



**MOUNT LAWLEY SENIOR HIGH SCHOOL**  
An Independent Public School



# School Policies, Codes and Guidelines

As of February 2026



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## Alcohol and Drug Policy

Below are some key aspects and information about the Alcohol and Drug Policy. The full document is available on the school website.

### Banned Substances

A legal drug is one which is sanctioned by law and may be readily available (e.g., caffeine), may be restricted by age (e.g., tobacco, alcohol) or provided by prescription (e.g., dexamphetamine).

An illicit drug is one which it is prohibited to produce, sell, possess or use (e.g., cannabis, amphetamines).

Mount Lawley Senior High School does not permit students on school premises or at any school event to:

- Smoke and/or chew tobacco products,
- Consume, possess, or be affected by alcohol.
- Possess and/or use pharmaceutical drugs for non-medicinal purpose.
- Possess and/or use volatile substances or illicit drugs.
- Be in possession of, supply to other students, or use, any form of e-cigarette
- Consume or supply to other students, alcoholic beverages,
- Be in possession of, supply to other students or inhale solvents and/or volatile substances,
- Possess, or supply to other students, drug-related equipment such as syringes, bongs, pipes, etc,
- Possess, use or supply to other students, prohibited drugs in accordance with the Misuse of Drugs Act, 1981,
- Be in the company of students who are doing the above.

### Incident Management and Intervention Support

When student drug use, either legal or illicit, occurs or is suspected to have occurred at school, the school will implement incident management and intervention support. Effective incident management means that potential harm to students can be minimised by consistent and responsible management of drug-related incidents. Working with appropriate procedures for drug-related incidents may increase the likelihood of students involved remaining connected to school through application of a balance of disciplinary and educative consequences. "The consequence of being caught with drugs at school should not cause more harm than the drug itself."

Effective intervention support may be preventive of later harmful drug use and of escalation of current drug use. To intervene early and effectively may allow an opportunity to identify and work to resolve the possible causes of drug use and to address the consequences. This allows staff and students a chance to work together to promote physical, emotional, and social health and well-being.

### First Response

In circumstances where school staff have reasonable grounds for belief that a student is under the influence of drugs, the immediate priority will be the health and welfare of the student.



Staff will:

- Advise the parents/caregivers of the situation, request they collect the student and encourage them to seek medical assistance.
- Arrange for care of the student on the school site until such time that a parent or person authorised by the parent can collect the student; and
- Where a parent/caregiver is unwilling or unable to collect the student, the treating staff member will consult with an authorised person and decide whether it is necessary to contact emergency services.
- Where possession or use of illegal drugs (including any items used for the purpose of taking or using any illegal drug) is suspected or where selling and/or supply of drugs is suspected the police will be informed. Where possible, parents/caregivers will be contacted to be present during questioning and searching of students.
- Students on prescribed medication are encouraged to, where possible, take their medication at home.

## **Consequences**

- Implement discipline strategies appropriate to the circumstances e.g., loss of good standing, withdrawal, suspension, random bag searches
- A case meeting with parent/caregivers to discuss appropriate referrals within the school for continuing support.
- Participate in a targeted student welfare intervention program
- Liaise with police where police action has been involved
- Refer to external agencies.



# Behaviour Management Policy

Mount Lawley Senior High School has a Positive Student Behaviour Policy which follows the guidelines and expectations of the Department of Education.

The flowchart below provides a summary of this policy. Refer to the School website for the complete policy. In all cases, engagement with students will be documented.

## Stage 1 - The Positive Classroom

- Maximise structure in the classroom
- Building a positive relationship with students through principles of mutual respect and cultural awareness
- Regular communication with parents/caregivers
- Teach, review, monitor and reinforce positively stated expectations
- Actively engage students
- Explicitly teach expected behaviours in relation to school values
- Promote, reinforce, and reward positive student behaviour
- Promote engagement and support achievement for all students
- Establish a continuum of strategies to acknowledge appropriate behaviour
- Establish a continuum of strategies to respond to inappropriate behaviour
- Record on Compass and inform parents/caregivers with positive feedback.

## Stage 2 - Minor Conflicts

### Managed by: Classroom Teacher

- Low key response e.g. verbal warning, relocate student in room
- Positively remind student about classroom expectations.
- Explicitly re-direct the student from what they are doing to what they should be doing.
- Informal chat
- Learning Area/Community withdrawal
- Restorative conversations
- Warning of Loss of Good Standing
- Parents/caregivers informed via phone or email
- Record on Compass

If no resolution is reached, or behaviour continues, refer to Stage 3.

## Stage 3 - Frequent or Ongoing Conflicts

### Escalated to: Program Coordinator/Teacher in Charge & Year Coordinator/Community Leader

- Seek advice and support from Program Coordinator
- Facilitate learning area/community withdrawal
- Contact parents/caregivers to arrange meeting if required
- Written agreements with student and parent involvement
- Loss of Good Standing
- Student Engagement Plans



- Referral to year coordinator/community leader
- Record on Compass

If no resolution is reached, or behaviour continues, refer to Stage 4.

## **Stage 4 - Major, Unresolved and Ongoing Conflicts**

**Escalated to: Assistant Associate Principal/Student Services PC/Associate Principal**

- Facilitate the withdrawal of the student to allow time for resolution to occur
- Facilitate restorative practices
- Coordinate meeting with student, parent/caregiver, and teacher
- Suspension
- Loss of Good Standing
- Formal re-entry process back into class
- Referral to support staff and/or external agencies as required
- Record on Compass

## **Stage 5 - Regional Office Action or Exclusion**

**Escalated to: Principal and Associate Principals**

- Referral to support staff and/or external agencies as required
- The principal may recommend to the Director General that a student be excluded from attending the school as a part of the school's behaviour support plan where it can be demonstrated to the Director General that: (i) other forms of behaviour response have been exhausted; or (ii) the student has committed an act so extreme that its impact prevents the school from re-establishing a safe, caring, and supportive environment for the student.
- Only the Director General may exclude a student.

*Note: Serious incidents, e.g. fighting or abusing a teacher, may be escalated directly to Stage 4 or 5.*

## **Consequences for Unacceptable Student Behaviour**

Student behaviour that does not comply with the expected standards and is not acceptable may be given an Individual Behaviour (Engagement) Plan. Individual Behaviour (Engagement) Plans for students will set out the range and level of responses and consequences for student behaviour that is not consistent with the Code of Conduct.

Consequences are to be applied to:

- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions,
- allow for re-engagement of the student in the classroom and the school's learning program,
- provide the opportunity for all students to learn, and
- ensure the safety of staff and students.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

The school will use a range of consequences that are authorised by the Department of Education which include:



- Detentions
- Individual Behaviour (Engagement) Plans - Contracts
- In-School Community Service Interventions (e.g. yard duty, cleaning graffiti etc.)
- Suspensions
- Exclusions
- Cancellations of enrolment
- Loss of Good Standing

These consequences are to be used as the last resort for serious behaviour after consideration has been given to all other responses.

Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.



# Curriculum, Assessment and Reporting Policy

This policy is provided to all Middle, Upper and Senior secondary students at Mount Lawley Senior High School and is based on School Curriculum and Standards Authority (SCSA) requirements.

The syllabus for Years 7-10 students, with special consideration for Languages, is prescribed by the School Curriculum and Standards Authority (SCSA) Western Australian Curriculum and Assessment Outline.

The aim for all Year 11 and 12 students is to attain the Western Australian Certificate of Education (WACE). They are enrolled in a combination of ATAR, General, and VET industry specific courses. Some students are also gaining credit for the WACE by undertaking one of the many Vocational Education and Training (VET) qualifications and/or one or more of the endorsed programs which are available at the School. The VET qualifications are delivered and assessed in partnership with a range of registered training organisations (RTOs).

## 1. Overview

Assessment assists teachers and schools to:

- Monitor the progress of students
- Provide feedback to students
- Adjust programs
- Develop subsequent learning programs
- Report student achievement to parents
- Develop whole-school and system planning, reporting and accountability procedures.
- Adjust/adapt learning programs where necessary.

## 2. Student Responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain a folio of evidence and make it available whenever required (Years 7-10 only). The folio should include: all course documentation (syllabus, teaching and learning programs, assessment program, policy documentation); all student class work; all assessment task sheets, and feedback/marking sheets; all assessment items including tasks, tests and exams (Years 7-10 only)
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

## 3. Teacher Responsibilities

It is the responsibility of the teacher to:



- develop a teaching and learning program that appropriately delivers the current SCSA or National Training Curriculum requirements and guidelines.
- provide students with access to a course outline and an assessment outline
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement using the Reporting to Parents (RTP) module on the Portal. Results must be entered immediately when the assessment is returned to the student.
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress as appropriate, especially for students at risk.

#### **4. Information Provided to Students**

Before teaching commences the teacher will provide students with the following documents:

- the SCSA syllabus for the pair of units which includes the grade descriptions for students in Years 11 and 12 only
- a course outline: the content from the syllabus in the sequence in which it will be taught; the approximate time allocated to teach each section of content from the syllabus; the approximate timing of each assessment task; the weighting for each assessment task; the weighting for each assessment type, as specified in the assessment table of the syllabus; a general description of each assessment task; an indication of the content covered by each assessment task.

All course and assessment outlines for all learning areas are posted on Connect. Note: Students without internet access at home can request from their teacher a hard copy of these documents.

#### **5. Assessing Student Achievement**

At Mount Lawley Senior High School all students in Years 7-10 are assessed against the Judging Standards defined by SCSA. Judging Standards is the tool teachers use when reporting against the achievement standards for each year of schooling; when giving assessment feedback; and when explaining the differences between one student's achievement and another's. The achievement standard describes an expected level that the majority of students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the achievement standard; others will need additional support. The expected standard for each year is described as a 'C' grade or a 'Satisfactory' level.

Year 11 and 12 ATAR and General pathway students are enrolled in a pair of units. In each pair of units a number of assessment tasks occur during the year including end of semester exams in all ATAR courses and an Externally Set Task for Year 12 General courses.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the course.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where



appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. Typically this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant Program Coordinator/teacher-in-charge responsible for the course.

## **6. School Examinations**

An examination is an assessment item where content covered over an extended period of time may be assessed. All school examinations will be conducted at the same time for all eligible students in each year group. Examinations will only be conducted for students in Years 10-12.

School examinations are included in the assessment outline. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.

### **Additional Requirements for Years 11 and 12**

This policy is informed by the teaching and learning culture at Mount Lawley Senior High School and has been developed in accordance with regulations set by the School Curriculum and Standards Authority (SCSA). Please refer to the WACE Manual at <https://senior-secondary.scsa.wa.edu.au/further-resources/wace-manual>

Assessment is a critically important aspect of the last two years of schooling. All students, parents and teachers should make themselves aware of their responsibilities within this policy and the procedures it outlines.

The Policy seeks to:

- Ensure that all students complete all assessment items;
- Enshrine equitable practices and procedures within and across the diverse courses on offer within the School.

## **2. Assessment Information Provided to Students**

At the start of every course, the teacher will provide an electronic copy of the following to each student (also accessible to parents):

- A copy of the accredited syllabus (SCSA Courses) or qualification outline (VET qualifications).
- A copy of this document which details the procedures used for assessment and reporting, appeals and reviews.
- A copy of the course outline that has to pass SCSA Audit requirements including: the content; the sequence in which the content will be taught and the approximate time to teach each section; a list of assessments, type, timing and weighting as required by SCSA.

The copy of the assessment outline for the course or qualification will include:



- The assessment types and the number of assessments.
- The weighting for each assessment type and each assessment task.
- The approximate timing of assessment tasks.
- A general description and an indication of the content covered by each assessment task.
- Grade related descriptors for each SCSA course.
- Assessment requirements for each qualification.

### **3. Student Responsibilities**

- Attempt all in-class tasks on the scheduled date.
- Complete and submit all course/qualification requirements by the due date.
- Maintain a folio of evidence for each course/qualification studied and make it available whenever required.
- Maintain a good record of attendance, conduct and progress.
- Initiate contact with teachers concerning absence from class, missed assessment, and other issues pertaining to assessment tasks.
- Advise the teacher/trainer if you are going to be away from class or if you are sick by ensuring your parent/guardian emails the teacher before or on the day of a scheduled in-class assessment that you are unable to complete.
- Be responsible for your personal progress.
- Not interfere with the conduct of an assessment or training session or hinder the learning or assessment of others.
- Not gain an unfair advantage in relation to any work submitted for assessment or dishonestly helping others to gain an unfair advantage.
- Not engage in plagiarism or collusion in an assessment.

### **4. Parent/Carer Responsibilities**

- Read the school's Assessment Policy
- Read the Assessment and Course Outlines for each course and/or qualification and hence support their child(ren) in meeting the deadlines as published.
- Contact the classroom teacher as soon as possible should your child be experiencing any difficulties meeting the assessment requirements for a course due to illness or misadventure and provide relevant evidence e.g. medical certificate.
- Supply medical documentation/diagnosis to the school as per the SCSA policy for their child who is in need for equitable access to assessment adjustments due to special considerations. Refer to Clause 10.

### **5. Missed Assessment Work**

If a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, or unit assessment requirements not being met. Hence it is essential for all students to attend lessons regularly and punctually.

#### **(i) Missed Scheduled in-class assessments - ATAR, General, VET**



Absence from scheduled assessment tasks (including tests, investigations, validations, oral presentations, examinations or practical assessments) must be explained by one of the following:

- Wherever possible, advance notification is required from the parent/carer to the classroom teacher.
- Sickness or injury should be supported by a medical certificate.
- A major family upset, confirmed by a written statement from a responsible adult.
- An unforeseen or unavoidable situation. The Program Coordinator will decide if the reason is acceptable.
- Transfer between schools during the school year.
- Officially sanctioned activity or excursion.

Events that can be rescheduled are not a valid reason for non-completion of in-class assessments. Truancy, class, poor time management or being disorganised are not valid reasons for non-completion.

### **(ii) Students who missed assessments in ATAR / General Courses**

Students are expected to complete the assessment item on the day of their return, but no later than a week from the scheduled date of the assessment. Alternative arrangements can be made with the classroom teacher in consultation with the Program Coordinator. If the student is unable to complete that assessment task, the task may be excluded and the marks for the other tasks of the same assessment type will be re-weighted. Alternatively, a mark may be estimated for the missed assessment based on a standardised score of an assessment of the same type.

Practical assessments cannot always be rescheduled due to specialist facilities and provider availability, resourcing and timing. Where no satisfactory explanation of an absence from a scheduled assessment task is received, or alternative arrangements cannot be made, a zero mark is recorded.

Families are discouraged from taking students out of school for vacations during the school term. Parents need to notify the school and classroom teacher in advance and the student must negotiate the completion of assessments with the teachers or they may be awarded a zero.

### **(iii) Students who missed assessments in VET Courses**

Assessment outlines clearly indicate when units of competency (UoC) are due and assessed. All assessments are required to be completed under the direct supervision of the trainer/assessor therefore missed assessments cannot be completed out of class time.

Students may attempt assessment tasks more than once, subject to satisfactory explanation and renegotiation with the trainer. Students must provide evidence to demonstrate the competency standard of every unit of competence in their qualification. If the student is unsuccessful, they will be deemed not yet competent in that unit and will be awarded a partial qualification. A Statement of Attainment will be issued by the RTO. Partial qualifications may not provide WACE credit.

### **(iv) Missed assessments due to Prolonged Absence**

ATAR / General Courses: Where a student is unable to attend school for a lengthy period due to illness or injury, a case conference with the Associate Principal Senior School, and other support staff will be held. If a student has an ongoing illness or acceptable reason for an extended absence, supported by appropriate documentation, the school will alter the assessment outline for the individual, while still ensuring that enough assessments are



completed to be awarded a grade. If a student is absent from school for an extended period, regardless of the reason, it may not be possible to complete sufficient assessments to be awarded a grade; in this case the school will meet with the student to identify that this is the case.

VET Courses: Where a student is unable to attend school for a lengthy period due to injury or illness, a case conference with the Associate Principal Senior School and Program Coordinator Vocational Education and Training will be held. To achieve the full qualification, students must complete all assessment requirements of the training and assessment strategy under the direction of the trainer/assessor. A plan will be discussed to support the student where possible to meet these requirements.

**(v) Missed assessments due to Non-submission of out-of-class assessment**

A course overview, including timelines for submission of assessment task, will be provided to each student at the start of the course. Due dates will be clearly outlined and implemented. Where an adjustment to a deadline is necessary, it will be made in close consultation with students and publicised. It is the teacher’s responsibility to manage the assessment outline, and the student’s responsibility to provide evidence of achievement by the published timelines.

**Year 11 and 12 General and ATAR Courses**

It is important to note, as per SCSA policy, Year 11 and 12 General courses cannot be heavily modified via SEN Planning in the same way that the Years 7-10 curriculum allows.

Penalties are applied to late submissions to ensure equity in student assessment and encourage students to submit work by specified deadlines. Failure to submit assessed work on time will result in a late penalty. 5% of the total marks available for the task will be deducted from the mark achieved by the student for each day the task is late for the first four days. Once a task is five days late, students will receive a mark of zero and should be encouraged to complete the task for feedback purposes only.

Days late	% of marks available to be deducted
1	5
2	10
3	15
4	20

*e.g. A student achieves 51 out of 60 for a task, the task was submitted 3 days late. The student has 9 marks deducted from 51 (0.15×60=9). Hence the final mark achieved is 42 out of 60.*

When a late penalty has been applied to task marks, the teacher records the final mark in RTP and should make a note of the actual mark achieved within the notes section for that task.

Acceptable reasons for negotiating an extension and support from teacher:

- Sickness or injury supported by a certificate from a medical practitioner, or a written statement emailed from the parent/carer directly to the teacher.
- A major family upset - confirmed by a written statement from a responsible adult.
- Transfers between schools during a course.
- An unforeseen or unavoidable situation. The teacher, in consultation with the Program Coordinator, may decide if the reason is acceptable.



Events that can be rescheduled are not a valid reason for non-completion of out-of-class assessments. Truancy, class, poor time management or being disorganised are not valid reasons for non-completion. In extreme cases, if a student continues to miss renegotiated deadlines for an assessment item, a mark of zero may be recorded for that assessment item.

Families are discouraged from taking students out of school for vacations during the school term. Parents need to notify the school and classroom teachers in advance and the student must negotiate the completion of assessments with the teachers or they may be awarded a zero. Parents must understand that the student may receive lower than expected marks due to missing schoolwork.

## **VET Courses**

In class and out of class activities provide students with the opportunity to develop the skills and knowledge to meet the competency standard of the units. It is therefore essential that students complete these activities before undertaking assessments. Completion of these activities will contribute towards the student's portfolio of evidence.

### **7. Deadline for Changing Courses**

- Year 11 - The deadline to change courses in Semester One is Friday Week Five, Term One. The deadline to change courses in Semester Two is Friday Week Ten, Term Two. The school will only consider changes outside these dates in exceptional circumstances.
- Year 12 - The deadline to change courses is Semester One, Week Five, Term One.
- VET - The deadline for students to change VET courses is Monday, Week Four, Term One.

### **8. Cheating, Collusion and Plagiarism**

Students must not engage in dishonest acts to gain an unfair advantage. All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- Contributed to or prepared by another person or source. This includes but is not limited to; student, parent, teacher, tutor, expert or Artificial Intelligence platforms.
- Copied or downloaded from the Internet without acknowledging the source.
- Paraphrases or summarises the work of others without acknowledging the source.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Program Coordinator responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated or been involved with collusion or plagiarism in assessed work or in examinations, one of the following penalties will apply:

- A mark of zero for the whole assessment, or
- A mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.
- Penalties may occur for the students who provide the student who cheated with their work as this is considered facilitating other students to achieve an unfair advantage.



Students, in some circumstances, may be given the opportunity to resubmit an assessment. This will be at the discretion of the Program Coordinator. The parent/carer will be informed in writing of the decision made, the penalty and any further disciplinary action.

## **9. Examinations**

Students must attend examinations and adhere to the specific regulations for that examination, e.g. regulations relating to mathematical notes and calculators. Examination guidelines given out by the school at exam time make these regulations clear.

Failure to attend an examination requires parent/student to contact the Senior School Office before or on the morning of the exam. A Sickness and Misadventure form will be emailed to the parent. The completed form must be handed in to the Senior School Office with the appropriate evidence attached. The form cannot be processed until the evidence has been supplied.

Rescheduling examinations for family holidays cannot be accommodated.

## **10. Students Requiring Special Consideration**

The school will ensure that students who require equitable access to assessments are catered for in accordance with the School Curriculum and Standards Authority Equitable Access to Assessment Policy. It is important to note, as per SCSA policy, Year 11 and 12 General courses cannot be modified via SEN Planning in the same way that the Years 7-10 curriculum allows. In regard to VET delivery, a reasonable adjustment that has been verified by the RTO, can be made.

## **11. Reporting**

Students will be kept informed of their progress throughout their course/qualification. Teachers will assess completed tasks and provide prompt assessment feedback to the student.

Parents/carers will be regularly informed about their student's progress. Students and parents/carers will be informed when it is identified that there is a risk of the student not: achieving their potential; completing the course requirements; meeting WACE requirements.

Parents are urged to read the Formal Reports or Task Reports carefully and contact the school should they be concerned about their child's progress. Parents are invited, should they wish to discuss the progress of their child, to attend the Parent/Teacher Interview evenings, and to make additional contact should the need arise.

## **12. Practical Assessments**

Where scheduled practical assessments are given on set dates as outlined in the assessment program, students are expected to attend. The same penalties apply as outlined in Clause 6 on Missed Assessments.

## **13. Group Work**

Students working in a group will be assessed individually as detailed in the assessment task.

## **14. Appeals & Review**

### **ATAR/General Courses**



Students need to ensure that they are aware of the School's review process. Students are encouraged to visit the School Curriculum and Standards Authority website to check review deadlines and requirements for appeals: <http://www.scsa.wa.edu.au>

### **VET Courses**

The Appeal process is outlined in information provided by the respective RTO to students prior to commencing the qualification. In summary, students should in the first instance discuss this with their trainer. If they are not satisfied with the outcome, then they should arrange a meeting with the VET PC and trainer to discuss their issues. If they are not satisfied with the outcome of this meeting, they are able to make a complaint to the RTO via their respective appeal documentation and process. If the RTO is not able to resolve to the student's satisfaction, they are able to complain to the Australian Skills Quality Authority or get advice from the National Training Hotline on 133873. However, this should be a last resort.



## Code of Conduct

All students are expected to comply with Mount Lawley Senior High School's Code of Conduct.

All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Generally, all students are expected to:

- participate actively in the school's education program,
- take responsibility for their behaviour and learning,
- demonstrate respect for themselves, other members of the school community and the school environment,
- behave in a manner that respects the rights of others, including the right to learn,
- cooperate with staff and others in authority, and
- comply with all DOE and School policies and procedures.

Specifically, all students are expected to comply with the following:

- Students will follow all reasonable instructions given by staff members.
- Students will not disrupt classroom learning.
- Violence, aggression, vandalism, and harassment of any kind or pseudo fighting will not be tolerated: automatic suspension for racist harassment; automatic suspension for students who attack other students or instigate fights; automatic suspension for students who decide to film a fight rather than seek help.
- Throwing of food, liquids, containers or littering is not permitted. The school grounds and rooms must be kept free from litter and in a tidy condition.
- All mobile phones and headphones/earbuds will be turned off and not used when on school grounds, which includes classrooms, the library, or other places where the teaching and learning program might be disrupted unless instructed by the teacher. All other electronic devices are not to be used in a classroom without a teacher's permission.
- No students are allowed in classrooms without the permission of a staff member.
- Students will abide by ALL school policies including but not limited to: Alcohol and Drug Policy; Uniform Code; Anti-Bullying Policy; ICT Policy.
- Students will be punctual and appropriately equipped for each class.
- Students are not permitted in out of bounds areas, these include car parks, staff offices, gardens and any area that is not on school grounds e.g. ECU, Hammer Park.
- Food deliveries (pizza delivery, Uber Eats etc.) are not permitted.
- Food and drink are not permitted on the ovals, courts, in the gymnasium, in classrooms or the Library. Water is allowed with staff permission.
- Students will not spit.
- Stealing from, or interference with, any other person's property is not permitted.
- Bicycles, skateboards & scooters must be secured in the compound during school hours, and not be ridden in the school grounds.
- Students may not remain at school after hours unless under the supervision of a staff member.



- No student is to talk to outsiders unless that person has been cleared from the Main Administration Office.
- Students who wish to leave school must bring a note from their parents/guardians and be officially signed out at the Student Attendance Desk.
- The following are not permitted at school: chewing gum; any weapon or other dangerous item; aerosol cans; marking pens; correction fluid; any item, as determined by staff, that could threaten the maintenance of good order and personal safety.



# Gifted and Talented Policy

*Mount Lawley Senior High School Gifted and Talented Languages Policy Years 7, 8, 9 and 10.*

## Rationale

The GAT Language program is a DOE language program, featuring Chinese and Italian at Mount Lawley Senior High School. As required by the Department, Mount Lawley Senior High School (MLSHS) keeps GAT Language students together in their Language class from Year 7 to Year 10. To further support GAT language students, MLSHS keeps students together in Years 7 and 8 for Maths, English, Science, Humanities and Social Science (MESH) classes, which are run similarly to our academic enrichment classes. Further, to ensure developmentally appropriate progress for each student, grouping for MESH subjects changes in Years 9 and 10. To prepare students for Mathematics specialisation, students are placed into Mathematics classes according to their individual ability in Year 9. However, they remain as a GAT Language group for Year 9 English, Science, and Humanities and Social Sciences. In Year 10 GAT Language students are placed into all MESH classes according to their ability in each MESH subject.

## GAT Coordinator

Mount Lawley Senior High School provides a GAT Coordinator.

## GAT Program

As mandated the school abides by Department GAT policy and guidelines. The school supports selection of GAT Language students as requested by the Department, which currently includes: administrative support and interviewing prospective students to determine their orientation towards language as a specialty, for study in Middle, Upper and Senior School. It is hoped GAT students will continue their Language studies into Senior School. Additionally, MLSHS provides support to GAT students by running a GAT program in MESH classes. This will be supported as indicated in the rationale, with the intention of enrichment in the MESH Learning Areas and preparing them for outstanding performance in MESH subjects over the long term.

## Learning Focus

Mount Lawley Senior High School offers two GAT languages only, Chinese and Italian. Typically, students will be placed in the language of their choice. A minimum number of GAT students is required in each class for this to be viable, as the social dynamic and group learning environment is important to optimise student outcomes. Only GAT Language students will be placed in these classes.

Maths, English, Science and Humanities and Social Sciences enrichment will be provided for GAT students, as indicated above. From time-to-time non-GAT students may be placed into MESH classes, but never to the exclusion of a GAT student. Such placement is at the discretion of the Principal and relevant Associate Principal.

## Selection and Withdrawal

The Department conducts annual selection testing and recommends students for interview by Mount Lawley Senior High School staff.

Entry testing is the Academic Selective Entrance Test (ASET). The ASET is made up of four components:



- reading comprehension
- communicating ideas in writing
- quantitative reasoning
- abstract reasoning.

The tests are designed specifically for Gifted and Talented Secondary Selective Entrance Programs and attempt to identify potential, rather than acquired knowledge. The Department does not endorse any training or preparation prior to the test. Interviews of recommended students will typically be carried out by the Mount Lawley Senior High School GAT Coordinator.

The testing occurs in Year 6 for placement into the Year 7 GAT Language Program. From time to time the Department may top up GAT Language classes. Mount Lawley Senior High School will support students in this circumstance in the same manner as other GAT Language students.

Upon accepting a place in the GAT Language program students are making a commitment to remain in the program from Year 7 to 10. There are only two extraordinary circumstances where withdrawal from the program will be considered by MLSHS:

1. Where a student is subsequently offered a place in a different endorsed specialist program.
2. Where a medical specialist writes to say it is in the interest of the student's health to withdraw from the program. In which case, students not within the local intake area, will be directed to enrol at their local school.



## Good Standing Policy

Taking a stand against anti-social behaviour is the shared responsibility of students, parents and carers, schools and local communities.

### 1.0 Purpose

Good Standing acknowledges and rewards the majority of students who consistently demonstrate the expected behaviours that contribute to the creation of our positive school environment. In developing young adults, loss of Good Standing assists students to learn through experience that their behaviour choices create their rewards and consequences.

### 2.0 Policy Application

This policy applies to all students enrolled at Mount Lawley Senior High School.

### 3.0 Policy

All students commence their enrolment/school year at Mount Lawley Senior High School with Good Standing. Students retain their Good Standing by consistently demonstrating the expected values and attributes that contribute to successful learning in our school community. These include, but are not limited to:

- Behaviour - treating people and property with respect and abiding by school policies
- Participation - participating in course curriculum and assessment requirements
- Uniform - adhering to all aspects of the school uniform code as outlined in the school diary
- Attendance - being punctual to timetabled classes and scheduled activities
- Mobile phone usage - having their mobile phone or other electronic devices off and away and not being used at school unless under the direction of a staff member

Activities that are additional to course curriculum and assessment requirements are considered a privilege and are therefore only accessible to students with Good Standing. These activities include, but are not limited to:

- Invitations to social events
- Attendance on camps
- Invitations to reward excursions and reward activities
- Participation at carnivals
- Representing the school in an external activity
- Expos
- Intrastate, interstate and international tours
- Leavers activities including the school ball and Year 12 Awards Night
- School leadership roles.

### 4.0 Procedures

Students are at risk of losing their Good Standing if they engage in behaviour that is inconsistent with school values and expectations. Students whose behaviour places them at risk of losing Good Standing will be referred to an authorised staff member.



The staff members with delegated authority by the Principal to remove and reinstate Good Standing are the Program Coordinator – Student Services, Assistant Associate Principal and Associate Principal.

#### **4.1 Loss of Good Standing**

Students will lose their Good Standing for a period of ten (10) school weeks in the event of:

3. A serious one-off incident that results in suspension. In the event a student is suspended from school, the student will automatically lose their Good Standing.
4. A one-off incident that does not result in suspension but is still considered serious. This will be determined by an authorised staff member dealing with the matter and is dependent upon the nature of the incident.
5. Students who incite a physical conflict, are involved in, film or distribute images of a physical conflict, or are party to watching a physical conflict as a bystander will be suspended and lose their Good Standing.
6. Students who are in possession of or consume alcohol, an illicit substance or vape, or are in the company of others consuming alcohol, an illicit substance, or vape will be suspended and lose their Good Standing.
7. Ongoing non-compliance – in the event a student exhibits ongoing non-compliance the student will lose their Good Standing.

Ongoing non-compliance includes, but is not limited to:

- Behaviour – despite a range of strategies and supports, a student demonstrates an ongoing lack of respect for people and/or property and/or school policies
- Participation – despite a range of strategies and supports, a student regularly refuses to participate in course curriculum and/or assessment requirements.
- Uniform – despite a range of strategies and supports, a student regularly refuses to adhere to the school uniform code as outlined in the school diary.
- Attendance – despite a range of strategies and supports, a student establishes a pattern of truancy or unexplained absences.
- Mobile phone usage – despite having their mobile phone confiscated at least twice previously, the student continues to use their mobile phone on school grounds contrary to the government requirement “off and away all day”.
- Breaches of the Code of Conduct.
- IT misuse – failure to follow directions about the effective use of IT/personal devices at school.

Students will lose their Good Standing for the duration of ten (10) school weeks. The first day of loss of Good Standing will be outlined in the loss of Good Standing notification.

#### **4.2 Process for Recording and Communicating Loss of Good Standing**

Good Standing can be removed by any authorised staff member.

8. Suspension – A suspension notice will be emailed to parents/caregivers. The suspension notice will outline the reason for suspension, and how to appeal loss of Good Standing.
9. Serious incident but no suspension – Notification will be emailed to parents/caregivers. The notification will outline the reason for Loss of Good Standing, the process for reinstatement of Good Standing and how to appeal loss of Good Standing.



10. Ongoing non-compliance - an authorised staff member will issue a warning regarding loss of Good Standing to a student who has established a pattern of non-compliance. Parents/caregivers will be notified of the warning by email or face to face meeting. This notification will be recorded in Compass. In the event the student does not improve their behaviour, an authorised staff member will meet with the student to inform them of loss of Good Standing. Parents/caregivers will be notified by email or face to face meeting.

### **4.3 Recording of Loss of Good Standing**

An individual student's loss of Good Standing is communicated to staff through Compass. All staff coordinating an activity considered to be a privilege and additional to course curriculum and assessment requirements, are expected to implement Good Standing with the approval of their line manager.

All correspondence seeking parent permission from parent/caregivers for student participation in an activity will make clear to students and parent/caregivers whether student participation in the activity is subject to Good Standing.

When an activity is subject to Good Standing and takes place during the school day, the coordinator of the activity will make provision through the Year Coordinator, Community Leader or Learning Area Program Coordinator for students who have lost Good Standing to undertake an alternate educative activity, supervised on the school site.

### **4.4 Appeal to Loss of Good Standing**

An appeal to loss of Good Standing can be made in writing to the Program Coordinator - Student Services within three school days from the date of notification to parents/caregivers. The appeal may be considered by a review panel. The Program Coordinator - Student Services will notify the parent/caregivers of the outcome via email.

On appeal, students may discuss provisions and conditions to have their Good Standing reinstated prior to the notified date. Conditions for early reinstatement of Good Standing will be considered on an individual basis.

### **4.5 Reinstatement of Good Standing**

Good Standing is reinstated on the first day following the expiration date that was communicated to the student and parent/caregiver in the loss of Good Standing notification. An individual student's reinstatement of Good Standing is communicated to staff through Compass.



## Homework Policy

Homework is a critical part to a student achieving success at Mount Lawley Senior High School. Homework is not just work set by the teacher at the end of a day's lesson; its scope is much wider and should form part of our students' comprehensive study program. Homework is a combination of skill consolidation, effective study planning, the practising of new skills, ensuring the completion of the day's success criteria, and the development of effective time management skills.

A commitment to homework and study is an essential part of a student's learning program if they are to succeed at school. Student progress is dependent on three-way communication and cooperation between students, teachers and parents. A home study program gives parents a greater opportunity to be a part of their child's education.

Research demonstrates that, in the high school context, homework has many benefits. Homework develops sound independent study habits that will enhance learning skills and reinforce concepts covered in class. Whilst the actual amount of time spent on homework may vary depending on the type of subject being studied and the student's interest in that subject, it is recommended that most subjects are reviewed at home.

The following table is a guideline for the time allocated to homework:

Year level	Suggested time allocation
7	45 minutes per night
8	60 minutes per night
9	75 minutes per night
10	90 minutes per night
11	100 minutes per night
12	120 minutes per night

Mount Lawley Senior High School hosts a Homework Club in the Library for all students. The club is run by teachers from the various subjects who can provide students with additional help.

Refer to the coloured pages of the diary for additional information on how to manage your homework.



## Mobile Phones Policy

Below are some key aspects and information about the Mobile Devices Policy. The full document is available on the school website.

Students from Year 7 to 12 are permitted to be in possession of their mobile phone during the school day, however, mobile phones must be turned off and neither seen nor heard, from the time they arrive on school grounds, to the time they exit the school grounds at the end of the school day ("off and away all day"). School grounds includes, but is not limited to, school buildings and property, camps, excursions and/or any venue where students are under the supervision of teachers.

The Department of Education does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purpose, such as the following:

- to monitor a health condition as part of a school approved documented health care plan; or
- for a particular educational purpose under the direct instruction of a teacher; or
- with permission of a teacher for a specified purpose.

Students are to put their smart watches in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day.

### Guidance

For the purposes of this policy, 'mobile phones' includes smart watches, other electronic communication devices, and associated listening accessories, such as, but not limited to, headphones and ear buds.

"Off and away all day" includes before school and at break times.

All communication between parents and students, during school hours, should occur via the school's administration.

Note: Devices are the responsibility of the student. The school takes no responsibility for loss, theft, or damage to any device in any circumstance, even if confiscated at time of loss.

### Breaches of This Policy

#### First breach

Will result in the confiscation of the device (by any staff member), and it will be stored at Student Services. The device will be returned to the student at the end of the school day.

#### Second breach

Will result in the confiscation of the device (by any staff member), and it will be stored at Student Services. The student's parent/carer will be required to claim the device from the school.

#### Third and subsequent breaches

For repeated breaches, and for refusal to follow the instructions of a staff member, students will be dealt with in accordance with our Positive Student Behaviour Policy, and lose their Good Standing.



## Parent Owned Notebook Use Policy

Below is a copy of the Parent Owned Notebook: Acceptable Use Agreement. Students will not be able to access the school Internet or any other ICT at the school until the Acceptable Use Agreement is signed and returned. The booklet and the agreement can be viewed at <https://www.lawley.wa.edu.au/view/pon>

## Connection & Use of Student Owned Devices at Mount Lawley Senior High School

Parents are asked to discuss this with their child before signing. Use of the school network is required and granted to those who abide by the policies in the document.

### Acceptable Use Agreement

- It is your responsibility to bring a fully charged laptop to school each day. Laptop chargers are NOT to be brought to school.
- Your laptop will be kept safe. It will be kept in your possession at all times while at school.
- You will use the laptop/device as directed by your teacher. Playing games, listening to music, watching video, online chatting/messaging, accessing websites not relevant to the lesson, or any other activity on the laptop which is a distraction is not allowed on the school campus.
- You must not store inappropriate material on the laptop/device.
- The Department of Education strongly recommends that student owned devices are installed with up-to-date Anti-Virus protection.
- Students will deploy school Self Service software on their laptop, which will provide software updates.
- Students will not use any device to bypass the school network.

### Department of Education Online Services Agreement

Online services means: anything accessed using the school's wireless or wired network. Your student network account is used whenever you use the wireless network or log on to a school desktop computer.

- I will not give anyone my password.
- I will not let others use my online services account or use other people's network accounts.
- I will not reveal personal information, including names, addresses, photographs, credit card details and telephone numbers of myself or others.
- I understand that I am responsible for all activity on my network account.
- I will tell my teacher if I think someone has interfered with or is using my network account.
- If I find any information that is inappropriate or makes me feel uncomfortable I will tell a teacher about it.
- Examples of inappropriate content include violent, racist, sexist, or pornographic materials, or content that is offensive, disturbing or intimidating or that encourages dangerous or illegal activity.
- I will not attempt to access inappropriate material online or try to access Internet sites that have been blocked by the school or the Department of Education.



- I will not photograph or take videos of staff or students (unless with the expressed written consent of the individual/unless directed by a teacher)
- I will not use or distribute material from another source unless authorised to do so by the copyright owner.
- I will not set up an account on any social media site that uses the school logo or pretends to be a school site or another student/staff.
- I will follow the instructions of teachers and only use online services for purposes which support my learning and educational research.
- I will be courteous and use appropriate language in all Internet communications. I will make sure that any email that I send or any work that I wish to have published is polite, carefully written and well presented.
- I will not use the school's online services for personal gain or illegal activity, to bully, or offend others or send inappropriate materials including software that may damage computers, data or networks.
- I will not alter any configuration on the computer that may prevent monitoring of my desktop by staff while at school.
- I will not damage or disable the computers, computer systems or computer networks of the school.

## Monitoring

Activities on the laptops/devices while at school will be monitored at all times, and this may include remotely viewing and taking control of the desktop. School staff may request access to the laptop/devices, including access to the Internet browser history, logs, caches and files and programs stored. I understand that the school and the Department of Education may monitor any information sent or received whilst at school and can trace activity to the network accounts of specific users.

I understand that:

- I will be held responsible for my actions while using online services and for any breaches caused by allowing any other person to use my online services account;
- the misuse of online services may result in the withdrawal of access to services and other consequences dictated in the School's policy; and
- I may be held legally liable for offences committed using online services.
- I accept that the School is not liable/responsible for any loss/damage to my device whilst at school/home or travelling.
- Insurance coverage for devices is highly recommended.

**I agree to abide by the Acceptable Use Agreement and that I have read the complete 'Parent Owned Laptop Policy' document.**



## Rights and Responsibilities

Mount Lawley Senior High School is a place where everyone should feel safe and valued.

<b>All members of the community have the right to...</b>	<b>All members of the community have the responsibility to...</b>	<b>Examples of acceptable behaviour</b>
Be treated with respect and courtesy	Show respect and courtesy to others	Respect others, i.e. no teasing, harassment or name calling; be honest and courteous in all situations
Work in and enjoy a safe, secure, and clean environment	Keep our environment safe, secure, and clean; respect the diversity of our community	Keep the school environment clean; respect other people's personal space; interact with others in a safe and respectful way; be concerned for the welfare and safety of others
Teach and learn without disruption	Ensure that there is no disruption to another person's teaching and learning environment	Arrive to class on time and ready to learn; follow classroom rules and directions from staff; socialise in a respectful manner
Achieve their educational potential	Develop their potential and to assist others in doing the same	Respect the culture, diversity, and abilities of all members of the school community
Have their property respected	Respect student, staff, and school property	Take care of all property, furniture, buildings, and grounds
Be proud of their achievements	Acknowledge achievement in a positive manner	Develop a growth mindset approach to learning; support others to do their best; display appreciation and considerate behaviour when recognition is being given

## Uniform Policy

Enrolment at Mount Lawley Senior High School constitutes the acceptance of, and compliance with, our Uniform Code. The full Uniform Code is available on our website.

All uniform items must be clean, and in a good state of repair. Items marked with a \* must have the Mount Lawley Senior High School crest or initials. All items should be clearly marked with the student's full name.

A majority of our students wear a school polo with either trousers, shorts or a skirt.

## Uniform Purchasing

Uniform items can be purchased from Uniform Concepts - order online or visit in-person for a fitting. Website: <https://www.nellgray.com.au>. Address: 832 Beaufort Street, Inglewood WA 6052. Phone: (08) 9270 4658.

Our Second Hand Uniform Shop: please contact the School Chaplain.

## Uniform Items

### GENERAL



### OUTERWEAR



### ACCESSORIES



### SPORT



## Shoes

Shoes are to be all black. They need to have a lace-up front and be fully enclosed in order to comply with safety requirements applicable across the multiple learning areas. The same shoes may be worn with the Sports uniform, if the soles are non-marking.



## **Hair and Makeup**

Excessive makeup and inappropriate (unnatural) coloured hair, as determined by the Principal or their representative, will not be permitted. Makeup will be appropriate to the learning environment, as determined by the Principal or their representative.

## **Headwear**

Head scarves must be navy blue or white. Non-approved headwear includes, but is not limited to, beanies, skull caps, durags etc. School caps are available for purchase from the uniform shop.

## **Piercings, Jewellery and Tattoos**

Excessive facial piercing or jewellery, as determined by the Principal or their representative, will not be permitted. Jewellery will be appropriate to the learning environment. Any tattoo should not be visible.

## **Free Dress Day Attire**

Clothing is to be modest, clean, in good repair, have no offensive slogans or words, not advertise prohibited substances (e.g. alcohol, cigarettes). Enclosed shoes must be worn (i.e. no thongs, sandals or clogs).