

## 5. Behaviour

### 5.1 Rationale

Thornlie SHS operates on the belief that all students have the right to learn. To do so means that each student works towards creating a climate that is positive and productive. No student has the right to choose behaviour that infringes upon the rights of others.

As a staff, we believe that home and school must share the responsibility for teaching children (young adults) appropriate behaviour. By working together, we can increase the probability that students will learn responsibility and respect for others. By doing this, we can only increase their self-respect.

Thornlie Senior High School takes a whole-school approach towards the achievement of a friendly, safe and pleasant environment. The Student Behaviour Management Policy is a set of guidelines in which students are able to learn with little or no disruption from others and are encouraged to be responsible for their own behaviour.

To maintain order, student management, involving discipline, is an essential part of any school. At Thornlie, discipline will be applied with dignity and respect in a way that promotes learning. Students have the right to learn without disruption. Everyone has the right to be treated with courtesy and respect.

### 5.2 Behaviour Management Policy

For a detailed understand of Thornlie and its management of student behaviour, please refer to the Behaviour Management Policy in the Appendix section of this handbook.

### 5.3 School Rules

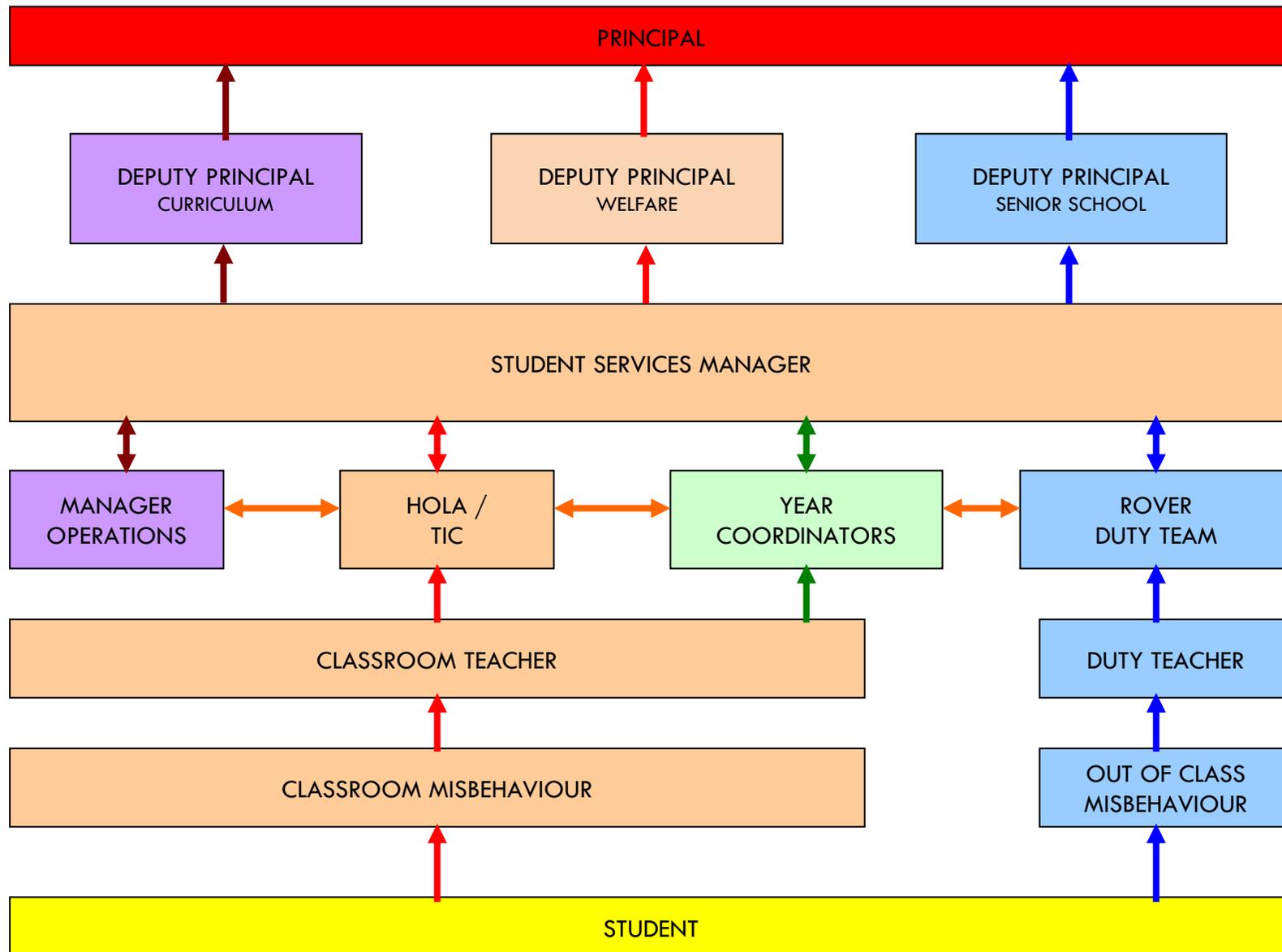
#### **EVERY student is expected to:**

1. Follow teachers instructions at all times
2. Behave appropriately in class, the school grounds and while travelling to and from school.
3. Come to class fully prepared to work.
4. Wear school uniform as outlined in school policy.
5. Smoking, drinking alcohol or involvement with illegal drugs is not permitted by students at school or at any school function.
6.
  - a. Not eat, drink (water excluded) or chew in class without permission
  - b. Not be in a classroom without permission
7. Keep the school environment safe and clean.
8. Not vandalise or damage the school environment.
9. Not steal or interfere with others belongings. This includes school property and materials.
10. Sign out in Student Services if you are leaving the school during the day and receive a Leave Pass. You must have a note from your parents explaining you absence from school.

## 5.4 Behaviour Management Flow Chart



### THORNIE SENIOR HIGH SCHOOL BEHAVIOUR MANAGEMENT FLOW CHART



## 5.4.1 Behaviour Management Strategies

### PRINCIPAL

- Ultimate approval and responsibility
- Consultation with Deputy's / SS Manager

### DEPUTIES

- Suspension
- RJ conference
- Withdrawal
- Detention
- Consultation with SS Manager / YC / HOLA / MO / Outside Agencies

### STUDENTS SERVICES MANAGER

- Suspension
- RJ Conference
- Withdrawal
- Detention
- Parent Contact
- Behaviour Monitoring Card
- IBP
- Refer to Deputy / YC / MO / Psych / Chaplain / Nurse / VET PC / Outside Agencies
- Consultation with YC / HOLA / MO

### HOLA / YEAR COORDINATOR

- Suspension
- RJ Conference
- Withdrawal
- Detention
- Parent Contact
- Subject Isolation
- Refer to SS Manager

### MANAGER OPERATIONS

- Support SS Manager / HOLA's / YC's
- Timetable changes to support Behaviour Management Strategies

### ROVER / DUTY TEAM

- Lunch Detention
- Litter Duty
- Refer to SS Manager / YC

### CLASSROOM TEACHER

- Classroom Management Strategies (refer to CMS)
- Parent Contact / Letter of Concern
- Subject Based Detention / Class Isolation
- Refer to HOLA

## 5.4.2 Positive Learning Environment

- Build relationships
- Deliver relevant engaging curriculum
- Use positive reinforcement
- Communicate achievements to parents

### 5.4.3 Examples of Consequences (Note: this is not an exhaustive list)

#### Teacher

- Verbal negotiation
- Removal from class for 5 minutes for reflection
- Informal Contract
- Separation / Seating plan
- Detention at recess or lunch time
- Community Service / Yard Duty
- Buddy class
- Parent contact
- Upper School Withdrawal

#### HOLA

- Subject withdrawal
- Buddy class
- Formal Contract
- Detention at recess or lunch time
- Community Service / Yard Duty
- After school detention (Wednesday – early close)
- Learning Area Contract
- Case Conference

#### Student Services

- Case Conference
- High end case management
- Alternative Educational Programs
- Program monitoring
- Individual Behaviour Plans

#### Deputy

- Detention at recess or lunch time
- Community Service / Yard Duty
- Case Conference
- High end case management
- Alternative Educational Programs
- Program monitoring
- Individual Behaviour Plans
- Internal Suspension
- External Suspension
- Preparation for exclusion

## 5.5 Belief Statements

- ❖ Education is the shared responsibility of the school, student, family and community.
- ❖ Education works best when there is mutual respect between teachers, parents, students, and the community.
- ❖ The school environment meets the emotional, academic, social, and physical needs of each student along with stimulating the desire to explore and participate in activities in and beyond the classroom.
- ❖ Preparation for career decisions and higher education is essential to the future success of every student.
- ❖ A collaborative learning environment fosters a sense of belonging, cultivating creative thinking, and problem-solving.
- ❖ The school sets high expectations and provides meaningful and challenging instruction, allowing each student to achieve their highest potential.
- ❖ The school community respects, protects, and celebrates the diversity, talent, and potential to learn of each student.

## 5.6 Countering Bullying

Thornlie's Countering Bullying Policy can be found in the Appendix section of this handbook.

## 6. Academic

### 6.1 Student Engagement

At Thornlie Senior High School we provide for the wellbeing of students in a number of different ways. Our Learning Framework acknowledges individual differences and actively encourages all members of the school community to reach their potential. Students are more likely to succeed when they feel connected to school. School connection is the belief by students that adults in the school care about their learning as well as about them as individuals.

Positive classroom environments are critical in developing and maintaining the well-being of students. A positive environment is one in which students feel secure, have the skills and opportunities to participate and have their contributions valued and acknowledged.

At Thornlie we build relationships based on our core values of, pride, respect and responsibility. The school actively seeks the involvement of parents/carers in the education of their children. It seeks to develop a cooperative team approach to maximising the behaviour and education of the student. When behaviours or actions compromise the ideal relationship involving members of the school community, the school will use a restorative approach to repair the relationship with individuals and groups. The school has a Bullying Policy that outlines the steps in dealing with bullying based around restoring the relationships and building an understanding of what all parties involved are thinking and feeling.

Student attendance at school is a key to achieving success and connection to the school. At Thornlie our Attendance Policy outlines key strategies that are used to track student attendance and to provide support for students and families when necessary.

Student engagement and participation is actively encouraged at Thornlie SHS. The Student Services Team and the Year Level Coordinators work together to involve students, from all year levels, in decision making at the school. Student Councillors are elected from each class and year level and meet together as a homeroom under the guidance of the Student Council Coordinators.

### 6.2 Meeting the Standard

Our Expectation is that no matter a student's starting point is, we expect to see a years progress for year's education.

### 6.3 Australian Curriculum

#### Development and Implementation

The Melbourne Declaration on Educational Goals for Young Australians (2008) and the Australian Curriculum identify eight learning areas:

- English;
- Mathematics;
- Science (including Biological Sciences, Chemical Sciences, Earth and Space Sciences, Physical Sciences);
- Humanities and Social Sciences (including Civics and Citizenship, Economics and Business, Geography, History);
- The Arts (including Dance, Drama, Media Arts, Music, Visual Arts);
- Languages;
- Health and Physical Education; and
- Technologies (including Design and Technology, Digital Technologies).

The Australian Curriculum, Assessment and Reporting Authority (ACARA) have developed the Australian Curriculum (Pre-primary to Year 10) in three phases:

- Phase 1 comprises English, Mathematics, Science and History (a component of Humanities and Social Science);

- Phase 2 comprises Geography, Languages and the Arts; and
- Phase 3 comprises Health and Physical Education, Technologies, Economics and Business, and Civics and Citizenship.

The Pre-primary to Year 10 Phase 2 and Phase 3 Australian Curriculum will only be implemented once the curriculum is in a form that is suitable for Western Australian schools and the achievement standards, work samples and judging standards support materials are fully developed.

Given the phased development of the Australian Curriculum, schools will be teaching some learning areas from the Australian Curriculum supplemented by learning areas described in the former Western Australian Curriculum Framework. As the Australian Curriculum is developed, it will gradually replace the Curriculum Framework in Western Australia.

### 6.3.1 General Capabilities

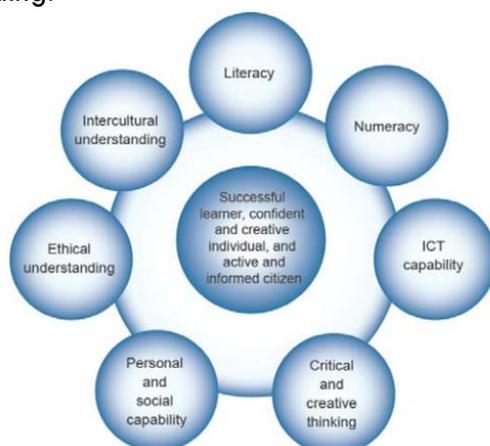
These are embedded in the content of the learning areas. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) – that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Melbourne Declaration identifies essential skills for twenty-first century learners – in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the Early Years Learning Framework (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.



General capabilities in the Australian Curriculum

### **Teaching and assessment of general capabilities**

Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within each learning area.

State and territory school authorities will determine whether and how student learning of the general capabilities will be further assessed and reported.

For some students, it may be necessary to adjust the levels of complexity and the processes they use to develop capabilities. However, the role and place of general capabilities in the Australian Curriculum remain the same for all students.

## **6.4 West Australian Curriculum**

The Western Australian Curriculum and Assessment Outline sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement. The Outline is informed by the *Belonging, Being & Becoming: The Early Years Learning Framework (EYLF)* and the Australian Curriculum.

The Western Australian Minister for Education has approved the implementation of the Western Australian Curriculum, which has been developed and is monitored by the School Curriculum and Standards Authority (SCSA). All Learning Areas have now fully implemented the new curriculum with only Languages awaiting further phased implementation.

## 6.5 WACE Requirements

The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE, although the School Curriculum and Standards Authority allows students to meet the WACE requirements over a lifetime.

The WACE is recognised by universities, industry and other training providers. Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

These are the minimum requirements for students to receive a Western Australian Certificate of Education (WACE) from 2017 onwards.

### 6.5.1 Breadth and depth requirement

Completion of a minimum of 20 units or the equivalent. This requirement must include at least: (Explanatory notes 1, 2, 3, 4, 5)

- a minimum of 10 Year 12 units, or the equivalent
- two Year 11 units from an English course, post-Year 10, including at least one pair of Year 12 units from an English course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

### 6.5.2 Achievement Standard

- Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including at least six C grades, or equivalents, in Year 12. (Explanatory notes 5 and 6)
- Completion of at least four Year 12 ATAR courses or of a Certificate II (or higher) VET qualification.

### 6.5.3 Literacy and Numeracy Standard

- Demonstration of the minimum standard of literacy and numeracy. (Explanatory notes 7 and 8)

### 6.5.4 Explanatory Notes Relating to WACE Requirements

- i. The breadth requirement can be met through ATAR, General and Foundation courses. The depth requirement can be met through ATAR, General, VET industry specific and Foundation courses, VET credit transfer and endorsed programs. The achievement standard can be met through ATAR, General, VET industry specific and Foundation courses.
- ii. Of the 20 units required for a WACE, up to a maximum of four Year 11 units and four Year 12 units may be substituted by VET qualifications and/or endorsed programs. A student may choose to study VET qualifications and/or endorsed programs and be able to substitute using only VET qualifications (up to a total of eight units) or using endorsed programs (up to a total of four units) or using a combination of VET and endorsed programs (up to a total of eight units but with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12).
- iii. Students are able to substitute the course unit requirement with unit equivalents achieved through the completion of AQF VET qualifications at Certificate I, II, III and higher (see Section 4 of the [WACE Manual 2017](#)) and/or endorsed programs (see Section 5 of the [WACE Manual 2017](#)).
- iv. Students can repeat units. However, those units that have the same unit code, e.g. AEENG, and are repeated, do not contribute to the WACE requirements more than once. Note: Students who complete ATAR Units 3 and 4 as part of an accelerated program and sit the examination cannot report these units until after they leave school at the completion of Year 12.
- v. Students enrolled in a Year 12 ATAR course must sit the external examination in that course. If students do not sit an ATAR course examination and do not have an approved sickness/misadventure application for that course, the grades for the pair of units completed in that year will not contribute towards any of the WACE requirements. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. For ATAR courses with practical components, students must complete both the written and practical examinations.

- vi. Both VET qualifications and endorsed programs can indirectly contribute to the WACE standard requirement of a C grade in at least 14 units. A C grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET qualifications and/or endorsed programs. Of these eight unit equivalents, a maximum of four can be from endorsed programs (two in Year 11 and two in Year 12).
- vii. The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving Band 8 or above in the associated components of reading, writing or numeracy in the Year 9 NAPLAN tests. Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.
- viii. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age. (Note: the WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.)

**Table 1: General features of senior secondary courses and programs**

Courses and Programs	General Features
<b>Australian Tertiary Admission Rank (ATAR) courses</b>	These courses are examined by the Authority (see <a href="#">Section 6</a> ). Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR). The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see <a href="#">Undergraduate Admission Requirements for School Leavers</a> on the TISC website). ATAR courses are for students who are aiming to go to university.
<b>General courses</b>	These courses are not externally examined. However, they each have an externally set task (EST) which is set by the Authority (see <a href="#">sub-sections 2.4.1.3</a> and <a href="#">3.6</a> ). General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school.
<b>Vocational Education and Training (VET) industry specific courses</b>	These courses include a full AQF qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses are for students aiming to enter further vocationally based training or the workforce straight from school.
<b>Foundation courses</b>	These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. The Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy (see <a href="#">sub-section 1.6</a> ) before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of student support.
<b>Preliminary courses</b>	Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability (see <a href="#">sub-section 1.7</a> ). They provide a relevant option for students who: <ul style="list-style-type: none"> <li>• cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions</li> <li>• are unable to progress directly to training from school</li> <li>• require modified and/or independent education plans</li> <li>• have been identified as having a recognised disability under the <i>Disability Discrimination Act 1992</i> and meet the above criteria.</li> </ul> Preliminary courses do not contribute to achievement of the WACE.
<b>Vocational Education and Training (VET) qualifications</b>	VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body (see <a href="#">Section 4</a> ). A Certificate II or higher is one of the range of requirements for achieving a WACE. These qualifications contribute to the WACE as unit equivalents.

Courses and Programs	General Features
<b>Endorsed programs</b>	These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents (see <a href="#">Section 5</a> ). Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations.

**ATAR, General and Foundation courses** are offered at two year levels – Year 11, comprising Units 1 and 2, and Year 12, comprising Units 3 and 4. The different certificates (I, II and III) available through VET industry specific courses are packaged as two or four units.

For ATAR, General, and Foundation courses, each unit is nominally 55 hours contact time. For VET industry specific courses, the unit time is dependent on the qualification and may require more than 55 hours per unit. For ATAR, General and Foundation courses:

- the two Year 11 units are typically studied and reported to the Authority as a pair, but may be studied and reported separately
- the two Year 12 units must be studied and reported to the Authority as a pair.

Note: the Authority’s recommendation is for schools to enrol students in pairs of units in both Year 11 and Year 12. Where a student transfers between Year 11 courses or units after Semester 1 the school can report student achievement for two separate units (see [sub-section 2.4.3](#)).

**For VET industry specific courses**, both Year 11 units and Year 12 units are reported as pairs. Preliminary courses comprise four units. Each unit is studied and reported separately.

Some ATAR and General courses have defined contexts. These courses are:

- Design: Dimensional Design, Graphics, Photography, and Technical Graphics (General only)
- Materials Design and Technology: Metal, Textiles, Wood (ATAR and General)
- Music: Contemporary, Jazz, Western Art (ATAR only).

Each context consists of two Year 11 units (1 and 2) and two Year 12 units (3 and 4). Students can enrol in more than one context in each course with defined contexts, but only a maximum of four units will count towards WACE requirements and students can sit only one ATAR course examination for the course.

### Course outline

The teacher determines the sequence in which the syllabus content will be taught and the timing of delivery and must provide this information to the students, before teaching begins, in the form of a course outline. The document can be provided as a hard copy or electronically if the school ensures that all students have adequate access in this format.

### Assessment outline

An assessment outline is required for each pair of units (or, where a single unit of a Year 11 course is being delivered, for that single unit) and must conform with the assessment requirements as specified in the assessment table of the syllabus. This ensures that the planned assessment tasks will provide students with the opportunity to demonstrate their achievement of the knowledge, skills and understandings that they have acquired in their study.

The format for an assessment outline is a school decision but each outline must include the following information:

- the number of tasks to be assessed
- a general description of each task
- an indication of the coverage of the unit content provided by each task
- the approximate timing of each task (e.g. the week the task will be conducted or the start and submission dates for an extended task)
- the weighting of each assessment task
- the weighting of each assessment type, as specified in the assessment table of the syllabus.

The set of tasks in the assessment outline must provide a comprehensive sampling of the syllabus content. The number of assessment tasks is determined by the teacher. Over-assessment must be avoided because too many assessment tasks can interfere with the teaching and learning process.

Students must be provided with a copy of the Assessment Outline, before teaching begins, either as a hard copy or electronically if the school ensures that all students have adequate access in this format.

Should changing circumstances require the assessment outline to be amended (e.g. deleting a planned assessment task and re-weighting all other tasks), students must be informed and provided with the amended assessment outline.

If the course requires small group moderation (see [sub-section 3.8](#)) then the partner schools must use the same assessment outline and use marking methods that will ensure student marks are on the same scale.

## **6.6 Assessment Policy**

Thornlie's Assessment Policy can be found in Appendix section of this handbook.

## **6.7 Homework Policy**

Thornlie's Homework Policy can be found in Appendix section of this handbook.

## **6.8 System Testing**

### **6.8.1 National Assessment Program (NAPLAN)**

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May.

NAPLAN is made up of tests in the four areas (or 'domains') of:

- reading
- writing
- language conventions (spelling, grammar and punctuation)
- numeracy.

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

### **2020 NAPLAN Dates**

Language Conventions: Tuesday May 14

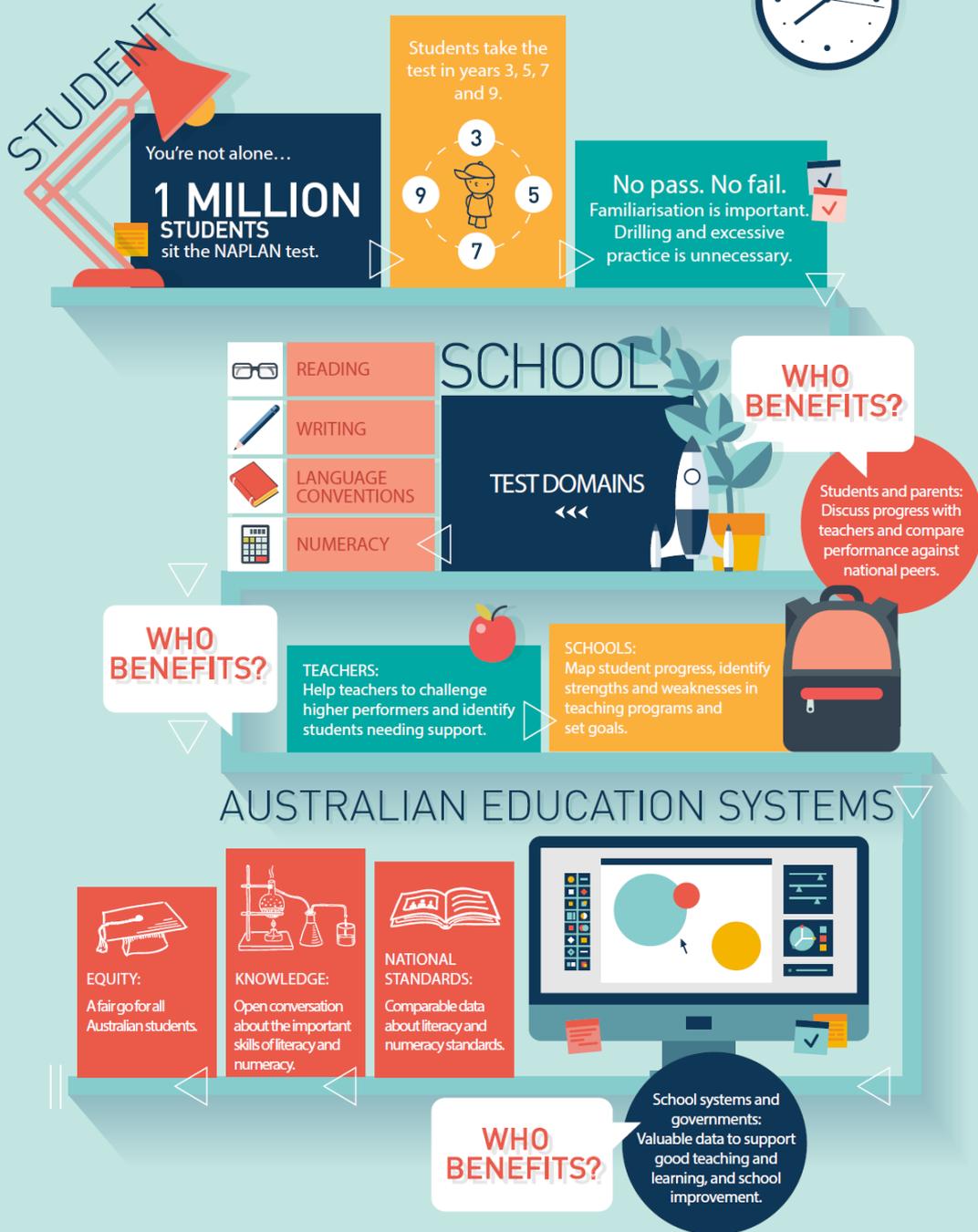
Reading: Wednesday May 15

Numeracy: Thursday May 16

# NAPLAN

National Assessment Program – Literacy and Numeracy

NAPLAN provides benefits from the ground up for students, schools and Australian education systems.



The data and information we gain from NAPLAN drives ongoing improvement at school, state and national levels.

[www.nap.edu.au](http://www.nap.edu.au)

**acara** AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

## 6.8.2 Online Literacy and Numeracy (OLNA)

### What is the purpose of OLNA?

OLNA provides students with opportunities to demonstrate the minimum Literacy and Numeracy standard required for WACE attainment. OLNA also helps identify students at risk of not demonstrating the minimum standard.

### What does OLNA assess?

OLNA assesses skills described in Levels 1–4 of the Australian Core Skills Framework. The skills described are those regarded as essential for individuals to meet the demands of everyday life and work.

The framework is in a multi-page PDF, which is available online at

<http://www.industry.gov.au/skills/AssistanceForTrainersAndPractitioners/AustralianCoreSkillsFramework/Pages/default.aspx>

### What is the assessment structure and format?

There are three online assessment components - Reading, Writing and Numeracy. The Reading and numeracy components comprise 60 multiple-choice questions; the Writing component is an extended response of up to 600 words. Students will be allowed 60 minutes for each assessment.

Each student responds to one of several equivalent versions of each assessment that are randomly delivered.

### When is OLNA conducted?

OLNA is conducted in March and September each year. Below are dates for the next three rounds of testing. Alternative testing dates are not available for schools or individuals who make arrangements to undertake camps, travel, work-experience or other activities that prevent completion of the OLNA during the testing window.

2020 OLNA Dates	
<b>Round One</b>	
Writing:	5 – 7 March
Numeracy and Reading:	5 – 29 March
<b>Round Two</b>	
Writing:	2 – 4 September
Numeracy and Reading:	2 – 27 September

The provision of broad and comprehensive teaching and learning programs is the best preparation that you can provide your students. Excessive coaching and assessment preparation is inappropriate. (SCSA website)

The Western Australian Curriculum (WAC) comprehensively covers the skills tested in the OLNA

Our school has a coaching model in place for students who are yet to achieve category 3 in any/all of the assessment components. Those in Year 10s are supported across their Learning Area work, whilst Year 11 & 12 students that have been identified are coached by a team of teachers to work towards achieving their Category 3 in the relevant components in order to qualify for WACE.

## 6.9 Connect

**Our aim for 2020 is to continue to be a fully CONNECTED school community.**

Connect allows you to communicate easily with students and parents allowing them to be more informed about learning in our school.

Connect assists Parents and Caregivers to stay informed with their child's learning anywhere, anytime. They can securely access their child's individual attendance and academic information. Parents will be engaging in their child's Learning Journey through secondary schooling.

For Students, Connect assists them to access their course work and daily school information anytime, anywhere. They can communicate directly with you their teacher to ensure they are fully prepared for class, excursions, extra-curricular activities and social events. Connect will assist students to see their progress in each of their classes and help them to achieve your personal best at school.

To support students in their learning, it is expected that all teachers will create a Connect class for each of their timetabled classes and have the required course information loaded on to this page by the end of Week 2, Term 1.

**Teachers are required to have a Course Outline, Assessment Outline and a Welcome Message loaded on to each of their Connect classes.**

It is anticipated that teachers will develop their use of Connect across the school year, and look to employing the advanced features that Connect has to offer, including uploading of class resources, submissions and online marks books. Support for staff members who would like to develop their use of IT is proved through the ICT/STEM Committee and other key staff members.

## 7. Enrichment

### 7.1 Approved Specialist Programs: Rugby

Children have the opportunity to turn their passions into dream futures through more than 110 Approved Specialist Programs at 60 schools across the State. Sports, arts, academic and applied Approved Specialist Programs give children real-world skills and a head start in reaching their career goals.

Many programs are linked to sporting and industry bodies and training organisations, allowing children to gain industry recognised qualifications. Teachers and coaches are adept at recognising and developing children's skills in their areas of interest. At Thornlie we are pleased to offer Rugby as an Approved Specialist Program.

Thornlie Senior High School has a proud history in Rugby dating back to 1991 and has been a DoE accredited Sports Specialist Rugby School since 2003. The Specialist Rugby program at Thornlie Senior High School aims to develop each student's skills, Physical fitness, abilities, aspirations and values to the highest level possible in order that they may realise their potential.

The development of personal values is strongly emphasised throughout the program. We aim to strengthen students' self-esteem, optimism and commitment to personal fulfilment. Character building qualities such as sportsmanship, personal responsibility and self-discipline are emphasised in every part of the course.

Selection will be based on physical skill levels and academic attitude. Skill tests will be conducted at the school under the supervision of coaching staff.

Successful applicants will be required to meet the following expectations:

- Participate consistently and to the best of their ability throughout their involvement in the Rugby program.
- Maintain an excellent school attendance and behaviour record.
- Develop a positive attitude towards the school's ethos.
- Maintain a positive attitude towards academic and vocational studies.

### 7.2 School Based Specialist Programs

#### 7.2.1 Music

Thornlie Senior High School offers an exciting opportunity for students to explore their interest in instrumental/vocal music and performance by applying for selection into the Instrumental Music Program. We offer intensive training in all areas of music to the successful applicants, including studies in aural training, theory, arranging, song writing and music history. There is a strong emphasis on contemporary music and music industry related careers, such as sound/lighting, event management, performing, composing/arranging and recording.

Students have access to our custom-built Performing Arts Centre at the school for their performances as well as a piano keyboard lab, practice rooms and a variety of equipment and instruments that we provide for students to use in class time to enhance the teaching-learning program.

#### Student Selection and Application

To be accepted into the Instrumental Music Program, applicants must satisfy the following criteria:

- Willingness to participate in all facets of the program, including weekly lesson, weekly large ensemble rehearsals and musical performances as required.
- Enthusiasm and aptitude for music – students must complete a brief musical aptitude listening test.
- Ability to meet the requirements of the program
  - Student must come out of timetabled classes to participate in lessons and should be able to commit to daily practice time on their instrument/voice, and be keeping a music practice journal
- Participate in a brief interview and audition with the music coordinator
- Sign the Instrumental Program Agreement Contract.

## 7.2.2 Netball

The Netball Academy at Thornlie Senior High School provides students with an opportunity to combine sporting excellence and academic achievement. Students are encouraged to continue in the development of skills, physical fitness and aspirations, with an emphasis placed on individuals to strive for and achieve personal best.

Opportunities for players:

- Students will be provided with opportunities to compete in SSWA competitions and Specialist Netball Carnivals.
- Development of skills through specialist coaching and clinics
- Fitness and Training
- Coaching and Umpiring accreditations
- Development of coaching and umpiring with juniors
- Opportunity to travel Interstate and compete in the Gold Coast Netball Tournament

Selection Criteria:

Students are selected to represent Thornlie Senior High School in the Netball Academy after completing the appropriate Application Stages-

1. Applicants complete a Thornlie SHS Netball Academy Application Form and return it to the school.
2. Selection Trials—Fitness and Skills Assessment will be carried out under the supervision of qualified staff and member/s of Southern Districts Netball Association.
3. Academic Reports and References will be considered

Continued involvement in the program will require students to;

- Participate consistently and to the best of their ability within the program throughout the year.
- Maintain excellent school attendance and behaviour records
- Maintain a positive attitude towards academic studies.
- Maintain an affiliation with a Netball WA Club

## 7.2.3 Academic Challenge & Excellence

Students accepted into the Academic Challenge Program are encouraged to excel in their area of academic talent. The program aims to foster both the academic and personal development of talented students within a caring environment. Students are regularly challenged as a result of extended and enriched learning opportunities in the academic learning areas, Mathematics, English, Humanities and Social Science and Science.

Participation in the program commences at Year 7, and given satisfactory progress, students may be invited to continue with the program through to the completion of Year 10. Students may be accepted into the program in one or more of the following subjects: English, Mathematics, Humanities and Social Science or Science. In the remaining learning areas they combine with other students to access their chosen subjects as per their Subject Selection Form.

Specialist teachers for the program are selected to deliver the curriculum as is expected of all Year 7 classes. However these teachers will create a stimulating learning environment and enhance the regular curriculum using their specialist knowledge to add breadth and accelerate student learning.

The school and teachers within the program have high expectations of students offered places in this program, with their commitment, behaviour and progress being closely monitored. The school expects students and their parents to uphold its policies and philosophy and strive to enhance the good reputation of Thornlie Senior High School in the community.

Selection Criteria

The number of students invited to participate in the Academic Challenge Program is limited. Students are selected through a progressive and comprehensive process. There are three main stages:

- a) Applicants complete an Academic Challenge Program Application Form. This includes a form for the students to complete. One confidential for parents/guardians to complete and a form reference from the applicant's current school should be completed and returned.
- b) Applicants complete testing relating to ability. All testing will be conducted at Thornlie Senior High School.
- c) Current reports and available NAPLAN data will be used to confirm the final selection of students for inclusion in the Thornlie Senior High School Academic Challenge Program.

## 7.3 Incursion/Excursion Process

For all Incursion and Excursion Approvals, application must be lodged via the Compass program.

- **All incursion/excursion proposal & application forms must be submitted to the Manager of Operations via Compass at least two (2) weeks prior to the excursion, to allow adequate planning and approval timelines**

Compass works to assist and support schools in planning and conducting all types of events and excursions. With a clear focus on workflow and ease of use, teachers can easily create view and manage their own events. The system will ensure the costs and time delay of a paper-based process are removed and timely parent communication is achieved. Compass is an electronic process for events and excursions and no paper forms are required.

Below is a checklist designed to assist staff in organising and conducting an Educational Excursion or Incursion. This checklist is based on the Department of Education Excursion Policy and Procedures effective 4<sup>th</sup> February 2014. Our schools excursion policies have most recently been revised in January 2018.

Staff login details for the Compass website can be obtained from the Manager of Operations.

**Please refer to the flow chart on the following page for the use and approvals process.**

### Why use Compass?

- ✓ Planning is easy....the organising staff member completes a proposal form, which guides them through all of the requirements of planning. The proposal form can be used for a simple day excursion, through to a camp or international tour.
- ✓ The excursion management facilitates the electronic communication and consent from the parent. This is a flexible process that enables the school to create any type of event or excursion from a single process.
- ✓ The parent responses are viewed and managed through a detailed user interface that makes it easy for staff to see who is attending and who needs to be followed up. The system can send automated reminders for all activities.
- ✓ Record keeping is a key requirement of all schools and there are many challenges with storing and securing large supplies of paper records. Compass electronically archives all of the records for the school. This can be converted to paper at any time for audits or review.
- ✓ Parents and guardians are responsible for advising the school of any changes to a student's health. This is generally facilitated through the school sending out a request at the beginning of the year and a paper form returned with any changes.
- ✓ This is established on a fully electronic care record that includes information regarding swimming ability, Medicare information, temporary conditions and over 40 detailed medical conditions including triggers and medications.
- ✓ This is reviewed and updated by the parent each time they approve an excursion. They can also update the record at any time through the school website with our Compass button.

# Incursion/Excursion Approvals Process

- simple and easy -

For all Incursion and Excursion Approvals, application must be lodged via the Compass program.

- **All incursion/excursion proposal & application forms must be submitted to the Manager of Operations via Compass at least two (2) weeks prior to the excursion, to allow adequate planning and approval timelines**

## STEP ONE: PROPOSAL

- Organising Staff member completes electronic 'Proposal'
- This Proposal is considered/approved by the Manager of Operations

*When assessing Incursion/Excursions for approval, consideration is given to educational purposes/relevance, school calendar and staffing/relief liability.*

## STEP TWO: PLANNING

- Organising Staff member completes electronic 'Planning' of incursion/excursion
- This Proposal is considered/approved by the Manager of Operations (MO) and Principal

## STEP THREE: CONSENT

- Organising Staff member electronically sends excursion invite to parents for approval
- Parents electronically confirm consent for attendance, update students medical conditions and make payment if required

## STEP FOUR: COMMUNICATION

- **At least 1 week** prior to in/excursion, email staff the details of activity and anticipated attendees
- All teachers attending incursion/excursion to complete relief forms and submit to Relief Coord.
- Relief Lessons must be completed and left in each teacher's pigeonhole.
- Make arrangements for use of an Excursion Mobile if necessary; and a First Aid Kit.

## STEP FIVE: FINAL PLANS

School manages and conducts the excursion

- Organiser surveys incursion/excursion summary and makes additional plans as required
- Organiser downloads electronic summary to iPad for storage on excursion
- Organiser sends Student Services Officer confirmed list of attendees
- School nurses are alerted to students health conditions and date of the excursion, and make preparation if required (in addition to Organiser taking First Aid Kit and Excursion Mobile Phone)
- On day of incursion/excursion, confirm student attendance with Student Services (Phone: 9376 2165)

The excursion is archived for record keeping

**ENJOY YOUR EXCURSION**

### NOTE:

- Students may require Form 4 (Administration of Medication) for those needing medication administered.
- Form 5 may be required if volunteers are assisting an external provider and they are exempt from having a Working with Children Check

### Appendix: Policies

- **Assessment**
- **Bullying**
- **Communicating with your School**
- **Good Standing**
- **Homework**
- **Late to School**
- **Mobile Phone**
- **Student Parking**
- **Smoking**
- **Uniform**
- **Student Behaviour Policy**
  
- **Performance Development & Review**
  - [Teacher](#)
  - [Senior Teacher](#)
  - [Level 3 Classroom Teacher](#)
  - [HOLA](#)
  - [Program Coordinator](#)
  - [Deputy Principal](#)