



Lynwood
SENIOR HIGH SCHOOL

**Parent and Student
Information Handbook
2023**

Lynwood ~ Learners Today, Leaders Tomorrow

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MESSAGE from our PRINCIPAL

Lynwood Senior High School is a comprehensive and inclusive school catering for a rich diversity of students from Years 7 - 12. With a school Vision statement of “Embracing Diversity, Celebrating Excellence, Together Creating Sustainable Futures”, Lynwood Senior High School proudly embraces the diverse multi-cultural community, providing a stimulating, challenging and values-rich environment where students are strongly supported by community, education, business and industry partners to develop the skills and resilience required to overcome the inevitable challenges that will come their way in a complex and changing world.

As a highly aspirational school, we are committed to building the social capital of students and staff to enable their engagement and success. As evidence of this, in 2018 Lynwood Senior High School was the winner of the prestigious WA Education Awards Secondary School of the Year.

Lynwood’s diversity and respect for difference is reflected in every facet of school life. All of our academic programs are complemented by a strong focus on social and emotional development, enabling our students to become positive and resilient, confident and enthusiastic about their futures and the contribution they can make to our community and more globally. Lynwood Senior High School offers students the opportunity to find a pathway that meets their needs, that stimulates them to achieve their academic goals and enables access to a range of options upon completion of their secondary schooling.

This booklet is designed to inform parents and students about the school and to help them understand the policies and procedures.

I hope that students, their parents and guardians find this publication useful and enjoy focusing positively and enthusiastically at the opportunities being provided at our school. If you have any further questions do not hesitate to contact the appropriate staff member or our front office staff who will help you find the right person to talk to.

For further information please refer to our website: www.lynwood.wa.edu.au

Geraldine Hardy
Principal

Visitors to our School

We are always keen to have parents and guardians visit our school. To ensure the safety of your child and other students, we ask all visitors to firstly report to the front office reception (green painted portion of the administration building), sign in using our iPad sign-in system (some-one will help you if unsure) and be given a visitor’s badge. By following this process you can avoid the circumstance of being asked by staff to state why you are on the property.

If you would like to meet with a teacher, please telephone first so we can organise a mutually convenient appointment.

SCHOOL TERMS & DATES - 2023

Term 1	Wednesday 1 February	Thursday 6 April
Holidays	Friday 7 April	Sunday 23 April
Term 2	Wednesday 26 April	Friday 30 June
Holidays	Saturday 1 July	Sunday 16 July
Term 3	Tuesday 18 July	Friday 22 September
Holidays	Saturday 23 September	Sunday 8 October
Term 4	Tuesday 10 October	Thursday 14 December

Bell Times

Please note that there are no 'warning bells'

Monday,
Tuesday,
Thursday,
Friday

**Wednesday
ONLY**

Period 1	8.45am	8.45am
Start of Period 2	9:45am	9:45am
Start of TAG	10:45am	No TAG
Start of Recess	11:05am	10:45am
Start of Period 3	11:30pm	11:10am
Start of Recess 4	12:30pm	12:10pm
Start of Lunch	1:30pm	1:10pm
Start of Period 5	1.50pm	1:35pm
End of the day	2.50pm	2:35pm

Code of Conduct

Core Values

All members of Lynwood Senior High School are expected to conduct themselves in a manner that adheres to the school values of:

Inclusivity, Empathy, Equity, Respect, Resilience, Creativity, Achieving our Personal Best

Student Code

The student code of conduct defines the school's expectations of the student behaviour, conduct and responsibilities. Student's will:

- follow all rules and policies at the school
- respect the cultural diversity of all individuals
- model appropriate behaviour in all areas of the school
- respect and value the school environment
- respect the rights of others
- actively listen to and follow direction from the staff
- attend school, be punctual and prepared for class
- wear the prescribed school uniform appropriately at all times
- model appropriate behaviour when in school uniform at all times
- consider the safety of others in and out of the classroom
- strive to achieve the study requirements and the assessment guidelines for each subject, to the best of their ability
- support the school community by participating in assemblies and attending cultural and sporting events as required
- seek support and advice if experiencing difficulties in any aspect of school life

Student Agreement

As a student at Lynwood Senior High School, I am choosing to accept and abide by all School policies and the Code of Conduct.

Student Name: _____

Signature: _____

Date: _____

Communication for Parents



Connect is an integrated online environment developed by the Department of Education WA for staff, students and parents in public schools.

Once parents have registered for Connect, they will be emailed their secure login details including a P-number and Password.

Login to Connect at <https://connect.det.wa.edu.au>

Please refer to the 'Step by step guide for parents' available on the school website or from the school reception.

Features include the ability to:

- See all your children's classes
- Access school notices and information
- Access information re school events
- Check attendance
- Access Reports
 - reports will be listed by semester. You can download & print copies.
- Check assessment outlines
 - overall achievement will be displayed as a percentage. If the end of semester report has been finalised, a grade may also be displayed.
- See class notices
- Receive and send emails from/to teachers.

There is a Connect Now app for mobile devices – available in the Apple App Store (iOS) or Google Play (Android).

Newsletters

The digital newsletter link is posted to the school's website, FaceBook page and Connect once a term.

Change of Address / Medical / Other Information

Parents are asked to update any medical or other information affecting their child from that given on the enrolment form. In the case of emergencies, it is vital that the school has **up-to-date parent contact and emergency contact information**. Please notify the school immediately on 9354 0600 if there is a change to any important information such as medical conditions, address and/or phone number.

Student Focus

We closely monitor attendance, behaviour, good standing and academic progress throughout the year/s. Case management, mentoring and various support services are utilised when required in partnership with the student, parent/guardians, staff & outside agencies.

Academic

Parent Teacher Interviews usually occur towards the end of Term 1 and beginning of Term 2 each year. This enables parent/guardians to book appointments with their children's teachers using an online booking system. Information will be sent home to parents detailing how appointments can be made.

Formal reports are made available to parent/guardians at the end of each semester via Connect and/or email. It is essential that all parents provide the school with an email address or register for Connect so that reports can be accessed. Teachers will also indicate whether a parent/teacher interview is required.

Please contact the school via the front office on 9354 0600 if you wish to make an appointment and/or leave a message for a teacher. Teachers will usually respond within school hours between 8:00 am and 4:00 pm. Please understand that work roles & responsibilities can result in some teachers not being able to respond immediately. They will respond to you as soon as possible.

Assemblies

Parent/guardians will receive invitations to attend assemblies during the school year via SMS, email or letter. Assemblies are held for special events including Student Awards, Anzac Day, Sustainability, Harmony Day and Year 12 Final Assembly.

Attendance

Students are expected to attend school on a regular basis so they can achieve success.

- 90-100% - regular attendance
- 80-89% - indicated at risk
- 60-79% - moderate risk
- 0-59% - severe risk

Attendance of all students is reviewed on a monthly basis. We follow up & support any students who are not attending school on a regular basis and/or have a lot of unexplained absences. A range of letters will be mailed home for any students who have less than 85% attendance. If there are ongoing issues/concerns, a case conference will be convened to develop strategies to support and/or re-engage in school.

As part of our attendance procedures, we will inform parents/caregivers about any unexplained absences and lateness by text message on parents' mobile phones (SMS) on the day of the absence. Messages are received at approximately 10.30am indicate that your child was not present when the roll was taken at the beginning of the day. Messages received in the afternoon indicate that your child has been absent from class without excuse at some stage later in the day.

An SMS message (text message) will be automatically sent to the mobile phone of parents. The messages will read as follows:

"Lynwood SHS records show <Preferred Name><Family Name> is absent <Absent Date>. Pls TXT student name & reason or send note."

The message will arrive on the phone displaying the number 0408 167 105. Parents are advised to store this number in their mobile phone under Lynwood Senior High School so that if a message arrives you know it came from the school.

We encourage parents to SMS (text message) back, although you may phone or send a note on the return of the student. If your child is absent and a reason has been provided, you will not receive an SMS. We also encourage parents to message the school as early as possible on the day on absence.

Early Leave Passes - These can only be issued to students if a parent has written a note or has phoned the school to arrange the release of the student from school to attend an appointment that could not be booked out of school hours.

Behaviour

Communicating to parents/guardians is an important part of managing, supporting and developing student behaviour. Lynwood SHS staff will communicate with parents through emails and phone calls to ensure parents are aware of student behaviour (both positive and inappropriate) whilst seeking assistance to respond to these behaviours. Staff will be sensitive to any factors that may create difficulties with communication (for example cultural difference, EALD or disability). Communication is focused on maintaining a 'Policy of No Surprises'.

Student Wellbeing

The Student Wellbeing team is committed to facilitating a positive, caring, inclusive and supportive school environment for all students. We focus on successful transitions throughout the school, taking a proactive approach by case managing, mentoring and working collaboratively with students, teachers, parents, school staff and external agencies for the benefit of our students. We aim to develop resilient and responsible young people who understand their choices and consequences, whilst always striving to achieve their personal best.

The team consists of the following people and can be contacted on 9354 0600:

Years 7, 8, 9

Deputy Principal Years 7, 8, 9
Head of Lower School Years 7, 8 & 9
Year 7 Coordinator
Year 8 Coordinator
Year 9 Coordinator

Andrew Symington
Natalie Narducci
Shelly Roberts
Tom Maloney
Trent Pottinger

Years 10, 11 & 12

Deputy Principal Years 10, 11 & 12
Head of Senior School Years 10, 11 & 12
Year 10 Coordinator
Year 11 Coordinator
Year 12 Coordinator

Daniel Bayliss
Cristiana Ambrogio
Joanne McDonnell
Toby Stanton
Nicole Volaric

Intensive English Centre

IEC Management
School Psychologist (TBC)

Andrew Symington
TBC

Student Services available to Years 7-12

School Psychologist (TBC)
School Chaplain (Mon-Thurs)
School Nurse (Mon-Thurs)
Aboriginal & Islander Education Officer (Mon, Thu, Fri)
Learning Support Coordinator (7-9)
Learning Support Coordinator (10-12)
Volunteer/Mentor Coordinator
Student Council Coordinator

Jennifer Edmonds
Loreto Bennetts
Kat Wenzel
Wayne McNamara
Kirstie Moore
Lyn Poole-McNab
Kirstie Moore
Tom Maloney

Heads of School

The Heads of School have responsibility for the overall welfare of students. They work with their respective Deputy Principal, Year Coordinator/s and relevant Student Services staff to support each child to achieve their personal best at school and into their future.

Year Coordinators

The Year Coordinators have responsibility for the overall welfare of students and have an important role in the school's Pastoral Care program and are also involved in the coordination of TAG activities. The Year Coordinator provides a link between students, parents and members of the school community and attends to the personal and academic concerns of students.

School Psychologist

The school has the services of a Psychologist who is available for counselling during normal school hours. Students may make appointments with the Psychologist to discuss problems, either connected with their courses or for more personal matters. The Psychologist is also involved in the Student Services Team, the discipline structure and the transition program for Year 7-8 students. The Psychologist is also available to

discuss with parents any matters relating to their children and the school. Appointments may be made by telephoning the school.

Aboriginal & Islander Education Officer (AIEO) – Wayne McNamara

The Aboriginal and Islander Education Worker assists individual students and liaises with teaching staff to provide greater opportunities for Indigenous students.

School Chaplain

The school has the services of a non-denominational Chaplain. Her role is not primarily a religious one but is to provide counselling and support to students and staff on matters relating to home and school. The Chaplain is available four days a week during school hours however appointments are necessary because some of her work is done outside hours of instruction. The Chaplain is available as a resource person in the classroom to talk on youth issues or things of a religious or spiritual nature. She also assists with excursions, camps and extra curricula activities.

Direct parent contributions, the local churches, the school and the P&C Association jointly fund the Chaplaincy at Lynwood Senior High School. It is provided as a community service. Any teacher or parent or guardian who has a concern for the welfare of a student may make referrals to the Chaplain. Students can also self-refer, using an appointment system.

Donations to support the work of the School Chaplain may be made at any time throughout the year at the school office.

Community Health Nurse

The Community School Nurse is employed by the Department of Health but works closely with School (DoE) staff to promote healthy development and wellbeing so that students may reach their full potential.

As a member of the Pastoral Care team the Community Nurse aims to provide information, advice, referral and support for students. The support encourages development of knowledge, skills and behaviour and encourages the young person to cope with their health issues and make healthy lifestyle choices. Being informed helps students and/or parents make better choices.

Individual students can seek information, guidance and support about a range of issues that may include:

- Coping with illness
- Feeling anxious, stressed or unhappy
- Healthy eating and nutrition
- Sexual health
- Healthy weight and body image
- Problems at home
- Smoking, alcohol and drug use
- Relationships
- Other Adolescent health concerns

Learning Support Coordinator

The Learning Support Coordinator coordinates support for students with Special Needs/Disabilities and Learning Difficulties to enable them to access the curriculum. The Learning Support Coordinator supervises a team of Education Assistants who work in the classroom alongside teachers to assist students in their learning and in completing class tasks. The Learning Support Coordinator is also a member of the Student Services team and liaises with parents, teachers, outside agencies and government departments to coordinate and access maximum support for students who require teaching and learning adjustments to enable them to achieve best outcomes in their schooling.

Thrive Achieve Grow (TAG)

TAG is designed to create a sense of belonging and provide for the pastoral care of students. Groups meet four times each week. During the students' time at the school they will get to know their TAG teacher very well. The

TAG teachers monitor the students' progress and provide advice as required. A TAG is made up of approximately 24 students. TAG teachers are responsible for monitoring student attendance in cooperation with Year Coordinators and the Heads of School.

Student Wellbeing Team

We focus on building positive relationships with students and encourage students to exhibit and earn Advanced Good Standing through positive attitude, behaviour and effort at all times. Students are required to maintain Good Standing to participate in special school events e.g. Athletics Carnival, Swimming Carnival, incentive excursions/incursions, Year 10 River Cruise, Year 11 Dinner Dance, Year 12 Ball, Year 12 Breakfast, Year 12 Final Assembly, and Year 12 Presentation Evening and other special privileges such as Flexi. If students lose their Good standing, they need to restore it by learning from their mistakes and receiving positive feedback through Daily Reports and/or community service or as negotiated.

We plan & implement various strategies, programs and events throughout the year to promote, enhance and support the development of our students as they progress through Years 7 to Year 12. This is part of building a positive school culture where all students can thrive and achieve success as well as having leadership opportunities.

Existing programs include:

- Act Belong Commit
- Australian Business Community Network Programs
- Breakfast Club
- Building Independent Skills
- Clubs – Chess, Lego, Anime, Drama, Dance, STEM,
- Committees – Social, Leaver's Jacket, School Ball
- Essential Skills in Year 11 & 12
- Social Emotional Learning
- Fairway UWA
- Free Dress Days – raising funds to support others
- Harmony Week
- Horticulture/Aquaponics
- National Reconciliation Week & NAIDOC week
- National Day of Action Against Bullying and Violence
- OLNA Support
- RUOK Day
- Teams – Debating, Sporting
- School Bands – Lower and Senior
- School Volunteers/Mentors
- Student Council
- Sustainability focus/groups – worm farm, recycling, climate, etc
- TAG Activities and Program/s
- Teen Mental Health Program
- UWA Aspire Program
- UWA Broadway Program
- Various guest speakers
- Various camps, incursions, excursions

School Health Centre

The Health Centre is usually open before school. Students are encouraged to visit during scheduled recess and lunch breaks. Teacher permission to attend the Health Centre is required during class times. Students, parents and teachers are encouraged to make an appointment at the Health Centre for non-urgent matters.

Accident / Injury / Illness: The Health Centre provides an assessment and First Aid area. The facilities available do not allow for sick or injured students to be kept at school.

Medication: If medication is required it must be supplied by parents/guardians. It is not legal for staff to issue medicine to students unless the correct documents are completed. Medicine must be clearly labelled with written instructions for its administration from a doctor. If there are any changes to medications, the nurse should be notified. Appropriate and responsible use of medications is encouraged and for this reason it is not normal practice for the nurse to administer medication (including paracetamol), without an assessment.

If students are sick the school will attempt to contact parents asking them to pick up their children. If the school cannot reach any of the contacts listed, including alternatives and we believe your child may be at risk an ambulance **will** be called. We urge parents to make sure we have current contact numbers.

School Dental Service

Throughout Western Australia, the School Dental Service provides free general and preventative care for school students from Pre-Primary to Year 11. For high school students your primary school Dental Therapy Centre continues to offer enrolment and treatment for you. Appointments are usually posted to your home. Please notify your clinic of any change to your postal address. If you are new to the area please phone Bannister Creek Dental Therapy Centre, situated on the grounds of the Bannister Creek Primary School - Purley Crescent Lynwood - 9451 1761 to discuss your continued dental care.

Change of Address / Medical / Other Information

Parents are asked to update any medical or other information affecting their child from that given on the enrolment form. In the case of emergencies, it is vital that the school has up-to-date parent contact and emergency contact information. Please notify the school immediately on 9354 0600 if there is a change of any important information such as medical conditions, address and/or phone number.

Parents & Citizens Association (P&C)

Every parent is urged to join the P&C so that the views of the parents and their students are well represented. The P&C is involved in several areas. Members of the P&C are elected to the School Board that reviews school policy and endorses the school budget. The P&C also has representatives on the following committees: School Finance, YouthCARE (Chaplaincy), and the Grounds and Buildings Committee.

In preference to organising fundraising activities during the year, the P&C appeals to all families to donate \$45 per family in January. P&C meetings are held at the school on the second and eighth Tuesday of each term at 6.30pm in the school conference room, near the front office. The school can put you in touch with the P&C president if you require further information.

School Board

The School Board is made up of elected members and represents parents, students and staff. The School Board has the charter to review school policy and direction. Please contact the Principal with any enquiries.

School Canteen

The school has a canteen run by the P&C. It provides wholesome food at a reasonable price. The Canteen depends on the voluntary help of parents and guardians. Without this assistance it would not be able to function. If parents are able to assist, please contact the Canteen Supervisor on 9354 0626.

The Library

The library has an active education program embedded into the school curriculum to enable students to keep pace with the increasingly sophisticated information and communication technologies to become more effective independent learners.

Students will be introduced to:

- Reading program – to consolidate skills and encourage the transition to more advanced literature.
- Note making – incorporating Stepping Out strategies, bibliography development.
- Computer networking principles – internet agreements, username, passwords, accessing and using the extensive school network, “X” drive data storage, network printing.
- Applications – in context teaching incorporating Microsoft licensed products, the internet, inspiration, data downloading, importing and general skills development and extension, troubleshooting.
- Equipment – Notebook computers and radio network, scanning, data projector set up and use, digital

cameras, voice activated tape recorders.

- Values Education – copyright, plagiarism, computer and password security and individual accountability.

Intensive Language Centre (IEC)

Learning English is a complex, challenging and lengthy process that may take up to seven years and often longer for individuals to achieve native speaker competence levels.

The Intensive English Centre (IEC) is located within Lynwood Senior High School. The IEC caters for newly arrived migrant students in Years 7-10 from culturally and linguistically diverse backgrounds learning English as an additional language or dialect. The IEC caters for a huge range of culturally and linguistically diverse students who enter public schools at different starting points, demonstrating vastly different learning rates and bringing with them widely varied life experiences. IEC programs include a range of delivery models taught across the curriculum designed to meet students' needs depending on how long they have been living in Australia, their English language proficiency, previous schooling history and their eligibility for access to the centre.

Key aims of the IEC education program are to develop students' confidence, motivation, knowledge, skills and understandings of Standard Australian English (SAE) in the modes of listening, speaking, reading, viewing and writing to a competent level so they are able to effectively participate in mainstream schooling and improve their integration into Australian society in a wide range of social, cultural and academic contexts.

Students entering the IEC are assessed on arrival and placed into appropriate language classes. Class sizes between 12-16 students cater for individualised attention and explicit instruction accelerating Standard Australian English language acquisition. Expert IEC language teachers deliver specialist learning programs engaging students at the highest possible level.

Additionally, the IEC has the support of specialist Ethnic Education Assistants (EEA's) which allows new students an opportunity to settle into the schooling system by bridging cultural and linguistic barriers. All EEA's speak languages other than English, many communicating in several different languages and/or dialects.

Specifically designed courses of study enhance your child's effective transition to mainstream education. The IEC assists students by developing a sound understanding of Standard Australian English language, Australian culture and lifestyle thus building confidence to succeed. All IEC students have access to specialist subject areas and mainstream option classes in the areas of Society and Environment, Health and Physical Education, Visual Arts, Science, Information Technology and Library Studies. The IEC program at Lynwood SHS encourages early integration with the whole school staff and students resulting in a well-rounded secondary education.

Uniform Policy

RATIONALE

Our aim is to educate students and establish a positive community identity for our school and students in a safe, stimulating and inclusive environment. All students are expected to be dressed in school uniform. We are very proud of our students and the uniform they wear, and due to this, the uniform is linked to the school's Good Standing Policy. The school uniform has been developed in consultation with the School Board and other members of the School Community, including students.

The benefits of a dress code include:

- promoting the safety of students through easier identification
- keeping costs of clothing within reasonable limits for parents
- assisting students to learn the importance of appropriate presentation

SCOPE

Students are to wear the designated uniform during school hours and while attending school sanctioned tours, excursions or activities. Parents/guardians are asked to cooperate by ensuring that students wear their uniform to school each day. Students are required to change into the relevant uniform when participating in physical education classes, training sessions or competitions. Every student is expected to comply with the student dress standards in the same way that they are expected to comply with the rules relating to classroom behaviour, absences etc.

POLICY STATEMENT

Acceptance of enrolment at Lynwood Senior High School is an agreement between the parent/guardian and the enrolling student, that the student will dress in accordance with the school's uniform policy. Every student is expected to comply with the School Uniform Policy. Students are expected to be dressed in a neat and tidy manner at all times and ensure they have the appropriate clothing needs for any particular day.

Accepted school uniforms displaying the school logo are **only** available at **Uniform Concepts**, located on 30 Kembla Way, Willetton. The uniform price list and order form are available from the school website.

School Uniform Requirements are as outlined below:

Lower School Uniform Years 7-10		Senior School Uniform Year 11-12	
Girls	Boys	Girls	Boys
School Polo shirt bearing current school logo	School Polo shirt bearing current school logo	School Polo shirt bearing current school logo	School Polo shirt bearing current school logo
Navy Blue Cuff shorts or Pleated skirt or Plain Track pants (no logos)	Navy Blue Cargo shorts or Cargo pants or Plain Track pants (no logos)	Navy Blue Cuff shorts or Pleated skirt or Plain Track pants (no logos)	Navy Blue Cargo shorts or Cargo pants or Plain Track pants (no logos)
School Jumper or Jacket	School Jumper or Jacket	School Jumper or Jacket	School Jumper or Jacket
Soccer Academy Polo shirt Soccer Academy Jacket or Spray Jacket	Soccer Academy Polo shirt Soccer Academy Jacket or Spray Jacket	Soccer Academy Polo shirt Soccer Academy Jacket or Spray Jacket	Soccer Academy Polo shirt Soccer Academy Jacket or Spray Jacket
Music Uniform			

Physical Education Activity Requirements:

School Sports Uniform
PE Shorts School PE polo or Soccer Academy Polo (specialist Soccer Academy students only) Drink bottle Roll-on deodorant (no aerosol cans allowed because of allergies) Toiletries for showering Towel
Special Occasions, such as Tours <ul style="list-style-type: none"> Tour uniforms will be organised for the students to wear whilst engaged in this activity

Additional items
Scarf (light/navy blue, white) Cap Leaver's Jacket (Year 12 students only)

Clothing for Formal Occasions		
School Debating Teams Chess Tournaments Formal Assemblies Student Councillors School Tours	School Blazer * Light Blue School Shirt * School Tie * White socks Black dress shoes	
	Boys	Girls
	Long navy-blue pants	Long navy-blue pants or skirt Black stockings
* Items available from the Library and must be returned after each occasion *		

Expectations of Students

- Shoes and footwear
 - enclosed shoes (especially for practical subjects, ie. Design & Technology, Home Economics and Science)
 - socks no higher than mid-shin
 - No heels
- For health reasons, students are required to change out of their sport's uniform for classwork after Physical Education or Soccer Academy classes. Students in Period 1 can wear their sports uniform to school and change into their regular uniform at the end of Period 1. Students must change into the normal school uniform prior to leaving school at the conclusion of Period 5.
- Shorts and skirt lengths must be of an appropriate length for modesty of presentation
- Jewellery must be appropriate, safe and kept to a minimum (no large hoops; necklaces tucked in). Students may be asked to remove and/or cover a piercing where they are deemed a safety hazard. Makeup should be kept to a minimum.
- Hair should be neat and tidy, and tied safely out of the way for practical subjects.
- School caps are encouraged for sun protection outside the classroom and are available from the uniform shop. Caps, bandanas, beanies etc are not to be worn in the classroom.
- Cultural alternative to the uniform are permitted (e.g. hijab, abaaya) as long as they are plain and in approved school colours of light or navy blue or white. For alternate colours due to cultural reasons, please consult the relevant Deputy Principal.

- During winter, students may wear a plain undershirt (such as a plain short or long-sleeved T-shirt) beneath their school polo shirt, **ONLY** in the approved school colours of white, light or navy blue. There must be no logos, writing or other colours, and it must be tucked in and not visible.
- If a student is not in appropriate school uniform, they will be asked to borrow the necessary items from the school uniform bank located in the Library. Please refer any queries or concerns should be referred to the Heads of School, Deputies or the Principal.
- Aboriginal students, **if participating in the AIME program** (Australian Indigenous Mentoring Experience), may wear the associated hoodie. All other students are not to wear any hoodies at any time.

School Uniform Bank

It is expected that every student will be in school uniform. Therefore, if for some reason a student cannot wear a uniform, they **must** borrow what they need from the uniform bank situated in the Library. If a staff member has directed a student to the library during class time, they should ensure that the student is accompanied, if possible.

Procedure to borrow from the school uniform bank is as follows:

1. Before school starts, students check in to the Library and borrow the items they need. They leave their own clothing with the librarians to be collected on return of the borrowed item.
2. If a student is seen to be wearing inappropriate uniform after the commencement of Period 1, they will be asked to go to the uniform bank to change or remove the inappropriate item. This may impact on their Good Standing. If there is a major problem with a student's dress standard, parents/guardians will be contacted by letter or telephone. Students with on-going issues will be in breach of the Good Standing policy.
3. At the end of Period 5, students are to return to the library to collect their own clothing after returning the borrowed item/s.
4. A student may negotiate a longer-term loan based on need.
5. All items in the Uniform Bank are laundered through professional launderers after each wearing.
6. If students fail to return the borrowed school uniform, they will be asked to replace them.

Excursions

To ensure the safety of all students when attending school sanctioned excursions, it is school policy that only students in school uniform may attend; unless otherwise organised. Students out of uniform on the day of the excursion will remain at school with appropriate work.

Uniform Concepts - 30 Kembla Way, Willetton WA 6155

Tel: 9270 4669

Email: willetton@uc.nellgray.com.au

Website: nellgray.com.au

Operating Hours:

Monday, Tuesday, Wednesday, Friday	9am – 5pm
Thursday	9am – 6pm
Saturday	9am – 1pm

If an item is not on this Policy, it is not part of our School Uniform.



**Polo
Upper School**

**Polo
Lower School**



PE Shorts



Trackpants



**Microfibre Shorts
(Longer Fit)**



**Jacket
Microfibre**



PE Polo



**Fitted Polo
Lower School**



**Skirt with inbuilt
Shorts**



Cap



**Fitted Polo
Upper School**



**Microfibre Shorts
(Shorter Fit)**

Good Standing Policy

Lynwood Senior High School aims to develop in young people a sense of respect for themselves and others, personal and community responsibility and the ability to work within a set of clearly articulated rules. We encourage students to make positive choices to avoid negative consequences. We aim to monitor this through a system of Good Standing. All students will start each year with "Good Standing".

Students maintain their Good Standing by meeting the school's expectations in terms of satisfactory work standards, behaviour, attendance and dress. Students can achieve 'Advanced' Standing by consistently meeting the school's expectations and striving for excellent work, behaviour, attendance and dress standards. Students are rewarded for contributing 'extra' to the school community by being leaders, participating in sporting teams, community service, etc. Students can earn positive Good Standing points as follows:

Positive Contributions	Points gain
Letters of Commendation & Awards for excellent achievement (eg > 80%)	2 points each
Certificates of Recognition for 'extra' contributions to school community eg TAG representatives, Student Council, committee work, sporting teams, community service, debating team, etc	Up to 5 points each
100% attendance each month (tracked in TAG)	1 point per month
100% explained absences each month (tracked in TAG)	1 point per month
School 'Values' slips	1 point per signed slip

What does Advanced Standing mean?

- Students who don't lose any Good Standing points during the year AND
- Gain positive Good Standing points during the year by making positive contributions to the school community.
- These students will be given 'priority privilege' for any special events/activities.
- These students will receive a Certificate and Movie Voucher at their final assembly for the school year.

Students start each year with zero points and will lose points by reports of breaches of school expectations.

Please refer to the chart below for a summary of point's loss:

Offence	Points loss
Suspension/Internal suspension	10 points/5 points
Failure to complete assessment by due date	3 points
Truancing Class avoidance	3 points/occurrence 1 point/occurrence
Personal Electronic Device offence <ul style="list-style-type: none"> • 1st breach • 2nd breach • 3rd breach 	1 point 4 points 8 points
Digital Citizenship Agreement offence <ul style="list-style-type: none"> • Minor Offences - playing games in class • Serious Offences - such as cyber bullying, pornography, network hacking etc, will be treated as a 3rd offence. May also result in suspension and police involvement. 	1 st offence – 3 points 'Device' confiscated for 1 day 2 nd offence – 3 points 'Device' confiscated for 1 week 3 rd offence – 3 points 'Device' confiscated permanently
Failing to comply with the school uniform policy	2 points each time
Unsatisfactory behaviour reports (excluding those related to incomplete or overdue assignments)	1 point/letter home
Late to class	1 point/lateness
Late without a note from parent	1 point/lateness
Failure to provide an absentee note within 10 days of absence	1 point

What does loss of Good Standing mean?

In extreme cases the school can apply for exclusion from school, students will not be invited to any special events such as:

- School camps (arrangements for alternative assessments may be necessary)
- Incentive excursions
- River cruises, Dinner dances, School ball
- Year 12 farewell breakfast and final assembly
- Special presentation evenings such as Soccer Presentation or Year 12 Presentation Evening
- Students will not be able to represent the school in sporting, debating or other teams
- Loss of MacBook
- Loss of Year 11 or Year 12 Flexi privilege as part of the Essential Skills program.

Students are able to **negotiate** the restoration of their Good Standing with the appropriate Deputy or Head of Senior School or Head of Lower School. This decision will be final and binding with no avenue for appeal.

Process for maintaining and/or regaining Good Standing:

- The Good Standing list will be emailed to All Staff every 1-2 weeks indicating the Good Standing Level of each student (see table below).
- Students are kept informed of their Good Standing Level via TAG each week.
- If a student has moved into the **Warning Zone**, a letter will be sent home. Students need to be proactive at this stage to regain any lost GS points in order to regain their positive Good Standing balance.
- If a student has moved into the **No Good Standing Zone** a letter will be sent home. A case conference will be arranged to develop a plan to regain Good Standing status over at least 2-3 weeks. The plan will:
 - Focus on why the points were lost and how to change student actions/behaviours for the future to prevent reoccurrence
 - Be emailed to all Staff for their information and support
 - Include the use of Daily Reports to monitor student progress during the contract period and receive daily feedback from teachers/parents
 - Be reviewed at the appointed date. *Note: A student must have progressed back into the warning zone to be considered for participation in special events/excursions. They will not be eligible if they remain in the No Good Standing Zone at the 2 week cut off.*

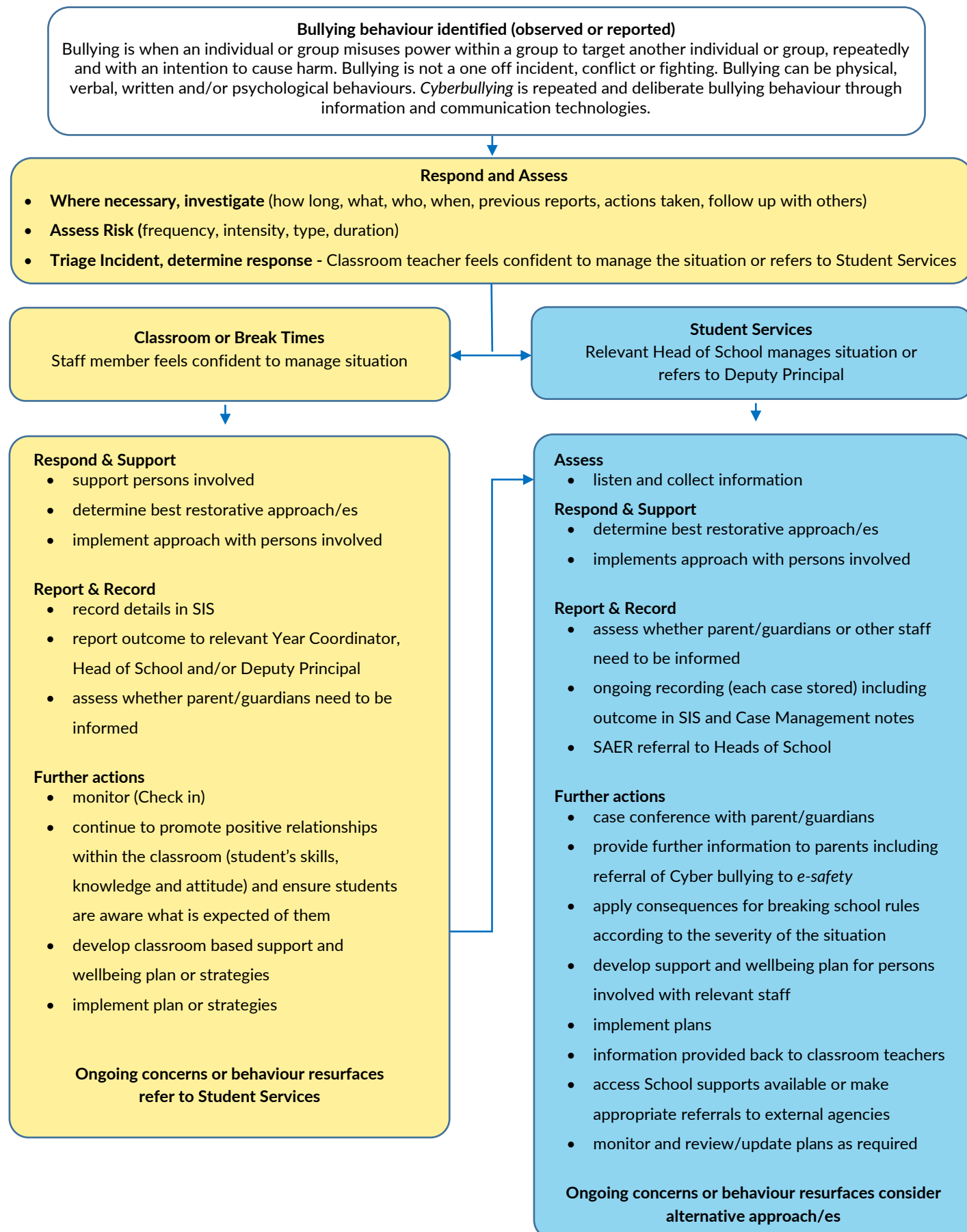
Further Direction from the Director General:

- Any student who starts a fight, makes physical contact with the intention to harm another student or videos a fight is to lose good standing and will not be permitted to participate in school non-curricula activities. A student's Good Standing can be re-instated after such a period decided by the principal and should be outlined in the student re-entry plan or student behaviour plan.

Good Standing Levels - Summary			
Level	Criteria	Overview/Actions	Who
ADVANCED <i>special privileges (vouchers)</i>	Nil loss of GS points during year	A student with Advanced Standing will be invited to access special incentives during the school year as arranged by the Year Coordinator.	Year Coordinator
	Certificates/Awards		
	Letters of Commendation		
	100% explained absences each month	This student will be awarded a Good Standing certificate and movie voucher at the final assembly of the year.	Head of School
	Maintain regular attendance all year		
	WACE or School Report on track		
GOOD STANDING <i>normal privileges (incentive excursions)</i>	Overall Good Standing balance is positive or zero. The student has lost some GS points during the year for minor issues. However, they have earned positive GS points to counteract the points lost.	<p>A student with Good Standing can participate in normal School Events throughout the year.</p> <p>They must have Good Standing status at least 2 weeks prior to the School Event to qualify.</p> <p><i>Note: If a student loses their Good Standing within the 2 week period prior to an event and moves into the Warning Zone, they can still lose their right to participate in the school event. The student will need to be proactive in resolving their loss of Good Standing, but it will depend on the circumstances leading to the loss of Good Standing (ie an unexplained absence -1 pt vs suspension -10 pts).</i></p>	Head of School
		A student with Good Standing will be invited to attend an incentive excursion at the end of each term.	Year Coordinator
WARNING ZONE <i>(no incentive excursions or school events unless making a genuine attempt to regain Good Standing status)</i> <i>(5 positive days to move back into the Good Standing zone)</i>	Warning zone. This student has a negative Good Standing balance. This student generally has multiple minor offences and may not be earning positive points through Letters of Commendation, Community Service, good behaviour, etc.	Letter to parents sent	Admin assistant
		<p>A student with a negative GS balance will need to regain the points they have lost by addressing the issues/ behaviours that have led to the loss of points. A Daily Report is the primary tool used to monitor this process.</p> <p><i>Note: If a student wants to participate in a school event or incentive excursion they will need to ensure they are submitting daily reports to the Head of School as required for consideration. The daily reports (and any other feedback received) must reflect improved behaviours and will be reviewed by the Head of School and Year Coordinator before participation in the event/excursion is approved.</i></p>	Year Coordinator Head of School
NO GOOD STANDING <i>no privileges</i> <i>(10 positive days to move back into the warning zone)</i>	This student has a negative Good Standing balance. They have multiple offences where they have made little or no effort to resolve the points lost.	Letter/s to parents sent	Admin assistant
	Disruptive behaviour & withdrawn	Phone call/s to parents to convene meeting/s at school	HoLA/Head of School/DP
	Internal suspension		
	Suspension	<p>A student who has no Good Standing will need to regain their points as negotiated at their case conference. A plan will be developed to suit the situation (i.e. Individual Behaviour Plan or Individual Attendance Plan). School support services/resources and outside agencies may be involved.</p> <p>Feedback will be given to teachers in writing as appropriate.</p>	Head of School/DP
	Serious attendance issues without reasonable explanation.		Head of School/DP
	Continued offences (uniform, mobile phone/iPod, meeting deadlines, computer) after school intervention/s.		Head of School/DP

Bullying and Harassment

Lynwood Senior High School is committed to fostering positive relationships among students. We aim to have a school approach that enhances students' social skills and encourages positive interactions designed to reduce or prevent bullying behaviour. All students have the right to learn, feel safe and respected while attending school.



Personal Electronic Devices

We acknowledge the increased role that technology plays in the interactions of young people and accepts that schools are able to have a significant impact on the way that these devices are used. Lynwood SHS staff will work with its students to ensure that they understand how to use technology appropriately. For details see *Student Electronic Device Policy*.

Parent Digital Citizenship Agreement – Parent to sign on enrolment

Digital Citizenship and Online Services Acceptable Use Agreement (Years 7-12)

This *Digital Citizenship and Online Services Acceptable Use Agreement (Years 7-12)* is required to be completed by all students before accessing our school computer network. Students will receive the following information:

This policy is a written agreement that formally sets out the rules for use of Information & Communication Technologies (ICT) at Lynwood SHS.

I agree to follow the rules set out below when I use DoE provided online services:

- I will only use online services for purposes which support my learning and educational research.
- I understand that I am responsible for all activity in my online services account.
- I will check with the teacher before sharing images or giving information about myself or anyone else when using online services.
- I will keep my password private and not share with other students.
- I will not let other people logon and/or use my online account.
- I understand the school and the Department of Education can monitor my use of online services.
- If I find any information that is inappropriate or makes me feel uncomfortable I will tell a teacher about it. Examples of inappropriate content include violent, racist, sexist, or pornographic material, or content that is offensive, intimidating or encourages dangerous or illegal activity, such as engage in cyberbullying.
- I will not use the department's online services for personal gain or illegal activity (e.g. music file sharing), to bully, offend or intimidate others or access or send inappropriate materials including software that may damage computers, data or networks.
- I will acknowledge the creator or author of any material used in my research for school work by using appropriate referencing. I will not plagiarise.
- I will get permission from the copyright owner of any material used in my school work before I reuse it in a portfolio for employment, in a competition or any other uses other than my private research and study.
- I will use appropriate language in all internet communications.
- I will not try to access or circumvent internet sites that have been blocked by the school or the Department of Education.
- I will not damage or disable the computers, computer systems or computer networks of the school, DoE or any other organisation.
- I will not bring or download unauthorised programs, including games on school computers. Recreational internet games are banned on school premises.
- I will not access social networking sites (such as Facebook and Instagram) or video streaming sites (such as YouTube) whilst at school, unless under the direction of my classroom teacher.
- I will not use the camera or audio recording functions without permission from the teacher and are reminded that I must not publish photographs or recordings taken at school or at school events without consent.

I understand that:

- I will be held responsible for my actions while using online services and for any breaches caused by allowing any other person to use my online service account;
- the misuse of online services may result in disciplinary action, determined by the principal in accordance with DoE's *Behaviour Management in Schools* policy;
- I may be held liable for offences committed using online services; and
- DoE does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purpose.

The consequence of non-adherence to this policy will be dealt with under the School's Managing Student Behaviour and Good Standing Policies. I understand that my child attending Lynwood SHS will sign this Digital Citizenship and Online Services Acceptable Use Agreement.

I support this *Digital Citizenship and Online Services Acceptable Use Agreement* and agree to my child signing this agreement.

Name of Student: _____

Parent Signature: _____

Date: _____

Student Digital Citizenship Agreement – Student to sign on enrolment

Student Digital Citizenship and Online Services Acceptable Use Agreement (Years 7-12)

This policy is a written agreement that formally sets out the rules for use of Information & Communication Technologies (ICT) at Lynwood SHS. All staff and students accessing the Department of Education (DoE) System are bound by Department of Education policy for use.

I agree to follow the rules set out below when I use DoE provided online services:

- I will only use online services for purposes which support my learning and educational research.
- I understand that I am responsible for all activity in my online services account.
- I will check with the teacher before sharing images or giving information about myself or anyone else when using online services.
- I will keep my password private and not share with other students.
- I will not let other people logon and/or use my online account.
- I understand the school and Department of Education can monitor my use of online services.
- If I find any information that is inappropriate or makes me feel uncomfortable I will tell a teacher about it. Examples of inappropriate content include violent, racist, sexist, or pornographic material, or content that is offensive, intimidating or encourages dangerous or illegal activity, such as engage in cyberbullying.
- I will not use the department's online services for personal gain or illegal activity (e.g. music file sharing), to bully, offend or intimidate others or access or send inappropriate materials including software that may damage computers, data or networks.
- I will acknowledge the creator or author of any material used in my research for school work by using appropriate referencing. I will not plagiarise.
- I will get permission from the copyright owner of any material used in my school work before I reuse it in a portfolio for employment, in a competition or any other uses other than my private research and study.
- I will use appropriate language in all internet communications.
- I will not try to access or circumvent internet sites that have been blocked by the school or the Department of Education.
- I will not damage or disable the computers, computer systems or computer networks of the school, DoE or any other organisation.
- I will not bring or download unauthorised programs, including games on school computers. Recreational internet games are banned on school premises.
- I will not access social networking sites (such as Facebook and Instagram) or video streaming sites (such as YouTube) whilst at school, unless under the direction of my classroom teacher.
- I will not use the camera or audio recording functions without permission from the teacher and are reminded that I must not publish photographs or recordings taken at school or at school events without consent.

I understand that:

- I will be held responsible for my actions while using online services and for any breaches caused by allowing any other person to use my online service account;
- the misuse of online services may result in disciplinary action, determined by the principal in accordance with DoE's *Behaviour Management in Schools* policy;
- I may be held liable for offences committed using online services; and DoE does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purpose.

The consequence of non-adherence to this policy will be dealt with under the School's Managing Student Behaviour and Good Standing Policies.

Family/Surname: _____ First Name: _____

Signature: _____ TAG: _____ Date: _____

User Name: _____ • _____

Email: _____@student.education.wa.edu.au

Password: _____

(Min. of 8 characters – Must include a capital letter and at least one number)

	Staff Only Password Entered
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Lower School Assessment Policy 2023

Purpose

The Assessment and Reporting Policy reflects the principles and practice of assessment and reports set down by the School Curriculum and Standards Authority (SCSA). It provides a clear framework for both staff and students to negotiate the completion of student work.

Teachers make judgments about student achievement using a variety of assessment tools including marks from tests and common assessment tasks, anecdotal comments, observations, progress maps, work contained in presentation folders and portfolios, digital recordings of student practical performance, working in groups or debating.

Schools Curriculum and Standards Authority links: [K - 10 Assessment Outline](#)

Academic achievement is reported in grades from an 'A' to an 'E' where:

A	Excellent	The student demonstrates achievement that has greatly exceeded the expected standard. Their achievement is well beyond what is expected at this year level.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected standard. The student is able to progress to the next level of learning.
D	Limited	The student demonstrates achievement below the expected standard. The student demonstrates a quality of learning that is adequate for progression but will still need additional support or assistance to progress.
E	Very Low	The student demonstrates achievement below the minimum acceptable for this year level.

Overview

Assessment has a number of roles

- monitoring the progress of students and recognizing learning difficulties
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes
- developing subsequent learning programs
- reporting student achievement to parents
- whole school and system planning, reporting and accountability procedures.

Assessments must therefore be educative, fair, designed to meet its specific purpose/s, lead to informative reporting and school-wide evaluation processes, and provide significant data for improvement of teaching practices. Assessment programs must ensure that all assessment tasks have the following characteristics:

- validity
- reliability
- discrimination

Reporting and Parent Communication

Students will be kept informed of their progress throughout their enrolment in a subject. Teachers will assess completed tasks and relay assessment information to the student in a timely manner. Parents will be informed about a student's progress regularly. Students and parents/guardians will be informed when it is identified that the student is at risk in a subject.

Formal Reports

In accordance with policy requirements, teachers report to parents formally each semester using grades. These are standardised reports identical for every school reflecting the Department of Education priority of a common approach to reporting. Student academic achievement is reported in grades from A-E in the learning areas studied as well as students' attitude, behaviour and effort. The report also has provision for teacher comment.

Informal Reports

Teachers make judgments about student performance on a regular basis as described above and teachers give regular feedback to students and parents informally in a variety of ways including:

- information sheets explaining performance on tests or Common Assessment Tasks
- comments on student work using tables to detail the outcomes sought
- annotations in a homework diary
- notes and letters home, phone calls or emails
- Letters of Concern and/or Commendation

Other

In addition, Year 7 and 9 students are issued with a separate report giving important information on their performance in national tests in literacy (language conventions, writing, spelling and reading) and numeracy (NAPLAN). Year 10 students, unless pre-qualifying for the Online Literacy and Numeracy Assessments (OLNA), will also sit three tests (Numeracy, Reading, Writing) in two sittings (March, September).

Assessment and Reporting Responsibilities

It is a student's responsibility to:

- maintain a good record of attendance, behaviour and progress, as per the Lynwood Senior High School 'Code of Conduct'. A student who is absent for five periods/days or more per term is deemed to be at risk.
- bring stationery including, but not limited to, pens, pencils, ruler, eraser, scientific calculator, workbooks and files to each lesson
- complete the prescribed work requirements in each unit by the due date
- complete all assessment tasks described in the assessment and/or course outline
- be aware of the grades they have achieved and plan to improve these grades, with teacher guidance
- initiate contact with teachers to gain feedback on assessed work and advice for improvement
- initiate contact with teachers concerning absence from class, missed assessments and other issues pertaining to assessment
- follow exam procedures carefully (if a Year 9 or 10 student)
- meet all deadlines: as this will assist your learning
- catch up with any work you have missed as the result of an absence
- understand that regular absences from class will limit your achievement
- ensure all work is referenced where appropriate, and in your own words
- discuss each semester report with your parents
- check achievement regularly on Connect
- be suitably attired for Physical Education lessons

Absence from school on the day that an assessment is to be submitted must be explained by one of the following:

- A note from a parent and/or carer/guardian
- A signed medical certificate

It is a teacher's responsibility to:

- develop a teaching/learning program that is consistent with the outcomes of the Western Australian Curriculum
- provide students with a course and assessment outline at the commencement of the course. These are to be uploaded into Connect by the end of Week 2 of any Term/Semester, or when there is a new teacher for the class.
- provide detailed marking keys or assessment rubrics, providing feedback to students on their performance and clarity on how marks were awarded for assessment tasks
- ensure that assessments are fair, valid and reliable and authentic
- maintain accurate records of student achievement and assessment
- meet school and external timeframes for assessment, marking and reporting
- inform students and parents of academic progress as appropriate. Reporting To Parents must be kept up to date with the most current results as this is the information students are accessing when using Connect
- ensure internal comparability processes when more than one teacher is teaching a subject
- advise parents via Letters of Concern or similar if a student's performance is lower than expected
- mark and return all assessments to students within 10 working days
- apply late submission penalties to ensure comparability across Learning Areas
- use Student Achievement (SAIS) data to plan future learning programs at a class and/or individual student level

Teachers make judgements about student performance on a regular basis as described above and teachers give regular feedback to students and parents in a variety of ways including:

- information sheets explaining performance on tests or Common Assessment Tasks
- comments on student work using tables to detail the outcomes sought
- annotations in a homework diary
- notes and letters home, phone calls, email
- Letters of Concern, where a student does not complete an assessment task, or where the level of achievement places the student at risk
- Letters of Commendation
- Parent Interviews and parent evenings
- School Newsletter

It is a parent's responsibility to:

- provide information to the Deputy Principal / Head of Lower School at the point of enrolment about students with physical impairment / learning difficulties so that the student's special needs can be discussed to ensure that the school can provide the most appropriate program
- support their child to maintain a good record of attendance, particularly in the days leading up to and during assessment periods
- keep the school up-to-date with information about a student's learning strengths and weaknesses
- contact classroom teachers if concerned about a particular subject
- contact Student Services as soon as possible if they are aware of a problem with their child, either academic, social or emotional. Early identification is vital particularly where students are diagnosed with a learning disability or difficulty
- make appointments with teachers for parent nights and at other times as needed
- to establish an effective study routine at home for your child
- to ensure where possible, that family holidays are NOT taken in term time

For some students, the school will develop an individualized report based upon a student's Individual Education Plan (IEP) in consultation with the parents.

Completion of Assessments

Unless there is a reason that is acceptable to the school, failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in:

- the student receiving a lower grade than expected.
- parents being informed through a Letter of Concern.

- loss of Good Standing points

Out of Class Assessments

For an out-of-class assessment task submitted after the due date or not submitted, where the student does not provide a reason, which is acceptable to the school, the following penalties apply for late submission:

- 10% reduction in their mark per day until 5 days (if submitted after the deadline)
- If a student submits their work after 5 days, the maximum they can achieve is 50% of their result.
- If a student fails to submit their work, a '0' will be recorded in Reporting to Parents for that task until it is submitted and marked.

If a student wishes to **apply for an extension** an 'Application for Extension' form must be completed before the due date. If this form is not approved before the due date the above penalties will apply.

In Class Assessments

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity **before** the scheduled date. The school will determine whether the reason is acceptable.

For a missed in-class assessment task (i.e. tests and investigations done under test conditions), where the student **does not** provide a reason which **is acceptable** to the school, the student will receive a mark of zero. Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the school, the student's assessment outline will, where possible, be modified and a grade assigned. There will be no penalty if a medical certificate or a letter explaining the absence from a parent or guardian is given to the student's teacher.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring. A letter of concern or unsatisfactory progress will be sent home by the teacher.

Upon returning to school, the student must submit an 'Application to sit an In-Class assessment' form signed by all relevant parties. If this form is not completed appropriately the penalties stated above will apply. If students fail to submit the 'Application to sit an In-Class assessment' form they must still sit the missed assessment. A mark of zero will be recorded on Reporting to Parents until the form is submitted and the reason is deemed appropriate or not.

Acceptable reasons for non-submission or non-completion

The penalty for non-submission or non-completion will be waived if the student provides a reason acceptable to the school within a week of returning from absence. For example:

- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission.
- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

In such cases the parent/guardian must:

- contact the school on the day; and
- provide either a medical certificate or a letter of explanation immediately when the student returns.

Where the student provides a reason acceptable to the school for the non-submission or non-completion of an assessment task the teacher/HoLA will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return); *or*
- re-weight the student's marks for other tasks (if there is sufficient evidence to assign a grade); *or*
- decide on an alternative assessment task if, in the opinion of the teacher, the assessment is no longer valid; *or*
- statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks.

Attending events that can be rescheduled are not a valid reason for non-completion, non-submission or non-attendance for an assessment task. Family holidays during the term are not considered a valid reason for non-completion, non-submission or non-attendance. **Note:** The school does not provide work for students going on family holidays during the term.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, students will be advised by the school of modifications to the task requirements and/or the assessment outline.

Absences due to COVID-19

The following applies:

Students or staff who have been tested for COVID-19 should follow the advice of the WA Department of Health and stay away from school whilst awaiting results.

Parents/carers should notify the school. The schools should record the absence as a Reasonable absence (code R).

If the absence does not meet the criteria above, it will be recorded as an unauthorised absence.

Students whose parents have chosen to keep them home, without seeking medical advice, may not be provided curriculum work and activities. The priority for staff is to maintain focus on classroom learning programs. In the event of a temporary school closure, further advice will be provided.

These reasons will be deemed acceptable and student assessments will be managed according to the preceding policy information.

NOTE:

Where parents / carers are concerned and choose to keep their child at home – the school will consider these situations on a case-by-case basis. Parents should seek medical advice to support their child's absence.

Reporting to Parents

In regard to students who will either be receiving an 'E' grade or a N/A on their report, the assessment in respect to each student will be completed by each Head of School for their respective year group. This list will be compiled and disseminated to the Heads of Learning Area who will implement the assessment grades/comments amongst their staff. This is to ensure a consistent and balanced whole school approach.

Cheating, Collusion and Plagiarism

All work in each individual assessment task **must** be the work of the student, unless the alternative source is acknowledged. All students need to complete a cover sheet / declaration for all major assignments, which is to be signed and submitted with completed tasks.

Collusion is when a student submits work that is not his or her own for assessment. Plagiarism is when a student uses someone else's work or ideas and passing them off as one's own without acknowledging the source.

Cheating

Cheating is regarded as an action which provides an unfair advantage in the completion of an assessment. Actions regarded as cheating include, but are not limited to:

- gaining a copy of an assessment prior to its release for completion
- gaining information specific to an assessment which could reasonably be expected to provide an unfair advantage in completion
- talking during a silent assessment (tests and examinations)

- using mobile phones or other telecommunications and/or information technology not approved for use during an assessment
- presenting a response to an assessment which is not your own work
- if students are shown to have cheated in any assessed work or in examinations they will receive no credit for that assessment.

Students are not permitted to submit for grading, as original, any work which is:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- identical or similar material to a published work unless the source is acknowledged in referencing or footnotes

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher may refer the matter to the Head of Learning Area / Teacher-in-Charge. As part of this process, the student will be provided with the right of reply.

Plagiarism

Assigned or other work which is not a student's own but is presented as such will not be accepted. The submission of work which is not a student's own in a subject will result in no credit for that assessment being awarded.

Referencing

All student responses to assessment tasks which contain the work of others must be correctly referenced. Further, a Bibliography must be provided where a range of texts and resources have been used for information if this is a requirement of the assessment task.

Note: Where a student permits others to copy their work they may also be penalized. If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarized, the following penalties will apply:

- a mark of zero for the whole assessment task; *or*
- a mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarized, *and*
- The parent/guardian will be informed of the penalty and any further disciplinary action.

Examinations

Written examinations and tests will be conducted for Year 9 and 10 students. These examinations assess skills and knowledge in Humanities and Social Science, Mathematics, English and Science. For Year 10 students these examinations are used as an indicator of a student's potential to successfully undertake certain courses in Year 11. Examinations will be sat under exam conditions and will be scheduled twice a year. These results will be recorded on the students' Semester reports biannually.

Students who are absent for an examination are awarded a zero mark. In exceptional circumstances only, and with the agreement of the Principal, a student may sit for an examination at a later date, or the student may receive an estimate of performance based on previous achievement.

Examination Rules

1. All exams will start and finish at scheduled times according to the exam timetable. There will be no special provisions for students who arrive late to exams.
2. Students who finish an exam early are to remain in the room for the full duration of the exam.
3. All students in the exam must be given the same opportunity. Copying and collusion are serious breaches of exam regulations and will result in a mark of zero being awarded. Distracting actions such as eating, talking, borrowing equipment and turning around are not permitted. No food, toys, etc can be taken into the exams unless you are a diabetic. Students are permitted to take **a clear**

plastic bottle with all labels removed into the room. The water bottle should have a secure lid and have a capacity of no more than 1500ml.

4. Subject teachers will give students and exam supervisors prior notice of any special materials required for exams. Unauthorised materials are not permitted in the exam room.
5. Candidates must provide their own pens, pencils, coloured pencils, highlighters, rulers, erasers, correction fluid/tape, calculators, protractors and other items specified or recommended for particular courses. These specified or recommended items are listed on the front cover of each examination.
6. All items other than those listed on the cover of an examination are therefore classified as unauthorised and **should not** be brought into the exam room. This includes, amongst other things, the following items:
 - mobile telephones or smart watches
 - pencil cases not made of clear material

Subject Requirements

Mathematics

Students are required to retain each test after it has been marked and make it available if requested by the teacher. Investigations will be retained by the teacher. Further, students are expected to:

- maintain a folio of evidence for each unit studied and to make it available whenever it is required

Summary Notes

Summary notes are allowed for tests and examinations. They are to be produced on single sheets of paper (no sticky notes or extra pieces of paper glued on) and are **not** to be folded. They may be hand-written or word-processed, photocopied or commercially produced. Summary notes are to be handed to the teacher at the conclusion of the assessment with the student's name clearly written on them.

- Students are allowed one side of an A4 page for tests
- Students are allowed two sides of one A4 page for exams

Note: For *Calculator Assumed* assessments, calculator(s) are required. Mobile phones and computers cannot be used as a calculator for assessments.

English

Students are expected to:

- Retain all marked assessments which will be kept in a folder stored with the classroom teacher.
- Adequately prepare for all assessments, especially in-class timed assessments, by studying the relevant content covered in class prior to the assessment.
- Use Connect regularly (each week) to check teacher notices regarding resources and assessment reminders and deadlines.

Science

Students are expected to:

- maintain a portfolio of completed assessments - all students will keep an A4 display folder in their classroom with all of their assessment tasks. Students will have to present this folder to the teacher or Head of Department when required.
- develop a plan to allow continued success in the subject - All students must discuss their achievement with the teacher and identify areas of improvement

Humanities and Social Sciences

Students are expected to:

- Adequately prepare for all assessments, especially in-class timed assessments, by studying the relevant content covered in class prior to the assessment.
- Use Connect regularly (each week) to check teacher notices regarding resources and assessment reminders and deadlines.

Excursions

Excursions are kept to a minimum to ensure students achieve maximum learning time. If an excursion has been approved by the Senior Leadership Group, and is on the calendar, then the student should be allowed to sit a test they miss or negotiate to submit an assessment at a time determined by the teacher in consultation with the student. The teacher, in conjunction with the HoLA, will make the final decision regarding timing.

STUDENT RESPONSIBILITY
Please return to your TAG Teacher

Parental Notification/Responsibility

I _____ of _____ have carefully read the
[parent /guardian] [Student name]
Lynwood Senior High School Lower School Assessment Policy and understand and accept in its entirety the requirements as stipulated in the Policy.

Signature _____ Date _____

Student Compliance

I _____ of TAG: _____ have carefully read the above Assessment
[Student name]
Policy.
I understand, fully accept and will comply with the policy in its entirety.

Signature _____ Date _____

Senior School Assessment Policy 2023

This policy is provided to all Year 11 & 12 students at Lynwood Senior High School and is based on School Curriculum and Standards Authority requirements.

Year 11 & 12 students are enrolled in a combination of WACE ATAR, General, Foundation, and VET industry specific courses. Some students are also gaining credit for the WACE by undertaking one of the Vocational Education and Training (VET) qualifications and/or one or more of the endorsed programs (eg Workplace Learning) which are available at the school. The VET qualifications are delivered and assessed in partnership with various registered training organisations (RTO).

This policy applies to the assessment of all Year 11 and 12 WACE courses.

Student responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each pair of units (or unit) studied and to make it available whenever required
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result)
- Initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.
- Year 11 students will be required to attend school until Week 8 Term 4 if they:
 - i) Have not achieved 6 or more passing C grades
 - ii) Have not passed OLNA
- Students will be required to attend OLNA scheduled classes and /or work with their teacher to resubmit or catch up on assessment tasks

NB If students do not pass Year 11 they will not be able to enrol in Year 12.

Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the correct syllabus for the particular pair of units (or unit)
- provide students with a course outline and an assessment outline
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

Information provided to students

The teacher will provide on the school 'Connect' the following documents:

- the SCSA syllabus for the pair of units (or, where a single unit is being studied in Year 11, for that single unit) which includes the grade descriptions
- a course outline for the pair of units (or unit or semester) that shows:
 - the content from the syllabus in the sequence in which it will be taught
 - the approximate time allocated to teach each section of content from the syllabus.
- an assessment outline for the pair of units (or unit) that includes:
 - the number of tasks to be assessed
 - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as specified in the assessment table of the syllabus
 - a general description of each assessment task
 - an indication of the content covered by each assessment task.

Note: Students without internet access at home can request from their teacher a hard copy of these documents.

Assessing student achievement

In each pair of units (or unit), a number of assessment tasks occur during the year/semester (including, end of semester exams in all ATAR courses and most General courses).

Some tasks are completed in-class and others are completed out-of-class.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the pair of units (or unit).

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Wherever appropriate, the criteria against which the task will be marked will also be provided.

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

Modification of the assessment outline

When a student's specific education needs do not allow them to complete a particular assessment task, the teacher may modify the task in consultation with the head of learning area/teacher-in-charge. An individual education plan will be developed showing any modifications to the assessment outline for the pair of units (or unit).

When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task in consultation with the head of learning area/teacher-in-charge. An individual education plan will be developed showing any modifications to the assessment outline for the pair of units (or unit).

When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, may vary the submission date.

If circumstances change during the teaching of a pair of units (or unit), requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be placed on the school 'Connect'.

Students with special education needs

Students with a special education need will where necessary have assessment tasks (written, practical and school examinations) modified. These modifications will be consistent with those provided by the School Curriculum and Standards Authority. Modifications, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time.

Students who are unable to complete an assessment task because of their special education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

Completion of a pair of units (or unit)

A grade is assigned for each pair of units (or unit) completed. Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

Out-of-Class Assessments:

If a student is requesting an extension for an out-of-class assessment task, they will need to complete the **'Application for an Out-of-class Assessment Extension'** form and submit to their teacher prior to the due date. The school will determine whether the reason is acceptable.

If a student has their work placement or an excursion on a due date, they must ensure they submit the out-of-class assessment before the due date.

If an out-of-class assessment task cannot be submitted directly to the teacher it is to be submitted to the head of learning area/teacher-in-charge. They will pass it onto the relevant teacher.

For an out-of-class assessment task submitted after the due date or not submitted, where the student **does not** provide a reason, which is acceptable to the school, the following penalties apply for late submission:

- 10% reduction in their mark per day until 5 days (if submitted after the deadline)
- If a student submits their work after 5 days, the maximum they can achieve is 50% of their result.

- If a student fails to submit their work, a '0' will be recorded in Reporting to Parents for that task until it is submitted and marked.

In-Class Assessments:

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The school will determine whether the reason is acceptable (this includes cases pertaining to the Covid-19 pandemic).

If a student misses a scheduled in-class assessment task without prior notice/discussion, they will need to complete the '**Application to sit the missed In-class assessment**' form and submit to their teacher at the earliest opportunity. The school will determine whether the reason is acceptable.

For a missed in-class assessment task, where the student **does not** provide a reason which is acceptable to the school (see Section 8 for details), the student will receive a mark of zero.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is **acceptable** to the school, the student's assessment outline will, where possible, be modified and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring. A letter of concern or unsatisfactory progress will be sent home by the teacher.

Acceptable reasons for non-completion or non-submission

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.
- On professional medical advice any students or relatives who have been identified as being at high risk of contracting Covid-19.

In such cases the parent/guardian must:

- contact the school before 9.30am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide either a medical certificate or a letter of explanation immediately the student returns to school.

Where the student provides a reason, which is **acceptable** to the school for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the school ball, family holidays). In exceptional circumstances, the parent/guardian may negotiate with the Head of Senior School the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outline for each pair of units (or unit).

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, students will be advised by the school of modifications to the task requirements and/or the assessment outline.

Absences due to COVID-19

The latest advice from DoE (16th March 2020) regarding absence from school pertaining to Covid -19 is as follows:

- The Prime Minister has introduced measures placed on international arrivals into Australia. This means a mandatory 14-day self-isolation requirement will be placed on all international arrivals into Australia.

A medical certificate is not needed for a student to return to school after this period.

- Students or staff who have been tested for COVID-19 should follow the advice of the WA Department of Health and stay away from school whilst awaiting results.
- If a student has been informed by Public Health authorities they are a close contact of a **confirmed case of the novel coronavirus**, irrespective of whether they have developed symptoms, they cannot attend school, school events, day care centres or residential colleges until their local public health unit informs them that it is safe for them to do so.

Parents/carers should notify the school.

The schools should record the absence as a Reasonable absence (code R).

Evidence from the public health authority **is required** for the student to return to school.

These reasons will be deemed acceptable and student assessments will be managed according to the preceding policy information.

NOTE:

Where parents / carers are concerned and choose to keep their child at home – the school will consider these situations on a case-by-case basis. Parents should seek medical advice to support their child's absence.

School examinations

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2. Examinations may be scheduled for General courses where considered appropriate by the head of learning area/teacher-in-charge. Exams are included in the assessment outline for the pair of units (or, where a single unit is being studied, for that single unit).

A practical/performance/oral exam will also be held in those ATAR courses with a practical, performance or oral ATAR examination.

In Year 11 examinations are typically 2 or 2½ hours in duration. In Year 12 examinations are typically 3 hours in duration.

The examination timetable is issued to students three weeks before the start of the exam period. The examination rules are printed on the back of the timetable, in the school Student Handbook and are available on the school website.

The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline for the pair of units (or unit).

Externally set task

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50 minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the college to submit the EST marks, then the school will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the school, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- a predicted EST score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which contains:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area/teacher-in-charge responsible for the course. As part of this process, the student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The parent/guardian will be informed of the penalty and any further disciplinary action.

Transfer between courses and/or units

When a student commences a pair of units (or unit) late they are at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or courses is made through the Head of Senior School, VET Coordinator or Deputy Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units (or unit) into which they wish to transfer.

At Lynwood Senior High School, the deadline for Year 11 transfers during Semester 1 is Friday of Week 4, Term 1 for single units and Friday of Week 7, Term 1 for pairs of units, subject to students meeting requirements.

Most Year 11/12 courses are assessed as a pair of units and students would be unlikely to be able to complete the structured educational plan or complete sufficient assessment tasks to allow a grade to be assigned for the unit to which they are transferring. The exception is Year 11 Foundation courses where students can transfer to a General course after the OLNA results are received from the School Curriculum and Standards Authority. Where class numbers allow at the end of semester, transfers can occur.

The final deadline for Year 12 transfers during 2020 is Thursday of Week 3, Term 1. Year 12 students cannot transfer into another pair of units after this date.

When a student transfers to a different course (e.g. from ATAR English to General English) or a similar course, the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks may be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and an individual assessment outline. The plan and the assessment outline will be discussed with the parent/guardian and provided to the student.

Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school, to provide Lynwood SHS with evidence of all completed assessment tasks. The Deputy Principal will contact the previous school to confirm:

- the part of the syllabus that has been taught
- the assessment tasks which have been completed
- the marks awarded for these tasks.

The head of learning area/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used
[Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Lynwood SHS.]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and an individual assessment outline. The plan and the modified assessment outline will be discussed with the parent/guardian and provided to the student.

Reporting student achievement

Lynwood SHS reports student achievement at the end of Semester 1 and at the end of Semester 2. In Year 11/12 the report provides for each course:

- a comment by the teacher
- a grade¹
- the percentage mark in the school-based examination (for ATAR courses and where conducted for General or Foundation courses)
- the percentage mark¹ (calculated from the weighted total mark).

¹ For most courses, the Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year. However, for some courses the Semester 1 mark and grade are final as they are based on the single unit completed.

At the end of the year, students will be provided with a Lynwood SHS statement of achievement, which lists the grade for each pair of units and the school mark, which was submitted to the School Curriculum and Standards Authority. Successful completion of VET qualifications and endorsed programs will also be listed on the statement.

All final grades are subject to School Curriculum and Standards Authority approval at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the School Curriculum and Standards Authority's review of the student results submitted by Lynwood SHS.

Security of assessment tasks

Where there is more than one class studying the same pair of units (or unit) at the school, all or most, of the assessment tasks will be the same. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the school uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks and/folios. The school will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher/s when assigning grades at the completion of the pair of units (or unit) and may be required by the School Curriculum and Standards Authority for moderation purposes. The school will not use the materials for any other purposes without the written permission of the student.

To assist students, the school may establish an assessment file for each student for each course/program. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The school retains the files until the marks have been accepted by the School Curriculum and Standards Authority. The written assessment tasks and/or folios are available to students for collection after that time. The school securely disposes of all materials not collected by the students by the end of the school year. All recorded evidence of performance for non-written assessment tasks is deleted/erased at the end of the school year.

Reviewing marks and grades

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units (or unit) they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student (or the parent/guardian) should approach the head of learning area/teacher-in-charge responsible for the course.

The student or their parent/guardian can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline/s does/do not meet the syllabus requirements
- the assessment procedures used do not conform with the school's assessment policy
- procedural errors have occurred in the determination of the mark/s and/or grade/s
- computational errors have occurred in the determination of the mark/s and/or grade/s.


The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee. If the committee upholds a student appeal the school will make any required adjustments to the student's marks and/or grades and where required, the marks and/or grades of other students and re-issue reports as necessary.

Lynwood Senior High School

LEARNING AREA MAP



LEGEND	
 Gate	 Inaccessible Area
 Building	 Fence
 Accessible Area	



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Email: lynwood.SHS@education.wa.edu.au

