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Students and Parents,

This Student Handbook and Code of Conduct is designed as a comprehensive guide to Davidson High School. You are encouraged to use it as a reference and guide to the school. If you are not sure of anything about the school refer to this Handbook in the first instance and then to the front office. Keep this Handbook in a safe place.

Updated information will be sent home via school newsletters from the Principal and through the Davidson Dispatch. You can have input into school policy making through the Student Representative Council and the Parents & Citizens' Association.

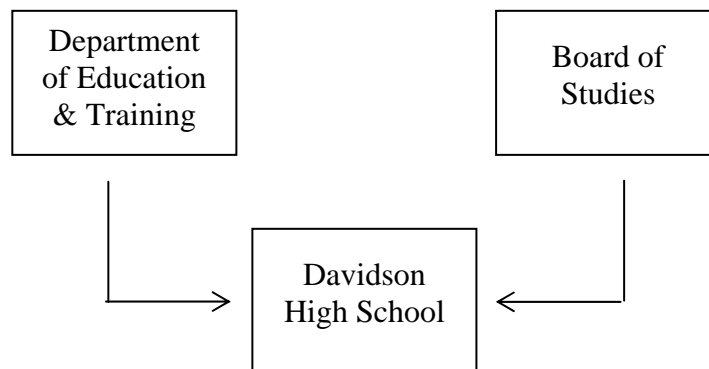
To students new to Davidson, welcome to the school. We hope you have an enjoyable and rewarding time as a student at Davidson. Remember we aim to develop your learning potential in class, in sport and in extra-curricular activities. Davidson High School offers many opportunities; take them and make the most of your secondary education.

**R. Cawsey,**  
Principal.

## HOW THE EDUCATION SYSTEM WORKS

Davidson High School is part of the NSW Public Education system known as the Department of Education and Training (DET). The State is divided into 10 Regions; we are part of the Northern Sydney Region. The local School Education Area (SEA) is located at 72 Fisher Road, Dee Why. The DET provides most of the resources (teachers, building, furniture, etc.) to operate the school.

What is taught in the school is determined mostly by the Board of Studies (BOS). This organization is separate to the DET and sets rules for the award of the School Certificate and the Higher School Certificate. These rules apply to both public schools and private schools.



At the school level, decisions about how Davidson High School operates are made by the

- ◆ Principal
- ◆ School's Executive (Principal, Deputy Principals, Head Teachers)
- ◆ P & C
- ◆ SRC

## HISTORY OF THE SCHOOL

Originally to be called Sorlie High School after George Sorlie an idealistic developer of land in the district, the residents requested a change of name for both suburb, and consequently the new high school. Davidson commemorates a popular Governor of New South Wales who died in office in 1923, and to whom the parklands of 2500 acres called Davidson Park were dedicated. This forms the western boundary of the suburb of Davidson.

The school's earliest students were housed at Killarney Heights High School in 1972-73, and the parents of these students were granted permission to use the crest, shield and tartan of Clan Davidson of Tulloch. Thus, the distinctive green, red, navy and black tartan and the stag's head and red whortleberry were incorporated in the badge, and were used as part of the uniform and as the school crest, thereafter. Buildings on the present site were first occupied in September, 1973.

## SCHOOL AIMS

*Davidson High School provides opportunities to achieve personal excellence in a safe, supportive and creative learning environment.*

Opportunities to achieve:

- ◆ academic excellence
- ◆ sporting excellence
- ◆ excellence in the performing and creative arts
- ◆ excellence as a responsible citizen
- ◆ excellence as a problem-solver
- ◆ excellence in the skills required to meet the challenges of the future

will be provided by the school. The school's code of conduct and student welfare programs aim to develop self-discipline, leadership, teamwork, respect for others, self-esteem and a sense of responsibility.

## SCHOOL DIRECTORY

**Address** Mimosa Street, French's Forest, 2086  
**Phone** 9451 0022 9451 0199 9451 0312  
**Fax** 9975 3560  
**Email** davidson-h.school@det.nsw.edu.au  
**Internet site** www.davidson-h.schools.nsw.edu.au

**School Captains** Aaron Hinds  
Mylee Hogan

**Vice Captains** Nina Haysler  
Jeffrey Jackson  
Andrew McCloud  
Lauren Wakelin

**Principal** Mr R. Cawsey

**Deputy Principals** Mr A Fazzolari  
Mrs S. Anderson

**Head Teachers**  
English Mr. P. Moran  
HSIE Mr D. Rule  
Mathematics Mrs L. Churchland  
Science Mrs M. Ferguson  
Technological & Applied Studies Ms A. Stevens  
Secondary Studies Mr K. Peade  
Teaching & Learning Mrs A. Curtis  
Administration Mr J. Barons (relieving)  
ICET Mr B. Manning

**Subject Co-ordinators**  
Languages Mrs A. Curtis  
Art Mr L. Crowley

**Student Advisers**

Year 12: Mr I. Mace  
Year 11: Mr J. Brown  
Year 10: Mr E. Zouain  
Year 9: Ms L. Mangassarian  
Year 8: Ms C. Pantschenko  
Year 7: Mr T. Wilson

**Girls' Adviser**

Ms S. Barand

**Boys' Adviser**

Mr S. Nour

**Support Teacher Learning**

Ms C. de Boos

**School Counsellor**

Mrs G. Zinn

**Librarian**

Mrs J. Cogley

**Sports Organiser**

Ms J. Huggett

**Administrative Staff**

Administrative Manager

Mrs J. McLachlan

Front Office

Mrs A. Ferguson

Ms K. Wakelin

Mrs B. McDonald

Mrs G. Muir

Library

Mrs M. Hillier

Accounts/Library

Mrs K. Mackie

Science

Mrs V. Wooster

TAS

Mrs J. Martin

General Assistant

Mr J. Cree

Print Room/First Aid

Mrs A. Zappia

**Senior Leadership Team 2008:**

**School Captains:** Aaron Hinds and Mylee Hogan

**Vice Captains:** Nina Haysler, Jeffrey Jackson, Andrew McCloud and Lauren Wakelin

**Prefects:** Tarryn Balsdon, Chirag Bhavan, Ryan Bridgett, Annabelle Buckley, James Cahill, Catherine Chatterton, Katherine Coy, Emma Dick, Oliver Ferguson, Shannon Heath, Kieran Jack, Liam Jones, Caitlin Larkworthy, Sacha Lorge, Celine Okada, Lorryn Phillips, Steven Poyser, Amanda Schadeberg, Ben Somers, Jenny Thomson,

Jordan Woods, Samuel Wotherspoon, Olivia Wright, Matthew Wyatt, Stephanie Zhang

<b>OFFICE HOURS:</b>	8.00am – 3.15pm for:
General Administration:	Enrolments, leavers, rolls, late arrivals, clinic, bus, rail passes and fare concessions.
Accounts Office:	All financial transactions
Student access to office:	Students are to transact business with office before school, at recess and lunch time
Student payments:	See Mrs. McLachlan in Accounts Office at recess, lunch or between 8.15 and 8.30am. (Closed Fridays).

***Payments will not be accepted during class time***

## CURRICULUM

A wide range of courses provides a broad curriculum for all students.

In Years 7 and 8 students study English, Mathematics, Science, History, Geography, Music, Dance, Drama, Visual Art, Personal Development, Health and Physical Education, Technology and a language other than English. At Davidson High School we have a program of Thinking and Learning Skills from Year 7 through to Year 12. This incorporates goal setting, learning styles, time management, exam preparation, study skills, higher order thinking and much more.

For the remainder of junior secondary school students are required to study English, Mathematics, Science, History, Geography and Personal Development, Health and Physical Education. In addition they must choose three courses in Year 9 and continue two courses into Year 10.

Elective courses are chosen from a wide range of subjects including LOTE (languages other than English), Drama, Visual Arts, TAS (Technology and Applied Studies such as Wood and Metal Technologies, Textiles and Design and Food Technology) Commerce, Dance, Music, Studies in Society and Music.

In the senior school Davidson aims to provide the widest selection of courses possible. Students can in addition to school courses choose from a range of subjects offered at TAFE through the joint secondary schools TAFE program. Students attend these classes during school time at one of a number of TAFE colleges in the area. Comprehensive booklets regarding subject choices are available to all students and their parents.

## SPORT

Sport is an integral part of the school's educational program for all students. It is compulsory for all students to participate in the school's regular sports program.

Sport is held each Wednesday afternoon and students may be involved in a wide selection of sporting activities including competitive, non-competitive and recreational sports. There are State Knock-Out Competitions, Zone Competitions, Swimming, Cross-Country and Athletics Carnivals as well as the weekly school sports afternoon. Moose League operates in Terms 1 and 4.

The emphasis in School Sports afternoon is upon:

- ◆ active physical participation;
- ◆ the concept of organised 'play' as opposed to the leisurely passing of time;
- ◆ the processes of group interaction, skills development and physical conditioning;
- ◆ the inclusion of all students irrespective of experience or ability;
- ◆ the acknowledgement of students' performances and results;
- ◆ in winter the school plays in a grade competition against other schools in the North Shore Sports Zone;
- ◆ sports are available at local venues at no cost but bus transport costs and admission charges for sports at commercial venues must be paid for in the same manner as other excursions as they are self funding;
- ◆ students walking to local venues are not to leave the playground until the designated time and they must obey all traffic laws;
- ◆ all students, when outside the school must behave in a responsible manner and normal school rules always apply on the way to and from, and at the venue;
- ◆ throughout the year sport options may be limited or removed altogether.

## **Sports Carnivals**

The school holds carnivals in swimming, cross country and athletics and students who excel represent the school at Zone Sports Carnivals and possibly at Regional and State levels of competition.

### **Year 7**

A special sports gala day is held for the school in the local sports zone to provide inter-school competition for students in this year.

Towards the end of the school year a full week of life saving and water safety lessons, practical exercises and examinations may be held for these students.

#### **Sports offered include:**

Australian Rules	Soccer	Aerobics
Basketball	Softball	Beach Sports
Baseball	Sofcrosse	Ice Skating
Cricket	Squash	Circuit Training
Hockey	Tennis	Weight Training
Netball	Touch Football	Surfing
Rugby League	Volleyball	
Rugby Union	Water Polo	

*Students participating in sport are required to dress in the school sports uniform*

## EXTRA CURRICULAR ACTIVITIES

The school is very proud of its achievements in various extra curricular areas and recommends students widen their involvement to include some participation in the activities offered.

### ***Music***

The music faculty offers many opportunities to talented and interested musicians. These include: Concert Bands 1 and 2, The Stage Band, Chamber Ensembles, eg, wind, flute, brass, clarinet, orchestra, The Dixie Combo, Choir/Vocal Group.

These ensembles rehearse before and after school and at lunchtimes. For full details see Mrs. Oberg in the PE/Music Staffroom.

### ***Drama***

A wide variety of opportunities is provided for interested students. See Ms. Holmes in the English faculty.

### ***Dance***

There are a number of dance ensembles – junior and senior and combined. These groups have brought great credit to the school over many years. Contact Mr. Peade in the PE/Music staffroom.

### ***Performing Arts Studio Workshops***

Small concerts involving Music, Drama and Dance are held in the intimate atmosphere of the Dance Studio for soloists, work in progress or developing students.

### ***Creative Writing***

Students are given guidance and assistance to enter the following writing competitions: Henry Lawson Short Story and Poetry Competition, Sydney Morning Herald Young Writer of the Year, Dorothea Mackellar National Poetry Competition.

### **Science**

National Chemistry Competition, Australian Schools Science Competition, Annual Senior Geology Camp, Animal Husbandry Program, B.H.P. Science Awards.

### **Computing Studies**

Computing Studies students have the opportunity to participate in the Australian Schools Computer Studies Competition which is organised by the University of NSW in May each year. This consists of a one hour multiple-choice written paper.

### **Technology and Applied Studies**

- ◆ Technology Educators' Association Competition where students have the opportunity to enter in the Food Section/Clothing/Built Environment or Communications section.
- ◆ The Minister's Young Designers Awards Competition
- ◆ TAS Exhibition
- ◆ TAS and

### **Visual Arts**

- ◆ Mosman Art Prize
- ◆ Manly Art Gallery
- ◆ Visual Arts/Photography Exhibition
- ◆ Ilford Express Yourself Photographic Competition
- ◆ GAT workshops in photography and visual art.

Seniors are encouraged to be community minded and give blood. The Blood Bank comes to the school once a year and students are given the opportunity to donate at Forestville Community Hall.

### ***The Duke of Edinburgh Award Scheme (DEAS)***

The Award concept is one of individual challenge. It presents to young people a balanced, non-competitive program of voluntary activities which encourage personal discovery and growth, self-

reliance, perseverance, responsibility to themselves and service to their community.

There are four mandatory sections within the structure: service, expeditions, skills and physical recreation and three levels of Awards: Bronze, Silver and Gold.

Year 9 students are invited each year to participate in the DEAS at the Bronze level.

Currently ten percent of the school student population from Year 9 to Year 12 is engaged in the Award at the Bronze or Silver level.

### ***Australian Mathematics Competition (AMC)***

The AMC is conducted annually throughout Australia and the South Pacific to challenge and encourage students in their understanding of mathematics and to enhance learning mathematics in schools.

## **EXTENSION OPPORTUNITIES**

The school actively promotes extension opportunities for gifted and talented students.

- ◆ Extension classes are offered in English, Maths and Science. The composition of these classes varies. Students have to earn their places in these classes from year to year.
- ◆ The new GATEway Enrichment class for selected Year 7 students. It offers a thematic approach to learning which develops the individual talents of students. Entry is by submission of a work portfolio and application.
- ◆ Acceleration is offered to talented students in a range of subjects.

## STUDENT WELFARE

There are various avenues of guidance and counselling services available to students and parents. The school desires cooperation with parents and an awareness of the concept of combined teacher-student effort. Positive reinforcement through recognition of good work and rewards for effort, is an integral part of our welfare policy. Students should be aware of their rights and responsibilities and the code of conduct, 'respect for each other' which frames acceptable behaviour in the school for students, staff and parents.

Davidson High School recognises that the family has the prime responsibility for the welfare of its children but that it shares this responsibility with a range of institutions including the school. To help share in this responsibility the school offers a range of practical and positive activities for different age groups, such as our Year 7 Camp, Year 9 Camp and Year 11 Jindabyne Personal Development Camp. We aim to provide a safe, caring environment in which students can achieve their full potential.

## STUDENT LEADERSHIP

There is a wide variety of leadership opportunities for all students in Years 7-12.

- ◆ **Year 7 and 8 student leaders** enhance learning opportunities for younger students in after school enrichment programs.
- ◆ **The Student Representative Council** is active in the school community and has an input into school and student issues.

- ♦ **The Peer Mentoring Program** trains Year 10 students to assist Year 7 students in their transition to high school. This program builds and develops positive relationships between peers and students from other years.
- ♦ **The Flying Squad Program** teaches our students the skill and value of leadership. The squad visits primary schools to share its training and knowledge with others.
- ♦ **Senior Leadership Team** consists of Year 12 students who are ambassadors for the school and provide direction for school and extra curricular activities.

## STUDENT NETWORK OF CARE

### **Year Advisers (Yr 7-12)**

Assist students in the welfare side of school life. They are the first contact in school for parents and students regarding welfare.

### **Peer Mediators**

Assist students to resolve minor disputes

### **Supervisor of Girls/Boys**

Provides support and individual guidance and counselling of girls/boys with emotional and social problems.

### **Careers Adviser**

Assists individuals on matters concerning their future career

### **Student Mentors**

(Trained Year 10 students)  
Establish rapport with students in Year 7

### **Staff Mentors**

Assist Year 12 students in reaching their full potential by providing regular sessions to guide their progress



### **School Counsellor**

Identifies and helps students with special needs and may, where necessary, bring in outside help.

## STUDENT NETWORK OF CARE

### **Roll Call teachers**

have daily contact and can be the first to identify students' needs. Able to refer students to where assistance can be given

### **Classroom teachers**

Provide appropriate programs for individual needs of students.

### **Executive**

Includes head teachers, deputies and principal who counsel individuals

### **Support Teacher Learning Difficulties**

Assists teachers by helping students with individual learning problems

### **Support Teacher ESL**

For those students from non-English speaking backgrounds

### **Itinerant Teacher for Behaviour**

Responsible for behavioural, emotional or social problems – works with individuals

### **Head Teachers**

The first contact in the school for parents and students regarding classroom and curriculum matters relevant to individual courses (refer to page 5).



## ANTI-BULLYING

Davidson High School is committed to combating bullying in a proactive way. As a school community we believe that everyone has the right to feel safe and enjoy being at school. Our anti-bullying policy and procedures have been designed to ensure this happens.

### **Nature of bullying**

Bullying involves any behaviour that is deliberate and intended to hurt. It can involve threats, physical violence and/or harassment. Such behaviour can include pushing or hitting, rumour spreading or name calling, humiliation or ridicule, racist, sexist or homophobic remarks, forcing a person to do silly or dangerous things. It can use methods such as graffiti, note passing, texting, email and chat rooms. Bullying can be subtle and may be missed by observers.

### **Effects of bullying**

Bullying can be devastating with the effects lasting a life time. it can cause misery for the person who has been targeted, leading to anxiety, low self esteem and absenteeism from school. For the bully, they grow up believing harassment, violence and intimidation can solve problems and have little empathy for their targets. Bullies and targets alike can run the risk of truancy, dropping out of school and are unable to take a positive role in society.

### **Anti-bullying Policy and Procedures**

1. Bullying is totally unacceptable at any time, including travelling to and from school. This is summed up in the “Fair go at Davo” statement.
2. Staff are trained to be observant and report any suspected bullying. Teachers will also listen to students concerns about bullying and report it to the appropriate person on the welfare team or school executive.

3. Intervention will occur. Firstly support will be given to the target and strategies provided to effectively deal with the bully, eg, how to be assertive rather than timid or aggressive.
4. Bullies will be given clear consequences for acts of bullying, usually in line with the level system. They will also be counselled on how to positively modify their own behaviour.
5. For those situations where the target has also been behaving inappropriately, mediation may be appropriate in resolving the bullying-conflict situation.
6. As part of the anti-bullying plan, each year time is set aside to revisit the issue of bullying. Through year meetings and small group discussions, students are reminded that bullying is unacceptable and are made aware of the procedures in place to deal with bullying.
7. The school also promotes “Be a Better Bystander” behaviour and has a “Hands Off” policy in place. Implementation of these complement and promote the anti-bullying policy.

## FAIR GO AT DAVO

This is the **Fair Go at Davidson** policy, which states that:

- ◆ Bullying is unacceptable and should not occur;
- ◆ Everyone has the right to feel safe and enjoy being at school;
- ◆ Everyone is responsible for his/her own actions and words;
- ◆ People should be respected for who they are.
- ◆ Adults must respond if a child comes to them about being bullied.

If you or a friend are being subjected to bullying or anything else which is making you unhappy, speak up. The school will help to resolve this situation.

## BETTER BYSTANDER BEHAVIOUR

At Davidson High School we encourage students to take responsibility for finding solutions to bullying issues. This is the Be A Better Bystander policy:

- ◆ Be a part of the solution, not part of the problem.
- ◆ Don't join in the bullying.
- ◆ Show the bully you disapprove.
- ◆ Speak up for the person being targeted.
- ◆ Offer support to the person being targeted.
- ◆ Seek adult help if nothing is working.

## HANDS OFF POLICY

Often physical interactions which start off as a “bit of fun”, escalate into a real problem. It is not “fun” if you are always on the receiving end.

Where such behaviour is concerned, we need clear and firm guidelines to ensure a safe and happy environment.

To this end the school has a “hands off” policy.



## CODE OF CONDUCT

### STUDENTS RIGHTS

**I have the right:**

- (a) to learn;
- (b) to be and to feel safe;
- (c) to be treated fairly and with respect;
- (d) to work and study in a pleasant environment;
- (e) to benefit from the good name of the school.

### STUDENT RESPONSIBILITIES

**I have the responsibility:**

- (a) to behave in a way which allows others and myself to learn;
- (b) to behave in a manner which demonstrates respect for people, property and society's accepted standards;
- (c) to dress in the appropriate school uniform.

The sections on the Level System and Special Lines of Procedure also form part of the Code of Conduct.

## THE BLUES AWARD SYSTEM

The annual BLUES Award is a certificate of achievement covering all aspects of school life, including academic, cultural, social, sporting and service activities. The Blues Award encourages and rewards student motivation, self respect and self-discipline.

### **A SCHOOL BLUE**

Awarded to students who achieve the following number of points:

Year 7 – 290 points	Year 10 – 275 points
Year 8 – 290 points	Year 11 – 250 points
Year 9 – 275 points	Year 12 – 250 points

In the Junior School, the number of points required for a BLUE relates to the number of subjects studied, and may vary from year to year. The recording period will be from the beginning of Term 4, to the end of Term 3 the following year.

### **AN HONOUR BLUE**

Awarded to Year 12 students who have achieved a BLUE for six years, or to those students who have not received a BLUE each year but whose total number of points is greater than the lowest total of the Honours Blue recipients.

## A DISTINCTION BLUE

Awarded to students who are leaving school and have achieved five BLUES or a Blue for every year of attendance at Davidson High School. Awarded to Year 10 students who have achieved a BLUE for four years. A distinction blue can also be awarded to those Year 10 students who have not received a blue each year but whose total number of points is greater than the lowest total of the Distinction Blue recipients.

## ALLOCATION OF BLUES POINTS

Blues Points are awarded for each semester report on academic performance and personal profile.

Noteworthy achievements in class and in the school:

Letter of Commendation = 5 points

Classroom Blue = 1 point

Environmental Blue = 1 point

Uniform Blue = 1 point

Participation Blue = as specified below

Service Blue = as specified below

<b>Activities</b>	<b>No. of Points (per annum, unless stated otherwise)</b>	<b>Activities</b>	<b>No. of Points (per annum, unless stated otherwise)</b>
<b>Extra Curricular activities</b>		<b>School service</b>	
Concert Band 2	50	School Representative Council	30
Concert Band 1	45	Senior Leaders	20
Stage Band	30	Peer Mentors	20
Music Ensemble	40	Eco Club	30
Voice Ensemble	40	Assisting with Open Night, Year 6 Orientation Day,	10 per night

		Parent/Teacher evenings, subject display nights	
Rock Band	40	Library Services	5 per service
Dance Ensemble	40	Canteen volunteer	5 per service
Rock Eisteddfod	40	Community Service	5 per service/event
Rock Eisteddfod Stage Crew	20	<b>Sporting Activities</b>	
Drama Ensemble	40	Grade Sport	10
SOPA Performers	10	Knockout Sport	5 (per team – minimum of 2 matches per season)
SOPA Stage Crew	10	Sport: Zone representative	5
Visual Arts Exhibitions	10	Sport: Regional representative	10
TAS parades and exhibitions	10	Sport: State Representative	20
Debate	5 (per debate)	Sport: National representative	40
Academic competitions	5 (per competition)	School Carnivals: Swimming, Athletics, Cross Country	1 <sup>st</sup> Place: 5 2 <sup>nd</sup> Place: 3 3 <sup>rd</sup> Place: 2 (per event)

*An Appeals Tribunal will consist of either Deputy Principal and the staff member involved in blue points allocations.*

## YEAR ADVISERS

Guidance for students on all welfare aspects of the school, including the total learning situation, individual progress in both classwork and home studies, attendance matters, and general adjustment problems is provided by various teachers but is coordinated by Year Advisers.

Students are encouraged to **consult their Year Adviser for advice on any matter**. Parents may arrange interviews through the school office.

The school has a **specialist counsellor** who provides counselling services for students with educational, social or emotional problems. Appointments should be made usually through the school office but a direct approach may be made if a crisis occurs.

**For a subject specific concern, the Head Teacher should be consulted.**

## THE LEVEL SYSTEM

The majority of students will complete their school years abiding by the school's Code of Conduct. Students and parents need to understand that the level system begins at Level 0 then proceed to Level 1, then proceed to Level 2 and then to Level 3. Extreme behaviour can result in a student being placed on a high level, even though the student may never have been on a level before.

The school rules and level system are in place to promote positive and respectful relationships between all members of the school community. Behaviour which works against this will result in consequences within the level system.

Students must have a clear understanding of the consequences of misconduct if they are to make positive decisions about their behaviour. It is not intended however, that the level system will replace the teacher's responsibility for discipline. A student can be placed on ANY level, or moved up a level if there is no improvement, at the discretion of the school executive and/or the Welfare Committee.

In all cases of breach of the school's Code of Conduct students are expected to make restitution (ie, to make amends for misbehaviour by offering to engage a positive community service to the school in the student's own time).

*The levels system applies to the classroom, playground, sport and travel to and from school.*

## LEVEL 0

This Level is between the student and teacher. The teacher will talk to the student as to whether there is any reason which may have caused the misbehaviour.

Any of the following steps MAY then be taken:

1. A verbal reprimand
2. A verbal or written contract between the teacher and student to help modify behaviour
3. A class detention
4. Isolation within the classroom
5. A "Letter of Concern" sent to parents.

## LEVEL I

If there is no improvement or a major offence occurs a Blue Card is filled in and filed.

### **MANDATORY PROCEDURES**

1. A letter sent to parents by the teacher in consultation with Head Teacher.
2. A daily check (subject only) arranged by Head Teacher.
3. Year Adviser informed.
4. Detention arranged.

### **OPTIONAL PROCEDURES** (at discretion of Head Teacher);

1. A parental phone call by the Head Teacher to seek support and explain the ramifications of continued misbehaviour.
2. Isolation to a higher or lower class or year for:
  - a) one period
  - b) increasing periods of time
  - c) one week
3. Restitution may be arranged by the individual student.

## **LEVEL 2**

If there is no improvement or a further offence occurs a Pink Card is filled in and filed. The student is now on Level 2. The responsibility for a student is now with the Welfare Committee, in particular the relevant Year Adviser, however, the teachers will continue to use all disciplinary techniques as before.

### **MANDATORY PROCEDURES**

1. Student interviewed by the Year Adviser/Head Teacher.
2. Phone call to parent by Head Teacher or Deputy after consultation with Year Adviser on day of offence.
3. A letter sent to parents.
4. A daily Conduct Program which is signed by parents and checked by Year Adviser daily.
5. Detention.
6. Noted on school report.
7. Exclusion from camps, excursions and school representation **while on Level 2.**
8. If conduct sheets are not completed within two weeks, students will attend Tuesday afternoon detentions until they are.
9. If conduct sheets are not completed to a satisfactory standard within two weeks, students may be required to attend Tuesday afternoon detentions and/or complete additional conduct sheets.

### **OPTIONAL PROCEDURES**

1. A parental phone call by the Deputy Principal to seek support and explain ramifications of continued misbehaviour.
2. Isolation from the class and the playground if deemed necessary.
3. Restitution may be arranged by the individual students.

## LEVEL 3

If there is no improvement or a further offence occurs a Green Card is filled in and filed. The student is now placed on Level 3.

### **MANDATORY PROCEDURES**

1. An interview with Year Adviser and Deputy.
2. Student to make restitution for misbehaviour.
3. Phone call to parent by Deputy on day of offence.
4. A letter sent to parents.
5. Parent meeting with Deputy and Year Adviser.
6. Detention.
7. A daily Conduct Program which is signed by parents and checked by Year Adviser daily. If conduct sheets are not completed within two weeks, students will attend Tuesday afternoon detention until they are.
8. Exclusion from camps, excursions and school representation for **one term**.
9. Noted on school report.

### **OPTIONAL PROCEDURES**

1. Discussion with counsellor.
2. A student who has displayed a major improvement and completed negotiated restitution can be off the Level 3 within 4 weeks.
3. Behaviour Contract.
4. Restitution may be arranged by the individual students.

## LEVEL 4

If there is no improvement or a further offence occurs a Yellow Card is filled in and filed. The student is now placed on Level 4.

### MANDATORY PROCEDURES

1. An interview with the Principal.
2. Phone call to parent on day of offence.
3. A letter sent to parents.
4. Suspension (at home or in school).
5. Parent interview.
6. Detention and/or restitution arranged.
7. On returning from suspension student will be placed on a Daily Conduct Sheet which is signed by parents and checked by Year Adviser daily. If conduct sheets are not completed within two weeks, students will attend Tuesday afternoon detention until they are.
8. Exclusion from camps, excursions and from school representation **for two terms**.
9. Noted on school report.

### OPTIONAL PROCEDURES

1. Discussion with School Counsellor.
2. Loss of reference.
3. Movement towards expulsion.
4. Transfer to another school.
5. If restitution is arranged the minimum time on the level is 1 term.
6. Behaviour contract.

## **EXCLUSIONS WHILE ON LEVELS**

Students excluded from excursions because of placement on a Level **may only attend excursions if it is a course requirement**, which will be at the discretion of the Head Teacher concerned.

Students who misbehave on an excursion may be prevented from going on a future excursion on the grounds that they cannot be trusted to represent the school in these situations – **EVEN IF THEY ARE NOT CURRENTLY ON A LEVEL.**

Students who are on levels which normally prevent them from going on excursions, in cases where the excursion is an integral part of the course, will only be permitted to go if a suitable alternative task involving no excursion cannot be arranged.

## **SUSPENSION AND EXPULSION**

(Extracts from the Department of Education and Training's policy. A full copy is available from the school).

### **General Principles**

1. All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools will maintain high standards of student behaviour.
2. There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and

expulsion are the options available to the principal in these situations.

3. Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.
4. Principals have authority, consistent with the provisions of these procedures and associated documents, to suspend or expel a student from a particular school or to recommend expulsion from the government school system.

### **Suspension**

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety and welfare of the student, staff and other students in the class or school.

In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, the presence of weapons or illegal drugs.

### **Short Suspension**

In circumstances where measures have been unsuccessful in resolving the inappropriate behaviour, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories.

- I. **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor

criminal behaviour related to the school; use of alcohol or persistent use of tobacco.

2. **Aggressive Behaviour.** This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or sms text messages.

### **Long Suspension**

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:

- ◆ the safety of students and staff
- ◆ the merit and circumstances of the particular case
- ◆ factors such as the age, individual needs, any disability and developmental level of students.

**Physical Violence:** Which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.

### **Use or possession of a prohibited weapon, firearm or knife:**

When the student uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.

**Possession or use of a suspected illegal substance:** Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

**Use of an implement as a weapon or threatening to use a weapon:** When any item is used as a weapon (other than the prohibited weapons mentioned above), in a way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted for use to cause injury to a person.

**Serious criminal behaviour related to the school:** Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

**Persistent Misbehaviour:** Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

### **Decision**

1. The decision to suspend must be taken by the principal, or, in the principal's absence the acting principal.
2. The principal should inform the student of the precise grounds on which suspension is being considered. The student must be given the opportunity to respond. The student's response must be considered before a decision to suspend is made.

### **Expulsion**

In extreme circumstances the principal may expel a student from the school or may make a submission to the Director-General recommending the expulsion of a student from the government school system.

## **Expulsion from a Particular School**

1. This means that the student is expelled from one particular school only. With the exception of the circumstances outlined in 2(b) below, the principal, in conjunction with the superintendent or relevant district office staff and the parents or caregiver, must arrange a suitable enrolment for the student in another school or educational facility.
2. The decision to expel a student from the school may be made on the basis of:
  - (a) misbehaviour of a student of any age; or
  - (b) unsatisfactory participation in learning by a student of post-compulsory age, eg, a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives, and/or non-compliance with Board of Studies requirements for the award of a School Certificate or Higher School Certificate.
3. Prior to making a decision to expel on the grounds set out in 2(b) above, the student must receive at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student. The student must also be provided with a reasonable period in which to demonstrate an improvement in his or her participation.
4. Where the student is being expelled on the grounds set out in 2(b) above, the arrangement of an alternative placement is the responsibility of the student and the student's parents or caregiver. If a suitable alternative cannot be arranged, it is not necessary in these cases for the principal to readmit the student, recommend expulsion from the government school system or refer the issue to the district superintendent.

## **Appeals**

1. Students and parents or caregivers who consider that correct procedures have not been followed, or that an unfair decision has been made, may appeal.
2. Appeals should be in writing, stating the grounds on which the appeal is being made.
3. Some students, parents or caregivers will require assistance in lodging an appeal. Students, parents or caregivers requiring assistance should be referred in the first instance to the district office. District office personnel should identify appropriate support people for the student, parent or caregiver if this type of assistance is requested. The nominated support person should assist parents to understand their right of, and the process for, appeal. They should ensure that the appellant has access to the appropriate form and has assistance to complete, if necessary.
4. Appeals can be made to the local School Education Area office on 9941 3000.

## SPECIAL LINES OF PROCEDURE

### **SMOKING**

Schools are legally required to be smoke-free zones. The school expects appropriate behaviour while in school uniform before and after school hours. This includes no smoking. Students found smoking will follow the levels system:

1. The student is placed on Level 2 and the usual procedures for this level apply.
2. After repeat offence parents are contacted and the student is encouraged to participate in an anti-smoking programme.
3. If there is another offence Step 2 will be repeated.

### **SWEARING**

Under no circumstances will a student be allowed to insult or embarrass another person, by either swearing in their presence or swearing directly at them. There are obviously degrees of intent, ranging from spontaneous exclamation following pain or surprise, to calculated profanity aimed to hurt and distress.

A student who deliberately swears will be placed on a level, and *could* go straight to Level 4, depending on the nature of the offence.

The same restrictions for excursions for students on a level apply to sport and playground offences.

### **BEHAVIOUR OUTSIDE OF SCHOOL**

Students breaching the Code of Conduct while travelling to or from school will automatically incur a minimum Level 2.

Relationships at school govern the reach of the school Code of Conduct. Behaviour outside school which works against positive and respectful relationships between members of the school

community becomes a school welfare matter whether or not the behaviour/incident occurred at school or during school hours.

### **TRUANCY**

Once students arrive at school, they are to remain in the school grounds until the end of the school day. Students may leave the grounds on official excursions or with the written permission of the Deputy Principal. Fractional truancy will result in a minimum of Level 1 on the first occasion plus a Tuesday afternoon detention. Persistent lateness without explanation will count as fractional truancy. Full day truancy will result in a minimum of Level 2.

### **VIOLENCE**

Violence, harassment, carrying or using a weapon and discrimination are totally unacceptable at Davidson High School. Students involved in violence will be suspended.

### **BULLYING**

Bullying is any behaviour which is deliberately intended to hurt. It can involve pushing or hitting, rumour spreading, graffiti, ridicule, racist or sexist comments and name calling. Students who bully others will have the appropriate Level issued.

### **ALCOHOL AND DRUGS**

Any student affected by or in possession of alcohol or drugs whilst at school or a school event, is breaching the school's Code of Conduct and the Department of Education and Training's Policy. There is a zero tolerance of this behaviour by the school. Students involved with alcohol or illegal drugs will be suspended and, in the case of the latter, the Police will be notified.

### **BANNED ITEMS**

Students must not bring aerosol cans, (there are alternative deodorants), lighters, laser pointers, skateboards, roller blades or scooters to school. This is to ensure a safe and effective learning environment at Davidson High School.

## **MOBILE PHONES, IPODS, MP3 PLAYERS & THE LIKE**

Reminder to students and parents, mobile phones, ipod and the like are only allowed on the following strict conditions:

1. They are not to be turned on or taken out in class;
2. It is the students responsibility to look after the security of their mobile phone, ipods and the like;
3. Taking photos or video of others without permission is an invasion of privacy and illegal.

If students are using the items during lessons, staff have been notified to confiscate and place in the student's file and **they can only be collected from a deputy principal at the end of the school day**. Repeat offenders will have the item confiscated for a week. If a student refuses to hand over the item and defies the simple instruction they will be placed on Level 2.

## **WEAPONS**

A student in possession of a prohibited weapon will be suspended immediately and the police will be notified by the principal.

Weapons can include firearms, knives, catapults or slingshots, blowguns or any similar device capable of projecting a sharp object, batons, any defence or antipersonnel spray.

A student who wishes to be in possession of an item for a legitimate reason, eg, a drama performance or a class display should contact the Deputy Principal beforehand to avoid any misunderstanding.

## **CRUELTY TO ANIMALS**

All students are expected to treat all animals with care and consideration. This applies to domestic, laboratory and feral animals. This applies in all situations including while at school and on school excursions and visits. Responsible behaviour involves not approaching or interfering with an animal. Students who behave irresponsibly in regard to any animal may be placed on a level.

## **SPORT**

Sport is part of the school curriculum and students are expected to participate and cooperate. Procedures for misbehaviour (including offences to and from sporting venues);

1. Students may be cited to appear before the sports judiciary (made up of House Captains and staff representative) for unsafe, unsportsmanlike or uncooperative conduct. The judiciary then applies a warning, penalty or suspension from sport. Parents are notified of this appearance.

OR

2. Students may be referred directly to the level system.

## **RIDING OF BIKES TO SCHOOL**

- ◆ Students must wear helmets at all times.
- ◆ Bikes must not be ridden on school property including Mimosa Public School
- ◆ Students must safely leave school grounds via Pound Avenue and may then ride their bike.
- ◆ Students are expected to obey road rules when travelling to and from school.

## SCHOOL UNIFORM POLICY

The Department of Education and Training clearly states that:

The wearing of school uniforms:

- ◆ defines an identity for the school within its community
- ◆ develops students' sense of belonging to the school community
- ◆ provides an opportunity to build school spirit
- ◆ enhances the health and safety of students when involved in school activities
- ◆ promotes a sense of inclusiveness, non-discrimination and equal opportunity
- ◆ reinforces the perception of the school as an ordered and safe environment
- ◆ increases the personal safety of students and staff by allowing easier recognition of visitors and potential intruders in the school
- ◆ promotes positive community perceptions of public education
- ◆ makes school clothing more affordable for families by eliminating the risk of peer pressure to wear transiently fashionable and expensive clothes.

The new Department of Education and Training policy clearly shows that students will be excluded from certain school and school-linked activities:

- ◆ if their clothing compromises agreed upon school community standards articulated in the school uniform requirements, and might be considered damaging to the image of the school in the larger community context;
- ◆ where the health and safety of the student or of other students, particularly as defined by occupational health and safety legislation, would otherwise be compromised.

While a student won't be suspended solely for not wearing school uniform, ongoing non-compliance will be regarded as an infringement of the school's student discipline policy.

Overall, the standard of wearing uniform amongst students is high. Please check the uniform requirements listed below and ensure compliance with these. Students who infringe the uniform code will be issued with a Uniform Infringement Notice. Repeat offenders will be placed on a level with daily uniform checks. In cases of gross failures to comply with uniform requirements, students will either be sent home to change or parents contacted to bring the correct uniform to the school and have the child change. For those occasions when a student cannot wear part of the school uniform, a note of explanation from a parent/caregiver must be provided and signed by the Deputy Principal before school.

The School Canteen operates a uniform shop for those needing new or good quality, second-hand items.

The following rules apply to specific items of school uniform:

- ◆ Sports uniform can only be worn to and from school on Wednesdays.
- ◆ School ties are to be worn during Terms 2 and 3.
- ◆ Jewellery is to be kept to a minimum and if worn, to be done so in a "concealed" manner (ie, necklaces under the shirt/blouse). Chokers and shell jewellery are unacceptable.
- ◆ Leather lace up shoes must be worn to comply with Department of Education & Training, OH&S and Davidson School policy.

- ◆ Neat and tidy appearance and good grooming are expected. Revealing and extra-tight clothing is not appropriate, nor are baggy shorts or trousers, including “cargo pants”.
- ◆ On mufti days, suitable footwear must be worn (not thongs or open sandals). T-shirts or other clothing that contains offensive slogans must not be worn.
- ◆ Protection from the sun is important. A plain navy cap is to be worn.
- ◆ For Physical Education and Sport, students are required to have a uniform change of clothes for reasons of hygiene, propriety, appearance and condition of school uniform.

### **BOYS' UNIFORM**

#### **JUNIOR BOYS (Yrs 7-10)**

<b>Item</b>	<b>To be worn</b>	<b>Available from</b>
Shirt: white pointed collar (suitable with tie)	All year	School Canteen
School tie: tartan	Terms 2 & 3 and formal occasions	School Canteen
Shorts: tailored navy blue	Summer or all year if desired	School Canteen
Trousers: mid grey – elastic waist, wash and wear		Lowes, Target, etc.
Jumper: Woollen navy with “Davidson High” embroidered on front	Winter or all year if desired	School Canteen
Shoes: black leather lace up “school shoes”	All year	Shoe retailer
Socks: white (above ankle) with shorts or grey with long trousers	All year	Lowes, Target, etc.

Item	To be worn	Available from
<b>SENIOR BOYS (Yrs. 11 &amp; 12)</b>		
Shirt: white cotton/polyester polo with "Davidson High" embroidered	Terms 1 & 4	School Canteen
Shirt: white pointed collar (suitable with tie)	Terms 2 & 3	School Canteen
School Tie: navy blue senior tie	Terms 2 & 3 and formal occasions	School Canteen

*Shorts, trousers, jumpers, shoes and socks as per junior boys*

**GIRLS' UNIFORM  
JUNIOR GIRLS (Yrs 7-10)**

Summer dress: in the Davidson High check	Terms 1 & 4	School Canteen
Winter tunic: Davidson tartan	Terms 2 & 3	School Canteen
Blouse: white with pointed collar, suitable for wearing a tie (to be worn under tunic or with slacks)	Terms 2 & 3	Lowes, Target, etc.
School Tie: tartan	Terms 2 & 3	School Canteen
Slacks: navy coloured, plain style (tight fitting, low hipsters are not appropriate)	Terms 2 & 3	School Canteen
Woollen jumper: navy with "Davidson High" embroidered on front	As required	School Canteen
Socks: white (above ankle)	All year	Lowes, Target, etc.
Plain Stockings: black, navy or flesh coloured	With tunic in Terms 2 & 3	Target, Franklins, etc.
Shoes: black leather, lace up, no boots nor fashion styles	All year	Shoe retailers

Item	To be worn	Available from
<b>SENIOR GIRLS (Yrs 11 &amp; 12)</b>		
Skirt: Davidson tartan	All year	School Canteen
Blouse: white pointed collar, short sleeved or white polo with "Davidson High" embroidered on front	Terms 1 & 4	Either School Canteen (polo shirt) or Target, etc. (pointed collar)
Blouse: white, pointed collar (suitable for wearing with a tie)	Terms 2 & 3	Target, Lowes, etc.
<i>Slacks, jumper, tie, shoes and socks as per junior girls</i>		
<b>SPORTS UNIFORM: GIRLS AND BOYS (All Years)</b>		
Mooseleague T-shirt	Sport in Terms 1 & 4	Sports Coordinator
PE/Sports shorts: navy mesh PE/Sports t-shirt: red polo with "Davidson High" embroidered on front	As required	School Canteen
Plain navy track pants Plain navy sloppy joe – no hoods, no zippers, no emblems	As required	Target, Lowes, etc.
Shoes: appropriate shoes with white sport socks (above ankle)	As required	Shoe retailers

## VOLUNTARY SCHOOL CONTRIBUTIONS

The schedule of contributions payable for every student attending Davidson High School has been determined after consultation between members of the School Administration and the various subject departments and the P & C Association.

With inflationary trends being considered, the contributions are struck on the understanding that all families will support the school financially. With total support and prompt payment the school is able to meet its commitments to suppliers of goods and services. Families experiencing difficulties are able to pay by up to four term instalments. The Principal should be contacted personally if there is a need to discuss the payment of the school contribution.

### **Student Assistance Scheme**

Financial assistance is available to assist parents experiencing financial difficulties to cover the cost of items such as uniforms, excursions, subject fees, school equipment and the like. Please contact the Principal if you would like some help. Any discussion will be private and confidential. Please remember that your taxes provide the funds which are provided to enable students to have equal opportunities to enjoy an education.

### **Faculty Contributions**

Cover costs of supplies which have to be used or consumed by students electing to undertake these courses of study. Students are expected to pay for materials used or consumed.

## ATTENDANCE

### **Four Term Year**

One feature of the structure of the four term year, is that a vacation is provided in each of the four seasons and parents are urged to organise family holidays to coincide with these school vacations.

Departure before the end of term or year will disadvantage students, as lesson, testing, assessing and other school programs will be conducted up to the final day of each term.

### **The School Day**

The school day is divided into six teaching periods Monday, Thursday and Friday. On Tuesday there are five periods and on Wednesday three periods, plus assembly and sport.

### **Juniors**

Commence: Period I at **8.28am**  
Conclude: Monday, Thursday and Friday **3.03pm**  
Tuesday **2.08pm**  
Wednesday **2.30pm**

### **Seniors**

Commence: **7.30am**  
Concludes: Monday, Thursday and Friday **3.03pm**  
Wednesday **12.00pm**

Tuesday is designed for TAFE, VET, Extension courses and tutorials. There are no free periods for seniors. Any non lesson time is a designated study period.

Regular and punctual attendance is both compulsory and is a requirement for the award of education certificates.

## **Student Absences**

All absences must be explained by parent or guardian by:

- ♦ a handwritten note giving the reasons for the absence. Junior student notes are to be handed in at Roll Call on the day of return. Senior students must place absence notes in the plastic sleeve where they sign on.
- ♦ **telephone the school when it is known that an absence will exceed two days.** An absentee note is still required.
- ♦ if a parent wants to withdraw their child from school for extended leave they must apply in writing to the Principal.

## **Lateness to School**

Students must report to the school office for a permission slip to enter class late. Students with unacceptable reasons for lateness will have the number of late arrivals to school recorded on their report and may be required to attend a school detention to contemplate their persistent lateness.

*In all cases of notes the school reserves the right to determine the acceptability of reasons for absence or lateness.*

## **Excursions and Representing the School in Sporting or Other Activities**

Students are responsible for notifying their teacher beforehand if they are going to be absent from class for any reason. This will help to ensure that the most sensible arrangements can be made for tests, etc.

## **Early Departures**

A note stating the reason and the time of departure must be taken to the Deputy Principal before school.

**All Notes:** Handwritten with student's **NAME** and **ROLL CLASS** printed on top left hand corner. Address and date top right hand corner.

### **Year 10 School Certificate, Year 11 Preliminary Course and HSC Assessment Tasks**

Students who are absent for an assessment task must complete the form provided in the Assessment Booklet and provide a doctor's certificate concerning the absence. It is the responsibility of the student to contact the teacher concerned and to discuss possible alternate arrangements.

***Any phone call to the school must be supported in writing.***

## **THE HOUSE SYSTEM**

The school is divided into four "HOUSES" for the purpose of sporting competitions. Students are allocated to houses in relation to their vertical roll group.

## **ASSESSMENT OF STUDENT PROGRESS**

Assessment of student progress is a continuous process. The effort and achievement of students in the classroom, homework assignments, class tests and examinations all contribute to the awards made and recorded.

### **School Progress Reports**

The school has a computerised report system which is outcomes based. The reports are issued each May/June and December. The

reports have a range of appropriate academic outcomes for each subject and a selection of participation outcomes.

Student Progress reports will be drawn up at the end of Terms 1 and 3. Interviews with students and parents may be requested as a result of these reports.

### **Letter of Commendation**

Letters of Commendation are sent when a student has been performing with credit.

### **Letters of Concern**

Letters of Concern are sent when necessary to inform of unsatisfactory progress, attendance and conduct.

### **Letters Concerning Absence (Seniors)**

Teachers are required to send letters home to provide parents with information concerning the number of lessons **missed in each subject regardless of reason for absence**. Seniors who are involved in school activities must carefully monitor the effects on their academic performance. This letter is a means of early communication concerning attendance.

## **COMMUNICATION WITH STAFF**

I have a concern about my child. With whom do I speak? How do I arrange it?

### **Parent/Teacher Interviews**

Parents may seek interviews with teachers, Head Teachers, Year Advisers, the Deputy Principal or Principal. These are subject to appointment. A teacher's first priority is to teach classes allocated. Appointments must be made in advance to suit the teacher's teaching timetable and before or after school commitments. Every

effort will be made to ensure appointments are dated as close as possible to the request.

Parents can also speak with teachers on Parent/Student/Teacher Evenings which are held to enable parents to discuss the progress of their children with their teachers. The relevant dates will be advertised and all parents/students are invited to make appointments with each teacher prior to the night.

***Parents, who have concerns regarding individual subjects should contact the Head Teacher as the first point of reference. Concerns of a welfare nature must be referred to the Year Adviser in the first instance.***

## HOMEWORK

In 2004, Davidson High staff and executive reviewed the homework policy in line with the Department of Education and Training guidelines. Firstly, statements are made about homework in general, including purpose and expectations. Secondly, detail on types of homework by faculty, are outlined.

This policy clearly indicates that there is always homework or at least home study for students attending Davidson High School.

### **PURPOSE OF HOMEWORK:**

**The purpose of homework is to:**

- ◆ challenge and extend (students);
- ◆ develop a range of skills in identifying and analysing information resources;
- ◆ consolidate and extend work done in class;
- ◆ provide training for students in planning and organising time;
- ◆ establish habits of study, concentration and self-discipline to encourage independent life-long learning;
- ◆ reaffirm the role of parents and caregivers as partners in education, giving insight into curriculum and student progress.

### **GENERAL PRINCIPLES**

**Homework is most beneficial when:**

- ◆ it reinforces and extends classwork and consolidates basic skills and knowledge;
- ◆ it is meaningful and engages students in their learning;
- ◆ parents or caregivers support the school's homework policy;
- ◆ students are encouraged to take responsibility for their homework;
- ◆ school and teacher expectations are well communicated;
- ◆ teachers set suitable amounts of homework for a variety of learners on a regular basis;
- ◆ it is checked regularly and feedback is provided;

- ♦ it develops and extends the core learning skills of inquiry and independent study;
- ♦ a balance is achieved between study and extra curricular activities.

### **TYPES OF HOMEWORK:**

#### **The four main types of homework are:**

**Practice exercises** – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- ♦ consolidation exercise, eg, maths, including memorisation of tables;
- ♦ practising for mastery, eg, spelling words, practising skills – visual arts, performing arts, physical education;
- ♦ practising words or phrases learnt in a language other than English;
- ♦ reading for pleasure, researching for pleasure.

**Preparatory homework** – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- ♦ background reading / library research;
- ♦ physical preparation, eg, physical education, dance;
- ♦ reading, eg, English text for class discussion;
- ♦ researching topics for a class unit of work;
- ♦ collecting items, eg, geometric shapes;
- ♦ vocabulary building related to a topic.

**Assignments** – encouraging students to pursue knowledge individually or in a group and imaginatively, including:

- ♦ writing, eg, a book review, essays;
- ♦ making or designing something eg, an art work;
- ♦ investigations, eg, science, social science;
- ♦ researching, eg, history, local news;
- ♦ information and retrieval skills, eg, using a home computer to find material on the internet;

- ♦ monitoring, eg, advertising in particular newspapers.

### **Regular Revision**

- ♦ revising information about a topic
- ♦ study for a test
- ♦ going over the day's class work

## **EXPECTATIONS**

### **Parents and caregivers can help by:**

- ♦ ensuring that time is set aside for homework regularly;
- ♦ encouraging and supporting students to complete homework and plan their time;
- ♦ providing, where possible, a dedicated place and desk for homework and study;
- ♦ encouraging their children to read and take an interest in current events;
- \* assisting teachers to monitor homework by checking the homework diary with their student;
- ♦ communicating with the teacher if there is a valid reason for not completing homework, via a note in the diary. Major assessment tasks will need further documentation.

### **Teachers can help by:**

- ♦ providing quality homework activities related to classwork;
- ♦ setting a suitable amount of relevant homework which is appropriate to the ability of each student;
- ♦ encouraging students to write homework in diaries;
- ♦ ensuring that students are aware of what is expected of them, and how their work will be assessed;
- ♦ marking homework promptly and appropriately, maintaining homework records and providing feedback to students and parents or caregivers;
- ♦ alerting parents or caregivers of any developing problems concerning their children's homework.

### **Students can help by:**

- ♦ being aware of the importance of homework;

- ◆ writing all homework in their diary;
- ◆ completing homework within the given time frame;
- ◆ alerting parents or caregivers to homework expectations;
- ◆ seeking assistance from teachers and parents or caregivers when difficulties arise;
- ◆ showing parents or caregivers their diary weekly;
- ◆ ensuring homework is of a high standard;
- ◆ organising their time to ensure that sufficient time is given to quality homework within set deadlines.

## TYPES OF HOMEWORK BY FACULTY

### **ENGLISH**

#### **Practice Homework**

- ◆ Spelling, language and comprehension exercises
- ◆ Wide reading/reading for pleasure

Frequency: Weekly

#### **Preparatory Homework**

Students will be expected to prepare for a unit of work. Such tasks will include:

- ◆ reading novels/articles/short stories
- ◆ researching/locating material
- ◆ vocabulary building

Frequency: twice a term

#### **Assignments**

Assignments (twice a term) – students will complete two units per term. There will be a major assessment test for each unit which may include:

- ◆ writing an essay, film review, feature article, etc.
- ◆ preparing an oral task
- ◆ completing a study guide
- ◆ preparing a representation

Frequency: twice a term

### **Regular Revision**

Consolidation of class work – overnight completion of work outlined in class

Frequency: Nightly

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## **MATHS**

### **Practice Homework**

Completion of classwork, plus additional exercises generally follow each lesson.

### **Assignments**

One per term

### **Regular Revision**

Ongoing with the expectation that students make this a regular part of their homework each week as well as preparation for assessment tests.

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## **SCIENCE**

### **Practice Homework**

- ♦ A variety of activities set regularly from the text “Science Tracks”.
- ♦ Completing bookwork.

### **Preparatory Homework**

Background reading prior to experimentation.

### **Assignments**

- ♦ Year 7 and 10 have a major research project based upon experimentation.
- ♦ Students are given regular assignments to assist them gain skills in gathering and analysing information and reporting back appropriately.

### **Regular Revision**

- ◆ Students are required to ensure they read the day's notes and have their exercise book up to date with all worksheets and graphs attached.
  - ◆ Most topics have tests and students are required to revise both their notes and textbook in preparation.
  - ◆ Students must learn the correct spelling of key scientific words as spelling tests are given regularly.
- 

### **HSIE**

#### **Practice Homework**

This type of homework takes the form of skill exercises, application of course concepts, eg, mapping work, timelines.

Frequency: weekly/fortnightly

#### **Preparatory Homework**

This homework includes searching for news reports articles and advertisements and stockmarket reports. Writing short biographies and completing computing tasks.

Frequency: varies – depending on topics studied

#### **Assignments**

Assignments require extra reading, researching specific topics and could take the form of creating business plans, completing case studies, fieldwork and writing journal extracts or essays.

Frequency: one major assignment per term plus topic tests and mini assignments

#### **Regular Revision**

This requires students to re-read the day's notes, abbreviate notes for revision for tests and exams, viewing documentaries, newscasts and current affairs programs.

Frequency: daily

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## **LANGUAGES**

### **Practice Homework**

Students are expected to revise new vocabulary, scripts and structures for 10-15 minutes following each lesson.

### **Preparatory Homework**

Revising previously studied work in relation to new unit.

### **Assignment**

A major research or design task is also set each semester.

### **Regular Revision**

There is an expectation that regular revision on topics both current and past will occur to consolidate language learning. 15 minutes a week is recommended.

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## **PD/H/PE**

Homework may not necessarily be given on a daily/weekly basis, but may be issued according to the nature and needs of the particular unit(s) being covered in class. Homework may also have a practical component to it. Types of homework could include:

### **Practice Homework**

Regular physical activity which contributes to fitness in general or specific needs throughout the year, eg aerobic activity for cross country/fitness testing, swimming for year 7 swim school (term 4), athletics activities during athletics unit, prior to school carnival.

### **Preparatory Homework**

Reading, research, discussion with parents or adults for units in PD/Health.

### **Assignments**

Each class will generally have one major assignment throughout the year, on an area of relevance for the age group.

**Revision**

Occasionally, for unit/semester quizzes or end of year test.

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**DANCE (NON-ELECTIVE)**

There will be no regular homework for non-elective dance, but on occasions there may be a need for the following types of homework:

**Practice Homework**

Practice of group or partner devised movement sequences.

**Preparatory Homework**

Completing written reflection/feedback on in-class activities.

**Assignments**

A once a year research assignment on dance as a socio-cultural phenomenon.

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**DANCE (ELECTIVE)****Practice**

Regular *physical* training in floor exercises and supplementary exercise regimens eg pilates, yoga.

**Preparatory**

Research or devising plans for class composition exercises or viewing dance work on television or video.

**Assignments**

Research, information gathering, analysis, responding, writing and/or composing in specific areas.

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## **MUSIC**

### **Practice Homework**

Students are required to practise or revise class performance work. Elective students are required to practise regularly with their chosen instrument/voice in the context of the area of study as well as to develop their technical skills.

### **Preparatory Homework**

Listening to music in the style of class topics; reading about concerts/music articles in magazines, newspapers, etc.

### **Assignments**

Researching, information gathering, analysing, responding, writing and composing as required.

### **Regular Revision**

Small home tasks and revision tasks will be given regularly. It is also expected that students will regularly revise class work independently.

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## **DRAMA**

Homework may not necessarily be given on a weekly basis. On some occasions there may be a need for the following types of homework. The homework becomes more rigorous and regular when drama is continued as an elective.

### **Practice Homework**

Practise of scripted or playbuilt performance tasks.

### **Preparatory Homework**

Completing written reflection and feedback sheets on class activities and the relevant skills being studied.

### **Assignments**

Written assignments may range from script writing to analysis of performances on film. As an elective, drama logbooks are a major part of the assessment.

### **Regular Revision**

Revising for written tests covering theatrical terminology, principles of action and improvisation.

### **DRAMA ELECTIVE**

The above requirements apply but the homework requirements are more rigorous. Logbooks form a major part of the assessment criteria. Assignments covering a wide range of performance styles link theory to practise.

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### **VISUAL ARTS**

Homework may not necessarily be given on a weekly basis for Visual Arts and Photography classes but all classes generally have a unit or term assignment set throughout the year. Students are encouraged to undertake additional drawing and analysis of art works to further their development and understanding.

### **Practice Homework**

Working in VAPD which involves research and drawing, practice writing based on various art works eg frames/conceptual framework, Frequency: half to one hour, once a week.

### **Preparatory Homework**

Research tasks eg images, information, use of internet.

Frequency: half to one hour per week in combination with practice homework.

### **Assignments**

One theory assignment per semester plus smaller tasks. These assignments will often have a practical component.

## **Regular Revision**

Revision for term tests. Checking of VAPDs as required to ensure work is up to date.

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## **TAS**

Homework may not necessarily be given on a weekly basis for TAS classes but all classes generally have a project and or a unit or term assignment throughout the year. The homework becomes more rigorous and regular when students continue TAS subjects as electives.

### **Stage 4:**

#### **Practice homework**

- ◆ Writing procedures
- ◆ Technology skills
- ◆ Drawing and sketching skills

Frequency: As appropriate.

#### **Preparatory Homework**

- ◆ Exploring different communication techniques e.g. rough, development and production sketches, technical drawings: orthogonal and pictorial diagrams
- ◆ Recounts of procedures e.g. manufacturing or production techniques, construction flow charts, recipes
- ◆ Research tasks e.g. materials technology, history of different technologies
- ◆ Organisation skills: preparation for practical lessons
- ◆ Internet research of specific terminology, materials, diagrams and drawings

Frequency: Ongoing, homework is integral to the design process underpinning their design projects.

#### **Assignments**

- ◆ Designers- and their design process
- ◆ Materials research e.g types, properties, uses and applications

- ◆ Occupational Health and Safety

### **Regular revision**

Self-reflection of design processes and projects

### **Stage 5:**

#### **Practice homework**

- ◆ Completion of class work and set tasks
- ◆ Developing skills in different communication techniques e.g. rough, development and production sketches, technical drawings: orthogonal and pictorial diagrams
- ◆ Writing procedures and recounts of procedures
- ◆ Technology skills
- ◆ Drawing and sketching skills
- ◆ Use graphic organisers and evaluation tools.

Frequency: As appropriate but usually occurs more regularly.

#### **Preparatory Homework**

- ◆ Reading and summarising articles
- ◆ View film, TV & video for specific examples of design, technology, work practices etc.
- ◆ Recounts of procedures e.g. manufacturing or production techniques, construction flow charts, recipes
- ◆ Research tasks e.g. materials technology, history of different technologies
- ◆ Organisation skills: preparation for practical lessons
- ◆ Internet research of specific terminology, materials, diagrams and drawings

Frequency: Ongoing, homework is integral to the design process underpinning their design projects.

#### **Assignments**

- ◆ Design portfolios, supporting documentation
- ◆ Designers- and their design process
- ◆ Materials Technology e.g types, properties, uses and applications
- ◆ Occupational Health and Safety

### **Regular revision**

- ◆ Revision questions and design tasks
- ◆ Technology: safety and use
- ◆ Use of graphic organisers to revise content e.g. mindmaps, tree diagrams, structured overviews.

## **TELEPHONE**

Emergency phone calls can be made at the front office.

## **VALUABLES AND MONEY**

Students, who for whatever reason are carrying valuables/money in their bags, please log them at the front office for safe keeping till the end of the school day. This is the only way the school can guarantee their safety.

## CLINIC

A clinic located adjacent to the main office is available for those students who become ill at school or have an accident at school.

### **Procedure**

Request permission from the class teacher in case of illness so that the student may report to the office. No student is to enter the clinic without first getting permission from the office. It is anticipated that any stay in the clinic will be for a short period only. Sick students are not to come to school as staff and facilities to treat illness are not provided at school.

The clinic also provides first-aid facilities for minor accidents. If serious, parents and/or ambulance will be called.

### **Medicine**

Students who need to take medicine during the school day need to contact the school if they need assistance. The school can help manage the issue by developing a health plan.

## P & C ASSOCIATION

The P & C meets on the fourth Tuesday of each month and provides great support to the school enabling it to purchase valuable equipment that all students have the benefit of using.

In order to assist the P & C a donation of \$40 per child is requested.

2009 Office Bearers are:	President:	Chris Garvan
	Vice-President & Fundraising Coordinator:	Caroline Musik
	Vice-President & Performing Arts Convenor:	Carolyn Watters
	Treasurer:	Sharon Lorge
	Secretary:	Linda Cahill
	Sports Committee:	Phil Smith
	Canteen & Uniform Shop:	Coralie Turner-Morris
	Grounds Committee:	Sam Phillips
	Social Committee:	Marcia Garvan
	Dispatch Mailout:	Alan Turner-Morris

Election of office bearers took place at the Annual General meeting held in November.

Additional income to the above is obtained from:

- ◆ The Canteen, which continually needs the support of helpers – once per month – 9451-1552
- ◆ The Clothing Shop

## TRANSPORT

Transport to the school is by bus. This bus service is provided by Forest Coach Lines. Forest Coach Lines have given approval for senior students to travel to school on their early morning buses to enable them to reach school by 7.30am.

Any difficulties encountered must be reported to Mr. Cawsey immediately.

Bus Nos. and routes are as follows:

### **MORNING BUS ROUTE**

Bus No.	Time	
101	7.05	(M.T.Th.Fr. Only) <b>Kallaroo Road &amp; Booralie Road, Terrey Hills</b> – via Booralie Road, (R) Myoora Road Forestway, (R) Wyatt Avenue (7.10) (L) Cotentin Road, (L) Ralston Avenue, (R) Pringle Avenue, (R) Haigh Avenue, Hakea Avenue (R) Blackbutts Road, (L) Mimosa Street to school. (arr. 7.18).
281	7.20	<b>From Chatswood Station Stand A</b> – East Roseville (7.27), Jamieson (7.34) Frenchs Forest (7.37) drops at back of Davidson High (arr. 7.50).
281	7.50	<b>From Chatswood Station Stand A</b> – Forestville, Jamieson Square (8.04), Frenchs Forest (8.07) (L) Adams, Blackbutts Road drop students at back of school at 8.10
112	7.45	<b>From Cnr Kallaroo &amp; Booralie Road, Birramal &amp; Wyong Road</b> – via Wyong Road, (L) Thuddungra Road, (R) Joalah Road, Booralie Road, (R) Myoora Road (7.49), Forest Way, (R) Prince Charles Road (8.00) (R) Blackbutts Road, (L) Mimosa Street

120	7.48	<b>From Belrose, Wyatt Avenue</b> – via (L) Cotentin Road, (L) Ralston Avenue, (R) Pringle Avenue, (R) Haigh, Hakea, (L) Blackbutts Road (arr. 8.00).
109	7.55	<b>Esplanade, Oxford Heights</b> – Wearden Road (R) Prince Charles Road (L) The Esplanade, Carnarvon Drive (R) Epping Drive, Adams Street to the back of the school (arr. 8.12).
281	8.05	<b>From Chatswood Station Stand A</b> – Drop at Pound and Kawana (arr. 8.30).

#### **AFTERNOON BUS ROUTE**

219	3.08	<b>BUS 1 – To Terrey Hills, Duffys Forest</b> (Wyang Road) via (L) Pound Avenue, (R) Blackbutts Road, (L) Pringle Avenue, (R) Glen Street, (L) Forest Way, Myoora Road, (L) Booralie Road to Duffys Forest. <b>(Students travelling to Narrabeen transfer onto bus at Terrey Hills shops arr. 3.35)</b>
220	3.08	<b>BUS 2 – To Forestway only</b> – via (L) Pound Avenue (R) Blackbutts Road (R) Forestway to the shops
217	3.08	<b>BUS 3 – To Forestway &amp; Chatswood</b> – via (L) Pound Avenue, (R) Blackbutts Road, (R) Forestway to Chatswood
218	3.08	<b>BUS 4 – to Belrose, Wyatt Avenue</b> – via (R) Pound Avenue, Hakea Avenue, (R) Haigh Avenue, (L) Pringle Avenue, (L) Ralston Avenue, (R) Cotentin Road, (R) Wyatt Avenue.

**Timetable accurate at time of printing but may be subject to alteration**