ESPERANCE
SENIOR HIGH SCHOOL

SCHOOL HANDBOOK

2016

A STRONG COMMUNITY, CREATING OPPORTUNITIES FOR PERSONAL EXCELLENCE
STUDENT NAME: ________________________________________________________

ESPERANCE SENIOR HIGH SCHOOL
Pink Lake Road
Esperance

Postal address
PO Box 465
Esperance WA 6450

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Junior Campus (years 7 and 8)
(08) 9071 9503

Junior Campus Fax
(08) 9071 9507

Education Support Centre
(08) 9071 9560

School Canteen
(08) 9071 9516

Residential College
(08) 9071 9666

Term Dates for 2016

Term 1
Monday 1st February - Friday 8th April

Term 2
Tuesday 26th April - Friday 1st July

Term 3
Monday 18th July - Friday 23rd September

Term 4
Monday 10th October - Thursday 15th December
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Esperance, located on the beautiful Bay of Isles on the south east coast of Western Australia, has a population of approximately 12,000 and is the centre of a regional population of around 16,500. In Esperance, the rural and mining aspects complement the tourism, hospitality, retirement and recreational industries. It is an area of significance to Aboriginal people.

The school has 1030 students, coming from town and rural communities, mostly within the region extending from Ravensthorpe in the west to Norseman in the north and to Condingup and further afield in the east.

The Esperance Residential College, adjacent to the school, accommodates around 100 students in modern, first class facilities and attractive surrounds.

The school has a principal, two deputy principals, three program coordinators and seven learning area heads of departments. There are also teachers-in-charge of curriculum areas in the fields of languages, vocational education and training (VET), home economics, computing and business education.

The cohesive and committed teaching staff is supported by the school and library officers, administration staff, educational assistants, youth support officers, Aboriginal support staff, science laboratory staff, and cleaning and grounds staff.

Esperance Senior High School offers a wide range of courses. Students are able to complete tertiary entrance subjects, obtain an Australian Tertiary Admission Rank (ATAR) and apply for entrance to university. Alternatively, they can choose a Vocational Education and Training (VET) course in business, hospitality, child care, industry studies (construction, metals engineering or automotive), primary industry studies (agriculture), community services, drama or hairdressing and beauty therapy.

The school has a farm of 800 hectares, thirty-five kilometres from the town, which produces grain, sheep and cattle on a commercial basis. A year 10 Pre-Vocational Rural Skills program and a year 11 and 12 Primary Industry Studies VET course currently accommodate thirty-five students in agriculture at the school farm.

The farm demonstration block, adjacent to the main school building, is used for studies in agriculture for years 7-10 students.

The Esperance Community Education Campus is another dimension of the school. It consists of a partnership between the High School, the Esperance Senior High School Education Support Centre, the Goldfields Institute of Technology and the Esperance Residential College, which benefits the on-campus provision of vocational pathways for students.

The Education Support Centre, the second school on the campus, has a well-supported integration policy with the high school for students with an identified intellectual disability, and there is a strong association between the schools.
I have been Principal of Esperance Senior High School since 1998. I have previously been Principal of Bridgetown High School; Deputy Principal of Churchlands and Geraldton Senior High Schools and Kojonup District High School; and have also taught at Pinjarra and Balga Senior High Schools and Tom Price District High School. I have a long-term commitment to rural education.

I love that the Esperance students, being country students, are most friendly, well-mannered and very willing to help others in need. As well, so many of our students have proven to be great leaders in the school and often in the wider community, thus being great role models for the rest of the students.

I have a strong commitment to students achieving their personal best and being kind and caring towards each other – and am delighted when students challenge themselves to achieve to higher levels or go that extra step to help someone in need.

This school offers a great variety of programs and experiences for students. With a talented and highly committed staff and a most supportive community, our students have many opportunities to enact the school vision: Esperance Senior High School: A strong community, creating opportunities for personal excellence.

Such opportunities exist both in the classroom and beyond. Many students avail themselves of opportunities to extend their learning beyond the classroom walls, by entering regional, state and national competitions; by undertaking a variety of camps and excursions; by travelling to national destinations or overseas places like Canberra, New Zealand, Thailand, Europe, Saint Martin de Ré or La Reunion; or by representing Esperance at official events locally, regionally or while travelling overseas.

I value strongly the huge commitment that staff make to their students. Teachers and support staff at Esperance Senior High School work hard to ensure that students are given every opportunity to succeed. The staff provide many curricular and extra-curricular academic, cultural and sporting opportunities for students throughout their high school years – so they are not disadvantaged by the “tyranny of distance”.

It is a privilege and an honour to be Principal of Esperance Senior High School and to be part of this vibrant educational community.
# CHAIN OF CONTACT

This is a list of people you can contact about matters concerning your child:

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Coordinator</strong></td>
<td>First point for most concerns which may be directed elsewhere Pastoral Care and general welfare General questions about school activities and events Interim reports on current progress</td>
</tr>
<tr>
<td><strong>Business Manager</strong></td>
<td>Fees and accounts Book lists</td>
</tr>
<tr>
<td><strong>Form Teacher</strong></td>
<td>Attendance Notes General advice about your child Family information and contacts</td>
</tr>
<tr>
<td><strong>Class Teacher</strong></td>
<td>Course content Assessment results Homework and Assignments Overdue work General enquiries about progress and direction</td>
</tr>
<tr>
<td><strong>Head of Department</strong></td>
<td>Subject content Subject enquiries Detentions and class behaviour issues Pathways and choices</td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
<td>Behavioural and welfare issues</td>
</tr>
<tr>
<td><strong>Deputy Lower School</strong></td>
<td>Overall curriculum and timetable issues for years 7 to 10 Course changes for years 7 to 10 Dress Code</td>
</tr>
<tr>
<td><strong>Deputy Upper School</strong></td>
<td>Overall curriculum and timetable issues for years 11 and 12 Course changes for years 11 and 12</td>
</tr>
</tbody>
</table>
STRUCTURE AND ORGANISATION

Esperance Senior High School is a traditional secondary school, organised along faculty and subject lines. In the English, mathematics and science learning areas, students work in reasonably homogeneous class groups. Other classes are in part unstreamed in Years 7 and 8.

Many excursions are organised, including art, music, photography, careers, geography, interschool sporting and Country Week camps take place. Geographical isolation is overcome through the emphasis placed on sporting, cultural and social activities.

The school has developed both internet and intranet facilities to support learning programs as part of its learning technologies system. The Esperance Senior High School facilities include an integrated telecommunications environment, delivering voice, data and multimedia services to enhance the learning outcomes for students.

In upper school, students may study a range of subjects leading to university entrance (WACE exam course), or they may choose subjects not leading to university entrance (non-WACE exam course), or they may study a Vocational Education and Training course in Agriculture, Building and Construction, Metals and Engineering, Automotive, Business, Hospitality, Hair and Beauty, Community Recreation and Childcare. All these courses, if completed successfully and other mandatory requirements such as passing of the Online Literacy and Numeracy Assessment (OLNA) are met, will enable students to achieve Secondary Graduation.

DECISIONS AND CONSULTATIONS

A Parents and Citizens Association operates in the school, as does the School Board which has parent, student and staff representation.

SCHOOL HISTORY

The school first opened its doors on 7 October 1966. Since this time, the school has grown markedly in students and buildings, to the point where there is now a Junior Campus for Year 7 and Year 8 students.

WHAT IS EXPECTED OF STUDENTS BY OTHER STUDENTS, PARENTS, STAFF AND THE COMMUNITY?

Most people would agree that a school is the place where young people learn the skills required to enter the next stage of their education or training. These skills are not only the academic ones. Students must also learn the skills of working cooperatively, in small and larger teams and of contributing to combined efforts in effective ways.

The main rules governing conduct are printed in this section of the handbook and all students are expected to understand and to observe these rules at all times. Parents and students must know that students are obliged to obey instructions given by a teacher.

Students are expected to follow the school’s established policies and procedures. Some examples of these are the steps that must be taken if, for example, it is necessary to go to a doctor or dentist during school time.

The school expects that all students will:
1. Strive to achieve the best possible educational outcomes. To do this, students need to have an approach to their studies that includes a strong commitment to learning, including being willing to put much time, effort and interest into school studies;
2. Strive to develop effective and efficient study practices;

3. Complete and submit all assigned work and homework by the due date;

4. Attend school unless too ill to do so and to take all tests, assessment tasks and examinations;

5. Participate actively in all class work to further their learning; and

6. Cause no disruption or interference to the learning of other students or to the work of teachers. Therefore, iPods and mobile phones are turned off in all classrooms.

Our school is a student-centred learning school. We have built a positive and caring environment, where staff and students can work together in safety and security to achieve the best possible educational and social outcomes.

Students are encouraged to take responsibility for their actions, to fulfil their responsibilities and to behave as productive and valued members of the school community.

UNDERLYING PRINCIPLES OF STUDENT BEHAVIOUR

♦ We recognise that each person is responsible for his or her own behaviour.

♦ We are committed to encouraging student self-esteem through a positive learning environment.

♦ We are committed to a policy of peaceful tolerance. We expect everyone to live without verbal, physical or emotional abuse.

♦ We support a safe environment, which is drug free and is free from harassment.

♦ We are committed to a holistic education, concerned with the academic, behavioural, social and emotional dimensions of human growth and development.

♦ We are committed to a policy of equality of opportunity.

♦ We value each person and demonstrate positive regard for everyone.

♦ We work together for personal and communal growth and enhancement.

♦ We encourage students to make appropriate choices.

THE SCHOOL CODE

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

1. All of our students have a right to learn without disruption.

2. All students must follow the instructions given by a teacher and comply with school policies.

3. Our school must be kept as a safe and healthy workplace by students who move around it in a quiet and orderly way, and who treat the school with care and respect.

4. All members of the school community are to treat each other with respect and with courtesy.

5. Student safety is the responsibility of the school and students must stay within the school boundaries. They must not leave the school site without permission and the school has received a note from one of their parents/guardians.
OUR RIGHTS AND RESPONSIBILITIES

OUR RIGHTS

1. All students have a right to learn without being disrupted by others.
2. All students and staff have a right to be treated courteously and respectfully.
3. All students and staff have a right to work in a clean, safe, environment, free from harassment.
4. All students and staff have a right to feel proud of their school.
5. Staff have a right to teach without being disrupted.
6. All students have a right to safety within the school boundaries.

OUR RESPONSIBILITIES

1. No student should interfere with any other student's learning.
2. Students and staff should treat other students and staff with courtesy and respect.
3. Students and staff should strive to keep the school, its grounds and facilities clean, safe and free from all forms of harassment.
4. Students and staff should strive to achieve their best and to act in ways that maintain and promote the good name of the school.
5. Staff and students should strive to maintain the school code.
6. Students must remain within the school boundaries. They require written permission from parents/caregiver to a deputy principal in order to leave the school site during the school day.

THE STUDENT SERVICES TEAM

In addition to the 70 teaching staff at Esperance SHS there are many people in school to care for and help students with all aspects of school life. The Student Services Department consists of the Student Services Coordinator, Nurse, Psychologist, Year Coordinators, Student Support Officers, Chaplain, Aboriginal Islander and Education Officers, Girls Academy Coordinator and the Youth Education Officer. Their roles are outlined briefly below. They are available via telephone or email or appointment at school (please make a time).

Student Services Coordinator
The Student Services Coordinator manages the Student Services team. The coordinator provides a counselling service within the school for students experiencing problems with behaviour and other issues like bullying. The coordinator also manages the school’s behaviour management program including the time out room, after school detention system and suspensions from school. The coordinator also gives out the prizes for Mini Merits.

Nurse
The nurse is a Community Health Nurse based at ESHS (most of the time) to provide support to students, staff and their families. The nurses duties includes health education, health promotion, liaison between students and others, referral to other agencies, some first aid at school and immunisation.

Psychologist
The psychologist’s duties are counselling students and staff, intellectual assessments to determine student’s strengths and weaknesses and supporting teachers to provide the best learning environment for all students.
**Year Coordinators**

- The year coordinators and team leaders provide pastoral care. They ensure students feel safe and know that they are supported if they need any help. They help students develop their life skills so students grow into responsible teenagers, to guide students through academic / behavioural and emotional difficulties so that they can be successful students.
- They provide a parental contact point e.g. organisation of interim reports for individual students upon parent request.
- Responsible for the organisation and implementation of reward activities e.g. Down Time, sports afternoons, cinema trips.
- Awarding mini merits for target behaviour achievement.
- Designing individual education and behavioural plans - partnerships with the psychologist.
- Parent tour of the school.
- Counsel students for subject selection and course modification.
- Analyse achievement data.
- Help prepare students for examinations by developing and sharing study tips and techniques.
- Help students find a pathway through to employment or alternative education pathways to school.

**Student Support Officers**

Student Support Officers provide a friend to all students. They help motivate students to do their best inside and outside of the classroom. Mentors assist students on a one-on-one basis in the classroom and help students to stay focused and to achieve learning goals for the class.

**Chaplain**

The Chaplain provides support for staff, students and their families by listening, helping, being an advocate and friend, being available for appointments, leading activities, helping to develop resilience and a positive self esteem in young people.

**Youth Education Officer**

The Youth Education Officer is responsible for the following:

- To develop and support the school’s Career Development Program.
- Organisation of career counselling. To provide assistance for students and parents who need to explore their options with regard to the courses they are undertaking at school, and/or their possible career paths after a student leaves school.
- To work with the year 12 coordinator in managing the transition from school for year 12 students.
- To coordinate year 10 work experience placements, including safety audits and insurance cover.
- Coordinate the Leadership Camp for the student council.
- To liaise with the student council on their projects.
- Assist with student placements e.g. on the Leeuwin, Rotary Exchange etc.
- Coordinate, with the assistance of the year 12 coordinator and others, events such as the School Ball, Graduation Night etc.
- To assist the Administration (Deputies) with the Lower School Presentation Assembly.
- To provide assistance to staff regarding the Excursion Policy.

**Aboriginal Islander Education Officer**

The Aboriginal and Islander Education Officers (AIEOs) offer support for the Indigenous students at ESHS. Support is provided both in and out of classes and the AIEOs are someone students can come and see if they need someone to talk to. The AIEOs can be contacted by families of Indigenous students if you have any concerns.

**Girls Academy Coordinator**

The Girls Academy coordinator designs and implements programs for girls in year 7 to 10, who require extra support to be successful learners at school and productive members of their community.
THE TIMETABLE

The school works to a forty minute period/eight period day timetable. Double periods often occur before lunch. The day is scheduled as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.20 am</td>
<td>Canteen opens for lunch orders</td>
</tr>
<tr>
<td>8.40 am - 8.50 am</td>
<td>Form period in form room; notices, attendance checks</td>
</tr>
<tr>
<td>Double Period</td>
<td></td>
</tr>
<tr>
<td>8.50 am - 9.30 am</td>
<td>Period 1</td>
</tr>
<tr>
<td>9.30 am - 10.05 am</td>
<td>Period 2</td>
</tr>
<tr>
<td>Double Period</td>
<td></td>
</tr>
<tr>
<td>10.05 am - 10.10 am</td>
<td>Locker Break</td>
</tr>
<tr>
<td>Double Period</td>
<td></td>
</tr>
<tr>
<td>10.10 am - 10.50 am</td>
<td>Period 3</td>
</tr>
<tr>
<td>10.50 am - 11.25 am</td>
<td>Period 4</td>
</tr>
<tr>
<td>Double Period</td>
<td></td>
</tr>
<tr>
<td>Mon/Tues/Thur</td>
<td>Mon/Tues/Thur</td>
</tr>
<tr>
<td>11.25 am - 11.45 am</td>
<td>Recess break</td>
</tr>
<tr>
<td>11.45 am - 12.22 pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>12.22 pm - 1.00 pm</td>
<td>Period 6</td>
</tr>
<tr>
<td>1.00 pm - 1.35 pm</td>
<td>Lunch break</td>
</tr>
<tr>
<td>1.40 pm - 2.20 pm</td>
<td>Period 7</td>
</tr>
<tr>
<td>2.20 pm - 3.00 pm</td>
<td>Period 8</td>
</tr>
</tbody>
</table>
**HIGH ACHIEVERS 2014**

- **Sam Rigney**
  Dux of the Year

- **Alicia Jackson**
  Runner-Up Dux and Citizen of the Year

- **Jaydon Hill**
  Top Vocational Education and Training Student

- **Jonathan Burr**
  Westscheme Awards for Excellence in Vocational Educaiton and Training

- **Brayden Harris**
  Sportsperson of the Year

- **Lachlan Kipling**
  Caltex Medal
Year 9 Swimming Carnival Fun

Year 9 winners shining with Ms Bamblett
For the safety and protection of the school community, the traffic is one way only at the main entrance to the school. This is the only entrance and exit for parents who wish to deliver and collect their children from school.

All traffic enters from the main Pink Lake Road entrance. Staff cars continue to the parking areas. Parents delivering children go straight through from the entrance into the student drop off/pick up area. In the interests of our school’s policy of courtesy and consideration for the needs of others, we ask that cars proceed without delay. Staff cars take the driveway closer to the school buildings and park in the designated parking areas.

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

These traffic flow directions must be observed at all times, as the school is used widely outside normal school hours.

The bus area in front of the library on the Pink Lake Road side is for school bus use. It is available to cars only between 9am and 2.45pm because of the risk to children’s safety during school bus times.

Students may apply for a student car pass from the Deputy if they wish to park their cars in the school car park.

All traffic to the Junior Campus enters and leaves via Doug Murray Drive.

**ATTENDANCE**

Western Australian students must attend school until the end of the year in which they turn seventeen. Students below the compulsory school age must attend full time schooling, full time training, full time employment or a combination of these options.

**Absences from School**

The law requires students to attend school unless:
- they are too ill to attend
- they must undertake family business that cannot be done at other times.

The parents or guardians of a compulsory age student who is absent from school are requested to telephone the school as early as possible in the day to explain the reason and probable length of absence.

When your child returns to school, parents:
- write an explanation for absence to the form teacher
- include the student’s name, day(s) absent and reasons for the absence
- attach a Medical Certificate if applicable.

The school may request a medical certificate to support notes.

Esperance Senior High School also uses mobile phone Short Message Service (SMS) to send text messages to parents/guardians to notify them of any unexplained absence or late arrival of their child. Parents can reply to these text messages to explain an absence.

**PUNCTUALITY**

Students should arrive at school, after 8.15am, with sufficient time to order lunches (if necessary), to organise books and equipment for the first two periods of the day and to be in their form rooms by the 8.40 start.

Students are expected to move quickly from one class to the next. There is no break after form period or between periods 5 and 6 or 7 and 8.
At the secondary school level, the dress requirements entail a secondary school uniform and clothing standards that cover the range of study, training and work options in which the students engage.

(Department of Education, 2013. Dress Requirements for Students. p. 3.)

In accordance with this requirement, the school has developed a uniform which will support a positive image of the school and promote a sense of pride and identity within the school community.

The uniform, endorsed by the School Council and the P&C, has been developed to be comfortable, practical and affordable for all students.

<table>
<thead>
<tr>
<th>Top</th>
<th>Red, white or green polo shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Red or green zipped jacket</td>
</tr>
<tr>
<td></td>
<td>Red Physical Education shirt</td>
</tr>
<tr>
<td></td>
<td>Red and white jacket or jacket</td>
</tr>
<tr>
<td></td>
<td>Rugby jumper</td>
</tr>
<tr>
<td></td>
<td>Blazer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bottom</th>
<th>Tartan skirt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plain long black pants</td>
</tr>
<tr>
<td></td>
<td>Black track pants with white piping</td>
</tr>
<tr>
<td></td>
<td>Black shorts with white piping</td>
</tr>
<tr>
<td>Note: Shorts <strong>must be no shorter</strong> than mid-thigh length</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Footwear</th>
<th>For safety reasons, shoes must be fully enclosed.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Transition items to 2015</th>
<th>Plain red, white or green polo shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plain red windcheater</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identity</th>
<th>Year 12 Leavers jackets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clontarf Football Academy</td>
</tr>
<tr>
<td></td>
<td>Bush Ranger Cadets</td>
</tr>
<tr>
<td></td>
<td>Follow the Dream</td>
</tr>
<tr>
<td></td>
<td>Special events shirts</td>
</tr>
<tr>
<td></td>
<td>Interschool representative jacket</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Physical Education shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Black shorts or tracksuit pants</td>
</tr>
<tr>
<td></td>
<td>Hat</td>
</tr>
</tbody>
</table>

Items are available from Haslam’s Workwear and Embroidery and Hennessey’s Clothing.

**Physical Education**

Students in year 7 and 8 are required to change out of their uniform and into sports clothes for Physical Education lessons. They must then change back into their uniform at the conclusion of the lesson. Clothes must follow the Physical Education Department’s dress code. Students in years 9 to 12 are encouraged to change for Physical Education lessons.
Casual Dress Days
Casual Dress days are organised by the Student Council to raise funds for specific causes. On these days, students are not permitted to wear singlets, midriff tops or clothing displaying logos or slogans that could be deemed offensive.

VET Courses
Students are required to meet the uniform requirements set by their course coordinator. Please refer to the upper school handbook for specialised industry and/or safety uniform requirements.

The school expects all students to follow the uniform policy. If not, any of the following consequences, which have been developed in accordance with Department of Education Regulation 36(4), may apply:

• Parents or carers will receive a letter or phone call if a student is out of uniform.
• A student may be asked to collect another set of appropriate clothes from home.
• A student may be counselled by Student Services, the Deputy Principal or the Principal, regarding the policy.
• After three notifications in a term of being out of uniform, a student will be excluded from extra-curricular activities for ten weeks. Activities include interschool carnivals, Country Week, the school ball, reward days, excursions and camps.

LATENESS
Students who arrive during form MUST go to their form class and have their arrival recorded by their form teacher. Any student who arrives at school after 8:50 am must report to the front office, sign the late book, and obtain a late pass in the form of a transit slip. The student should then go immediately to class. Three late occurrences will incur an after-school detention.

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

ASSESSMENTS AND ABSENCES
A student who misses a test or other in-class assessment through absence may be permitted to complete the test and have the marks credited if the test papers or assessments completed by other students have not been returned and if the reason for the absence is legitimate.

A student who misses a test or in-class assessment through absence will be assigned a mark of zero if the reason for the absence is not a legitimate one.

Students in Years 11 or 12 who are absent from a formal examination will be credited with a mark of zero unless the school is notified that the student will be unable to attend the examination; and the student produces a Medical Certificate supporting the claim that the absence was due to illness.
LEAVING SCHOOL GROUNDS

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

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

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

LUNCH PASS

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

The lunch pass does not allow the student to go anywhere other than to his or her own home for lunch. This means that a student cannot go to other students’ homes or to a shop.

Students who occasionally return home for lunch will not be issued with a lunch pass. They will be expected to follow the procedure for leaving the school grounds. These students are issued with a leave pass after showing a signed note from their parent to a deputy. Students who live too far from the school to safely travel both ways in the time allowed, will not be issued with a pass, including the whole of Castletown and some other areas.

COMMUNICATIONS

Telephone contact

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

When advising that a student will be absent, please give the secretary the name, form and year of the student and the number of days you expect him or her to be absent.

If you want to have some homework set for this student, please ask to speak to the Year Coordinator. This work can be collected from the front office (or other arrangements made) within a few days.

Where there are queries or concerns regarding work or behaviour in a particular class, the person to contact is the teacher of that class. This can be done by telephoning the school to speak to the teacher concerned. Often, this will not be possible as the teacher will be with a class. The return of your call will depend on that teacher’s timetable and it may not be possible for a response until the end of the day or the next day.

Should a parent wish to discuss the matter further, the Head of Department or Teacher in Charge should be contacted.

Where a student is having difficulties of a personal or distressing nature, parents or guardians may speak to the school nurse, psychologist, student services coordinator, relevant year coordinator, chaplain or to the teacher in charge of Aboriginal education. For students of the Education Support Centre, the Principal of that school is available for discussions.
If you think that your son or daughter is being bullied, or is behaving like a bully, please contact the student services coordinator.

For timetabling concerns, contact the Deputy Principal of Lower School Studies (Years 7 – 10) or the Deputy Principal of Upper School Studies (Years 11 and 12).

The Principal should be contacted for matters of serious concern.

The Business Manager is the first point of contact for financial matters and for the payment of school fees. If you wish to make a time-payment plan over the year for the payment of school fees, you need to discuss this with the Business Manager.

**Personal Interviews**
It is possible to arrange an interview with staff, but this may require several days’ notice. Always make telephone contact as far as possible in advance so that suitable arrangements can be made.

**E-Newsletters**
The school newsletter is e-mailed each Wednesday or Thursday (please supply your e-mail address).

**Parents and Citizens Association**
Meetings are held in the staffroom at 7.30pm on the second Tuesday of each month during school terms, excluding the month of December.

**Information Meetings**
These are held during the year to give parents an opportunity to become familiar with course selection at both the lower and upper school levels.

The public universities in WA send representatives during the year and parents are invited to seek information from them. They hold sessions directed mainly towards Year 12 students, but these sessions are of interest to all who are considering future university entry. Parents can also make an appointment with the university representatives.

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

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

**Local Media**
The local radio stations will have news of students and, occasionally, interviews. The local newspaper frequently carries pictures and stories of students achieving in a wide range of activities. Please advise the front office if you do not wish to have your child’s photos included in media coverage.

**Messages to Students**
Office staff will pass messages on to students if these messages are of an urgent and serious nature.

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

All students are given Progress Reports at the end of term 1 or early term 2 and semester reports at the end of each semester (or at the end of the first and second examination periods for Upper School students, i.e. years 11 and 12).

SECURITY

The loss of clothing, bags, books, pens, pencils and other items happens in schools. Parents can help by making sure that all gear is clearly labelled. Many bags are identical. Printing large letters on the outside with the student’s name helps to prevent other students mistakenly taking the wrong bag. Calculators should be engraved with the owner’s name and the make, model and serial number recorded.

Valuables including mobile phones and iPods must not be brought to school at all. If bringing a large amount of money to school cannot be avoided, it should be given to a school officer at the front office for safe-keeping during the day.

A valuables box is provided in Physical Education lessons. Students should put valuables such as watches, rings etc in this box during lessons.

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

ACCIDENT INSURANCE

The school recommends that each student is covered by a 24-hour Personal Accident Insurance Policy which is provided by a number of companies, as there is no general school insurance policy available to parents or students.

BICYCLE RULES FOR STUDENTS

Students who ride bicycles to school must park them in an orderly fashion in the racks supplied. They are reached through the front carpark and are behind rooms 1 and 2. Students must protect their bikes by fitting a secure chain and lock. Helmets, required by law, will need to be secured to the bicycle during the day.

Student bicycles should be engraved with a parent’s driving licence number and a record kept of the make, model and colour for ease of identification.

Once students arrive at school, the bicycle racks are out of bounds to students at all times.

CANTEEN

This school’s canteen has won awards presented by the National Heart Foundation for the excellence of the healthy food supplied to students and staff.

If parents are able to offer some time during the day to volunteer in the canteen, they will have a much better understanding of what it is like to be a student in a modern high school. The canteen supplies volunteers with lunch without charge.

PAYMENTS AND BOOKLISTS

The school has a full-time Business Manager who manages the school’s financial affairs. The administration of booklists, the receipt of school contributions and charges and handling accounts are among the Business Manager’s responsibilities. All payments are to be made to the Business Manager, and arrangements can be made to pay school contributions and charges in instalments. Booklists for the following year are issued to students near the end of the year or at the time of enrolment. Information on how to order books is included when booklists are issued, and in the school newsletter towards the end of the year.
SCHOOL CONTRIBUTIONS AND CHARGES

**Year 7 - 10 Courses**

In years 7 to 10, there are two forms of payment, School Contributions (which are voluntary) and School Charges (which are compulsory). School Contributions will not exceed $235 for each student. School Charges refers to the extra cost options and upper school courses.

Payment by parents of school contributions and school charges is needed in order for the school to be able to provide essential resources for students in each subject area.

For example, monies collected from School Contributions and School Charges provide for:

- departmental textbooks to be used by students;
- subject hire charges;
- subject resource charges;
- photocopying.

Parents will be responsible for providing essential equipment required to study a specific subject.

Each family will receive an itemised account for their child/children in late November, clearly stating a breakdown of School Contributions and School Charges for all subjects.

**Extra Cost Options**

The school does offer Extra Cost Options, which include aquatics, surfing, photography, outdoor education, woodwork, metalwork, jewellery, mechanical workshop, electronics, robotics, fashion, music, physical recreation, personal development, leisure and all food units. These more expensive extra cost options have additional charges. Where parents do not wish to meet these additional charges, other courses are available for students to choose. The additional costs for extra cost options are identified on the charges account sheet sent to parents in late November.

Payments for Extra Cost Options are compulsory and must be paid up-front. The School Council has confirmed the level of School Charges and the list of Extra Cost Options.

Additional charges that may be made for Extra Cost Options cover the following:

- the cost of consumable materials and services;
- venue hire;
- the cost of excursions, including those associated with outdoor education;
- coaching/tuition;
- specialist equipment;
- transport/bus hire

There are also the following additional items charged separately from normal school charges. These include:

- costs associated with extra-curricular studies;
- the extra-curricular component of special focus programs;
- the charge for hiring, insuring and maintaining musical instruments supplied by the Education Department; and
- the cost of personal items such as calculators, diaries and pens.

**Upper School Courses**

While there is no established maximum charge for upper school courses, costs are kept to the lowest charge possible without jeopardising the functioning of the course. The charges are compulsory.

**P & C, Chaplaincy and Library donations**

These are voluntary payments, as indicated on each student’s Contribution and Charges sheet.

**Difficulties with Payment of School Charges**

Time payment arrangements are possible upon negotiation with the school Registrar. Parents entitled to access the Secondary Assistance Scheme need to have completed an application form available from the school Business Manager by the end of March each year.

School charges need to be paid in full or time payment arrangements in operation (i.e. occurring on a regular basis) before a student can attend a school camp, Country Week or the School Ball.
1. I have a dental or medical appointment in school time.
Bring a note from your parent or guardian giving details of the arrangements. Show this note to your form teacher during form period. If you need to leave for the appointment in class time, you will also need to show the teacher of that class. This teacher signs the note to show that you have been given permission to leave the class. Take this note to either office, and ask for permission to leave. Fill in the sign-in and sign-out book and ask for it to be signed by office staff. If you need to leave the school grounds at recess or lunch time, take the note to either office, fill in and sign the book and have it signed by a deputy principal or office staff. Do not forget to sign the book again when you come back to school. If this is in class time, you will need to get a late note from the office to take to class.

2. I am late to school.
What is the time? If it is between 8.40 and 8.50, go straight to your form room. You should have a note, if possible. Your form teacher will mark you present for school. If you are late to form three times, you will receive a detention after school to help remind you to be better organised.
If it is after ten to nine (8.50), you must sign in at the front office and get a late note from the front office staff. Give your note explaining your reasons for being late to the secretary who helps you.

3. What do I wear to school?
There is a section on clothing for school in this handbook. The easiest way to look your best at school is to get the school clothes into your cupboards and then wear them. Do not wear shirts with pictures or with writing that is not suitable for school. Black shirts, denim jeans, ugg boots, thongs, tights and leggings are not part of the dress code and must not be worn to school. Shorts must not be too short.

4. Where do I put my bag?
You are allowed to take your bag to most classes. Put it where the teacher asks you to and make sure it is not where people will walk into it. If you are not able to take your bag to class, put it under the stairs or under the seats. Write your name on it in large letters, to help prevent another student taking your bag by mistake. Keep your bag with you as much as you can.

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

5. What if I can’t find my room?
Study your map carefully at orientation day and before you come to this school. If you cannot find your room, ask someone to help you. Teachers and older students want you to be happy and successful at this school and are happy to help where it is needed.

6. I don’t know which bus to catch after school.
Look carefully at the students who are on your bus in the morning. They will be the same people who will be on that bus in the afternoon. Stand near these people at the bus waiting area. If you are not sure whether it is your bus or not, get on to the bus and ask the driver. There are Bus Monitors who can give you help.

7. How do I get lunch? I will be starving by one o’clock!
The canteen opens at 8.20 each morning so that you can order lunch. You pay for lunch then and get a ticket to collect your food at lunchtime. You stand in the queue with your ticket ready to hand through the canteen windows. If you forget to order lunch before school, you may order it at recess.

Many people who bring lunch from home eat it at recess, which is at 11:25 am. The canteen also sells snacks at recess. Read the signs on the canteen boards at the front of the queues. Do not ask other people to get things from the canteen for you. Line up yourself and have your money ready. Remember your manners. If it is your parent helping in the canteen, you will want people to treat him or her pleasantly.
8. Where do I sit at lunchtime?
The quadrangle and Junior Campus are good places, either on the grass or on the seats around it. There are seats on the south wing - that is the long building on the oval side of the quadrangle. Year 7 and 8 students have seating areas around the Junior Campus. Year 12 students have areas not available to younger students.

9. What areas are out of bounds?
You cannot go to the ovals during the first half of lunch. Other areas out of bounds are the areas outside the building perimeter. You will be told about other areas if necessary. If you think an area might be out of bounds, don’t go there!

10. What do I do if I am being bullied?
Use the SAFE approach.

| S | see if you can solve it yourself. If this does not work, |
| A | ask a friend to help you. If this does not work, |
| F | find a teacher. If necessary, |
| E | explore other options. This means - discuss with your parents, see the coordinator of student services, a deputy principal, the chaplain, your year coordinator, the school psychologist, or if the bullying happens out of school, it might be necessary to go to the police. |

There are programmes to help bullies to solve their problems more effectively.

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

There is also an administration office and the Lower School Deputy Principal’s office in the Junior Campus. You can also sign in/out at this office.

12. My parents want me to come home for lunch each day.
If a note from your parent to a deputy principal requests this, you will be able to get a lunch pass that allows you to go to your own home for lunch. This is the only place you can go. Students are not allowed to some places, such as Castletown, for lunch.

13. I have trouble keeping my files neat and well organised.
To help you do this, use file dividers to keep each subject separate. Make sure you keep enough spare paper in each section. Mostly, you will be able to rule off the work from the last lesson, put the new date on the page and continue work. There is no need to take a new page for each day’s work. Teachers in some subjects prefer their students to use books.

Discuss this with your teachers. Plastic sleeves or folders are useful for holding loose pages.

Parents can help by supplying a punch and stapler for use at home.

Untidy files with unnecessary or inappropriate writing on them are not allowed.

14. What do I do if I am sick at school?
The school has a nurse to help people who are sick. Do not come to school if you are too sick to be there. If you get sick at school, ask your teacher for a pass to go to see the nurse. The nurse’s office is in the student services building where you will also find the student services coordinator and the school psychologist. If the nurse is not there, go to one of the deputy principals. You must never just go home without school permission.

15. What if I lose my timetable?
Copies of the timetables are on the school intranet. Students may print a copy from any computer. Copies are kept in files in the main office and Junior Campus office, for easy reference, however, please do not remove these.
When you need to walk around the school grounds, please use the pathways so that the grass will be a pleasant place to sit for recess and lunch times. Place your rubbish in one of the many bins so that our school stays neat and attractive.

The school is a chewing gum free zone.

At the end of the year, there are reward camps for Year 7, 8, 9 and 10 students who have worked hard throughout the year and have been well behaved and well organised about their studies. Your teachers have to nominate you, and those students with the most nominations are chosen. You do not have to be a top academic student to be nominated - but you do have to be serious about your work and considerate in your behaviour. Good luck!
This ICT Code of Conduct applies to the use of any ICT equipment at Esperance Senior High School.

**ESHS Network:**
ICT resources are provided for educational purposes. Student network use is monitored. Internet use is monitored and recorded. Staff have access to student's user areas and DET email accounts. Each account owner is responsible for all activity under that account. Please note: Your user area cannot exceed more than 300MB of data. Please maintain your user area in an organised way.

When using the network, it is important to realise that your actions could impact on other network users. For this reason the following are NOT allowed:-

1. Using another person’s username and password. (NEVER tell anyone your password).
2. Logging on for another person who has had their account disabled or does not have Internet access.
3. Accessing Internet sites that are not appropriate. This includes sites involving pornography and/or violence. Students should not access any site that is banned. ALL social networking sites eg. Facebook are banned.
4. Using Chat lines or any form of messaging without the permission of your teacher.
5. Downloading files from the Internet, unless you have permission from a teacher.
6. Trying to access the files or accounts of other users.
7. Playing games without the permission of your teacher. Computer rooms are open at lunch times for students to check email and play games.
8. Listening to streamed video and music on the Internet.
9. Storing inappropriate files on the server. This includes, but is not limited to, music files, inappropriate pictures and copies of software.
10. Any actions that harass or bully other users. This includes sending inappropriate pictures and/or messages and any actions that interfere with a user’s ability to work.
11. Violating copyright laws. This includes playing pirated music CDs, downloading and/or distributing mp3 (or other music) files. The legal rights of software producers and network providers, and copyright and licence agreements, must be honoured.
12. Due to both copyright and potential virus problems, no burnt CDs from home are to be used at school. Other external drives (including USB or thumb drives) must be scanned for viruses.
13. Dual enrolments (eg. for VET students): breaches and consequences are transferable between ESHS and TAFE.

**Other ICT**
Other ICT includes, but is not limited to, digital video cameras, digital cameras, MP3 players and Mobile Phones (see ESHS Mobile Phone Policy).
1. Students must use the equipment appropriately and responsibly.
2. There is to be NO inappropriate content.
3. Any form of bullying is not acceptable, including cyber bullying.

Misuse of the network will result in disciplinary action being taken, including temporary loss of access to the Internet/Network and Computer resources. It could also include permanent loss of access or criminal charges.

Parents and students sign the “ICT Acceptable Usage Agreement” form. This form is included in the enrolment package.
This policy has been developed to cater for the changing needs of students and the use of their mobile phones at school. Esperance Senior High School acknowledges the need for some students to have a mobile phone, and as a result this policy is put into place for their acceptable use at school. All students and parents of Esperance Senior High School are asked to abide by the policy for the safety of all.

- Mobile phones and iPods are to be switched off during all lessons.

- Exceptions may be permitted in exceptional circumstances, should the parent/guardian specifically request it. Such requests will be handled on a case-by-case basis, and should be directed to a Deputy Principal or the Student Services Coordinator. Parents are reminded that in cases of emergency, the Esperance Senior High School Office (Phone: 90719555) remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any way necessary.

- Disruptions to lessons that are caused by a mobile phone will result in the responsible student facing disciplinary action. Mobile phones will be confiscated from the student for the remainder of the day.

- Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images and through the use of phone calls. Students using mobile phones to bully other students will face disciplinary action at school and will be reported to the police.

- The use of mobile cameras (still and video) to film people and their activities without their knowledge and/or permission is an invasion of privacy and will not be allowed.

- Any student found to be involved in recording, distributing or uploading inappropriate images or videos of students, parents or staff on school premises will be suspended immediately.

- Students may use their iPods during class time, only for curriculum purposes, and only under the direction of the class teacher.
School Handbook

What’s New Pussycat Production

Apex Australian Teenage Fashion Award

Staff and students at the Farm
WHOLE SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES IN RELATION TO BULLYING
Members of the school community have the right to expect that schools are a safe and supportive learning environment. With these expectations comes a shared responsibility by students, parents and teachers to prevent and effectively respond to bullying. These rights and responsibilities of the whole school community are clearly outlined.

SCHOOL ETHOS
This school believes that every student in the school has the right to learn in a safe and secure environment. Therefore anything that detracts from this is unacceptable.

BULLYING
Bullying is a pattern of behaviour by one or more persons towards another which is designed to hurt, injure, embarrass, upset or cause discomfort to that person. Bullying always involves an imbalance of power. It can include:
• Physical aggression
• The use of put-down comments or insults
• Name calling
• Damage to another person’s property
• Deliberate exclusion from activities
• The setting up of humiliating experiences
• Spreading of rumours about another person
• Encouraging bullying by others
• Providing a bully with an audience by passively watching bullying occur.

CONSEQUENCES OF BULLYING
As part of the Behaviour Management In Schools Policy, any physical bullying (e.g. fighting) will be dealt with by the Deputy Principals or Student Services Coordinator or other staff and may lead to suspension. With all other forms of bullying, the preference is for mediation and conflict resolution rather than punitive measures that often only offer a short term solution to the problem and don’t resolve the underlying cause.

ANTI-BULLYING - STAFF ROLES
The prevention of bullying is the responsibility of all staff, students and parents. Esperance SHS treats bullying seriously. Bullying incidents are documented. Staff are available to help students in the following ways with the prevention of bullying:

CLASS TEACHERS
• Provide a safe and inclusive learning environment.
• Arrange thoughtful seating plans and structured group activities.
• Listen to students.
• Avoid taking sides in student disputes.
• Refer students to appropriate support staff (e.g. Year Coordinators and Team Leaders).
• Follow up incidents of bullying.
• Consistently deal with students who encourage bullying.
• Encourage passive observers of bullying to “tell”, or help negotiate a resolution.

FORM TEACHERS
• As for class teachers.
• Use form time to talk to students informally.
• Develop a positive relationship with students in form.
• Support whole school activities designed to reduce bullying or to foster a positive school spirit.
DUTY TEACHERS
• Are a visible presence in duty areas.
• Are a safe person for students at risk to approach
• Talk to students in duty areas. Show an interest in what students are doing.

YEAR COORDINATORS/TEAM LEADERS
• Are familiar with conflict resolution strategies, including those specifically designed to combat bullying.
• Use conflict resolution strategies with students involved in bullying (victims, perpetrators and passive observers) to resolve the problem.
• Liaise with teachers of students involved in bullying (as victims or perpetrators).
• Follow up all incidents. It is not assumed the incident is over when students leave a teacher’s office.

CHAPLAIN/SCHOOL NURSE
• Listen to students.
• Refer students to appropriate support staff when necessary.
• Liaise with other staff where necessary.

YOUTH EDUCATION OFFICER
• May implement programmes and liaise with other staff.

SCHOOL PSYCHOLOGIST
• Provides guidance to staff in devising strategies and responses.
• Provides mediation and conflict resolution opportunities for students involved in bullying (as victim or perpetrator).
• Is available to work with students in assertiveness training, anger management programmes or whatever is deemed necessary to resolve the problem.

STUDENT SERVICES COORDINATOR
• Works with students who are perceived to be at risk due to bullying.
• Works with perpetrators of bullying in areas of behaviour modification, anger control or other relevant strategies.
• Liaises with other appropriate staff in bullying matters that concern students who have been identified as being at risk.
• Liaises with parents in bullying matters.

ABORIGINAL EDUCATION COORDINATOR
• Provides support for Aboriginal students in the school.
• Work with Aboriginal (and other) students who are involved with bullying (as victim, perpetrator or passive observer).
• Liaise with other staff in bullying matters that concern Aboriginal students.

ADMINISTRATION
• Deal with the most serious cases, especially those which involve physical violence and those which cannot be resolved by other support staff.
• Actively promote measures to reduce bullying in the school with staff and students.

GIRLS ACADEMY COORDONATOR
• Provides educational activities that promotes anti-bullying.
• Implements programs that aim to increase resiliency, self-esteem, and assertiveness.
• Mentor students.
• Liaise with other staff where necessary.
Parents have an important role in preventing bullying. Parents’ attitudes towards bullying have a marked effect on the way a child perceives the problem. If a child sees his/her parents are serious about combating bullying, they will assume this attitude as well. By working with staff and students, parents can help to minimise bullying and make the school environment a happy, productive atmosphere.

- Talk to your child about what is happening in school. Try to emphasise positive things that happen in school, so students will be comfortable discussing negative aspects (such as bullying) as well.

- Be aware of the warning signs that may indicate your child is being bullied (please see section, Bullying – Possible Warning Signs, for list of warning signs).

- Contact the school and make the school staff aware of the problem. Normally the person to contact will be the Year Coordinator or Team Leader. If your child is being physically bullied, contact the Student Services Coordinator or one of the school deputies.

- Cooperate with school support staff in preventing bullying. The school has a responsibility to act on all reports of bullying, so it is important to have all the facts before acting. Please don’t assume the school will not take your complaint seriously.

- If the problem can’t be dealt with by the students involved, encourage your child to seek assistance. Trying to deal with the problem themselves at this point can lead to further bullying, and it could reach a more serious level.

- Discuss issues of passively observing; this can be seen as condoning the action.

- Parents must be involved with assisting the school to deal with these issues. These issues may start anywhere and extend or continue beyond the school environment.

- Monitor your child’s mobile phone and Internet use and behaviour. Computers in the home should be located in common areas where parents can easily monitor how they are being used.
BULLYING - POSSIBLE WARNING SIGNS

A child may indicate through signs or behaviour that he or she is being bullied. If you are concerned and become aware of any of the following, it may be necessary to investigate whether bullying is occurring.

Please be aware that many of these signs may be ‘normal’ indications of adolescence and may not be brought on by bullying.

Children may:
- be frightened of walking to and from school
- be unwilling to go to school
- beg you to drive them to school
- change their route to school
- begin doing poorly in their school work
- become distracted in class
- start truanting
- come home regularly with clothes or books damaged
- come home starving (because lunch money was taken)
- become withdrawn
- start stammering
- become distressed
- stop eating
- attempt suicide or self harm
- cry themselves to sleep
- have nightmares or even cry out ‘leave me alone’
- have unexplained cuts, bruises etc
- have frequent mood swings
- undergo sudden personality changes
- become negative towards siblings or other children
- have their possessions go missing
- ask for money or begin stealing money (to pay the bully)
- continually ‘lose’ their pocket money
- refuse to say what’s wrong
- give improbable excuses to explain any of the above.

Any unexplained changes in behaviour are possible warning signs of bullying and should be monitored.
All students have an important role in preventing bullying from occurring in the school. With cooperation from every student we can make a significant inroad into combating bullying. Students should be aware of the support services available in the school and use them when necessary.

IF YOU ARE BEING BULLIED
• Tell someone immediately. Keeping silent means the problem will continue and only serves to protect the bully.
• Be prepared to participate in strategies designed by support staff to stop the bullying.
• Be assertive but never aggressive.

IF YOU SEE SOMEONE ELSE BEING BULLIED
• Bullying also involves children who may not be directly involved in the bullying or who are not being directly bullied, who are referred to as ‘bystanders’. A bystander is someone who sees the bullying or knows that it is happening to someone else.
• If you are a bystander, you need to advise a teacher immediately of the situation. Do not become directly involved yourself; move away from the situation if possible. Bystanders could face disciplinary action if they become involved.
• Tell someone immediately. No one likes to tell tales but bullying is a serious problem and must be dealt with as soon as possible.
• See if you can play a role in negotiating a resolution to the situation.
• If you watch bullying occur and do nothing, you are supporting the bully and therefore you are a part of the problem. At the very least, leave the scene so the bully is denied an audience.

IF YOU ARE A BULLY
• Talk to someone (e.g. the School Psychologist or Year Coordinators and Team Leaders) about your need to bully other students.
• Stop and think about your actions before you act.
• Avoid being in situations where you feel you may bully other students.

WHAT TO DO

| S | see if you can solve it yourself. If this does not work, |
| A | ask a friend to help you. If this does not work, |
| F | find a teacher. If necessary, |
| E | explore other options. This means - discuss with your parents, see the coordinator of student services, a deputy principal, the chaplain, your year coordinator, the school psychologist, or if the bullying happens out of school, it might be necessary to go to the police. |
**Cyberbullying** is the use of ICT to harass someone. Cyberbullying takes different forms that can include (but is not limited to): threats and intimidation, harassment or “cyber-stalking” (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion or peer rejection, impersonation, unauthorised publication of private information or images and manipulation of images. Like face to face bullying it can be hard to detect.

Cyberbullying is the same as bullying and normal bullying procedures will apply.

Cyberbullying differs in several significant ways from other kinds of bullying:
• It involves the invasion of home and personal space
• It can occur 24 hours a day, 7 days a week
• It is difficult to control electronically circulated messages
• The size of the audience can be larger
• The perceived anonymity of the person doing the bullying
• The profile of the person doing the bullying and their target
• Students can be reluctant to take action because they like to communicate in the digital world and they may fear losing access to the technology.

*How to deal with it:*
• Use SAFE (Solve it yourself, Ask a friend, Find a teacher, Explore other options).
• Ignore it
• Block the person
• Tell someone
• Keep the evidence
• Report it (to someone in an official role e.g. ISP provider)
• Stand up and speak out
• Don’t forward anything.
• Locate home personal computers in a common area where they can be monitored easily
• Go to the police.

Remember to treat others as you would like to be treated when communicating with ICT.

**Cybersafety** refers to the safe use of the Internet and ICT equipment/devices.

Students need to be protected from exposure to inappropriate on-line materials or activities, to be aware of the risks associated with some online activities and to adopt protective online behaviour. Content for students:
• Unwanted contact
• Online friends
• Keeping a balance
• Your digital footprint
• P2P file sharing
• Offensive or illegal content
• Online finances
• Identity theft
• Mobile phone use.

For more help go to the Australian Communications and Media Authority (ACMA) Cyber Smart website: [www.cybersmart.gov.au](http://www.cybersmart.gov.au)
The College has a proud tradition of supporting rural students to achieve their academic goals while learning to live in a friendly, safe and supportive environment. The College community is very supportive of the needs of students and parents and is committed to ensuring students learn to live independently and be able to function within a vibrant community.

Life at the Esperance Residential College is never boring as students are involved in a range of activities. These can include excursions to Perth/Albany, surfing, swimming, diving or fishing at the beautiful beaches of Esperance, or playing team sports and socialising with friends. Many students also take advantage of our regular bus service so they can work part-time after school or on weekends.

Recent upgrades ensure the College meets the needs of today’s teenagers, including new air conditioned single rooms, modern ablution facilities and access to the internet.

**What Services do we offer?**

- 24-hour on-site supervision
- A caring and supportive environment
- Single, two and four bedroom rooms
- Tutors in mathematics, English and supervised study
- Internet access
- Access for all students to on-line tutoring which is available 7 days a week
- State of the art entertainment systems
- Three College buses all providing seat belts
- A well equipped recreation shed with skateboard ramps and gymnasium equipment

**College fees** are set each year by the Country High School Hostels Authority and cover the student’s room, meals and pastoral care. Students may be eligible for Assistance for Isolated Children’s funding which is administrated by Centrelink. Telephone 13 23 18 or visit www.centrelink.gov.au to find out how to apply.

For more details on College fees please refer to our College webpage www.erc.edu.au

**NOTE:** Enrolment at the Esperance Residential College does not automatically enrol you at Esperance Senior High School. This is a separate enrolment form which needs to be completed and may be obtained from the front office of the school.