



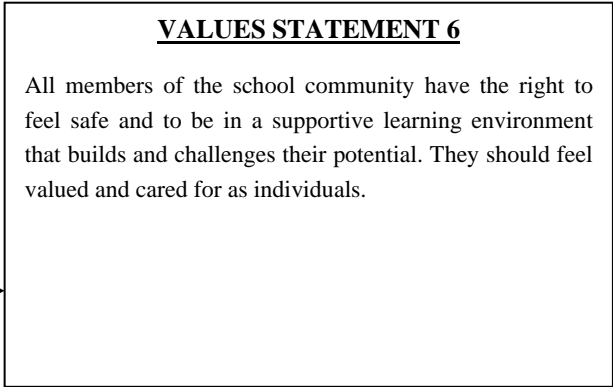
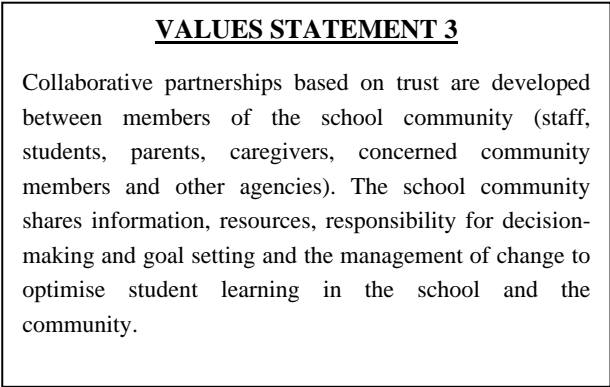
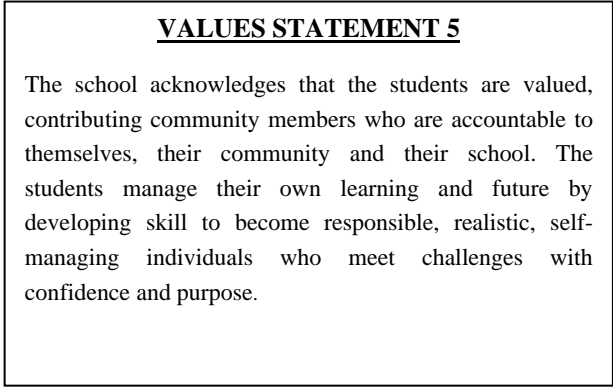
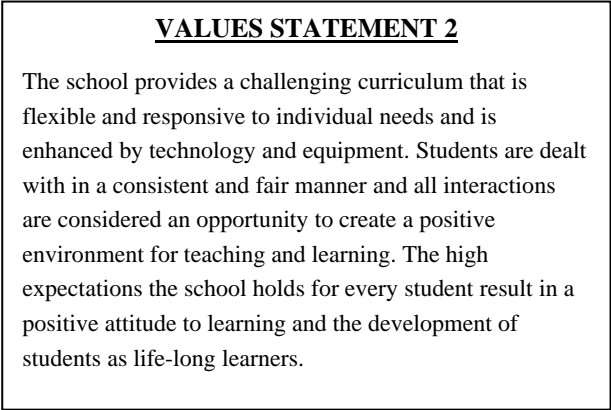
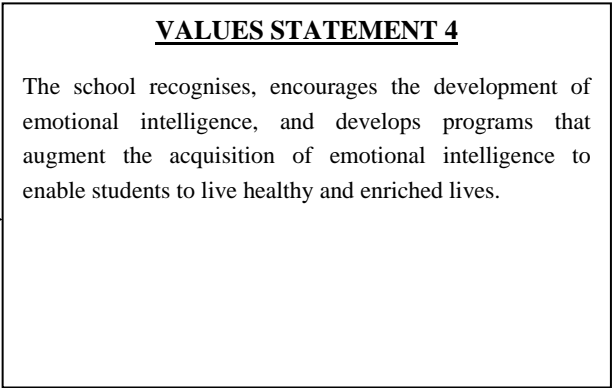
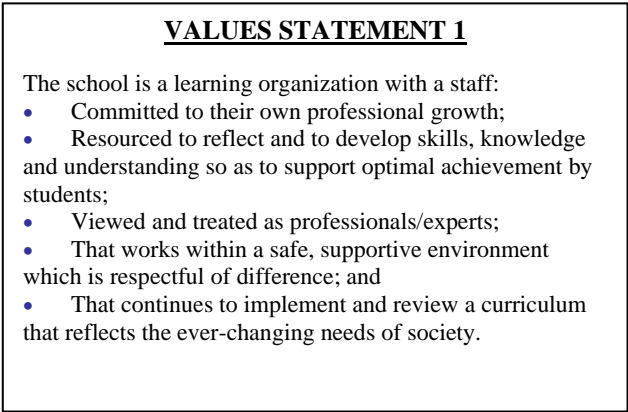
**ESPERANCE SENIOR
HIGH SCHOOL
EDUCATION SUPPORT
CENTRE**

**PARENT INFORMATION
BOOKLET**

2005

Acknowledgements

- Thank you to staff of the Esperance SHS Education Support Centre for their suggestions and feedback.
- Thank you to Esperance SHS for allowing us to access their Handbook to include relevant information.



School Purpose

The purpose of the Esperance Senior High School Education Support Centre is to deliver individual programs in a positive, caring environment to assist students to develop intellectual, practical, physical and social skills to reach their potential as independent, valued contributors to society. The staff implement a varied program, designed to address the learning needs of all students and equip them with skills to enable them to function as members of the broader community. Teaching staff incorporate the principles of an outcomes approach into their planning, using the Standards and Outcomes Framework and monitor the individual learning needs through individual education plans.

School Profile

The Esperance SHS Education Support Centre is on a shared campus with the Esperance Senior High School, the Esperance Community College and the Esperance Residential College. The purpose built facility includes four teaching areas, one of which is located in the south wing of the high school, a kitchen facility, shower and toilet facilities for people with disabilities, teacher preparation area and store room. The offices of the Education Support Centre principal and registrar are located in the central administration block.

Student Enrolment

Students who enrol at Esperance SHS Education Support Centre are those who have previously been identified as education support. This includes students from both the state system as well as the private schools in town. The majority of our students live in the Esperance townsite, with the remainder travelling to school by bus.

Individual Education Plans

An Individual Education Plan (IEP) is a document designed to meet the individual needs of your child. It will identify priorities, specify long and short-term goals and how these will be achieved and monitored. The plan is developed in consultation with parents, teachers, therapists and other people important to your child's education. As a member of this team, you are able to share valuable information about your child and can help us to get to know your child better. Before the IEP meeting it would be helpful if you take the time to:

- a) Consider your child's strengths and what types of goals you would like your child to reach.
- b) Make a written list of questions you would like answered and discussed.
- c) Have in mind 3 long term and 3 short-term goals you would like included in the IEP.
- d) Consider who you would like to be present at the meeting (you are welcome to invite significant others).

At the meeting, the team will discuss the progress your child has made to date. The team will then decide on the main areas of focus. Long term and short-term goals, specific strategies, individual responsibilities, time-frames and available resources will be identified. After the meeting, you will be given a written copy of the IEP.

The Learning Journey of an Education Support Student

| EXAMPLES | Year 8 | Year 9 | Year 10 | Year 11 | Year 12/13 |
|---|--|--|---|---|------------|
| Individual Education Planning | <p>← Programs developed in collaboration between teaching staff, parents, students and other stakeholders targeting the individual needs of students. These programs support classroom teaching and address the specific needs of each individual student. Programs can cover a wide range of areas and may include the following: Social Skills, Health and Personal Hygiene, Community Access, Money Handling, Transition to Work, Working in the Mainstream, Speech, Recreation Skills including Swimming, curriculum based skills (English, Maths, Reading, Writing, Computer, etc.) →</p> | | | | |
| Individual Transition Plans | | | | <p>← Individual Transition Plans (ITP), which plan for individual students transition to the post school world. These are developed in collaboration with students, parents and staff and take into account the individuals skills and needs as a member of society. →</p> | |
| Inclusion in Mainstream (dependent on needs of the individual student) | <ul style="list-style-type: none"> • Inclusion in taster units, Physical Education, English, Maths and Society & Environment if appropriate. | <p>←</p> <ul style="list-style-type: none"> • Inclusion in Technology, Arts, Physical Education and other elective subjects • Inclusion in English, Maths and Society & Environment if appropriate | | <p>←</p> <p>Inclusion in 'electives' in Design & Technology, Home Economics, Business, Art, Drama, Childcare, Physical Education. Students choose area of interest.</p> | |
| Preparation for Work | | <ul style="list-style-type: none"> • Field Trips and Employer Interviews on fortnightly basis • Job Research • Skills in getting employment | <ul style="list-style-type: none"> • Job Club • Half day weekly Structured Workplace Learning Placement | <p>←</p> <p>Structured Workplace Learning. One day a week (depending on students individual programs and readiness for work). Students achieve generic competencies, which are assessed in the workplace by the student's workplace supervisor. Students access the workplace independently or with appropriate level of support. In Year 12, students may progress to Specific Workplace competencies. School Based Traineeships may also be an option for some students. In Career and Industry Awareness, students learn about the changing workplace, making career decisions, applying for jobs and the interview process.</p> | |
| Vocational Education and Training in Schools (VET) | | | | <p>←</p> <p>Course that prepares students for the workplace. The course is based on Certificate I Business Administration Training Package - students can achieve workplace competencies. This course also includes Structured Workplace Learning and Career & Industry Awareness. Vocational English and Maths are practical subjects which use the workplace as the focus for all assignments</p> | |
| Camps | <p>← Recreational Camps with objectives in the areas of Community Access, Social Skills and Independent Living Skills →</p> | | | <p>← Career's Camp. Students visit relevant workplaces and explore issues such as Occupational Health and Safety requirements in those areas. Camps also incorporate Social Skills and Independent Living. →</p> | |
| Human Relationships | <p>← Students participate in programs through the Health priority that target issues concerned with sexuality, human relationships, protective behaviours, working collaboratively, communication in the workplace and communication in the wider community. A key focus is developing strong relationships with others and is supported through initiatives such as Inclusion and Circle of Friends. This can include attending workshops delivered by secca (Sexuality Education Counselling and Consultancy Agency) as well as participation in classroom sessions. →</p> | | | | |
| Independent Living Skills | <p>← This can involve the students in Cooking, Shopping, Money Management, Self Care and Community Access. These sessions form part of the program offered in the ESC and are developed based on individual and/or group needs. →</p> | | | | |
| Recreation | <p>← As part of the Lower School program students participate in a range of recreational activities. This can include sport, swimming, excursions, games and other planned activities. →</p> | | | <p>← Preparation for post school. The focus is on the importance and diversity of recreational pursuits for a balanced life, opportunities to develop decision-making, negotiation and organisational skills. →</p> | |

Meetings with Staff

Parents are encouraged to maintain regular communication with staff at the school. When meetings are arranged, please be prompt and if unable to attend, contact the school on 9071 9560.

If you wish to speak to staff members, please contact the school on 9071 9560 and arrange a suitable time.

Inclusion in Mainstream

Esperance ESC and Esperance SHS Integration Policy

Rationale

Esperance ESC and Esperance SHS will ensure that students with intellectual disabilities are educated alongside their age-appropriate peers in the most educationally and socially enhancing environment.

Integration is accepted as part of the partner schools' policy in accordance with Department of Education policy for students with disabilities:

Schools will ensure that all students, irrespective of the degree of sensory, physical or intellectual ability, have the opportunity to be educated in the most educationally enhancing environment consistent with the provision of a quality education which best meets the needs of the individual student.

The Placement Committee will ensure that students with disabilities are educated as close as possible to their homes and alongside their age-appropriate peer groups.

Social Justice in Education - Students with Disabilities December 1993

Operational Guidelines

Integration will be:

- planned by the ESC Staff
- negotiated between the ESC Principal and the ESHS Deputy Principals
- underpinned by flexibility, in consideration of individual needs
- supported by the ESC staff, with appropriate support provided and negotiated between relevant parties according to student needs
- ratified by the ESHS Principal
- overseen by the ESC Principal and the ESHS Deputy Principals

Procedures

The Deputy Principal will assign each student to a Form Class.

The Education Support Centre students will have access to the common curriculum through the unit selection procedure.

Individual Education Plans will be developed for each student by the ESC staff. These may be constructed in consultation with parents, teachers, school psychologists, Heads of Departments, therapists etc as appropriate, and as approved by the parents.

ESC staff will assist ESC students in selection of appropriate units before selection sheet submission.

The Education Support Centre students will have placements reserved in mainstream classes as agreed by the ESC Principal, the Deputy Principals and relevant Heads of Department. ESHS Deputy Principals will negotiate appropriate levels of support with relevant Heads of Department and involved staff. Where appropriate, these negotiations take place before the normal timetabling cycle so that ESC students are included in the normal selection process.

The principal of the ESC will initiate liaison between mainstream teachers with integrated ESC students and ESC staff to promote the sharing of relevant information about the students as soon as possible and ideally before teaching commences.

Mainstream teachers may request assistance from the Education Support Centre teachers with the development of strategies to assist in the inclusion of students with disabilities in mainstream classes.

ESC teachers collaborate with mainstream teachers to meet educational needs of Education Support Centre students and evaluate their progress.

Mainstream teachers are responsible for assessment of ESC students in their classes. The role of supporting teachers includes responsibility for curriculum adaptation, such as modified worksheets and assessment modifications. Assistance for this is available from Education Support Centre staff.

Mainstream teachers are responsible for the reports of ESC students in their classes. There is flexibility in the nature of the report, with teachers choosing from a number of options. Students may be graded with their peers or given a modified grade.

Individual Education Plan or Individual Transition Plan meetings will be held with the Education Support Centre students' parents and Education Support Centre staff.

Integrated placements will be reviewed at the end of term 1 and when the IEP/ITP is reviewed.

Flexible placement of students will ensure that the most appropriate program is developed to meet the student's needs in terms of their developing independence, self-esteem, social, behavioural, recreational and academic skills and preparation for work.

The Inclusion process is a significant part of the work done at the school and relies on the hard work and commitment of the education support teachers, the education support education assistants and the mainstream teachers. Students are placed in mainstream classes either with or without support based on the belief that the opportunity to participate meaningfully in the mainstream setting is in the best interests of the student. No student is sent without support unless it has been negotiated previously that this is an appropriate course of action. As part of the individual education planning process, mainstream teachers are asked to comment during the year on the progress the education support student is making within the mainstream context. This information is then compiled into a framework that enables the education support staff to report to parents. Without the information collected from mainstream teachers, we would not have a rounded view of the students as it is vital to education support staff to obtain information about the student's ability to meet the outcomes of the mainstream, their needs in terms of support and how both schools can effectively utilise resources in this area.

Structured Workplace Learning

Structured Workplace Learning is a significant part of the educational program delivered by Esperance SHS Education Support centre. Preparation for work commences in year 9 with students participating in an increasing amount of time in work between then and the end of year 12. Placements are arranged by staff, taking into account the interests of the students, their skills and suitable work places. Skills necessary for work are covered in class with observations of skills and competencies taking place both there and in work settings. The school is fortunate to have been able to access many work placements for students through the generosity and support of the local business community. Some of our students require one-to-one support while they are in the workplace. The school organises this support by employing Job Support Workers through Employment Esperance. The support provided enables students to access work placements that they would otherwise be unable to access as well as benefiting from the support of an experienced mentor.

School Health Policy

In 1999, the Education Support Centre formed a School Health Committee comprised of parent, staff and student services representatives. The committee surveyed the school community to ascertain the priority areas of need in relation to health issues. These were identified as being:

1. Sexuality
2. Mental Health

3. Diet
4. Drugs
5. Social Skills
6. First Aid
7. Hygiene

The committee produced a School Health Policy in the form of a series of brochures. The policy provides a framework to ensure that appropriate health education is provided to all students of the Education Support Centre. It encompasses all aspects of health education. Parents can request a personal copy of these documents.

Camps

Each year students from the ESC have the opportunity to participate in one of two camps. Generally, a camp is held for lower school students and a Career Camp is held for upper school students. Camps are organised by teachers and, while not compulsory, it is expected that students will attend. Costs are kept to a minimum and staff plan experiences relevant to individual needs.

Camp provides staff and students with the opportunity to interact in a less formal way. Teachers are able to consolidate and assess skills that students have been working on throughout the year

School Discipline - Detention, Suspension and Exclusion

All students and staff have the right to a safe and appropriate environment that allows them to learn and teach in the best possible way. Schools develop policies for managing student behaviour. Corporal punishment is prohibited in Western Australian government schools.

- A school administrator may withdraw a student from any class or classes up to a maximum of five consecutive days; alter a student's recess or lunch periods; or restrict or prohibit the student's participation in a school activity or activities.
- Detention means that students may be kept at school for up to 30 minutes after the normal finishing time. For any period of detention, parents must be told and arrangements made for the student to get home safely and the arrangement must be agreed to by the parent.
- A student may be suspended for up to 5 consecutive school days for a breach of behaviour.
- A student may be suspended for up to 10 consecutive school days for serious breaches of behaviour.
- Education instruction will be made available if a student is suspended for 3 or more consecutive school days or for a total of 5 or more school days in a school year.
- Students may be excluded from attending school if they threaten the safety of any person in the school, damage school property or disrupt the education of other students at the school.

- A recommendation to exclude a compulsory aged student from school will be referred to a School Discipline Advisory Panel.
- Parents will be notified if their child is detained, suspended or excluded from school.
- The school principal may exclude a post-compulsory student for unsatisfactory attendance, for non-participation in the educational program or if the student fails to comply with the school's code of conduct. The student can request a review of this decision within 7 days. The request is made to the District Director.
- Exclusion from a particular school does not prevent a student from enrolling in a program at another school provided the conditions of enrolment can be met.

Underlying Principles of Student Behaviour

- We recognise that each person is responsible for his or her own behaviour.
- We are committed to encouraging student self-esteem through a positive learning environment.
- We are committed to a policy of non-violence. We expect everyone to live without verbal, physical or emotional abuse.
- We support a safe environment, which is drug free and is free from harassment.
- We are committed to a holistic education, concerned with the academic, behavioural, emotional, physical, social and spiritual dimensions of human experience.
- We are committed to a policy of equality of opportunity.
- We value each person and demonstrate positive regard for everyone.
- We work together for personal and communal growth and enhancement.
- We encourage students to make appropriate choices.

The School Code

Respect, courtesy, consideration, tolerance and cooperation must be part of our learning environment.

1. All of our students have a right to learn without disruption.
2. All students must follow the instructions given by a teacher and comply with school policies.
3. Our school is a drug-free workplace.
4. Our school must be kept as a safe and healthy workplace by students who move around it in a quiet and orderly way, and who treat the school with care and respect.
5. All members of the school community are to treat each other with respect and with courtesy.
6. Student safety is the responsibility of the school and students must stay within the school boundaries. They must not leave the school site without permission from a deputy principal, who has received a note from one of their parents.

Absences from School

The law requires students to attend school unless

- they are too ill to attend
- they must undertake family business that cannot be done at other times.

The **parents or guardian** of a student who is absent from school are requested to telephone the school as early as possible in the day to explain the probable length of absence

When your child returns to school, parents:

- write an explanation for absence to the form teacher
- include the student's name, day(s) absent and reasons for the absence
- attach a Medical Certificate if applicable

The school may request a medical certificate to support notes.

The Timetable

The school works to a forty-minute period/eight period day timetable. Double periods are often used before lunch. The day is scheduled like this:

| | |
|------------------|--|
| 8.20 | Canteen opens for lunch orders |
| 8.40 - 8.50 a.m. | Form period in form room; notices, attendance checks |
| 8.50 - 9.30 | Period 1 |
| 9.30 - 10.05 | Period 2 |
| 10.10 - 10.50 | Period 3 |
| 10.50 - 11.25 | Period 4 |
| 11.25 - 11.45 | Recess break |
| 11.45 - 12.22 | Period 5 |
| 12.22 - 1.00 | Period 6 |
| 1.00 - 1.35 | Lunch break |
| 1.40 - 2.20 | Period 7 |
| 2.20 - 3.00 | Period 8 |

Traffic Flow - Entering and Leaving the School

For the safety and protection of the school community, the **traffic is one way only** at the main entrance to the school. This is **the only entrance and exit** for parents who wish to deliver and collect their children from school.

All traffic enters from the main Pink Lake Road entrance. Staff cars continue to the parking areas. **Parents delivering children go straight through from the entrance** and permit their children to leave the car as far as possible into the car park. In the interests of our school's policy of courtesy and consideration for the needs of others, we ask that cars proceed immediately. Staff cars take the driveway closer to the school buildings and park in the designated parking areas.

All cars must leave the school grounds through the Freeman Street exit.

School buses only may use the bus area on the Pink Lake Road side of the school. This is not available to cars because of the risk to children's safety.

As the school is used widely at non-school times, we advise that these details must be observed at all times.

Students who have a **student car pass** from the Deputy may park their cars in **the car park behind the tennis courts.**

Attendance

To reflect the importance society places on education, the School Education Act requires children of compulsory school age to attend school or participate in an approved educational program. The principal is required to record and monitor the attendance of students and take action if a student's attendance is unsatisfactory.

- A child between the ages of 6 and 15 years must attend school and participate in the educational program at the school where they are enrolled.
- At times, a principal may require students to take part in activities that are conducted elsewhere, such as camps, swimming lessons and excursions. This is taken as attendance. School staff are responsible for supervising the students.
- If a student is absent from school because of illness or other reasons, the principal must be advised as soon as possible but at least within 3 days of the absence.
- The principal may ask the parent to provide a medical certificate if the absence is due to illness.
- A written arrangement between the parent and the principal is required if a compulsory-aged student is to be involved in an educational program, such as work experience, at a place other than the school at which the student is enrolled. This is taken as attendance. In this case, students are not under the direct supervision of school staff.

Western Australian students must attend school until the end of the year in which they turn fifteen. Young people beyond the compulsory school age may enrol at this school to complete their secondary schooling provided they agree to abide by the school's policies, procedures and practices.

School Clothing

The dress code allows for a range of clothing suitable for wearing at various times of the year. The school colours are red, green, white and black. The school shorts, skirts, rugby jumpers and red windcheaters are available at Hennessey's.

Dress Code

- white, red or green polo shirts
- grey, black or beige shorts/pants
- school tartan skirt
- red windcheater or jumper
- school rugby jumper
- school blazer
- school tracksuit
- black tracksuit pants

All students are required to wear shoes that are closed in, as this is a safety requirement.

In addition, Year 12 students may wear their specially designed Year 12 leaver jumpers.

Upper School Policy of Good Standing

Students in Years 11 and 12 have completed their years of compulsory schooling, and have made the choice to return for non-compulsory schooling. To be given this privilege, they must agree to abide by the school's procedures and accepted practices and by the requirements of the Education Act, as for all high school students.

Upper school students are being encouraged to take additional responsibilities for their own learning. In these two years, they are not required to account for absences from school by presenting notes from home to their form teachers. Instead, **they are required to keep their own records of any absences and the reasons for them.** These will probably include **notes and/or Medical Certificates** and need to be retained if students need to account for their absences through the **Good Standing Policy** requirements.

Should students have been **absent for ten forty-minute periods of any Year 11 or 12 class, they are given a warning note by the teacher of that class.** Should this reach **eighteen periods, the student is suspended from that class** and is not permitted to return until the panel has met and considered the reasons for absences. Depending on the circumstances, the student could be reinstated or withdrawn altogether.

Where a student's behaviour is inappropriate, work has not been properly attempted or the requirements for the lesson not brought to class, teachers may mark a student as absent. Students are informed when this occurs and advised to include it in their records.

This is a brief outline only of this policy. More details are available from the school and each student will have the policy clearly explained at year assemblies by the relevant year coordinator.

Punctuality

Students should arrive at school with sufficient time to order lunches (if necessary), to organise books and equipment for the first two periods of the day and to be in their form rooms by the 8.40 beginning.

Students are expected to move quickly from one class to the next.

Lateness

Any student who arrives at school after 8.50 must report to the front office, sign the *late book*, and obtain a *late pass* in the form of a *transit slip*. The student should then go immediately to form class.

Students who are late but **are in form class before 8.50 a.m.** will have this recorded by their form teacher. **Three late occurrences will incur an after-school detention.**

Students who consistently arrive late without appropriate parental explanation will be dealt with by the school administration, with a series of sanctions, including contact with parents and detentions after school.

Leaving School Grounds

Students must not leave the school grounds during the day without first gaining permission from a deputy principal. Such permission may be given when the request is in writing from the parent or guardian. The reason for the request must be clearly stated, as must the departure time and date.

Students who have received permission must sign out in the book in the front office before leaving the school grounds. On returning to the school after an appointment, they **must sign in at the front office.** Students who do not sign in when they return to school may be deemed absent from school.

Students who leave the school grounds without permission seriously breach school rules and the seriousness will be reflected in consequential actions.

Lunch Pass

A student who is to go home for lunch on a regular or frequent basis will be issued with a **lunch pass** on **written request from a parent/guardian.** This pass must be produced on request of a teacher.

The **lunch pass** does not allow the student to go anywhere other than to **his or her own home for lunch.** This does not mean that a student can go to other students' homes or to a shop.

Students who occasionally return home for lunch will not be issued with a lunch pass. They will be expected to follow the procedure for leaving the school grounds.

Telephone contact

The school **welcomes the opportunity to communicate with parents**. So that parents will be able to contact the appropriate person, the following is offered as a guide when a parent wants to make first contact.

When ringing **to advise that a student will be absent**, please give the **secretary** who answers your call the **name, form** and **year** of the student and the number of days you expect him or her to be absent.

The **school canteen** has a separate number of **9071 1680** and if parents are able to offer some time during the day to work there occasionally, they will have a much better understanding of what it is like to be a student in a modern high school. The canteen supplies volunteers with lunch without charge.

Daily Notices

These are printed each day and are read to form classes during form period each morning. They are a vital source of communication within the school.

Specific Purpose Notices

At times, these are issued to some or all students for particular purposes. Students are expected to deliver them to parents so please make your child aware that you want to be given these notices the day they are handed out.

Reports and Interim Reports

- Year 8 Interim Reports are issued to students in week 10 of Term 1.
- Year 8 Semester Reports are issued at the end of each semester, with reports for Semester 1 being handed to students in week 1 of Term 3.
- Year 9 reports are issued to students at the end of each semester - that is, at the end of Term 2 (handed to students week 1 of Term 3) and the end of Term 4.
- Year 10 reports are handed to students at the end of each semester.
- Year 11 students are given an Interim Report in week 1 of Term 2 and detailed reports after the mid-year examinations and at the end of their school year for students taking TEE courses and examined and non-examined TAFE-bound and VET courses.
- Year 12 students are given Interim Reports at the end of week 1 in Term 2 and reports at the end of the examination periods at midyear and at the end of the year.

Jumbunna

The School's yearbook, *Jumbunna*, provides lasting memories of the school year. It is prepared by a committee led by one or two teachers and students are encouraged to be part of this production team. This group operates as part of the clubs programme, and provides an excellent opportunity for writing for a particular audience. Contributions from other students are also welcome.

Security

The loss of clothing, bags, books, pens, pencils and other items is a constant problem in schools. Parents can help by making sure that **all** gear is clearly labelled. **Many bags are identical. Printing large letters on the outside with the student's name helps to prevent other students mistakenly taking the wrong bag.**

Calculators should be engraved with the owner's name and the **make, model and serial number** recorded.

Valuables including radios, cassette players and mobile phones should not be brought to school at all. If bringing a large amount of money to school cannot be avoided, it should be given to a school officer at the front office for safekeeping during the day.

The school accepts no responsibility for loss, theft or damage to students' property as the Education Department of Western Australia does not provide insurance cover.

Bicycle Racks for Students

Students who ride bicycles to school must park them in an orderly fashion in the racks supplied. These are near Rm 40. Students must protect their bikes by fitting a secure chain and lock. Helmets, required by law, will need to be secured to the cycle during the day.

Student bicycles should be **engraved with a parent's driving licence number** and a record kept of the make, model and colour for ease of identification. Once students arrive at school, the bicycle racks are out of bounds to students at all times.

BUT WHAT DO I DO IF...?

1. I have a dental or medical appointment in school time.

Bring a note from your parent or guardian giving details of the arrangements. Show this note to your form teacher during form period. If you need to leave for the appointment in class time, you will also need to show the teacher of that class. This teacher signs the note to show that you have been given permission to leave the class. Take this note to the front office, and ask permission to leave and fill in the sign-in and sign-out book and ask for it to be signed by office staff. If you need to leave the school grounds at recess or lunchtime, take the note to the

front office, fill in and sign the book and have it signed by a deputy principal. Do not forget to sign the book again when you come back to school. If this is in class time, you will need to get a late note from the front office to take to class.

2. I am late to school.

What is the time? If it is **between twenty to nine and ten to nine (8.40 and 8.50)**, go straight to your form room. You should have a note, if possible. Your form teacher will mark you present for school. If you are late to form three times, you will receive a detention after school to help you to be better organised.

If it is **after ten to nine (8.50)**, you must sign the book in the front office, fill in a late note and get it signed by staff in the front office. Give your note explaining your reasons for being late to the secretary who helps you.

3. What do I wear to school?

There is a section on clothing for school in this booklet. The easiest way to look your best at school is to get the school clothes into your cupboards and then wear them. Do not wear shirts with pictures or with writing that is not suitable for school. Black shirts are not part of the dress code and must not be worn to school.

4. Where do I put my bag?

You are allowed to take your bag to most classes. Put it where the teacher asks you to and make sure it is not where people will walk into it. Where you are not able to take your bag to class, put it under the stairs or under the seats. You will have your name on it in big letters, so it should be safe from another student taking your bag away by mistake. Keep your bag with you as much as you can.

Never leave money or anything of value in your bag. If you have to bring money to school, you may ask a member of the office staff to look after it for you during the day.

5. What if I can't find my room?

Study your map carefully at orientation day and before you come to this school. If you cannot find your room, ask someone to help you. Teachers and older students want you to be happy and successful at this school and are happy to help where it is needed.

6. I don't know which bus to catch after school.

Look carefully at the students who are on your bus in the morning. They will be the same people who will be on that bus in the afternoon. Stand near these people at the bus waiting area. If you are not sure whether it is your bus or not, get on to the bus and ask the driver.

7. How do I get lunch? I will be starving by ten past one!

The canteen opens at 8.20 each morning so that you can order lunch. You pay for lunch then and get a ticket to collect your food at lunchtime. You stand in the queue with your ticket

ready to hand through the canteen windows. If you forget to order lunch before school, you may order it at recess.

Many people who bring lunch from home eat it at recess, which is at 11.30 a.m. The canteen also sells snacks at recess. Read the signs on the boards at the front of the queues. Do not ask other people to get things from the canteen for you. Line up yourself and have your money ready. Remember your manners. If it is your parent helping in the canteen, you will want people to treat him or her pleasantly.

8. Where do I sit at lunchtime?

The quadrangle is a good place, either on the grass or on the seats around it. There are seats on the south wing - that is the long building on the oval and courts side of the quadrangle. Students may also sit on the stairs up to the platform where the stairs change direction. Year 12 students have areas not available to younger students.

9. What areas are out of bounds?

You cannot go to the ovals at recess or during the first half of lunch. You cannot move from your lunch seating area until after the bell goes at 1.15. Other areas out of bounds are the areas outside the building perimeter. You will be told about other areas if necessary.

10. Where is the main office?

The main office is at the front of the school. This is where you find the office staff, the Principal and the Deputy Principals. This is also where you go to sign in if you arrive later than 8.50 in the morning, or if you need to sign out because you have a medical appointment in school time.

11. My parents want me to come home for lunch each day.

If a note from your parent to a deputy principal requests this, you will be able to get a lunch pass that allows you to go home to lunch. This is the only place you can go.

12. What do I do if I am sick at school?

The school has a nurse to help people who are sick. Do not come to school if you are too sick to be here. Sometimes you feel better at school if you are just a bit unwell, but if you get sick at school, ask your teacher for a pass to go to see the nurse. The nurse's office is in the social services building where you will also find the student services coordinator and the school psychologist. If the nurse is not there, go to one of the deputy principals. **You must never just go home without school permission.**

13. What if I lose my timetable?

There are copies of timetables in the Front Office. See Ms Burke if you need a new timetable printed out.

14. Where do I put my bag?

In the ESC, there are pigeonholes available for education support students to leave their bags. Please do not leave your bag on the floor, as it can become a safety hazard for other people.

