

An Independent Public School
Morawa District High School

Year Nine
Parent Information

Principal: Mrs Tonia Carslake

Deputy Principal: Mr Mike McGann

Secondary Year Coordinator: Miss Lee Jones

Form Teacher: Mrs Margaret Henderson

Endeavour and Achieve



MORAWA DISTRICT HIGH SCHOOL

‘GROWING GOOD PEOPLE’

Year 9 Handbook

2021



An Independent Public School

Principal: Mrs Tonia Carslake

Deputy Principal: Mr Mike McGann

Secondary Year Coordinators: Mis Lee Jones

Learning Support Coordinator: Mrs Narelle Knox-Atkinson

Morawa District High School

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Vision: 'GROWING GOOD PEOPLE'

Mission:

Morawa District High School is an Independent Public School which shares a commitment with parents and the community to provide a safe, stimulating and differentiated learning environment ensuring all students are fully engaged and motivated to excel.

Our Values:

Learning - We have a positive approach to learning and encourage it in others.

Excellence - We have high expectations of students and staff and we endeavour to achieve our best.

Equity - We recognise the differing circumstances of students and are dedicated to achieving the best possible outcomes.

Care - We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

PBS Behaviour Expectations:

Respect - We treat others with consideration and respect.

Responsibility - We are accountable for our own actions, resolving differences in constructive, peaceful ways; we contribute to society and take care of the environment.

Achievement - We have high expectations of students and staff and endeavour to achieve our best.

Introduction

In order to keep parents informed about school and classroom expectations, a Parent Information meeting will be arranged in Wednesday of Week 3 in 2021 to coincide with Early Close. A homework diary is a daily source of communication between home and school. Alternative sources of communication include emails telephone calls or Connect. Please contact your child's teachers if you have any concerns or questions.

Attendance

Going to school every day really does matter. Teachers plan programs in a sequence so students can build on skills and activities from one day to the next. Attendance is compulsory for all students. It is a legal requirement that all absences are explained. Once absentees have been completed by form teachers, parents will receive an SMS message from the school informing them that a child is absent without reason. If your child is absent, please inform the school office of the reason in person, by telephone, in writing or by text. If your child is late, please ask your child to get a late note from the school office.

Student Targets: We aim to have all students attend school more than 92% of the time. Each student will have an attendance target set for each term. All students who meet their target will be invited to the attendance reward determined by the Student Council. All students with 92% attendance and above will automatically be invited and also be eligible for the \$20 voucher drawn at the final whole school assemblies. Students with 100% attendance rates will also be recognised.

Behaviour Management

Code of Behaviour

All students and staff are guided by our school Charter which states:

1. All students have the right to learn and all teachers have the right to teach free from disruption.
2. All students and staff have the right to be treated courteously and with respect.
3. All students and staff have the right to work in a clean and safe environment.
4. All students and staff have the right to have their property cared for and respected.
5. All students and staff have the right to expect all members of the school community to abide by the Department of Education regulations.

Morawa District High School has adopted a holistic approach to supporting student behaviour and the behaviour management plan (BMP) needs to be shared and understood by parents, teachers and students. We believe in strong classroom management strategies and have adopted a shared concern approach towards bullying. The outcomes we wish to achieve are accomplished through curriculum initiatives, teacher involvement and skill, and student empowerment. Any consequence for inappropriate behaviour needs to be balanced, if not outweighed, by positive, meaningful programs of involvement and recognition. Please refer to our Behaviour Referral Process which is included in this booklet.

Portable and Electronic Devices

Students bringing devices to school are required to have them switched off and kept in school bags for the duration of the school day. Devices can only be taken from bags and used following the final bell for the day. Students and their families should note that these items are brought to school at the students' own risk.

In some circumstances, a teacher may have reason to ask a student to use the mobile device for the benefit of learning. In these cases, students will be asked to limit their device usage to the learning activity and return them to the bag after the task is complete. This is the only exception and students are expected to follow direction from the teacher.

Students failing to abide by this requirement will either be asked to hand it directly to the staff member concerned. Students failing to do as asked, will be subject to the standard behaviour sanctions explained in our Behaviour Management Policy. A register of confiscated devices will be kept for security purposes and the item will be returned to the student at the end of the school day.

Water Bottles and Hats

Please encourage your child to bring a water bottle and hat to school each day. Students must stay under the veranda areas during breaks if they do not have a hat.

Uniform

Our school community believes that adherence to a School Dress Code promotes a positive image of the school within the wider community. It gives students pride in their school and provides a safe and supportive environment for them. A School Dress Code assists parents with the cost of clothing students. Furthermore, it provides a learning opportunity for the students to appreciate that in some context, beyond school, dress codes apply

The School Dress Code will be strongly enforced in line with the Department of Education expectations in this area. This includes the wearing of a hat throughout the year. It is also expected that the students will follow required Health and Safety Regulations in particular classes. This will include such things as wearing closed in shoes in specialist classes. The Uniform Shop is co-ordinated by the P&C Association and the MDHS IPS Board. The P&C Association endeavour to provide affordable pricing of school uniforms and purchasing through the uniform shop is encouraged. Second hand uniforms are available for purchase also through the P&C Association. **Leggings can only be worn with shorts or a skirt. Denim is not to be worn to school blue or black). Short skirts and short shorts are not to be worn; they need to be mid length.**

This dress code has been developed to:

- Enhance the image for the school within the community.
- Give students pride in their school.
- Provide a safe and supportive environment for all students.
- Assist parents with the cost of clothing students.

Our School Dress Code consists of school shirts (black/gold polo, white dress shirt or house colours) school dress and plain black pants/ shorts/skirts/skorts (no patterns, no other colours or visible logos).

Secondary Students (Years 7 – 12)

- **Hats** - free choice with appropriate slogans. Brimmed hats recommended.
- **Pants, Shorts and Skirts** - black. (no patterns, no other colours or overly visible logos). The school will make judgements regarding suitability of attire when required.
- **Unisex Black/Gold Zip Jacket or Black Jumper** - (no patterns, no other colours or visible logos), are the winter uniform.
- **Shirts** - white dress shirt, black/gold polo, or house colour polo shirts.
- **Undergarments** - (e.g. long sleeved clothes) worn under the school shirt must be black under polo shirt and white under dress shirt.

Awards

Honour Certificates will be awarded to nominated students at secondary assemblies throughout the year. Students who are the highest achiever in each learning area will be recognised at the final end of semester assemblies. Academic, Class and Citizenship Awards will also be presented at the final end of year ceremony.

Good Standing

Good Standing (GS) is a status that determines a student's access to and participation in extra-curricular activities. All students commence with GS status at the beginning of every year. GS defines a student's status in terms of maintaining satisfactory attendance, behaviour and conduct. The Good Standing Policy is applicable to students from Year 1 to 12. Parents will be notified if their child has lost their Good Standing.

School diaries

At the beginning of the school year, parents were asked on the school booklist to purchase a school diary. Students are asked to bring their diary with them to school every day and show it to you Thursday night so you can sign it. Your child can also place any upcoming events and due dates of assignments etc in the diary. A diary assists students with their general organisation.

Homework

Students will be given homework tasks to complete each week by their individual learning area teachers. Please contact the form or class teacher if you have any concerns regarding this.

Homework, by definition, is schoolwork that is done at home. This work may take any one of the following forms:

- class work that needs to be completed (worksheets, etc.)
- a revision assignment devised to assist the student to look back at past work
- research work which may involve members of the family or for which some time may be required to collect information
- reading through past notes, texts to reinforce knowledge or understanding
- reading a novel (school or other) or magazines (literacy is the basis of everything)

Student Reward System

The MO-BUCK reward system fosters positive relationships between students and staff, which encourages students to actively contribute towards the betterment of themselves and the entire school community by following our school expectations. The MO-BUCKS positive reward system is in place for all secondary students to work towards specific goals. These include an end of term reward and weekly auctions.

Reporting to Parents

Parents will be provided school reports at the end of each semester. An Interim Report will also be sent out at the end of Term 1 and Term 3, to give early feedback on your child's progress. Appointments for parent/teacher meetings can be arranged in the final week of Semester 1 and Semester 2. Parents are encouraged to arrange to discuss student progress with classroom teachers whenever necessary or if you have any queries about any other aspects of your child's educational program.

In Western Australia, student achievement in the learning areas taught is reported on a five-point scale for all years. From Years 3 – 10 the following table of letter grades and achievement descriptors must for all years. From Years 3 – 10 the following table of letter grades and achievement descriptors must be used.

Letter grade Achievement descriptor

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

STEM

A higher emphasis will be placed on STEM (science, technology, engineering, mathematics) in our quest to promote the development of the 21st century skills of problem solving, critical analysis and creative thinking. Secondary students have a timetabled period each week to develop STEM skills and abilities through project based problem solving activities using technologies such as SPIRO balls and iPads for coding.

Camps

Students will also have the opportunity to participate in other camps, including Country Week during the year. Students must have their Good Standing to be eligible to attend this camp.

DEAR

DEAR is classroom time set aside for teachers and students to Drop Everything and Read. The goal of DEAR is to encourage independent silent reading for extended periods of time on a daily basis at the beginning of Period 3 each day. Students choose the book they wish to read based on interest and ability.

Curriculum

The Australian Curriculum provides a balanced curriculum for all students. It sets the expectations for what all Australian students should be taught, regardless of where they live or their background. The Western Australian Curriculum and Assessment Outline is for all students from Kindergarten to Year 10 and encompasses the Australian Curriculum. It sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. At Morawa District High School, we differentiate student learning to meet the needs of all students as a priority.

The Western Australian curriculum currently encompasses ACARA's Australian Curriculum in English, mathematics, science and history; as well as Humanities and Social Sciences, Health and Physical Education, Technologies and The Arts.

English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.

In Year 9, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of

perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Receptive Modes – Listening, Reading and Viewing

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Productive Modes – Speaking, Writing and Creating

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. At this year level:

- **Understanding:** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **Fluency:** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- **Problem-solving:** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **Reasoning:** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Number and Algebra

By the end of Year 9, students solve problems involving simple interest. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations.

Measurement and Geometry

Students interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.

Statistics and Probability

Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. Students compare techniques for collecting data from primary and secondary sources. They construct histograms and back-to-back stem-and-leaf plots.

Humanities and Social Sciences

In Year 8, Humanities and Social Sciences consists of, Economics and Business and Geography and History and Civics & Citizenship.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

At Standard, students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe some ways individuals and political parties participate within the electoral system in Australia's democracy. They describe Australia's court system and how the courts resolve disputes. Students identify the principles of justice and the threats to these principles.

Students explain the interdependence between Australia and other economies by identifying Australia's trading partners, and describe how specialisation results in the exchange of goods and services between countries. They describe the risks and rewards that result from making consumer and financial choices. Students describe innovations and changes in business, and the implications for the current and future work environment.

Students explain the spatial variation and characteristics of natural environments and the interconnections between people, places and environments. They identify the cause and effect of these interconnections, and predict possible implications for people, places and natural environments, now and in the future. Students make inferences about the spatial outcomes of the interconnections between people, places and environments.

Students explain the causes and effects of the Industrial Revolution and World War I over both the short and long term, and the significance of each. Students use evidence to explain patterns of change and continuity over time, and identify the motives and actions of the individuals and groups at that time.

Science

Students study the strands Science Understanding and Science as a Human Endeavour in 2021, through the sub-strands Chemical Science and Biological Science and Physical Science and Earth/Space Science.

Science Understanding

By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe wave and particle models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes and describe ecosystems with reference to interdependencies, energy transfers and flows of matter.

Science as a Human Endeavour

Students describe social and technological factors that have influenced scientific developments.

Health and Physical Education

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

In Year 9, the content expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, movement and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.

Students continue to develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. They have opportunities to analyse their own and others' performance using feedback to improve body control and coordination. They learn about health-related and skill-related components of fitness and the types of activities that improve individual aspects of fitness. The application of fair play and ethical behaviour continues to be a focus for students as they consider modified rules, scoring systems and equipment, which allows participants to enjoy physical activities and experience success. They begin to link activities and processes to the improvement of health and fitness.

Optional Subjects

The Arts

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The term 'creativity' plays a critical role in all arts subjects. The Arts includes two strands – Making and Responding.

Visual Arts

In Year 9, students develop ideas related to a given theme. They select and explore media and materials, and briefly document their results. Students use elements and principles when developing artwork and make decisions about composition. They write annotations and comment about design intentions. They explore and experiment with techniques and processes and, with guidance, use a selected process to create and present a finished artwork. Students use equipment and materials in a safe manner. They reflect on their own artwork and discuss possible improvements.

In responding to artwork, students use art terminology, identify obvious key features and provide personal opinions. They provide a description of an artwork and discuss the use of elements and principles. Students make comments about meaning, based on personal interpretations.

This course develops skills and explores new studio areas such as acrylic painting, print making and sculpture. The students complete a range of fine art projects and study the art in our society to enhance the production of their work.

Music (Pop Band)

By the end of Year 9, students identify, sing, play, notate and apply pitch and rhythm patterns, scales, intervals and triads, with some inconsistencies. They improvise and create musical ideas within a given framework that show some development, and incorporate some suitable dynamics. Students sing or play performance activities and practised repertoire with developing technique and some expression. With guidance, they endeavour to adjust tone and volume to blend and balance when rehearsing and performing within an ensemble.

Students identify, analyse and describe the use of specific elements of music in mainly generalised responses, using some appropriate music terminology. They identify and describe some musical characteristics associated with different cultures, contexts and styles.

Students will investigate a range of music genres, instruments and innovations, and will have the opportunity to learn various instruments in class. They will learn individual and ensemble skills in a contemporary context.

Instrumental Music

At Morawa District High School the Department of Education's Instrumental Music School Services (IMSS) provides enriched, instrumental instruction for students from Years 5 to 12 on a brass or percussion instrument. The program offered is optional and is aimed at those students who show keen interest and aptitude in music, and who are prepared to make an ongoing commitment to musical activity. In order to be accepted into the program at Morawa District High School, students undertake a Music Aptitude Indicator test. Successful students must also satisfy the following criteria:

- A demonstrated willingness to participate in the program
- An aptitude for music demonstrated in classroom music
- Parental support
- Ability to meet the requirements of the program, such as instrumental lessons, daily practice and participation in the school band.

In instrumental lessons students come out of their regular classes on a rotating timetable. Tuition is provided in small group lessons of 30 minutes once a week. Instrumental students are required to participate in the Morawa District High School Junior Brass Band (Years 5-8) and/or the Morawa District High School Senior Brass Band (Years 7-12) when their level of playing has reached the required standard. Practice for Senior Brass Band is on Thursday afternoons from 3.30 – 5pm, and Junior Brass Band is on Friday mornings at 8.30am.

Technologies

Technologies enrich and impact on the lives of people and societies globally. They can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges. Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work. Technologies include two distinct areas – Design & Technologies and Digital Technologies.

Design and Technology: Home Economics (Food in the Fast Lane)

In Year 9, students identify components of food and fibre production systems. Students identify nutritional values and physical properties of food to determine preparation techniques and presentation. This practical course provides students with the opportunity to develop the skills to make informed food decisions, prepare snacks and simple meals, and to create simple sewing tasks.

Design and Technology: Wood and Metal Work

In Year 9, students identify how the selection of material and technology process is influenced by the combination of materials, systems, components, tools and equipment. They use hand skills and machinery to make interesting models and constructions, using a variety of materials and techniques.

Digital Technology

In Year 9, students identify types of networks, including wired, wireless and mobile networks and the hardware components of a network. They identify ways digital systems represent text, image and audio data. Students use a range of digital sources to explore how to acquire data. They create information using relevant software, and creates data to model objects and/or events. Students create digital solutions considering the user experience of a digital system that allows for choices to be made within a user interface. They work collaboratively online to create and communicate information, with consideration for social contexts. Students use a range of techniques, appropriate digital technical terms and technologies to design, develop, review and communicate design ideas, plans and processes.

Health and Physical Education

Equine

Students will study a range of aspects of the horse industry. They will develop an understanding of safe work practices in the horse industry, and skills relating to the care and management of horses in a broad range of situations. Students will participate in practical activities including safe horse handling, ground training, horse husbandry and some riding activities.

To the Parents of our Year 9 students,

We look forward to your anticipated support in creating a positive learning adventure for the students in at Morawa DHS.

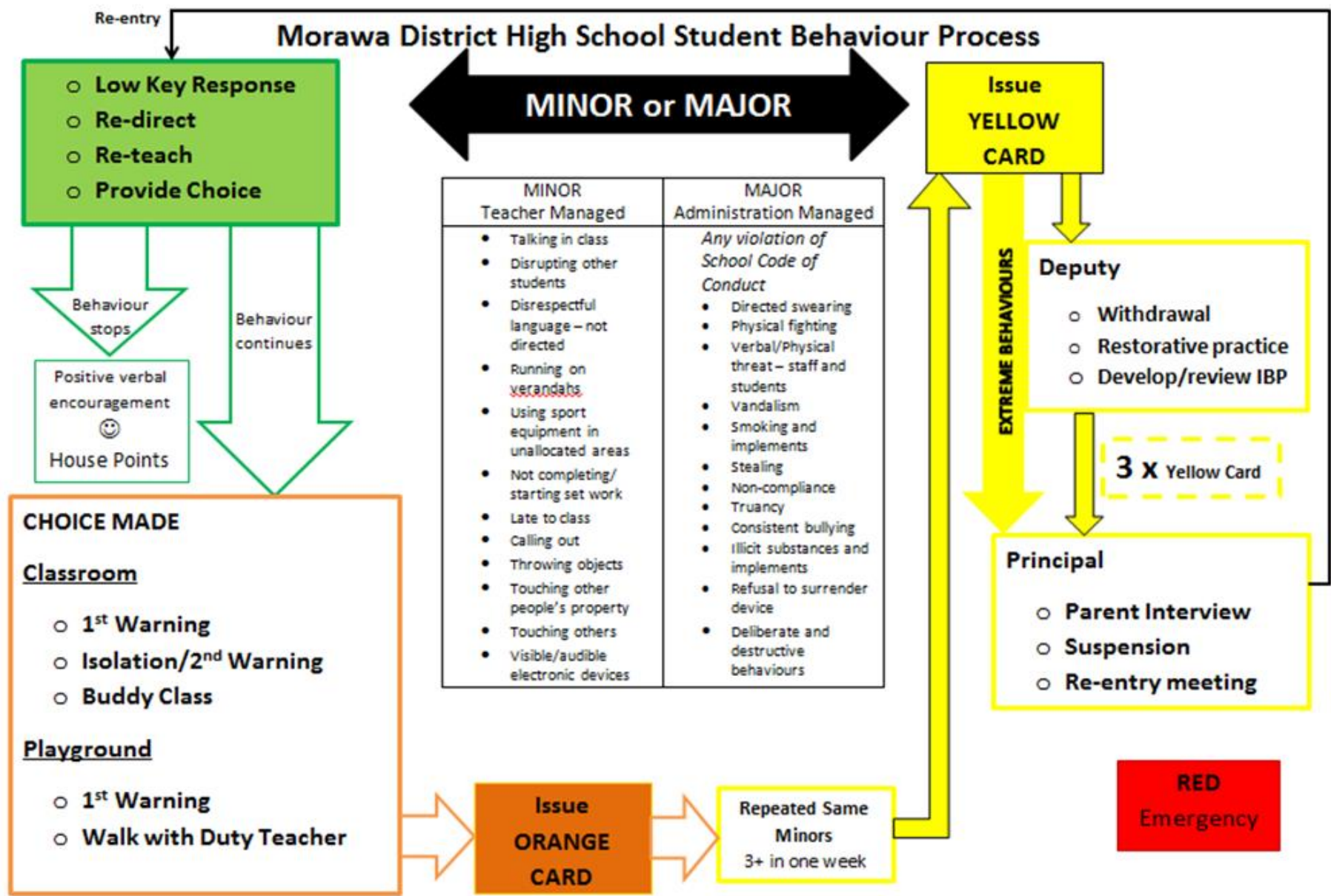
Please do not hesitate to contact any other your child's teachers should you have any questions or concerns.

Thank you,

Mr Mike McGann – terrence.mcgann@education.wa.edu.au

Secondary Staff Email List

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Morawa District High School

Policy and Guidelines Secondary Homework

Every school is to have a documented approach to homework that takes into account the needs of the students and the phase of their development, and reflects the context of the school.

Rationale

The Morawa District High School community recognizes that homework can support higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. Homework can also be a means of furthering school-home relationships and can assist in keeping parents informed about their child's learning programs and progress.

We believe that homework supports students by:

- providing opportunities to practice and revise skills introduced in class;
- extending the time available for the exploration of new ideas and situations;
- developing independent skills including self-discipline, time management and personal organization; and
- providing opportunities for self-planned individual study and research.

Guidelines

Homework should:

- support the development of the student's independence as a learner;
- further the partnership between school and home;
- avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
- be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the student's age, development and educational aspirations;
- be balanced across learning areas so as to avoid stress and overload;

- be phased in gradually and consistently as students move through the upper primary years and sustained through the secondary years;
- be consistently applied, monitored and assessed in a whole-school approach that is responsive to individual needs and learning area requirements;

Homework must:

- only be used to facilitate the achievement of learning outcomes;
- form part of a developmental learning program that is responsive to individual needs, clearly relevant, supported by classroom practice and, where appropriate, developed in collaboration with students; and
- be disassociated from any form of punishing students or means of securing discipline.

Appropriate tasks

Year 7-12 weekly homework contracts for some learning areas; assignments/project work; completion of unfinished class work; Revision; Independent study. Please refer to Course Outlines and Student Diary.

Note. Individual class/Learning Area teachers may outline homework detail specific to a child based on an individual's need as negotiated with parents/carers.

It is suggested that lower secondary students should be spending at least 1 hour, 5 days a week, on homework, review or study.

Upper secondary students should be spending at least 1-2 hours, 5 days a week, on homework, review or study.

It is recognized that all individuals learn differently and these times will vary accordingly, however they have been stated as a guide for students and parents.

Responsibilities

PRINCIPAL

The principal is responsible for developing and implementing a documented school approach to homework that:

- is consistent with the Western Australian Curriculum and Assessment Outline and school plans;
- is developed in consultation with the school staff and parents and endorsed by the school council/board

- is regularly communicated to students and parents;
- includes general guidelines for parents, where appropriate, as to how they can support and assist their children; and
- is supported and implemented by all staff.

TEACHERS

Teachers are responsible for developing a clear set of homework procedures and communicating them to their students and parents/carers. They are then responsible for the consistent application and management of these procedures. Teachers are also responsible for providing appropriate feedback (marking and comments) to students on the completion of a homework task.

STUDENTS

Students are responsible for supporting the homework procedures presented in their classroom(s).

PARENTS

Parents are encouraged to provide a home environment which enables their child to support the homework procedures presented in their classroom(s).