

Integrity
achievement

Welcome 2019

NEW STUDENT INFORMATION HANDBOOK
SECONDARY



learning close to home

MERREDIN COLLEGE
A Wheatbelt Independent Public School



2019 Year 12 Student Councillors



Our School Motto

Advance Together

Our Vision

Merredin College is the benchmark in rural educational excellence. We aspire to develop a community of engaged, creative and independent lifelong learners who aim high, value diversity and contribute positively to the global community.

Our Mission

In partnership with our parents, we seek to instil in our students high standards for academic scholarship, integrity, leadership, and responsible citizenship so that they may enjoy freedom through knowledge, and lead healthy productive and meaningful lives.

Our Values

We are carin**G**

We are **R**espectful

We are Resp**O**nsible

We strive to succeed



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Welcome

I am pleased to extend a welcome to all 2019 new students who will be joining Merredin College next year. I am delighted that you have chosen our College to begin your secondary educational journey.

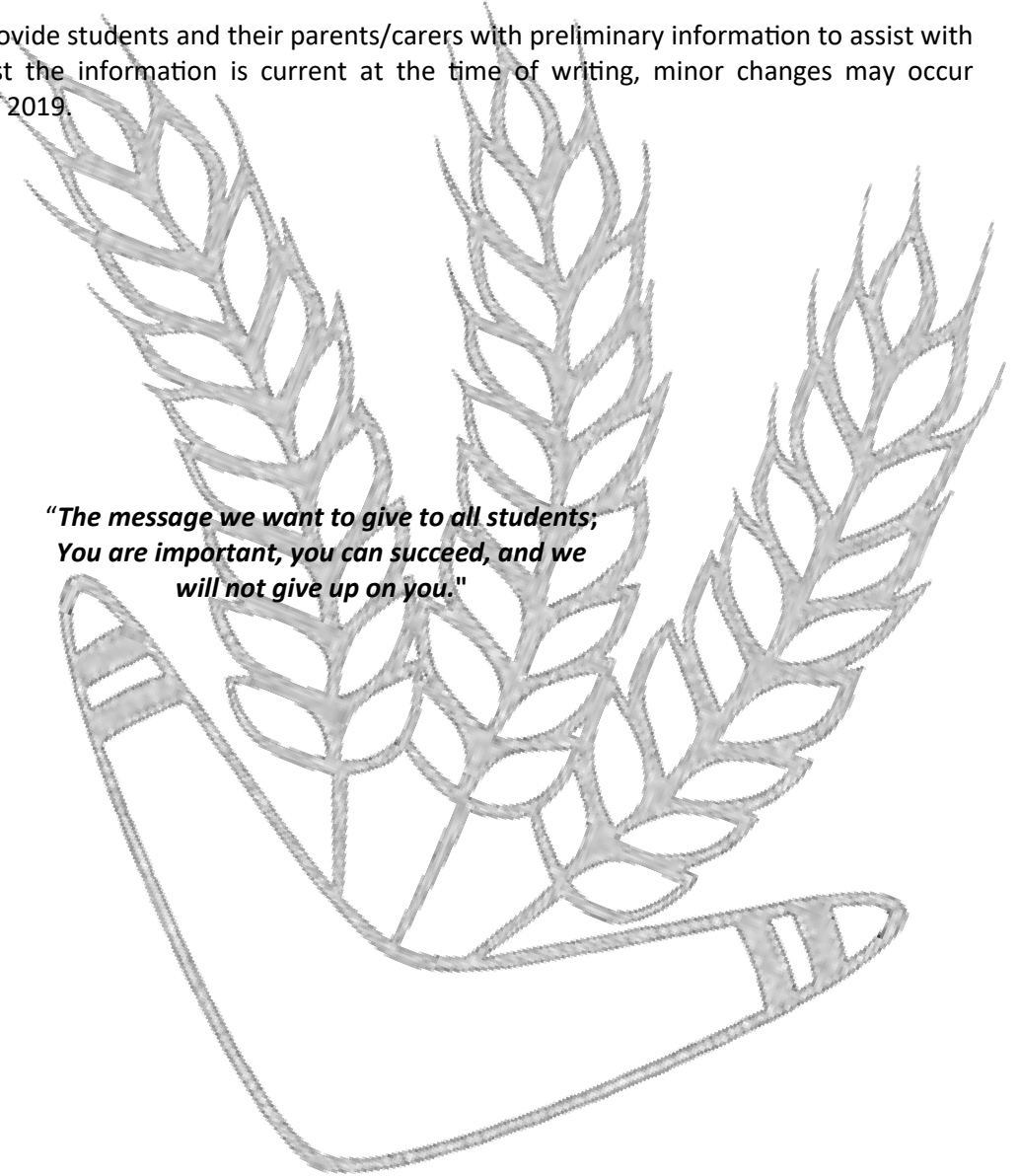
A new school is always an exciting time. It presents various new beginnings – new classes, new faces and friends, sometimes new courses, new expectations, a busier schedule, more choices and often new materials. Students who are new to secondary education will have the opportunity of being able to access specialist teachers and to study in purpose-built rooms. For some of you, this will also be a time of great anxiety and for this reason we encourage you to fully participate in our transition program and to get to know your Year Coordinator. We also encourage parents/carers to contact the College if you require further support for your child.

For new students, the next few years are a time for growth, challenge and adventure. Your time at Merredin College will be exciting and filled with many new opportunities. I encourage students to work hard and make the most of everything on offer. Parents and carers are essential as partners in the education process, working alongside our staff to achieve the best possible outcomes for students. I urge you to become involved by joining the P&C, volunteering or visiting the College when you can.

This booklet is designed to provide students and their parents/carers with preliminary information to assist with the transition process. Whilst the information is current at the time of writing, minor changes may occur between now and the start of 2019.

Beverly Stares

Principal—2018



***"The message we want to give to all students;
You are important, you can succeed, and we
will not give up on you."***

Key College Staff 2019

PRINCIPAL

DEPUTY PRINCIPAL (Yr 7-12, Curriculum)

DEPUTY PRINCIPAL (Student Services)

DEPUTY PRINCIPAL (K—6)

DEPUTY PRINCIPAL (K—6)

MANAGER CORPORATE SERVICES

To be advised

Mr Gerard Rennie

Mr Jarrad Ritchie

Miss Lynne Herbert

Mrs Barbara Smith

Mrs Janelle Millar

PASTORAL CARE TEAM/STUDENT SERVICES:

School Psychologist

School Nurse

School Chaplain

Ms Vanessa Bye

Ms Rebecca Waye

Mrs Bronwyn McKane

HEAD OF LEARNING AREAS/TEACHERS IN CHARGE:

ENGLISH

HEALTH AND PHYSICAL EDUCATION

THE ARTS

MATHEMATICS

TECHNOLOGIES

SCIENCE

HASS

CAREER & INDUSTRY/VET

Mrs Julie Tiller

Mr David O'Neill

Miss Natalie Beale

Mr Darren Gardiner

Miss Natalie Beale

Miss Alyce Rogerson

Mrs Julie Tiller

Mr Wayne Wallace

CLAN LEADERS:

Year 7:

Year 8:

Year 9:

Year 10:

Year 11 and 12:

Mr Sam Dawson

Mr David O'Neill

Mr Nathan Braganza

Miss Jessica Cameron

Mr Tom James

MERREDIN RESIDENTIAL COLLEGE:

MANAGER

BUSINESS MANAGER

Mrs Lizz Moody (0427 411801)

Mrs Robyn Kellie (90411 727)

School Charges

Voluntary Contributions and Charges

In 2019 the maximum Year 7,8,9 and 10 Voluntary Contributions was \$235.00. Parents/carers will be informed in Term 4, 2019 regarding the 2020 Voluntary Contributions and Charges and the information will also be provided in Term 4 regarding maximum outlay of extra cost options (camps, excursions, etc)

Contributions and Charges

Senior school course charges are not voluntary and must be paid. For most courses in the Senior School text books are required to be purchased. Books can be ordered online. Details on how to order will be with the documentation outlining the booklists and course charges which are sent to families at the end of each year. Estimated course costs are listed in the Upper School Curriculum Handbook so that parents understand the financial commitment for each course.

As already mentioned, in Years 11 and 12 all course charges are compulsory.

In addition to these compulsory charges there are also additional charges for:

- (a) optional activities in any course for which there is a cost associated with their provisions (eg. excursions, camps, etc.)
- (b) other optional school-based activities which address broad learning outcomes and for which there is a cost (eg. School and social events, such as graduation dinners or school balls, etc).

Participation in optional activities (b) is voluntary, but a compulsory charge is payable if the student chooses to participate.

If you require assistance or advice on these charges please contact the Manager Corporate Services.

Financial Assistance

The Secondary Assistance Scheme is available to secondary students whose parents hold Centrelink Family Health Care or Pensioner Concession Cards or Veterans' Affairs Pensioner Concession Cards. The scheme includes the Clothing Allowance (\$115 paid to school or parent) and Educational Program Allowance (\$235 paid directly to the school).

If you think you are eligible for the Secondary Assistance Scheme, please apply through the school before the end of Term 1.

Students in receipt of ABSTUDY are eligible for the ABSTUDY Supplement Allowance.

The Secondary Assistance Scheme is available to students up to and including the year in which they turn 18, and only if they have a parent who is a holder of one of the prescribed cards listed below:

- Centrelink Pensioner Concession Card; or
- Centrelink Health Care Card (Family card only – not for a specific child for medical purposes, viz: “CDA” type [Child Disability Allowance]); or
- Department of Veterans' Affairs Pensioner Concession Card.
- Cards that are not eligible are TPI and Gold Cards.

A Youth Allowance is available for eligible students through Centrelink when they turn 16 – generally this is in Year 11.

Secondary Bell Times

Period	Monday	Tuesday	Wednesday (Early Close)	Thursday	Friday
1	8.50—9.50	8.50—10.00	8.50—9.50	8.50—10.00	8.50—10.00
Form	9.50—10.00	-	-	-	-
2	10.00—11.02	10.00—11.02	9.50—10.52	10.00—11.02	10.00—11.02
Recess	11.02—11.30	11.02—11.30	10.52—11.10	11.02—11.30	11.02—11.30
3	11.30—12.30	11.30—12.30	11.10—12.10	11.30—12.30	11.30—12.30
4	12.30—1.30	12.30—1.30	12.10—1.10	12.30—1.30	12.30—1.30
Lunch	1.30—2.00	1.30—2.00	1.10—1.30	1.30—2.00	1.30—2.00
5	2.00—3.00	2.00—3.00	1.30—2.30	2.00—3.00	2.00—3.00

The Secondary lunch break is 1.30pm-2.00pm (Mon, Tues, Thurs & Fri) and 1.10pm-1.30pm (Wednesdays).

The College closes early on a Wednesday for school development purposes.

2019 Term Dates

Semester 1	
Term 1	Monday 4 February — Friday 12 April
Break	Saturday 13 April — Sunday 28 April
Term 2	Monday 29 April — Friday 5 July
Break	Saturday 6 July — Sunday 21 July
Semester 2	
Term 3	Monday 22 July — Friday 27 September
Break	Saturday 28 September — Sunday 13 October
Term 4	Monday 14 October — Thursday 19 December

2019 School Development Days

Term 1	Monday 31 January and Friday 1 February
Term 2	Friday 31 May
Term 3	Monday 22 July
Term 4	Monday 14 October and Friday 20 December

Our Academic Program

The Western Australian Curriculum

Merredin College has fully implemented all phases of the Western Australian Curriculum except for Year 7 and 8 languages which are not due for implementation until 2022/2023. This sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire from K–10.

The School Curriculum and Standards Authority (SCSA) is responsible for the final curriculum content and implementation timelines for W.A. For further information about the WA Curriculum go to:

<https://K10outline.scsa.wa.edu.au>

Curriculum and Assessment

Merredin College will, as part of the planning the school undertakes, ensure that:

- **Assessments are an integral part of Teaching and Learning**
Assessments are carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.
- **Assessments are educative**
Assessments can contribute to learning in a number of ways. They
 - a. encourage in-depth and long-term learning.
 - b. provide feedback that assists students in learning and informs teachers' planning.
 - c. enable students to focus their attention on what they have to achieve (when assessment criteria are provided) and give them feedback about their progress.
- **Assessments are fair**
Assessments take account of the diverse needs of students, are equitable with regard to gender, disability, background language and socio-economic status and do not discriminate on grounds that are irrelevant to learning.
- **Assessments are designed to meet their specific purposes**
Information is collected to establish where students are in their learning and can be used for summative purposes (assessment *of* learning) and for formative purposes (assessment *for* learning) because it is used to inform subsequent teaching. Summative assessment involves assessment procedures that determine students' learning at a particular time. Formative assessment is used by teachers during the learning process to improve student attainment and to guide teaching and learning activities. It may involve qualitative feedback (rather than scores).
- **Assessments lead to informative reporting**
Reporting happens at the end of a teaching cycle and should provide an accurate summary of the information collected for each student so that useful feedback is available for students, parents and teachers.
- **Assessments lead to school-wide evaluation processes**
Schools use teacher's qualitative and quantitative data and standardised test data to identify priorities, set targets, plan for and implement school improvement processes and evaluate the success of strategies.

Course and Assessment Outlines

At Merredin College in every subject teachers are required to distribute course and assessment outlines within the first three weeks of every semester or the first three weeks of the start of a new subject/course. Course and assessment outlines include a course description, a list of planned learning outcomes, work practices needed, materials required, homework expectations, assessment items, allocated marks and due dates. Parents may request a copy of this outline from their child's teacher.

Learning Area Overview - Years 7, 8, 9 and 10

In Years 7, 8, 9 and 10, all students study a common and balanced curriculum that is designed to allow them to demonstrate learning in all eight learning areas as outlined in the Western Australian Curriculum.

Students who have a question regarding their timetable or course selection are asked to contact the Deputy Principal (Mr Gerard Rennie)

Year 7

- The Arts (Drama, Art and Dance)
- English
- Health and Physical Education
- Mathematics
- Science
- Humanities and Social Science (HASS)
- Technologies (in Woodwork, Home Economics and Information Technology)

Year 8

- The Arts (Drama, Art and Dance)
- English
- Health and Physical Education
- Mathematics
- Science
- Humanities and Social Science (HASS)
- Technologies (in Woodwork, Home Economics and Information Technology)

Year 9

- The Arts (Drama, Art and Dance)
- English
- Health and Physical Education
- Mathematics
- Science
- Humanities and Social Science (HASS)
- Technologies (in Woodwork, Metalwork, Home Economics and Information Technology)

Year 10

- The Arts (Drama, Art and Dance) - student's choice
- English
- Health and Physical Education Mathematics
- Science
- Humanities and Social Science (HASS)
- Technologies (in Woodwork, Metalwork, Home Economics and Information Technology) – student's choice

Year 11 and 12 - Please see the *'Merredin College Choices Senior Secondary Curriculum Handbook 2019.'*

Reporting

Teachers will make judgements of student achievement in relation to expected standards and will regularly monitor, evaluate and report on each student's achievement. They may use a variety of methods for recording assessment information including anecdotal records; audio and visual recordings; checklists; marking keys; portfolios; records of test results; observation notes and Documented Plans (Individual Education Plans and Group Plans).

The monitoring of student progress will result in a grade (see below) for each subject/course studied which will be used for reporting, consistent with the school's assessment policy (*The Year 7-12 Assessment and Reporting Policy*). Students will be provided with a formal report at the end of each semester. Progress reports will also be issued in Term 1. These indicate Achievement (without grades) and Attitude to that point in the term. Parent/teacher interviews occur soon after the Progress reports and again following the Semester 1 reports in Term 3.

Grades

Student achievement in the learning areas taught is reported on a five-point scale.

Letter grade	Achievement descriptor
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very low	The student demonstrates very low achievement of what is expected for this year level.

For students with disabilities or other identified learning needs it may be more appropriate to monitor their progress and achievements using Individual Education Plans and other planning/monitoring tools.

Teachers provide individual students with feedback on their performance and will engage in ongoing communication with parents/care givers about student achievement and progress. This provides an opportunity for parents to inform the school of any developments at home. Parents/caregivers should not be surprised when they receive information about their child's progress and achievement.

Teachers will also administer prescribed system assessments:

- To Year 7 and 9 NAPLAN (National Assessment Program – Literacy and Numeracy)
- To Year 10 who have not met the NAPLAN standard in Year 9, the OLNA (Online Literacy and Numeracy)
- To Year 11 and 12 who have not met the OLNA standard

Teachers will use the Department of Education's Reporting Templates to issue a report to parents/caregivers for each student in Years 7-10 at the end of each semester. Formal report to parents includes teacher comments and an assessment against a core set of attitude, behaviour and effort attributes. In considering the best interests of a child's development and self esteem, schools and teachers, in consultation with parents may replace the A-E grades with an alternative reporting format.

Communicating Student Progress

Ongoing communication throughout the year is critical to ensure that parents/caregivers are kept informed of their child's progress by receiving timely advice at important stages in their child's development. Parents/caregivers are entitled to know what achievement outcomes are at particular year levels. We provide accurate and detailed information about how students are performing in relation to these expectations. In addition to the formal reports and so that parents/caregivers are not surprised when they receive that information, Merredin College will in consultation with teachers, parents and caregivers, report informally in a variety of other ways, including:

- Information sessions about the teaching and learning program, timed to suit the needs of each student or year group.
- Interim Reporting Night (following the Progress Report)
- Parent/caregiver-teacher discussions that may include three-way conferences in which the students participate.
- Telephone discussions as well as informal encounters and discussions between parents/caregivers and teachers
- Annotations in homework diaries and journals.
- Letters, email and other forms of correspondence from teachers to advise parents/caregivers about successes or concerns.
- Student-directed reporting, in which students show how their knowledge, skills and understandings have developed through discussions or presentations of key achievements.
- Selecting samples of annotated and referenced work examples as part of portfolio evidence.
- Responses to requests from parents for additional information.

Timelines - Reporting to Parents

- Term 1** Approximately in Week 6 of Term 1, you will be invited to an Interim Report Night to discuss your child's progress and achievement. This will give you an idea about how well they have transitioned
- Term 2** *You will receive a mid year report in the last week of term*
- Term 3** A Parent Night will be held at the beginning of Semester 2 where you will have the chance to discuss your child's Semester 1 Report with teachers from each Learning Areas.
- Term 4** You will receive an end of year report in the last week of term.

Parents may contact the school at any time and request meetings with their child's teacher.

Connect

Connect is an integrated online environment developed by the Department of Education WA for staff, students and parents in public schools. On application to the school (Sandi Lee, School Officer) parents will be provided with secure login details to Connect. This includes a P-number and Password. To access the browser-version of Connect, open a browser on your computer, type the address connect.det.wa.edu.au in the address bar and press the enter key. You will be asked for a user name which is the P-number. Enter your P-number and Password into the text boxes. Include any punctuation or symbols in the password. Ensure that you have ticked the Appropriate Use agreement option before clicking on the Login button. Once in Connect you will be able to view your child's classes under the My Children tab. This will give you access to Overview details, Assessment Outlines, and Reports for your children. From here you are able to send teachers an email. Assessment outlines will provide information about how your child has performed on each assessment task. Your child's report can be found under the Report tab. The Class Notices will show a stream of notices from all of your children's classes. The latest notice will be at the top of the stream. Connect is used by all ATAR teachers and top stream Year 7-10 teachers.

Recognising the Demonstration of Values

The Merredin College values have been determined by the entire school community as part of the PBS initiative:

We are carinG

We are Respectful

We are RespOnsible

We strive to succeed

Students are encouraged to strive to demonstrate these values in every endeavour whether academic, sporting, cultural, or citizenship. Students are acknowledged for these values at every opportunity.

College Assemblies

Merredin College conducts assemblies twice each term to recognise students who demonstrate the school values. These are called GROW Awards.

At the end of Semester 1, *Academic Achievers* are recognised at the first Term 3 assembly. These are the top academic students in each subject based on grades achieved. Academic Achievers receive a certificate, a pen and a badge.

Year 11 and 12 Award Assemblies

The Year 11 awards from the previous year are handed out at the first assembly for the year. This is held on the first day back for students. The Year 12 Awards Night is held in early Term 4 and acknowledges a number of special awards as well as course awards.

Year 7-10 Presentation Assembly

At the end of the school year, a Presentation Assembly is held to celebrate the achievements of outstanding students in each year level. Students in Year 7-10 are awarded the following:

- Academic Excellence – academically the top student for each year
- Citizenship
- Subject winners

Pastoral Care and Student Services

Our goal is to make sure that our students are healthy and happy young people who are equipped both academically and socially to contribute to society.

Who works in Student Services?

There are several staff members who make up the Student Services team at Merredin College and who work collaboratively to support students at risk and in need. The team consists of:

- **Student Services Deputy Principal** (Jarrad Ritchie) – responsible for attendance and behaviour of secondary students and coordination of the Student Services team.
- **Vocational Education and Career and Industry Manager** (Wayne Wallace/Tracey Sutherland) – provide career advice, course counselling for students, manage the VET program and organise all work placements.
- **School Chaplain** (Bronwyn McKane) - currently 3 days per week — provides pastoral care of referred students including mentoring; organisation of Bibbulmun Track excursion.
- **Five Year Coordinators** (Yr 7, 8, 9, 10, 11/12) – provide general pastoral care of students in their year group. Conduct year group meetings two or three times per term.
- **School Psychologist** (Vanessa Bye) - works with students based on referrals from the teaching staff and the Deputy Principal of Student Services after discussion with parents/guardians.
- **AIEOs** (Christina Smith and Jeno Hayden) – liaison with families of Aboriginal students to attend to the needs of our Aboriginal students.
- **Education Support Coordinator** (Fleur Forsyth) – the coordinator looks after the interests of special needs students.
- **School Nurse** (Rebecca Waye) – This is a part-time position. The school nurse assists with Health Care Plans and general issues related to health in the school
- **Student Support Officer** (Terri Te Kani) - Supports all aspects of Student Service team at the discretion of Student Services Deputy Principal.

Who to Contact?

• Students with personal issues are asked to contact the Deputy Principal of Student Services (Jarrad Ritchie) or the Form teacher (who will contact the relevant Year coordinator).

- Year 7 Sam Dawson
- Year 8 Dave O'Neill
- Year 9 Nathan Braganza
- Year 10 Jessica Cameron
- Year 11 & 12 Tom James

Attendance at Merredin College

Absences

If for any reason a student is absent from school, a phone call to the school is required to Student Services on 9041 0924, preferably before 9am, to register this absence and also provide a reason. On the day the student returns, they must bring a note from home to explain why they were away. They should give the note to Student Services within two days of returning to school. The College should also be notified of more lengthy absences. Notes can be left at the Student Services Office

Lunch Passes

A lunch pass is issued only to students who live in town and on the understanding that they only go to their own home for lunch, not another student's home and that no other students go home with them.

Students who want to be able to go home for their lunch, must first collect an application for a lunch pass request application from Student Services. After it is completed by parents or guardians, it is returned to the Student Services.

Late to School

Student who arrive late to school MUST report to Student Services and collect a late slip before going to class.

Leaving School Grounds

Students who need to leave the school throughout the day for an appointment or other valid reason, must bring written permission from home at the beginning of the day and take this note to Student Services to be signed by the Deputy. This signed note is taken by the student to class and shown to the teacher which gives the student permission to leave the class. Before leaving the school grounds, the student must go to the Student Services office, show their note to the office staff and record their details in the SIGN IN / SIGN OUT BOOK. They will be issued with a Student Leave Pass to take with them. On returning to school they are required to sign back in the SIGN IN / SIGN OUT book and obtain a late note for class if required.

Below is a copy of the form kept in the SIGN IN / SIGN OUT book.

DATE	NAME	FORM	TIME LEFT	SIGN OUT	TIME RE-TURN	SIGN IN	REASON FOR LEAVING

Student Behavioural Expectations

Merredin College is a Positive Behaviour Support (PBS) school. The school values/expectations were developed by the whole school community and are found at the beginning of this booklet. The PBS Behaviour Matrix shown below outlines how student can demonstrate the four expectations in various areas of the school and wider community.

YEAR 7-12 BEHAVIOUR MATRIX

Years 7-12	CARING	RESPECTFUL	RESPONSIBLE	SUCCESSFUL
	We are caring by...	We are respectful by...	We are responsible by...	We strive to succeed by...
Learning areas	helping others when they are struggling being kind and considerate encouraging others understanding and accepting others differences being willing to share supporting each other including others in our group activities working together as a team	speaking politely and using manners being honest looking after equipment & property removing our hats when entering class allowing others the opportunity to learn accepting others' ideas allowing others personal space and privacy	arriving on time and ready to learn listening attentively wearing our school uniform with pride using equipment safely and appropriately	coming to class prepared setting attainable goals always trying our best seeking feedback learning from mistakes looking for solutions to problems meeting deadlines and completing class and homework celebrating everyone's success
Outside areas	Helping others when they are hurt or upset Considering other people's thoughts and feelings Speaking kindly Including others in all games and activities Using appropriate language	Disposing of litter appropriately Looking after the school grounds and environment Speaking politely and using manners Being mindful of other people's personal space Dressing in appropriate school uniform	Interacting cooperatively Walking on the veranda's Putting equipment away in designated areas Remaining on school grounds and in designated areas Being sun smart and wearing a hat Putting our mobile devices away Being resilient when faced with a challenge	Being on time and prepared Always trying our best Encouraging ourselves and others Setting a good example Celebrating our own and others' success Attempting new challenges Persisting when the going gets tough
Office/ Student Services	being considerate of others and their privacy speaking kindly demonstrating tolerance and acceptance of others Supporting others	speaking politely and using manners waiting patiently and calmly looking after school property allowing others to work or interact productively	handing in notes on time wearing our school uniform with pride accepting the consequences of our actions	Accepting compliments sharing and being acknowledged for our accomplishments Trying things that are difficult to me Celebrating the success of others
Community	showing consideration to others, including the elderly & people with a disability speaking kindly to others and using appropriate language demonstrating tolerance and acceptance of others treating community resources and locations with care Placing our rubbish in the bin	speaking politely dressing with pride Allowing personal space Using please, thank you and excuse me Treating others the way you would like to be treated Allowing others to exit and enter before you Waiting in line patiently	encouraging others to do the right thing being honest Arriving on time Using areas for what they were designed for Supporting each other Working cooperatively	representing our school with pride trying our best celebrating everyone's success facing challenges Actively participating in activities
Technology	using positive language when communicating with others when using technology following rules of basic etiquette when communicating using technology - for example not using capitals and excessive punctuation helping our peers when they need support using technology being careful with the technology in the school	using equipment and technology in a safe way to ensure it doesn't get broken being honest if something is broken taking turns with equipment allowing others to participate in online learning without distraction ensuring the work we produce is our own and we acknowledge sources being considerate of others privacy	using technology correctly and for its intended purpose returning equipment in the same state that it was borrowed ensuring all equipment is logged off, plugged in and charged for the next user being cyber safe and keeping passwords secure using our accounts only for ourselves	using technology as directed to assist our learning trying our best and looking for solutions to problems utilising all opportunities for developing our digital literacy celebrating everyone's success

Code of Conduct

Attendance

- Students must attend school regularly, and provide an explanation for any absences.

Punctuality

- Students are expected to arrive punctually to all lessons. It is the student's responsibility to report to Student Services and collect a late note if arriving at school late for any reason.

School Dress Code

- All students are expected to comply with the Merredin College dress code.

Behaviour

- All students should respect the rights of others in the school by behaving appropriately and using respectful language towards staff and peers.
- At Merredin College, students and staff will not tolerate or engage in violence, inciting conflict or bullying. Any incidents of these must be reported.

Classroom rules

Respect the rights of students to learn and teachers to teach in a disruption-free environment.

- Students should behave appropriately and respect the rights of others.
- Students should act respectfully to staff and other students.
- Students should comply with classroom rules and teachers' instructions.
- Students are expected to come prepared with the appropriate equipment.
- Students should not chew gum or eat in class.
- Students should use appropriate and respectful language at all times.

Movement around the school

The school grounds are out of bounds after school hours unless directed by a staff member.

- To enter any classroom or office, students require teacher permission.
- Students must line up in an orderly fashion when waiting for a teacher to arrive unless the teacher has outlined other arrangements.
- Students must obtain teacher permission and carry a Movement Card when outside the classroom during class time.
- To leave the school grounds, students must obtain official permission, sign out and carry a pass.

School Grounds, Furniture, Buildings and Equipment

- Defacing or tampering with furniture, buildings or equipment will be treated as vandalism.
- Students must sign and comply with the Computer and Internet Users' Agreements.
- Sports equipment should only be used on the ovals, gym, courts, West Quad or under teacher direction.
- Students are expected to show respect for all areas of the school, including garden areas.
- Respect your school. Keep it clean and tidy. Place rubbish in the bins provided.

Student Transport

- Bicycles and skateboards are not to be ridden in the school grounds. They should be parked in the racks at the rear of the staffroom and left there until the end of the day.
- Students require a permit to park cars and motorised scooters at the school.

Smoking and using illegal substances

- Alcohol or illegal drugs must not be brought to school.
- Smoking or use of illegal substances is not permitted at school or at school functions.

Stealing

- Students should not interfere with or take another person's property.

Music and phones

- Mobile phones, MP3 Players, I-Pods and other digital devices are banned at school from the first bell until after the last bell of the day.

Behaviour Management at Merredin College

All staff at Merredin College follow the same Behaviour Management policy to ensure students are treated in a consistent way in line with the school Code of Conduct at all times. Students are expected to demonstrate respect for themselves, their peers and staff at all times.

A brief outline of the Behaviour Management process is:

If a student misbehaves they will be given a verbal warning. If the behaviour continues, the student's name will be written on the board with a cross. Once the student receives a third cross, they will be moved to isolation. If the student continues to misbehave in isolation, they will be sent to Buddy Class to complete a behaviour reflection and any work they are given. Should the student continue to misbehave they will be sent to an available HOC (Head of Curriculum) or the Deputy Principal of Student Services who will decide an appropriate consequence. This information is recorded in the School's database.

Please also refer to the **Merredin College Behavioural Flow Chart Years 7 - 12** on page 17.

Good Standing

All students begin the year in *Good Standing*. This means they are eligible to participate in excursions and incursions (although for some student activities there are also school attendance criteria).

The purpose of *Good Standing* is to:

- Provide extrinsic motivation to all students.
- Reward students who have done the right thing.
- Provide staff with a tool they can use to promote a positive learning environment.

Students can lose their *Good Standing* for the following reasons:

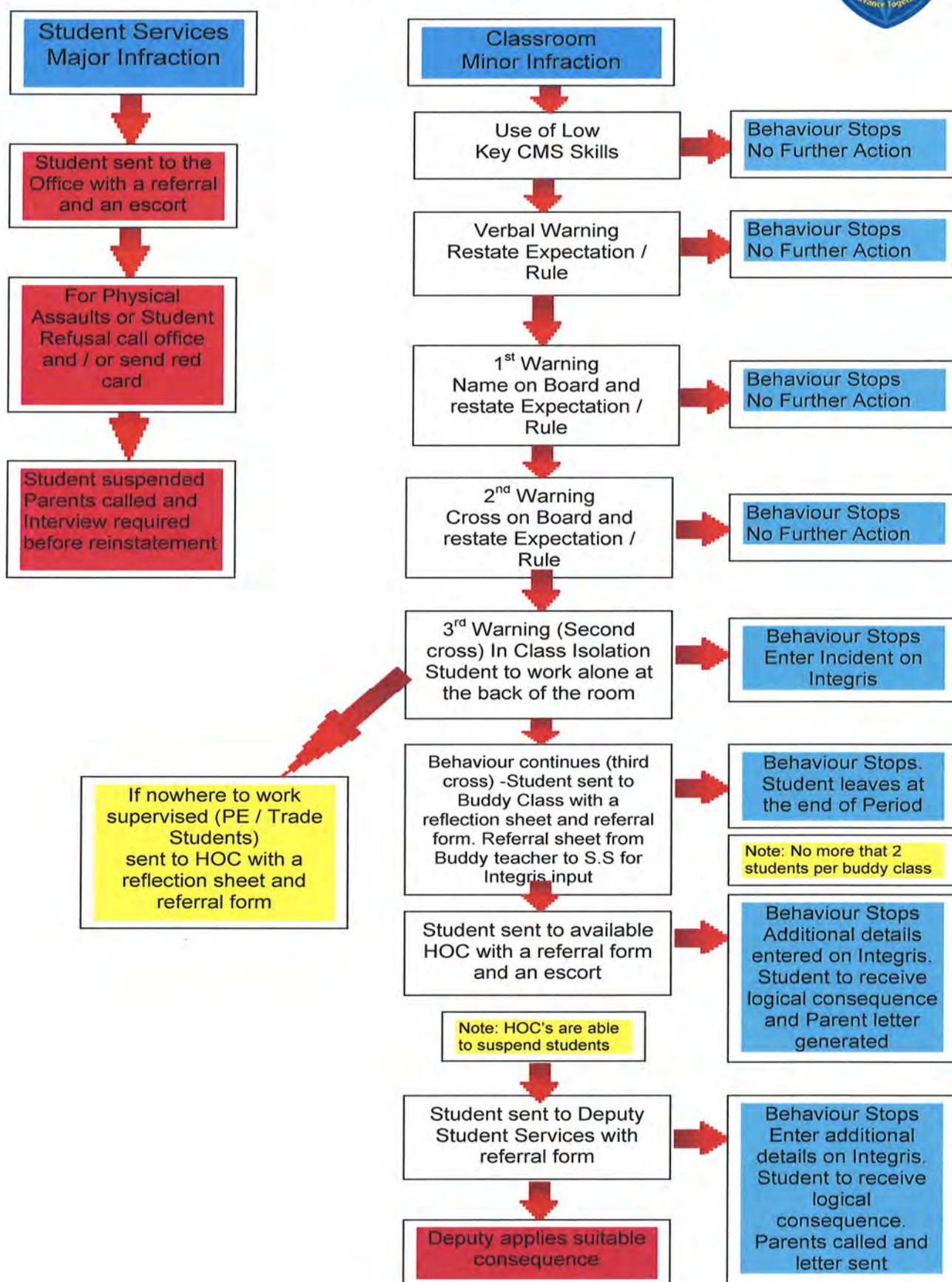
- Suspension
- Excessive number of Buddy Class referrals
- Non-compliance with the Merredin College Dress Code
- Non-compliance with the Merredin College iPod/mobile phone policy
- Non-compliance with the Merredin College computer usage policy
- Refusal to complete work in class or to submit assessment/homework
- Failing to bring necessary equipment to class

If a student loses their Good Standing they will automatically be unable to attend the School Ball, Country Week and the Year 9 Canberra Trip.

In relation to any other excursions/camps, students will be able to apply to earn back their Good Standing before these camps and/or excursions. This process is at the discretion of the Principal and Deputy Principal of Student Services. For further information please contact Jarrad Ritchie on 9041 0924.



Merredin College Behavioural Flow Chart Yr 7-12



Advance Together

Student Homework

Homework Policy

1. Merredin College has identified its expectations of the amount of time they believe should be spent on homework per week. These are outlined as guidelines only for teachers to use or for parents who require assistance in relation to determining what is a suitable amount of time for homework.

Recommended Amount of Time Per Week

Year 7 - Up to 4 Hours

Year 8 - Minimum of 6 hours

Year 9 - Minimum of 8 hours

Year 10 - Minimum of 10 hours

Year 11 - Minimum of 12 hours

Year 12 - Minimum of 15 hours

2. Parents may choose for their child(ren) to do less homework than suggested, however this should be done in consultation with the class teacher. In order to complete some class assessment tasks, students may be required to prepare at home. Failure to do this will jeopardise their grade.
3. Each teacher will have particular systems in place that will ensure clear communication is maintained between school and home (eg. diaries, home readers). Parents are encouraged to contact their child's classroom teacher if they have any queries/concerns or feedback.
4. Completed homework will be recorded and marked by the classroom teacher as appropriate. Below is an outline of some of the types of homework provided for students at Merredin College. Parents will be contacted by the teacher where there is a pattern of homework not being completed.
5. Students who do not complete homework could face one/some of the following consequences:
 - Recess/lunch time homework class. Student may be required to complete outstanding homework
 - Letter of Concern
 - Poor homework completion will be noted on the student report
6. For Year 7-12 refer to the *College Reporting and Assessment Policy* in relation to late submission of assignments. This is summarised below.

Extensions

When the submission date for an assessment cannot be met due to circumstances beyond the student's control, parents or students may request extensions in advance of due dates. Reasons for seeking an extension include absences due to illness, and family emergencies. Pressure of assignments in other subjects or holidays taken during the school term are not sufficient reasons to warrant an extension. Students who are attending camps (such as a Country Week) are expected to meet deadlines that occur in their absence, or to negotiate revised submission dates with teachers before the camp. Students who are absent for an in-class assessment will complete the task at a later date at the discretion of the teacher. Students who fail to avail themselves of the opportunity to complete the task could be awarded an "E" grade. A "U" grade (Unfinished) will only be awarded when it is beyond the students control to complete the course requirements

Late work

Merredin College aims to develop students' time management skills in order to prepare them for life after school. Students must plan their work to meet deadlines. Extending a deadline for an assignment reduces the time available for subsequent tasks and the problem compounds. Students who consistently meet deadlines are rewarded for their diligence through positive comments in the Attitude, Behaviour and Effort area of the report. Students who submit work late without an extension will have a "Late" recorded against their name, the parent will be contacted and a comment will appear on the student's report regarding their inability to meet deadlines. Although feedback will be provided on late work which is submitted within a reasonable time after

the due date, **it may not be graded**. Extenuating circumstances are managed at the discretion of the Head of Curriculum and teachers.

What is Homework?

Years 7 - 12:

- Work set by the teacher to do at home
- Work set by the teacher that was not finished in class
- Assignments and projects
- Revision of the day's work
- Revision for test and exams
- Organising of study area, bag and filing
- Reading fiction or non fiction
- Practice of skills (eg. mental maths)

Homework Advice for Parents:

- Children need the opportunity to play and relax after school
- Homework is best done at a quiet time set aside for homework completion
- Completing homework in front of the television or with direct access to social media (Facebook & mobile phones) is not recommended
- Take a keen interest in your child's work and ask them to explain what they are completing for homework
- Students who take holidays during the school term may not be provided with extra homework to complete while they are away. Provision of such work will be at the discretion of the teacher concerned.

Government research into homework found that students perform better if their parents are involved in their homework, and that students who complete homework generally outperform students who do not, on some measures of academic achievement. - Education Review, February 2005

Electronic Device Policy

INTRODUCTION

Merredin College has developed this policy to take into account new forms of technology which impact on the educational environment of students.

Although mobile telephones are getting smaller in size, their functions have increased, and currently include SMS or text messaging, image capture and image messaging, computer connection, internet connection, printer connection, music output and others.

School concerns regarding the use of mobile phones

- Focus removed from education and placed on socialising.
- Students arranging to go home without going through the office when sick or having problems.
- Students texting within the classroom, to another room or beyond the school.
- Ring tones disrupting classes or silent calls distracting students.
- Students cheating in tests/exams.
- Students arranging for other students to bring false messages to the teacher so they can truant.
- Privacy issue - phones used for taking photographs or recording conversations without the knowledge of those being recorded.
- Problems relating to access rights, privacy, harassment or bullying.
- Theft or damage of phones.
- Bullying through social networking sites which students can access while they are at school.

School concerns regarding the use of Electronic Devices (MP3 players, iPods, headphones etc.)

- Focus removed from education and placed on socialising.
- Students not listening to teachers.
- Music causing a distraction to other students.
- Theft or damage of devices.

Electronic Device Policy Cont'd

POLICY

1. Mobile telephones and electronic devices may be brought to school but must be switched off and put away in bags from first to last bell:
Monday, Tuesday, Thursday, Friday - **8.50am to 3.00pm**
Wednesday - **8.50am to 2.30pm**

Any urgent communication should be made through the school office.
2. Staff may only use personal mobile telephones during the school day for conducting school business, preferably in the privacy of office or staff areas.
3. The authorisation of the Principal or Deputy Principal is required for any variations to these directions.
4. The school takes no responsibility for the loss, theft or damage to student mobile telephones or electronic devices that are brought to school or other school sponsored functions (either at school or relevant site, or whilst travelling to or from school or site).
5. Mobile phones and electronic devices may be confiscated by staff and whilst every care is taken following confiscation, the school takes no responsibility for loss, theft or damage of any device.
6. This policy shall be reviewed by the School Council in 2020.

SANCTIONS

If Students are seen in the possession of a mobile phone or electronic device, they are requested to put the device away. Students shall receive the verbal warning in all classes and circumstances. Recording of offences (i.e. escalation of use/refusal) will be recorded centrally in Student Services.

1st Offence - If they refuse or are seen with the mobile phone or electronic device again the following steps are taken:

- A. Student is instructed to hand the device to the teacher. The device is sent to Student Services where the student's name is recorded centrally and the device is locked in the safe.
- B. The student collects the device at the end of the school day and reminded that their first offence has been recorded.
- C. If the student refuses to hand over the device, the teacher is to notify the HOD/TIC for follow up. Should the student refuse to volunteer the device, the HOC will call parents and a suspension may follow at the discretion of the HOD/TIC.

2nd Offence - If they refuse or are seen with the mobile phone or electronic device again the following steps are taken:

- A. Student is instructed to hand their device to the teacher. The device is sent to Student Services where the student's name is centrally recorded and the device is locked in the safe.
- B. Student Services staff will notify parents via telephone. The parent must collect the device from school. A letter will be sent home to inform parents that if the device is required to be handed in again, a suspension may follow.
- C. If the student refuses to hand over the device, the teacher is to notify the HOD/TIC for follow up. Should the student refuse to volunteer the device, the HOC will call parents and a suspension may follow at the discretion of the HOD/TIC.

3rd Offence - If they refuse or are seen with the mobile phone or electronic device again the following steps are taken:

- A. Student is instructed to hand their device to the teacher. The device is sent to Student Services where the student's name is centrally recorded and the device is locked in the safe.
- B. The student's parents will be notified and the parents will also be sent an 'Intent to Suspend' letter. The parent must collect the device from school.
- C. If the student refuses to hand over the device on this third occasion and the Deputy of Student Services is called, the student will be suspended.

Year coordinators and student services should be notified if a student is receiving an unreasonable amount of verbal warnings and this will be dealt with in a case by case basis.

Inappropriate Conduct

It is a criminal offence to use a mobile phone or electronic device to menace, harass or offend another person. Students or staff who use mobile phones or electronic devices to engage in personal attacks, harass another person, covertly record sound or video, post private information about another person using SMS or online messages, take/send private photos or objectionable material or make inappropriate phone calls may find the matter referred to the Police.

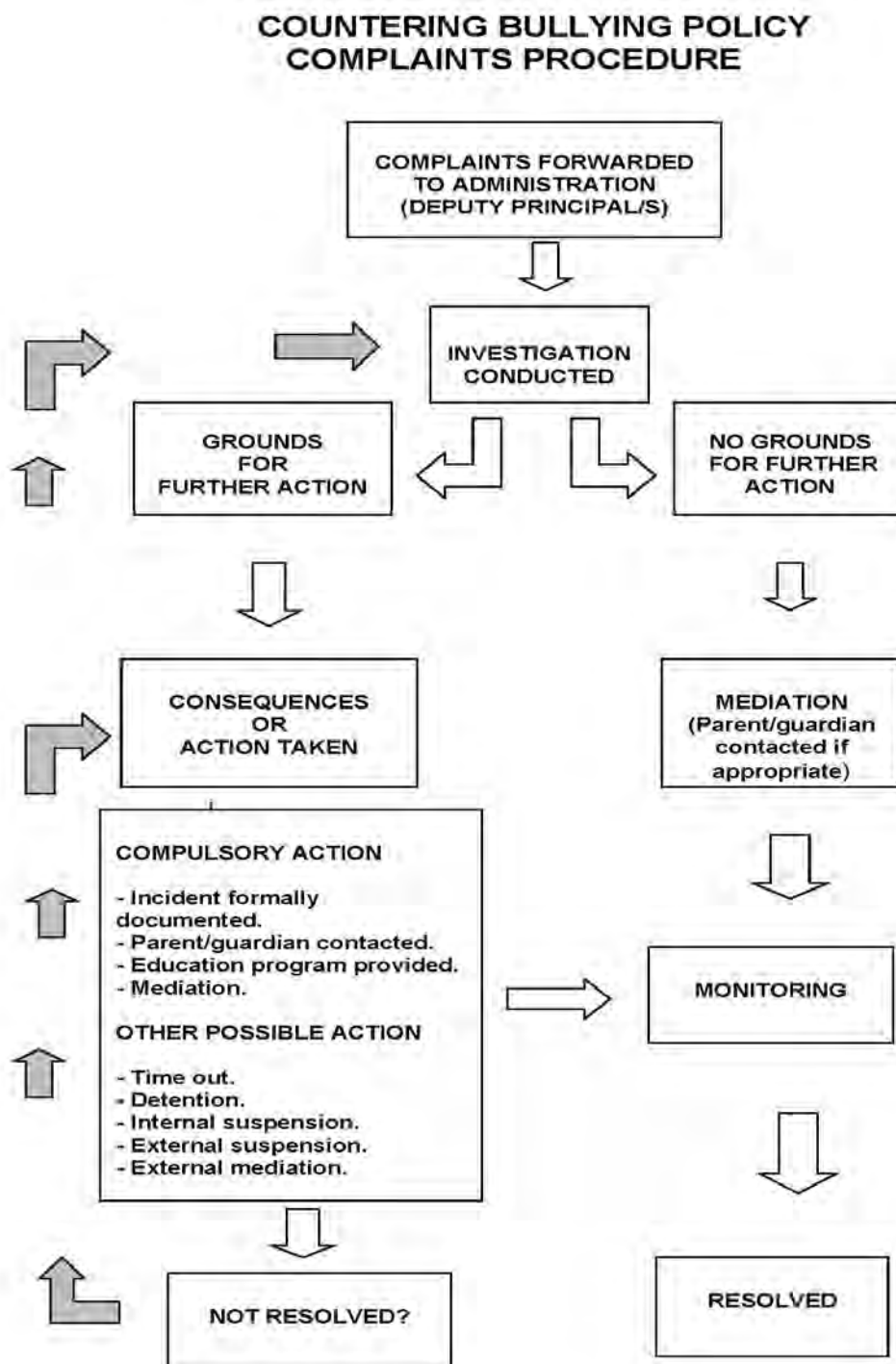
Loss of Good Standing

Student will lose their good standing for 2 weeks on their second offence. On the third offence students will lose their good standing for 3 weeks. When the student is suspended after the third offence they will lose Good Standing for 5 weeks in line with the Merredin College Good Standing Policy 8-12.

Countering Bullying Policy

Merredin College is proud of its stance against any form of bullying or harassment.

If you feel bullied or harassed you must see a Deputy Principal to discuss your concerns so that action can be taken.



General Information

Form Rooms

Students are placed in a Form based on their House/Faction. They will be in mixed year groups in their Houses for each form: Growden Yr 7-9, Kelly Yr 7-9, Mitchell Yr 7-9 and Law Yr 7-9. The same form groupings will occur for Year 10-12 (eg: Growden 10-12 etc). Form meets once per week.

Year Group Meetings

Year Group meetings are run two or three times per term by the Year Coordinator. Information provided is specific to year groups.

Keeping You Informed

Merredin College provides a weekly newsletter (MC Link) which is emailed on a Thursday.

The Merredin College website found at: <http://merredincollege.wa.edu.au/> is also a valuable source of information.

Information Nights

Information Nights are held for special events such as the Canberra Camp or the Bibbulmun Track excursion. Parents/carers are also provided with an opportunity to discuss student progress at Parent/Teacher Interview Nights. In addition, information nights occur: Yr 11 ATAR Parents/Students; Yr 7-9 Parents/Students—Preparing for a University Pathway; Yr 10 Course Selection Information Night.

Houses/Factions

Students are placed in one of four Houses on enrolment at the College. Students can earn points for their house for academic and sporting performance, cultural activities and citizenship contribution to the College. The Houses are:

- Growden (Red)
- Kelly (Green)
- Mitchell (Yellow)
- Law (Blue)

The coveted House Cup is awarded at the end of Term 3 after which the new competition commences. This is to ensure Yr 12s are here for the presentation.

Our Library

The Library is open for use by students during lunch every day. The Library is open at 8.30am until 3.30pm every day except Wednesday when it closes at 2.30pm.

The Big Day Out

This is an orientation day which is held for students in Year 7 in early Term 1. It is run by the Year 7 Coordinator.

Carnivals/Other Sporting Events

Although Merredin College is a K-12 school, primary and secondary carnivals are mostly separate. Primary and secondary students compete together in the Merredin College Swimming and Cross Country Carnivals, however, the Merredin College Athletics Carnivals are separate events. Secondary students compete in Interschool Swimming, Cross Country and Athletics Carnivals within the Eastern Districts Sporting Association against surrounding District High Schools. There are several other sporting opportunities that students can take part in such as, AFL9's Football competitions (Year 7-9), Balga SHS Football Tour match, State Tennis and Netball Championships and various Volleyball competitions held throughout the year. In Year 9 students have the opportunity of participating in the Bibbulmun Track excursion or attending the week-long Canberra Camp. As students progress towards upper school (Year 10-12), they have the opportunity to take part in the Country Week Championships held in Perth in the last week of Term 2.

General Information Cont'd

Enrolment

Parents of students wishing to enrol need to complete all forms within the relevant enrolment package. This can be obtained by telephoning our school officers on 9041 0900. They will also provide you with assistance in completing the package if necessary. The completed package can be left at the College office or written applications and copies of other required supporting documentation can be sent to:

**The Principal
Merredin College
Woolgar Avenue
MERREDIN WA 6415**

On receipt of the completed documentation, appointments can be made with the Deputy Principal (Year 7-12). This is especially important if enrolling part-way through a school year or if your child has special educational needs.

Students who are in Year 7-12 who do not live in Merredin and cannot commute by bus are advised to contact the Merredin Residential College on 9041 1727 for information regarding a boarding position.

Court Orders

It is essential that if there is any sort of Court Order issued regarding a student at this school, it should be produced at the School Office as soon as possible. Court Orders to do with Custody & Guardianship, Access Visits by non-custodial parents, Restraining Orders, etc., in fact any legal document issued by any Family Court in Australia are necessary to assist the school to maintain the highest degree of duty of care of students. Any information contained in these orders is strictly confidential, and ensures that staff members do not place children's welfare at risk, or place themselves in situations where they themselves may breach the law.

Birth Certificates

When enrolling your child at Merredin College you will be asked to show your child's Birth Certificate (original or certified copy) or birth extract or equivalent identity documents.

When supporting evidence cannot be provided, the principal considers the particular circumstances. Parent are reminded that providing false information is grounds for cancellation.

All school documentation should refer to the child's name as it appears on the official identification certificate (where that has been provided). However, if families want to use a different name on a daily basis it is reasonable for the principal to agree. In this way the child can be known to all at the school by the preferred name and the legal name appears only on any documentation.

In cases where the parent indicates the child's name and presence at the school need to be kept confidential the school will seek the advice of Coordinator Regional Operations who may need to confer with other authorities on which name is to be recorded and who should have access to the child's information.

General Information cont'd

Immunisation

On enrolment you will be asked to provide your child's Immunisation Certificate. Please be aware that if your child has not been immunised (or the immunisation records have not been sighted) and there is outbreak of a vaccine preventable disease such as measles or mumps at the College, your child will be exempted from school while the disease runs its course.

For measles for example, non-immunised contacts will be excluded from school for 14 days after the appearance of the rash in the last case identified in the school, unless the contact was immunised within 72 hours of first exposure.

To obtain your child's immunisation records go to the Department of Health website at the following address:

http://healthywa.wa.gov.au/Articles/S_T/Starting-or-moving-schools-immunisation-records

Health Management

All students require an up to date Student Health Care Summary which is available from the school.

The Student Health Care Summary

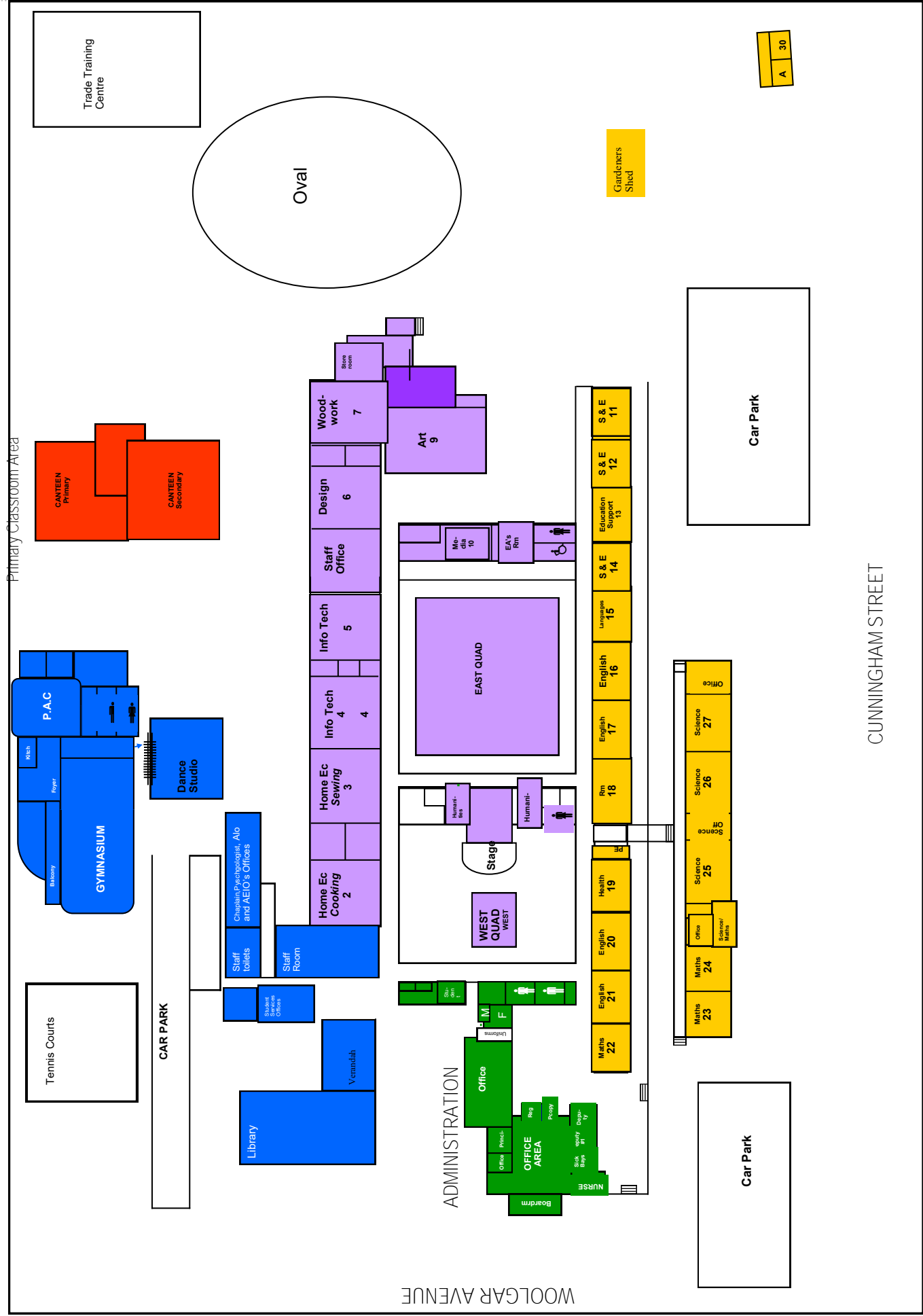
- Provides contact details for use in a medical emergency
- Seeks informed consent from parents for any necessary sharing of student's health information
- Informs parents that in a medical emergency they will be expected to meet the cost of an ambulance
- Ask parents to identify essential health information that could affect their child in an emergency e.g. allergy to penicillin
- Ask parents to list any health conditions their child has and to advise the school if support is required from school staff
- If support is required (e.g for severe allergies, diabetes, epilepsy, asthma etc) parents must complete one or more health care plans using a school-provided template

It is essential that the school be informed either at enrolment or on diagnosis of your child's allergies and whether your child has been diagnosed as being at risk of anaphylaxis. In this case you will be required to provide an Australian Society of Clinical Immunology and Allergy (ASCI) Action Plan completed by their child's medical practitioner. It is important that the ASCIA Action Plan provides details on how to manage mild to moderate allergic reactions and anaphylactic reactions including appropriate medications, as well as listing known allergens.

Medication which is to be taken during school hours is to be registered at Student Services (Year 7-12) or with the Primary Deputy Principal (K-6). Under no circumstances should medication be carried by students whilst at school.

Medication which is to be taken during school hours is to be registered at Student Services. Under no circumstances should be carried by students whilst at school.

Map of Merredin College — Note the room numbers for each subject



Areas that are Out of Bounds

1. All Car Parks

2. Staff Room and Area Outside

3. Front Door Access

Students should not enter the school through the front door.

4. Lunch Quads

The east central quad is for Years 7, 8 & 9 and the west quad is for Years 10, 11 & 12.

5. Lunch Rooms (Wet weather)

Announced on the day. NO room to be entered before school, during recess, or at lunchtimes UNLESS supervised by a teacher.

6. The School Gym and Performing Arts Centre

Are out of bounds unless P.E. staff or Pastoral Care Coordinators are in attendance.

7. Paddock Area at the rear of the school.

8. Front of School

Students are not permitted to congregate before school or to eat on the lawns at the front of the school.

9. Garden

All garden beds are out of bounds. Please respect our beautiful surroundings.

10. Science/Maths Wing

This area is out of bounds at recess and lunch time.

11. Student Services

Students may not enter from rear access @ bike rack.

12. Primary Site

Merredin College Uniform

Acceptance of enrolment at Merredin College assumes an agreement between the school, parents/guardians and the enrolling student that the dress code will be followed.

The Department of Education policy on School Dress Code allows schools to make the wearing of school uniform a requirement. It has been found that the wearing of a school uniform brings with it many benefits, such as the promotion of the school's public image; an enhanced school spirit; a reduction in rivalry between students; an increase in convenience and cost saving for parents; and preparation for work environments which have dress and safety codes.

At Merredin College a Dress Code Policy has been established after much consultation with all stakeholders. The policy has been formulated to meet the needs of the students, their families and the school. The P&C fully supports the policy and it has been endorsed by the School Council.

Students at Merredin College are expected to wear school uniform every day. If students are unable to purchase school jumpers or pants, navy blue alternatives are expected. Students who wear outrageous jumpers, shoes or very short shorts will be sent to Student Services for a Uniform Pass. If a student receives 5 Uniform Passes a letter will be sent home to parents/guardians and detention will be given.

Footwear

Footwear worn to Merredin College will be enclosed, lace up or Velcro, sport or a dress shoe style in black, appropriate for curriculum participation. No skates, flats, sandals or canvas slip-on type shoes are to be worn to comply with occupational health and safety standards. Sneakers must be worn for physical education classes or school sport representation.

Physical Education Uniform

The Physical Educational uniform is compulsory for all Year 7-12 students. The wearing of any physical education uniforms to regular classes (e.g. Science), or to and from school is not permitted (unless by prior approval for special events such as carnivals).

Jewellery

For reasons pertaining to safety, dog chains, collars and wristbands with spikes and studs are discouraged. For safety reasons, long dangling earrings are not suitable for school wear. Earrings should be confined to small hoops or studs. At the discretion of staff, students may be asked to tape up earrings during sport, recess and lunch activities.

Grooming

Hairstyles and colours should be conservative. Make-up is discouraged.

Body Piercing

The school is bound by *104A of the Children and Community Services Act 2004* which relates to body piercing. Piercings of the nose, eyebrow, lip, chin, cheek or neck are not allowed. This includes implants and any piercings deemed inappropriate. A piercing that is not visible or is not considered a safety or health hazard will generally not concern the school unless the student draws attention to it. If it becomes a problem, the student will be required to remove the piercing. Failure to do this will result in disciplinary action. Having a body piercing is NOT a legitimate excuse for not participating in physical education activities at Merredin College.

Merredin College Uniform



Girls Blouse



Girls Skirt



Girls Pullon Bootleg



Girls Dress Shorts



Girls Tights



Boys Shirt



Boys Shorts



Boys Trousers



Wet Weather Jacket



Rugby Jumper



Dress Jumper



Sports Shorts



Black Sports Shoes



Faction Shirts



Polo Shirt



Sport Cap



Scarf



Sport Tracksuit
(Not compulsory)



Track Pants

Uniform Shop Open: TUESDAYS 10.30am — 3.30 pm
 (Located at Merredin College)

Supporting Merredin College as a Parent/Carer

Merredin College Board

The Merredin College Board meets twice per term (generally on a Thursday at 5.30 pm in Weeks 3 and 6) in the southern (secondary) staffroom. The current Board members include:

Name	Category of Membership
John McKane	Parent
Phil Van der Merwe	Parent
Jenny Doncon	Parent (Secretary)
Jamie-Lee Walker	Parent
Amanda Rajagopalan	Parent
Lisa Fischer	Community
Julie Flockart	Community (Chair)
Romolo Patroni	Community
Beverley Stanes	Staff
Thomas James	Staff (Vice Chair)
Caitlin Crees	Staff

P&C Meeting

P&C meetings are held twice per term generally on a Monday in Weeks 4 (6.00pm-7.30pm—Southern or Secondary staffroom)) and 8 (3.15pm-5.00pm –Northern or Primary Staffroom). Everyone is welcome to attend. In 2018 the main office bearers were Kim Lane (President), Darren Gardiner (Vice President) Rochelle Willis (Secretary/minute secretary) and Janelle Millar (Treasurer). The Annual General Meeting is scheduled for February each year. All parents/carers and community members are encouraged to attend.

School Bus Services ‘Orange’ School Bus Services

The Public Transport Authority is requesting parents that have children starting or changing schools in 2019 and requiring bus travel to complete an online application for Transport Assistance at www.schoolbuses.wa.gov.au as soon as possible for travel in 2019.

If your child is currently travelling on an ‘Orange’ school bus and is not changing schools next year, there is no need to reapply as your transport arrangements as a rule will remain the same.

If you have any further questions please phone 9326 2625 or email schoolbus@pta.wa.gov.au

Merredin Residential College

Merredin Residential College is set in landscaped gardens, close to Merredin College and the town's excellent recreational facilities. The Residential College is a popular choice for many families throughout the vast Wheatbelt and mining region, seeking a quality residential care for their children. Students are drawn from varied backgrounds, including farming families in the Wheatbelt, mining or pastoral areas in the North-West.

Students are accommodated in their own rooms. A swimming pool and patio make for pleasant outdoor relaxation while a sizeable recreation hall allows students to engage in a variety of activities all year round. Basketball, table tennis, pool and volleyball are all available for anyone wanting to play. Students are encouraged to join the local sporting competitions such as football, netball, cricket, hockey and basketball.

Through the year the Residential College students take part in a senior and junior camp. Day-trips to Perth are also arranged to help students develop their cultural, social and sporting interests.

The Residential College provides a cheerful, communal environment, where cooperation and respect for others are encouraged. For most students, moving into a Residential College is their first experience of living away from home. An orientation program helps ease the initial transition for both students and parents, while a carefully structured pastoral care system ensures that students gain maximum benefit from the valuable boarding experience. Lifelong friendships are forged and personal qualities and skills are gained which endure through life.

Merredin College and the Residential College have forged an excellent relationship. Both Colleges remain in close contact with one another to ensure that children work to their full potential, and are happy and safe in caring and inclusive environments.

For further information, or to arrange a tour of the College you are invited to contact:

The Manager
Merredin Residential College
Caw Street (PO Box 138), MERREDIN 6415
Telephone: (08) 9041 1727
Fax: (08) 90 411801
Email: merredincollege@wn.com.au

