from CSA may be consulted.

### **3. Pastoral Care**

#### **3.1 Philosophy**

Pastoral Care is a uniquely Christian concept, anchored in the metaphor that describes God's relationship to us. "The Lord is my Shepherd, I shall not want" (Psalm 23:1) Here the heart of Pastoral Care is revealed in the capacity to meet and sustain a person at their place of individual need and desire. Shepherds lead, nurture and protect.

This understanding is enriched in the gospel story of the Shepherd of a hundred sheep who notices one missing, and searches until that one is restored to the flock. This reveals the real challenge of pastoral care which is to identify individual needs in the context of the many and provide that which is required to successfully establish each person in a vital relationship with the community.

People need pastoral care, especially in the critical years of their education and development from child through to adulthood. It has been a particular emphasis of our School to provide a vision that will faithfully direct young men and women to embrace godly goals. We work diligently to provide a safe and nurturing community that encourages students to respect themselves and others. We understand that the ability to respond to an individual's educational, social and emotional need should never be lost amongst the press of the ninety-nine.

The goal of pastoral care is to provide the framework and encouragement that enables students to recognise and use their abilities with compassion, character and confidence in their community. Dale Christian School recognises that every member of staff is a pastoral carer. Specifically, our Student Services team includes Counsellors, Chaplain, Psychologist, Special Needs Coordinator, Education Assistants and High staff members committed to the challenge of providing care and building a community where students can grow and flourish.

#### **3.2 Counselling Team**

The School provides a high level of care and support for those students who may be experiencing difficulties in relationships, family and personal matters, or perhaps those needing to make important decisions and would benefit from talking it over with another person, or maybe to discuss an issue or concern.

The School has access to a Psychologist and has a Chaplain on site, available to assist students and families in these situations and to provide ongoing care and support as appropriate. All matters are treated with absolute respect, discretion and confidentiality. It may be helpful for students to understand that to seek support and guidance in life is not a sign of weakness, but rather maturity and courage. The progress of all new students is reviewed by the Principal at a brief interview a short time after commencement. The Student Counsellor also works with small groups to discuss various topical issues, to conduct workshops and other training. The Psychologist is available to conduct psychological assessments, short term therapy and liaise with external specialists.

#### **3.3 Students in Need**

In all areas, staff are committed to the short term and long term well-being of all students in their care. Should you have a problem or desire specific help in any area, please feel free to discuss the matter with staff.

## **4. HIGH SCHOOL ADMINISTRATION**

### **4.1 Arrival at School**

The day commences at 8:30am. Lateness must be explained by a parental/guardian note. Students who arrive at School after 8:30am must sign in at Student Services on arrival and may be required to provide a written explanation.

Students arriving late will be issued with a late note. Having arrived at the School, students should stay at the School. Any legitimate early departure must be registered at Student Services and verified by a parent note before the event.

### **4.2 Absentee and Attendance**

Government funding for all students is based upon an audit process that requires individual students to attend more than 90% of the school program. The program includes regular school days, compulsory sport carnivals, camps and excursions. Parents are required to inform the School of every absence and provide reasonable explanations for the absence by 8.30am.

The following examples are not accepted by the government as a reasonable excuse for absence:

- Participating in a holiday the duration of which will be more than one whole week of the school term.
- Undertaking leisure/recreational activities during school hours (ie. Shopping, camping, fishing, visiting friends).

Please keep in mind that this applies to a total of 10% or more absences which might be accumulated throughout the year. Parents are required to formally apply to the Principal in writing, in order to take students out of the school program during term time. Requests should be made with due consideration of time required for the supply of educational programs to the student should permission be granted.

If a student does not receive funding due to unreasonable absences, parents may be liable to the School for the lost funding which equates to the same fees as a full fee paying overseas student.

There are certain legal responsibilities involved in attendance at the School. In particular, a student may not leave the grounds for any purpose during the School day without special leave from the Principal, or from those to whom he/she delegates his/her authority, and must sign the leave book on departure and return. Except in the case of illness, a student must be in attendance on all days on which the School is open, unless leave has been granted by the Principal. It is important to realise that any interruption may disadvantage a student's academic progress, particularly in Years 11 and 12.

### **4.3 SMS Notification of Absences**

When students have an unexplained absence from the School, parents will receive an SMS message letting them know and requesting an explanation for the absence. We attempt to have this done by 9.30am each day.

### **4.4 Class Absences**

Consistent, punctual class attendance is required of all students. It is the student's responsibility to catch up on all instructions and work for assignments given during an absence. An explanation is

required from a parent/guardian any time a student is absent from the School. A student is considered truant if they fail to attend their class, even if they are still on School property. Students who arrive late to class from a previous lesson must have a note from their previous teacher.

#### **4.5 Early Departure**

Students must sign out in Student Services if they need to leave the School early for any reason. A note is required from a parent and the parent will need to collect their student from Student Services. The student is to present their note to the class teacher, who should then allow them to leave class so they can sign out with their parent in Student Services.

#### **4.6 Assemblies**

The School holds separate Primary and High School assemblies to celebrate student achievements and showcase student talent. Assemblies for High School are held each Tuesday morning at 8:45am, and parents are welcome to attend.

#### **4.7 Google Chromebooks**

Google chromebooks are part of the students learning. They will use these all the way through high school. It is responsibility of the parent to provide a working chromebook and ensure that it has the necessary insurance cover and that the device is adequately protected to prevent breakage.

#### **4.8 Booklists and Stationery**

Booklists are given to families and these items must be made available at the start of each term and replaced as the need arises.

#### **4.9 Bus Behaviour**

It is expected that all students travelling on buses will behave in a courteous and responsible manner at all times. As members of a Christian School, we are a witness to Christ in the community – all our actions reflect on Him. For their safety, students are expected to take the most direct bus route and the earliest available connection. Students are held accountable to the School for their behaviour while travelling unaccompanied to and from the School. Students are to:

- be dressed in full School uniform
- stand for adults
- behave courteously and responsibly at all times while waiting for and on transport
- do not push
- do not shout
- no eating or drinking on the bus
- do not put your head, hand, arm or any item out of the window. Do not throw anything out of the window
- if the bell has been rung for your stop, do not ring it again
- carry your bus pass with you each day
- cooperate with the bus monitors.

Similar courtesies are expected on other forms of public transport.

#### **4.10 Canteen and Lunch**

The canteen is available for students to use at recess and lunchtime. Parent help is always appreciated. Students are able to purchase a variety of hot and cold foods. An online ordering system has been set up to pre-order food from the canteen.

For the safety and wellbeing of all students, the whole school has a 'no nut' policy for any product that contains nuts (including Peanut Butter, Muesli Bars and Nutella) and is not to be consumed for recess or lunch. This decision has been made to protect children with allergies. We appreciate your support and adherence to this policy. We are an Allergy Aware School.

Children are encouraged to drink water throughout the day. Water bottles are kept in their bags. Drinks with high sugar contents are discouraged. Children should not share their water bottles.

#### **4.11 Chewing gum**

The School is a gum free zone. Chewing gum is not permitted at School events.

#### **4.12 Graffiti**

Graffiti in all its forms is not acceptable.

#### **4.13 Library Card / SmartRider**

A Student SmartRider will be provided free of charge to all new students during Term 1. The card will contain School and student details and photo ID. The card is produced by Transperth and is also a travel concession card. Initial card costs are included in School fees, replacement cards are \$5.

#### **4.14 Liquid Paper and Marking Pens**

Liquid paper cannot be used at the School, however, correction tapes are acceptable. Students should not bring permanent markers to school. If markers are required for classroom use they will be available in class sets.

#### **4.15 Confiscated Items**

- The item is placed in a specially labelled envelope and brought to Student Services
- Normally, confiscated items will be returned at the end of the week. Any unclaimed items will be given to charity at the end of the term.
- Mobile phones will not to be confiscated beyond the end of the school day, it is collected by the parent/guardian.
- The School acknowledges that confiscated items are ultimately the property of the parent/guardian.
- Although all care will be taken with confiscated jewellery, the School accepts no liability for confiscated items as students are requested not to bring or wear additional jewellery apart from what has been allowed.

#### **4.16 Mobile phones**

Students are not permitted to use mobile telephones during school hours. If they are found out and being used, they will be confiscated. The mobile devices will have to be retrieved by a parent/guardian at the end of the say from Student Services/principal. All electronic games and iPods are not to be brought to the School or any School event.

#### **4.17 School Property**

The School is unable to take responsibility for student property that is brought to school. It is the parents' responsibility to ensure that any items that are brought to the School are adequately insured (mobile phones and calculators). The School's Insurance Policy does not cover these items. No student is to interfere or tamper with teachers' or other students' property or equipment under any circumstances.

For this reason, students are discouraged from bringing valuable personal items to the School; however, if considered essential, they should be kept with the student (not left in bags). In exceptional circumstances, if a student needs to bring a considerable amount of money or a particularly valuable item to school, it may be left at either Reception or Student Services. All personal property (calculators, books, pens etc) should be clearly labelled with the student's surname.

Mobile phones or other electronic accessories may not be used during school time or at School events unless a student has received permission from a teacher. Explosives, guns, knives, razor blades, cigarette lighters, matches, drugs (including tobacco and alcohol) are strictly prohibited.

Lost uniform items that are found labelled will be returned to students. Unlabelled items will be kept at Student Services for a reasonable time then recycled.

#### **4.18 Student Leadership Team**

A number of recognised Year 10 -12 students are appointed as the Student Leadership Team. There are two School Captains, selected by the School Executive from those recommended at the end of Year 11 by their colleagues and the staff.

The Student Leadership is an important role within the School and they are expected to exert a strong, personal influence on the student body, fostering a healthy School spirit and respect for the values and standards of the School.

#### **4.19 Telephone Calls**

Students will only be permitted to make or receive phone calls under special circumstances as determined by the School. This must be done at Student Services.

### **5. MEDICAL**

#### **5.1 Student Illness**

Sick students will either be brought to the Student Services by the teacher concerned, or a note sent requesting Student Services staff to attend to the student. School staff are not permitted to issue any prescription medication without prior written parental and doctor authorisation forms. Students showing symptoms of sickness should not be sent to school by their parents/guardians. Students suffering from anything contagious such as head lice, school sores, ringworm, chicken pox, measles, mumps or rubella are prohibited from attending the School. Students feeling ill during the day should report to Student Services so that appropriate action can be taken. If students become unfit to attend lessons whilst at the School, arrangements for their return home will be made with parents.

#### **5.2 Prescription Requirements**

If your child requires staff to administer any medication during School hours, you and your family doctor must complete and sign the relevant medical forms obtained from Student Services. A Medication Instructions from Prescribing Doctor Form must accompany the medication that your child is permitted to take. Without this form staff are unable to administer any medication to your child. All medical forms and medications are kept at Student Services. This means that:

- School staff will only give prescribed medication where there is an agreement between you, the School and written instructions from the prescribing doctor. If your child has to have

prescribed medication at School, you must complete the relevant forms available from Student Services.

- If a medical condition exists e.g. asthma, bee stings etc where assistance is required in an emergency we will need a Student Medical Emergency Request Form completed.

### **5.3 Panadol Administration**

If parents want the School Staff to dispense paracetamol (ie Panadol) to their child when they are unwell, they must complete the Student Medication Instruction from Parent Form. This only needs to be completed once and will be kept on record for as long as your child attends the School. Parents will be contacted by telephone to verbally authorise the dosage at each administration of paracetamol. A written record will be kept by the School each time paracetamol is dispensed to a student. There are risks associated with the administration of any drug and we will not administer paracetamol if we are unable to contact a parent for confirmation to proceed with a specific dose.

## **6. CURRICULAR**

### **6.1 Class Times Years 7 - 12**

Form and Devotions:	8.30am
Lesson 1:	8.45am
Lesson 2:	9.45am
Recess:	10.40am
Lesson 3:	11.10am
Lesson 4:	12.05pm
Lunch:	13.00pm
Lesson 5:	13.30pm
Lesson 6:	14.25pm
School ends:	3.15pm

### **6.2 Student Diaries**

Students in Years 7-12 are issued with a student diary and are expected to take their diary to every class to record homework and messages from staff etc. The Student Diary is one of the main ways that School staff communicate with parents. At the conclusion of each week, parents will need to check the diary to make sure that homework etc is completed, and for any messages from staff. Students may personalise their diary, but if done inappropriately may be asked to replace the diary.

### **6.3 Bookwork guidelines**

Students are required to adhere to the following guidelines:

1. Purchase the required materials for each course or subject that they do. For most subjects in Years 7-10 this will be an exercise book. The type of exercise book for each subject will be listed on the booklist at the beginning of the year. Students are required to make sure that they have the specified exercise books throughout the year and that they are replaced if finished or lost. Books need to have the student's name clearly indicated on the front cover.
2. A loose leaf folder and paper are only to be used where specified. These folders will be organised and set out in the manner that is designated for that subject. The pages and work will be kept in an organised and sequential manner.
3. Some practical subjects will require the students to keep a folio and again specific instructions will be given on its organisation.

4. Bookwork is designed to be a record of daily lessons and a useful source of study notes for revision for tests and exams. It is to be set out in the following way:
- a margin is ruled down the left hand side and a line ruled across the top of the page in red pen
  - the page is to be dated
  - a heading is written at the top of the day's work
  - notes are to include correct grammar and paragraphs
  - all work is to be completed in a tidy, orderly and sequential manner
  - in general, writing would be in black or blue pen
  - straight lines would be ruled with a ruler
  - pencil would be used for graphs and diagrams
  - written errors should be corrected with a single line strike out.

Failure to adhere to these guidelines may result in students being asked to repeat written work until it is of satisfactory standard.

#### **6.4 Digital Device Folder Structure**

Organisational excellence is a key component of successful study. Therefore, irrespective of the device used, whether that is paper or electronic book work, the work should be arranged in a manner that promotes successful study.

Guidelines for electronic book work:

- Each subject should have a separate folder which can be accessed at all times upon request.
- Sub folders can be used as directed by the teacher.
- The folder should be named according to the following convention: subject name/year/teacher surname e.g. English8Ajones
- Electronic submissions should be named according to the following convention: student surname/initial/subject name/year/ teacher surname/task title e.g. BrooksGEnglish8Ajones/Ancient Languages. This name should also appear in the header of the document being submitted
- All folders should be backed up on a weekly basis.

#### **6.5 Homework**

Homework teaches perseverance (Hebrews 10:36), commitment and encourages students to strive for excellence. (1 Corinthians 9:24).

Homework tasks allow for:

- practising, extending and consolidating work done in class
- training students in planning and organising their time
- development of a range of skills in identifying and using information resources
- establishing habits of study, concentration and self-discipline
- strengthening home-school links and reaffirmation of the role of parents as partners in education
- parents to gain insight into what is being taught in the classroom and the progress of their children.

Students are expected to:

- complete class work, revise concepts, study for tests, research material and work on assignments

- gain background information so that they are better prepared for future lessons
- extend themselves by pursuing knowledge individually and imaginatively
- work on projects such as open ended questions and long term assignments that can assist in the development of creative and critical thinking
- work on the development of problem solving skills.

The subject term overviews provided by teachers at the beginning of each course will provide planning opportunities for revision, examinations and major assignments.

Regular homework is expected of each student and is an integral part of the class work program. However, in Term 1, Year 7 and 8 teachers will be mindful of the extra pressure on their students and will take account of this, by increasing the homework expectations slowly, while students are adjusting to Senior School life. The School recognises that no two students are the same, that students learn in different ways and that the time taken to complete a homework exercise may vary considerably between students.

A homework club runs once a week afterschool from 3.15 to 4.15pm and is supervised by a teacher.

### **Helpful Information for Parents Subject Overviews**

It is important to ask your child for the overview they receive from their subject teacher at the beginning of each term. The overview tells you exactly what they are doing each week and when specific homework or tests occur.

Please feel free to contact the subject teacher or the Principal if you have any questions relating to your child's homework requirements.

Good habits started now will equip your child for the years ahead.

The following is a guideline for the approximate amount of homework that students should be doing each school night at each year level.

Year 7	1 hour
Year 8	1 hour
Year 9	1 ½ hour
Year 10	2 hours
Year 11	2 ½ hours
Year 12	3 hours

It should be noted that this is a guide. On some nights there may be less or more homework, particularly if a student has a major assignment that they should have been working on over several weeks. Students should record homework to be completed in their electronic or paper organiser. It is useful for both parents and teachers to check this record regularly. There are areas on the weekly page where communication can take place between parents and teachers. The School welcomes feedback from parents on homework.

Whenever possible there will be coordination across the Learning Areas to accommodate the competing demands in relation to homework, assessment tasks, and examination preparation. However, students have ultimate responsibility for their own learning and need to manage their time wisely. Senior students need a study timetable and a regular revision program. In general,

students who have extensive work commitments out of school find it very difficult to keep up with their school work. A balance needs to be achieved where there is adequate time for study, part-time work, sport, church, family and social activities.

### 6.6 Missing Assessments

If a student misses an assessment due to a verifiable illness, the assessment will be administered as soon as practical upon the student’s return to classes. A student who misses an assessment due to illness (especially in Years 11 and 12) may be required to provide a doctor’s certificate to verify this illness. When a student returns to the School following any absence, it is the student’s responsibility to find out about missed work, assessments etc. It is not acceptable for a student to use the excuse that they were absent when a piece of work was assigned.

### 6.7 Overdue Assignments

The day and date on which an assignment is due is clearly communicated by the teacher to the students at the time of setting the assignment and should be recorded in the Student Diary.

A student who submits an assignment after the due date, without a valid excuse, will not be marked on the same basis as a student who has submitted the assignment on time; in fairness to the latter. The following penalties will apply:

Days Late	Action	% Deduction
1	Parent Informed	10
2	Parent Informed and Homework Detention *	20
3	Parent Informed and Homework Detention *	30
4	Parent Informed and Homework Detention *	40
+5	Parent Informed and possible afterschool detention *	50

Non-submission of an assignment is not satisfactory and will not be tolerated unless there are exceptional circumstances. After the grace period students will be required to attend in-school suspension until the set work is complete. There may be a further mark’s penalty as decided by the Principal depending on the type and extent of the task in question.

### 6.8 Cheating

Cheating in assessments is very serious and, at the discretion of the Teacher and Principal, the student will be penalised with a lower mark.

### 6.9 Plagiarism

Assignments or other work that is not the student’s own work, but is presented as such, will not be accepted. The student will be required to resubmit the work or complete an alternative assignment which may incur a marks penalty.

### 6.10 Study Skills

Success in studying is the result of hard work. By having a positive attitude towards study, using effective study techniques and organising themselves, students will have more chance of success.

### 6.11 Self-Organisation

If a student learns to use their time and organise themselves effectively, then studying and research will become easier. Students should:

- learn to recognise the times when they can concentrate the best, these may be the best times to spend studying their hardest subjects
- draw up a study and homework timetable that will fit their needs, everyone is different
- write in the times they are required for family routines and any other commitments
- not plan too heavy a timetable at the start, give themselves time to achieve some success
- difficult or weak subjects should be placed early when their mind is fresh and alert
- make sure that they don't have several difficult subjects planned for the same night
- commit this plan to God in prayer
- try to do their homework during free time or early in the evening and allow the rest of the night for studying or writing up assignments
- plan ahead and not leave research for an assignment until the last minute. Reading requires time and they might not be able to obtain the material when it is required. If this occurs, extra pressure is put on the student and study becomes much harder.

### **6.12 When and Where to Study**

- The atmosphere of where your student studies and works is most important.
- A place of their own is best. Ideally, it should be quiet, have good lighting and heating, be away from the TV and have plenty of room to leave books spread out.
- They need to work in tidy conditions e.g. pencils, pens etc in containers.
- They will also need a comfortable seat.
- Some people can work while listening to music, but when studying or concentrating hard it is advisable to leave it turned off.
- They should decide when the best time is for them to study. Some people work better in the morning, others at night. Learning is often best when you work in short, concentrated bursts. The study routine should be established on a timetabled basis. Students and parents should work towards developing an individual and structured study program.

### **6.13 How to Study**

For maximum effectiveness during a study session, the mind needs to be focused on what the student is studying. This requires more than just reading. Successful students use techniques such as; noting lists of points while they read, saying points while they read, saying points out loud, covering a diagram or chart and jotting down the key points. Just copying from a book doesn't necessarily keep the mind active and on task.

A good principle for students when studying is to be as mentally active as possible; when having a study break they should be physically active. Students should set themselves a target they can reach, then work to achieve it. They should aim to:

- spend the first five minutes of any study session reviewing what they last did on the subject
- learn notes by reading a few pages at night and then again in the morning. Many people find that after doing this two or three times they can remember most of the notes they have read
- recite facts onto a tape and listen while they are doing other jobs
- redraw diagrams and label them from memory
- allow themselves five minutes break between each session of studying. This may need to be extended to ten minutes at senior level. This break should be used effectively; a short walk, something to eat, some light exercise. Take the mind off study, but make sure they go back to work. Students should follow these steps:

Read:

- notes from class lessons
- teacher handouts
- assignments they have done
- the text and/or any reference material, this should be done as fast as they can.

Organise and Summarise:

- Student should take notes, number and list the points where possible.
- Organise notes and summaries to be learned. The more the notes and summaries are handled, the better they will be remembered.

Learn:

- Students should read in short bursts, close the book and write down or say the main point.
- Practise writing down main points under headings.
- Make sure they understand the material. Memorising without understanding won't help them to remember.

Points for students to remember when doing an assignment

- To find information, skim read the text looking for main headings and key words. Check the table of contents at the front of the book and the index at the back of the book if they are looking for a particular area.
- Note making should be brief and to the point, sometimes just a single word. Number points, placing them under headings. Notes should not be written word for word, always re-write what the book says in their own words.
- Outline the assignment. Plan what they intend to do.
- Title page - subject topic or heading done in simple lettering.
- Introduction - the background information to the assignment.
- Body - major points that they will expand.
- Conclusion - give a summary and round off the assignment.
- It is important to write neatly.
- Copy information from notes correctly. It is often wise to do a rough draft first.
- When finished, the work should be proofread carefully to correct any mistakes. Look for spelling and punctuation errors, missing capital letters, sentences or paragraphs that don't make sense.
- Write a bibliography. This is usually the last page of the assignment and lists all the books, magazines, newspapers and other sources from which the information was obtained.
- Students should check to see that the assignment is presented well
- Pages must be neat, ruled and clean, headings done simply, diagrams and maps neatly drawn, pages in correct order and stapled together, and the name and form written on the title space.

#### **6.14 Test and Examination**

Examination time is generally an anxious time for both students and teachers. Students need to learn to relax so they may study better.

Steps for students in doing an examination or test:

- Read the directions before the questions.
- Quickly read the paper as a whole, noting how many questions are to be completed and how they are to be answered.

- Check the value of the questions and total time allowed for the exam. Work out the time to be devoted to each question leaving time for re-reading the paper.
- Re-read the questions, deciding which ones they will answer (if there is a choice).
- Read the selected questions; make a rough plan of the main points to be covered.
- For essay type questions, make a rough plan of the main points to be covered for all questions before they begin writing.
- Answer the easiest question first.
- Start each essay on a new page.
- If they run out of time and can't write all information in sentence form, jot down in note form the main points they wish to make.
- Try to answer the questions without using unnecessary words.
- Introductions and conclusions should be brief and relevant.
- Make sure handwriting is legible.

At the end of the examination check that:

- their name and/or number is on each sheet
- questions are numbered correctly and in the correct order

### **6.15 Essay Writing**

- Statement - begin with a statement (topic sentence) that answers the question clearly and succinctly.
- Evidence - support the statement with evidence and/or examples.
- Explanation - explain how the evidence supports or is relevant to the opening statement.
- Link - if part of a longer answer, link the content of this paragraph to the question they are answering, and to the next paragraph.
- The above is a basic structure that constitutes the minimum for a well-defended response.  
*Remember the acronym S.E.E.L.*

### **6.16 Reports**

At the end of Term 1, an Interim Report is issued to all students. It is a simple way of letting parents know generally how their child has started the year.

Examinations are held in Term 2 and Term 4 with full formal Reports issued mid-year and end of year.

### **6.17 Co-curricular Activities**

The School offers a wide range of co-curricular activities both during school and out of school hours. These include music tuition, whole school productions, inter-house and other sporting competitions, leadership training and overseas missions.

### **6.18 Camps and mission trips**

#### **Year 7 and 8 Camp**

The Year 7 and 8 Camp is an opportunity for new students from a range of schools to come together, breaking down barriers, making friendships and establishing relationships that last for years. It is an invaluable start to high school life for these students.

The Year 12 camp takes place early in their final year of school. A great way to bond and gain knowledge on how to cope with the last few months. They hear from previous past students on options going forward, as well as having an amazing time before starting their final journey in school.

## 7. UNIFORM

### 7.1 Casual Dress Days / Mufti Days

Casual Dress Days are usually limited to one per term. The purpose of Casual Dress Day is at the discretion of the Principal.

Casual Dress Day guidelines:

- ✓ dress is to be modest
- ✓ no skin tight clothing
- ✓ no singlet or halter neck tops or dresses for girls
- ✓ no offensive slogans and/or images on any clothing
- ✓ no bare midriffs
- ✓ no thighs showing (skirts, dresses and shorts to touch the knees)
- ✓ a little make-up and jewellery
- ✓ closed-in footwear is required
- ✓ no earrings for boys
- ✓ for Science, Home Economics and Technology, the student's hair is to be tied back, jewellery removed
- ✓ normal Physical Education uniform is required for Physical Education classes.

### 7.2 School Uniform (Years 7 to 12)

Boys

- ✓ Long charcoal pants/shorts with black belt (ring and tongue buckle) or elasticated
- ✓ Grey Dale school socks
- ✓ White shirt with School logo on pocket
- ✓ V-neck jumper with School logo
- ✓ Black leather lace-up shoes, with heel

Girls

- ✓ Blue plaid skirt with white Dale School socks or 70 denier navy/black tights
- ✓ White shirt with School logo on pocket
- ✓ V-neck jumper with School logo
- ✓ Black leather school shoes

Terms 1 and 4

Dale School hat

Terms 2 and 3

Dale School Tie

### 7.3 Sport Uniform (Years 7 to 12)

- ✓ Polo shirt in House colours or School polo shirt School shorts
- ✓ White sport socks
- ✓ Shock absorbing gym shoes - predominantly white preferred (no Volly OC's, Vans, skate shoes or canvas casual shoes)

### 7.4 Shoe Guide

Acceptable shoes for boys and girls must be sturdy material, offer adequate support and cover the entire upper section of the foot for protection. They should be:

- ✓ black leather
- ✓ lace up or 1 buckle school design
- ✓ heeled up to 35mm.

Please consult the School if you have any concerns about the acceptability of shoes you are intending to purchase as unacceptable shoes will need to be replaced.

Unacceptable shoes for boys include:

- black leather slip-on
- pointed or long angular toe
- black runners / sport
- canvas
- boot style
- Velcro fastened
- have coloured stitching
- business style shoes

Unacceptable shoes for girls include:

- thin soled slip-on
- laced 'ballet'
- flat thin soled
- no heel
- black runners / sport
- canvas
- boot style
- Velcro fastened
- have coloured stitching



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