



Contents

Foreword	4
College purpose: Creating the future together	5
Important dates for 2018	6
Contacting the College	7
The learning environment	8
Academic courses and course pre-requisites	10
Learning Enhancement Programs	11
Principles of Conduct	12
Good Standing Policy	13
Attendance and punctuality	14
Mobile Phone and Communication Related Technology Policy	15
Student Dress Code	16
Parent partnerships:	18
Visiting the College	
Parent information sessions	
Reporting to parents	
Healthy Food Policy	
Transport to/from the College	19
College publications	19
Student Services:	20
Pastoral Care	
House System	
Student Council	
Police Rangers	
Library Resource Centres	
Home study guidelines	21
Supporting your child with numeracy	22
Helping your child with literacy	23
Resilience and teenagers	24
Useful phone numbers and websites	27
Top Ten Discipline Tips by Michael Grose	28
Contributions and charges	30
Qkr! by Mastercard:- Instructions for downloading and registering	32

A word from the Principal

Welcome to 2018 at Ballajura Community College. As the Principal of our College, I am delighted to endorse this guide that is provided to all of our parents and caregivers.

We hope that it will assist you to understand and appreciate the ethos that underpins the culture of our College: Creating the future together.



We create the future together by:

- Creating and maintaining a flexible, caring and supportive learning environment through whole College collaboration.
- Ensuring decision making processes involve students, staff, parents and community.
- Practising the principles of learning, teaching and assessment.
- Encouraging students to become successful learners.
- Adopting an integrated student-centred approach to learning and teaching.
- Having a responsible and accountable College community.
- Having a healthy and safe environment.

Our aim in creating this guide is to provide support and guidance for your children in the secondary setting to ensure we have a shared understanding of our expectations of each other.

We hope that you will discover all that this guide has to offer over the year, but please contact a member of our staff should you require further support or assistance.

I look forward to meeting you.

Cheryl Townsend



College purpose: Creating the future together



Ballajura Community College leaders, staff and teachers care about every single student: from the very first day we engage with and understand the person; we build a partnership to help the student to identify interests and talents; we inspire the student to learn how to achieve excellence, and challenge and support the student to pursue their chosen education pathway to their dreams for the future.

Vision Statement

Ballajura Community College is an investment in the future of the Western Australian community. As educational innovators staff, in partnership with the community, challenge and expand frontiers in learning and teaching to inspire and serve our students' needs.

Our greatest strengths are our staff and the College community. We aggressively recruit highly qualified staff with attributes of being caring, compassionate, relationship builders with a commitment to excellence. We empower our staff, encourage and reward creativity, initiative and teamwork in the pursuit of continual improvement in our subject courses and pathway offerings.

We preserve the community's confidence and trust by ensuring that our mission is consistent with informed educational learning and teaching practice, carefully conceived, and well executed. We deliver what we promise and we readily accept our accountability for our performance. We are bold but prudent in confronting challenges and accepting risks. We work with integrity and are dedicated to fulfilling our vision, creating and maintaining Ballajura Community College as a place of learning excellence.

Ballajura Community College is dedicated to the REACH matrix:

Respect We earn respect for ourselves and from others through our actions.

Equity We show equality by being fair and providing opportunities for everyone.

Achievement We demonstrate achievement by setting goals, improving our responses and recognising success.

Care We show that we care by being kind and supportive of everyone in our community.

Health We look after ourselves including personal safety, hygiene, a good diet, exercise and enough sleep.

The College is part of the community, and the community is part of the College. This is the environment we want to enable the vision and purpose of Ballajura Community College to be achieved.



Important dates for 2018

Term Dates:

Term 1	Wednesday January 31	Friday April 13 2018
Term 2	Tuesday May 1 2018	Friday June 29 2018
Term 3	Tuesday July 17 2018	Friday September 21 2018
Term 4	Tuesday October 9 2018	Thursday December 13 2018

School Development Days:

Monday January 29 2018 and Tuesday January 30 2018

Monday April 30 2018

Monday July 16 2018

Monday October 8 2018

Friday December 14 2018

Parent Reporting Days:

Wednesday March 28 2018

Wednesday June 27 2018

Public Holidays:

Monday March 5 2018

Friday March 30 2018

Monday April 2 2018

Wednesday April 25 2018

Monday June 4 2018

Monday September 24 2018

College Session Times

Monday – Friday	Homeroom	8:45am to 9:00am
	Session 1	9.00am to 10.00am
	Session 2	10.00am to 11.00am
	Recess	11.00am to 11.30am
	Session 3	11.30am to 12.30pm
	Session 4	12.30pm to 1.30pm
	Lunch	1.30pm to 1.55pm
	Session 5	1.55pm to 2.55pm

NOTE: Years 11 and 12 finish at 1.30pm on Thursdays



Contacting the College

Address: Illawarra Crescent South,
Ballajura 6066

Telephone: 9262 7777

Facsimile: 9249 8067

Parents are encouraged to contact the College with any enquiries. Initial contact may be made by telephoning the office on 9262 7777 to arrange a suitable time for an interview. In general, first contact should be made with the Homeroom teacher or Head of Department.

BCC Email

The address ballajura.cc@education.wa.edu.au can be used for any correspondence with the College. Your email will be forwarded to the appropriate person.

BCC Website

Visit the website at www.bcc.wa.edu.au and explore what is on offer at the College. The website offers a comprehensive source of information about the College and its achievements. Documentation is available online to collect a variety of information such as subject selections, uniform ordering and bookshop orders over the internet. The site hosts a calendar where upcoming events and regular news updates are displayed.

Updating student details

It is essential that you keep us up to date with relevant information. In particular, we need to be contacted in writing concerning any changes of:

- address
- telephone number
- email address
- parent/guardian work arrangements
- family circumstances
- emergency contact numbers if parents are unavailable
- medical information

Please inform Homeroom teachers by letter or contact the Main Administration Office on 9262 7777.

The learning environment

Ballajura Community College has world class facilities on a beautiful and well cared for site. They enable students to access a wide range of curriculum offerings which include:

- access to computers across the two campuses;
- two resource centres;
- science, technologies and arts facilities;
- Performing Arts Centre;
- double gymnasium;
- multi-purpose area;
- Trade Training Centre for wet trades and hospitality; and
- fully equipped commercial kitchen and training restaurant.

Students are provided with a broad learning program from the eight Learning Areas:

English, Mathematics, Humanities and Social Sciences, The Arts, Health and Physical Education, Science, Technologies and Languages.

The development of literacy, numeracy and technology skills is a focus of all teaching and learning at the College. Staff at the College share a teaching philosophy supporting a view that students need to be lifelong learners.

Middle School

BCC has a purpose built Middle School focused on developing each student in their adolescent years. The Middle School is organised according to the major subject areas of English, Mathematics, Science, and Humanities and Social Sciences. Our homeroom teachers are drawn from Middle and Whole School subject areas providing a complete pastoral care environment for our students. This creates an environment for strong teacher-student monitoring. The classes in the specialist areas of Technologies, Health and Physical Education, The Arts and Languages are supported by team teaching upholding our commitment to a safe and caring school experience. The emphasis is strongly on a supportive environment and encouraging students to see links across the learning areas. As they progress, students have contact with greater specialisation in their curriculum.

The **LINKS** program provides an alternative structure for some Year 7 to Year 9 students, providing more specialised support and assistance.



Senior School

The Senior School offers a suite of quality pathways for students. The Year 10 course provides greater specialisation in each Learning Area and is similar in structure to the senior schooling courses offered in Years 11 and 12. The **ACCESS** program provides an alternative structure for some Year 10 students which provides additional support and pastoral care and extends to Years 11 and 12.

Year 10 students participate in an intensive counselling course aimed at making appropriate choices for Years 11 and 12. Students in Years 11 and 12 make subject selections based on existing skills and career aspirations. These courses are taught by specialist teaching staff to maximise opportunities for access to, and entry into, further education, training and employment opportunities.

Homework

A strong sense of personal responsibility is critical to successful learning and homework is a vital part of the learning process. From Year 7, students should begin to develop study skills through homework activities which may consist of completing work from class, assignments and projects, pre-reading and extra consolidation or extension. All Middle School students are invited to attend afterschool homework class every Wednesday in the Middle School library from 3.15 – 4.15pm. Teachers provide students with support and assistance in completing homework and study.

Students should get into the practice of spending time in their study area at home at least five or six times a week. The following are guide times only and may vary according to a student's ability and learning needs:

- Year 7 Up to 1 hour per night
- Year 8 & 9 1 to 1 ¼ hours per night
- Year 10 1 ¼ to 2 hours
- Year 11 & 12 2 – 3 hours

All students should learn to use a diary. These are a required item for each student. Parents are asked to check them regularly, and use them to communicate with teachers. Regular, organised use of a diary assists the development of good study habits.



Academic Courses

Ballajura Community College offers one of the largest choices of quality courses and pathways in Western Australia.

Advanced Curriculum Enrichment Program (ACE)

Ballajura Community College's Advanced Curriculum Enrichment Program provides a vibrant, high quality learning environment which ensures that intellectually talented students are challenged to reach their academic potential and find their personal style. Learning and teaching programs are tailored to the specialised needs of these students and offer a pathway to university and a lifelong career.

In addition students have many opportunities to participate in extracurricular activities such as public speaking, debating, Premier's ANZAC Tour and competitions.

Students who are not placed initially in the ACE Program and demonstrate talent may also be considered for the Program in future years based upon their results.

ACE PATHWAYS

Year 7

Positions offered based on results of placement tests, most recent school report and NAPLAN results.

Years 8, 9 and 10

Students placed according to previous year's performance taken from:

- Semester reports
- Exam results (where applicable)
- NAPLAN (where available)

Years 11 and 12

A full range of **ATAR*** courses available based on subject prerequisites and performance in Middle School courses, delivered in a campus fostering an adult ethos.

** Australian Tertiary Admission Rank*

Scholarships

The Ballajura Community College Board offers the following Academic scholarships:

- The Colin Bell Scholarship
- The Shirley Main Scholarship

For further details see the College website or phone 9262 7777.

Trade Training Centre

The Ballajura Community College Trade Training Centre comprises a purpose-built, construction trade training workshop with extensive undercover work areas and a dedicated training restaurant serviced by a fully equipped, industry standard commercial kitchen.

Located within the Technology and Enterprise block of the College, the Trade Training Centre provides students with direct entry pathways to pre-apprenticeships, school-based apprenticeships or traineeships and direct employment opportunities. The Trade Training Centre delivers training in the industry areas of:

Hospitality

Certificates 1 & 2 in Hospitality
(Catering and Restaurant)
Certificate 2 in Kitchen Operations
Certificate 2 in Beauty Therapy
Certificate 3 in Early Childhood
Education and Care

Construction

Certificates 1 & 2 in Construction

Engineering

Certificates 1 & 2 in Engineering

Academic Pre-requisites

Academic Excellence is a priority in teaching and learning at Ballajura Community College. Learning programs focus on the successful attainment of a Western Australian Certificate of Education (WACE) at the completion of Year 12. A minimum standard of achievement is required by all students to progress to the next year level. If any student is at risk of not reaching these minimum standards, there will be a formal meeting organised by the College teachers where parents and students meet to discuss a future pathway. This may mean selecting an easier course, considering post school options or repeating the year.

WACE criteria for Years 11 and 12 are as follows:

- All students must complete a Certificate II course or attempt four ATAR subjects.
- All students must complete at least one subject from List A (English/Humanities) and at least one subject from List B (Maths/Science).
- Meet the minimum standard of literacy and numeracy by reaching Band 8 NAPLAN in Year 9, or passing the Online Literacy and Numeracy tests (OLNA) in Year 10, 11 or 12.
- Must obtain 4 'C's in at least 20 courses completed in Year 11 and 12. (A maximum of six subjects over four semesters.)

Learning Enhancement Programs

Ballajura Community College has developed a range of specialisations to support the interest and talents of students.

- Education Support Program, Years 7-12
- Students who have English as a Second Language/dialect
- Academic Scholarships
- Masterclass Restaurant and Hospitality Program
- Engineering
- Advanced Curriculum Enrichment Program, Years 7-9
- School Volunteer Program
- Digital Technologies
- Trade Training Centre
- Police Rangers



Principles of Conduct

The Principles of Conduct have been formulated with a view to developing self-discipline in students and helping them to understand that they are ultimately responsible for the natural and logical consequences of their behaviour. Parents are asked to read through this Code with their child so that they have a clear understanding of what to expect and what is expected of them, in regard to conduct while at the College.

In our daily work we strive to build a respectful, compassionate and resilient learning community in which we:

- value each individual;
- hold high expectations for all;
- encourage curiosity; and
- recognise our rights as well as our responsibilities in a safe, supportive and inclusive learning environment.

Rights (expectations).

I have the right to:

- learn without being disrupted by others;
- seek assistance and access support to help me make the appropriate decisions;
- always be treated with respect and courtesy as a member of Ballajura Community College; and
- a safe, clean and pleasant environment.

Responsibilities (obligations)

I have the responsibility to:

- cooperate with others;
- strive to be the best person I can be socially, emotionally and academically;
- accept and value differences and treat others with respect and courtesy; and
- contribute to the College environment positively: respect property and resources.

RESPECTFUL BEHAVIOUR IS EXPECTED OF ALL - because it supports everything we do.

Fighting, bullying and verbal abuse or harassment of other people are completely unacceptable. All members of the College community have a responsibility to support the Principles of Conduct. There are many people available to counsel and advise when we need support in resolving issues and identifying choices.

FOR REASONS OF SAFETY AND CONSIDERATION FOR OTHERS remember the following:

- Riding of bikes, scooters, skateboards around the grounds is dangerous.
- Mobile phones (and other valuables such as iPods) are not encouraged at school.
- Permission must be obtained from the office when leaving school grounds.
- Hats should not be worn indoors.
- Dress Code is required at all times.

Good Standing Policy

Policy

The Good Standing Policy provides a framework and guidelines to assist staff and students in achieving and maintaining acceptable standards of attendance, course participation, academic achievement and behaviour. Loss of Good Standing may lead to the review and/or suspension of a student's enrolment.

What is Good Standing?

All students commence the school year with Good Standing status.

Maintaining Good Standing requires:

1. Satisfactory attendance, punctuality and dress code:

In accordance with the College Positive Behaviour Support Policy (PBS), students will adhere to the acceptable standards of attendance, punctuality and Dress Code.

In accordance with the College Assessment Policy students must maintain an 80% attendance rate.

2. Completion of all course work and assessments:

In accordance with the College Assessment Policy and relevant Course Outlines students will complete the educational and assessment program for their study program.

3. Satisfactory behaviour:

In accordance with the College PBS Policy students will adhere to the acceptable standards of behaviour.

Loss of Good Standing

A student who loses Good Standing is ineligible to attend extracurricular activities and events (including College ball, river cruises, semi-formals, dinner dances), or to be a school representative.

Good Standing is lost when a student:

- is absent or late from a class without satisfactory explanation on 5 or more occasions;
- does not comply with Dress Code on three occasions in a term;
- does not complete two pieces of course work or assessments without satisfactory explanation; or
- is suspended and/or breaches acceptable standards of behaviour.

Reinstating Good Standing

Good Standing may be reinstated a minimum of four weeks after:

- all absences/lates are satisfactorily explained with a note from a parent/guardian;
- all missed work and/or assessments are completed; or
- issues relating to suspension/behavioural breaches are resolved in accordance with the College PBS Policy.



Attendance and punctuality

All absences for part or all of a day or for several days must be covered by a written explanation, telephone call, fax or email from the parent or guardian. If you know your child will be absent from school, a telephone call to the Main Administration Office (9262 7777) is preferred. Notes should be brought to school when the student returns and must be dated and specify the reasons for the absence(s). If absences remain unexplained Homeroom teachers will post letters home to parents. A parent is not entitled to keep a child from school without a valid reason. Valid reasons for absence are sickness or urgent business which cannot be conducted at any other time.

Prolonged Absence

We are required to inform the North Metropolitan Education Regional Office of any extended or repeated absence and there is an 85% attendance requirement for Senior Schooling. Therefore the following procedures should be followed:

In the case of prolonged illness, contact the College. For students who are absent regularly, or for a long period of illness, a Medical Certificate is required.

If a family holiday has to be taken during the school term, advance notification (in writing) should be given to the Principal.

Homework can be arranged if the absence is expected to be a week or longer. The provision of schoolwork is a matter to be negotiated with the Homeroom teacher.

Truancy - It's not okay to stay away!

Truancy is illegal and students who truant are referred to the North Metropolitan Education Regional Office. Police patrols return truanting students to school or to their parents at work. The Education Act requires that students must attend school daily until the end of the year in which they turn 17. Absence is often an indicator of other issues of concern regarding student success and well-being.

Leaving the College Grounds

No student is permitted to leave the College grounds without a written note from his/her parent/guardian and signing out at the front office at the designated time. This is essential for accuracy of records. Students are not permitted to attend local shops at lunchtime.

Lateness

Students are expected to make every effort to be at class on time, especially at the beginning of the school day. If a student arrives late to school he/she must sign in at the front office.

Clearance

A Clearance Form must be completed when a student leaves the College. These forms are available from the main office and require all teachers and administrators to sign prior to completion. Department of Education student transfer forms must also be completed if the student is moving to another school in WA.



Mobile phone and communication related technology policy

With all the benefits of mobile phones, iPods and communication related technology comes a whole new set of problems relating to individuals' rights, privacy and harassment. Ballajura Community College has established a straightforward policy for mobile phones that provides staff, students and parents with clear guidelines and instructions for the appropriate use of them during College hours. The intention of this is to minimise opportunities for any negative consequences of mobile phone use.

The College has telephones that all students can access in cases of need. No student has ever been denied access to a phone when required.

Inconsiderate use of mobile phones and other technology can be intrusive and impact negatively upon the classroom.

Digital bullying is insidious and powerful and can have very serious consequences for those who are the subject of attack. Bullying is not tolerated at Ballajura Community College.

At Ballajura Community College we are developing a learning culture which promotes on-task concentration and focus.

There is no place in class for students to text-message their friends. There is no place for parents and friends phoning a student during class time. We must engage in educating our students to value and protect each other. The role of parents and the community in this is vital.

Therefore please note:

- Mobile phones and other communication-related technology are not to be seen and are not to be heard.
- The use of portable music and media players, and other devices are to be treated like mobile phones in the classroom, they are not to be seen and are not to be heard.
- If students ignore the guidelines on the use of mobile phones and communication related technology they they may be confiscated. Parents will be requested to collect confiscated phones and devices from the office. Inappropriate content on devices will also result in confiscation.
- The College takes no responsibility for the loss of mobile phones and related technology*.



(Please ensure that all items of personal property are clearly marked with the student's name and are kept with the student at all times. Students are advised that non-essential items of value (e.g. iPods, computer games, large sums of cash, etc.) are not to be brought to the College. It is the student's responsibility to look after all personal items. Valuables should not be left unattended. The College does not take any responsibility for these items.*

Student Dress Code

Dress Code at the College is an important part of the College ethos. The College Board, staff and students fully support the Dress Code. All parents and students are asked to sign a Dress Code Agreement upon enrolment.

Why? There are four major reasons for the Dress Code.

1. Team spirit is really important to us. The Dress Code helps us to build school and team spirit.
2. Equity is also important and we want all students to feel part of the College without having to focus on fashion statements. There are many other ways to make a statement about who you are at the College.
3. Safe and appropriate dress is as important for school as it is for work. This Code prepares students for the expectations of dress which exist in many work places - as a condition of employment and safety or as a matter of agreement between employers and employees.
4. What people think of our College matters to staff and students. A Dress Code enhances the public image of the school and shows that we are proud of our good name and achievements. Students wearing items other than the College dress code do not enhance our image.

Footwear

It is most important for students to maintain high safety standards for footwear especially in areas such as science laboratories, physical education areas, technologies, home economics and arts classrooms. In accordance with State Occupational Health and Safety Standards footwear must be closed and secured to the foot. Thongs, slides and sandals are not acceptable.

Because the College requires all students to be in Dress Code at all times, we have a policy of lending items of clothing compliant with the Dress Code if the need arises.

Uniform Shop

The Uniform Shop is open during term time on:

Wednesday 8.15am – 9.15 am; and

Thursday 3.00 – 5.00 pm.

Prior to school commencement, the Uniform Shop (and Bookshop in the gymnasium) will be open. Please contact the College during business hours, or refer to the website for details of dates and times.



Acceptable	Not acceptable
<p>Tops White polo with BCC logo (MS & SS) Ice blue polo with BCC logo (MS) Navy blue polo with BCC logo (SS) Authorised leavers' polo shirts (Year 12) White or navy long sleeved undershirts</p>	<p>Polo shirts with non-College logos T-shirts, tank tops Long sleeve non-College colour tops</p>
<p>Bottoms Plain ink navy only Navy leggings or tights can only be worn underneath skirts/shorts Skirts/shorts must be of modest length (no shorter than mid thigh is recommended)</p>	<p>Denim or lookalike denim Stripes on shorts or pants Board-shorts Black leggings and tights Leggings/tights are not to be worn on their own</p>
<p>Winter Navy blue College jacket/windcheater with BCC logo All Weather jacket with BCC logo Year 12 students may wear authorised BCC Leavers' jackets</p>	<p>Non-College colours or checked jackets No different logos No stripes No adornments/brand names e.g. Nike, Puma, Everlast, etc.</p>
<p>Footwear Enclosed footwear is required at all times Closed shoes or sneakers</p>	<p>No thongs No sandals No Ugg boots No slippers</p>
Hats not allowed in classrooms	
<p>Physical education House shirt Ink navy shorts / skirt / track pants Sports shoes</p>	

Parent partnerships

Visiting the College

All persons, including parents, who wish to make contact with staff or students on school premises are required to register at the Administration Office. On registration, visitors will be provided with a pass, which is to be worn while on College grounds. When leaving the College, visitors should return the pass and sign out. This allows staff to easily identify any strangers who have entered the grounds and enables the College to provide a safe environment for all students.

Parent information sessions

The following opportunities are provided for parents to find out more about the College and students:

Term 1	Interim Report parent night
Term 2	Year 11/12 Subject Selection Evening
	Parent reporting day/night
Term 3	Year 10 ACCESS course information
Each term	Parent tours

Ballajura Community College places significant emphasis on the importance of teacher/student relationships, and believes that parents play a vital role in encouraging their child to engage positively with the teachers and staff at the College.

In addition, teachers make themselves readily available to discuss with the parents the progress of their child. The College encourages parent participation through regular contact with teachers in the event of an issue or problem arising.

Reporting to parents

Students are assessed continuously throughout each term. This enables parents to monitor student progress and teachers to provide programs that meet student needs.

College Reporting Process	Who	When
Interim reports	All years	Term 1
Interim reporting day	All years	Term 2
Semester 1 reports	All years	End of semester 1
Reporting day	All years	End of semester 1
Statement of Results	Year 12	Start of Term 4 prior to WACE exams
Semester 2 Reports	Years 7-11	End of Term 4
Statement of Results	Year 11	End of Term 4

Healthy Food and Drink Policy

The College fully supports the Department's Healthy Food and Drink Policy in its delivery of food and in the menu that is offered to students at both the Middle School Canteen and Senior School Cafe.

When providing food for their children, parents are respectfully requested not to provide food products and "fast food/takeaway" items to their children that contravene the Healthy Food and Drink Policy at BCC. Please note that BCC is an "Allergy Aware" school.

Public Transport (Bus)

Currently there are three routes serving the students at Ballajura Community College. Information about the school buses including maps and timetables are available from the College and Transperth. Bus stops are on Illawarra Crescent South and Cassowary Drive. SMART-RIDER Cards are available by application. Each student is issued with one free card. Replacement cards can be ordered at the Main Administration Office at a cost of \$7.00 each.

Bicycles/Skate Boards/Scooters

Students are required to observe the following road and bike safety guidelines:

- It is essential that helmets are worn.
- Lock your bicycle with a lock and chain to the bike rack.
- On College property, always wheel your bike/scooter along pathways (skateboards are to be carried).
- Vehicles entering and leaving the College car park have limited vision so please be observant.

Pedestrians

- Students are asked to take care and observe road safety rules.
- Students should avoid walking through car parks and use pathways where provided.
- Scooters and skateboards are brought to the College at the student's own risk.

Travelling by Car

- Parents should use the specially marked drop off points located in the main car parks on Illawarra Crescent and Pelican Parade. Other areas should not be used as drop off points.
- Students should avoid walking through car parks and use pathways where provided.
- Senior School students with a driving licence may apply to Student Services for a permit to park their vehicle. Student cars may only be parked in the bays allocated for students.

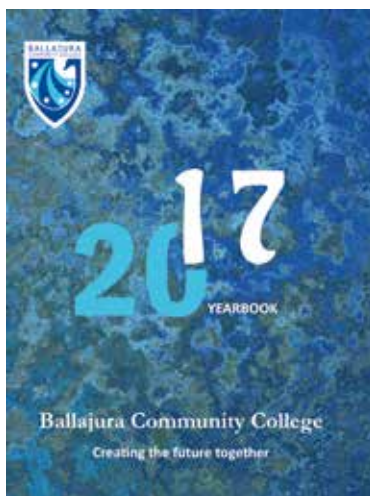
The **BCC Bulletin** is an online publication which is produced twice a term and showcases activities and programs occurring at the College.

The Bulletin is available from the College website, or by subscribing to the eNewsletter via email. You can also stay up to date by downloading the Schoolzine App for Apple and Android devices.

The **Yearbook** is published and distributed in Term 4 and reflects students' activities and participation in the life of the College. It is available to everyone in the College community. Information on ordering and costs are available during Term 3 each year.

The **Parent Guide** is an informative and comprehensive guide of all the College processes and procedures, and is available to read or download on the College website.

The **Subject Selection Handbook** is an outline of all courses and programs offered to students entering Senior Schooling. It also contains information concerning prerequisites for graduation and destinations for the end of Year 12.



Student services

Pastoral care

In the Middle School, the homeroom teacher has the primary responsibility for the care and well being of the students at Ballajura Community College. In the Senior School, the College aims to support the transition from being an adolescent to a young adult. An adult ethos has been adopted and students are expected to respond accordingly. To assist families and teachers to help students make the transition to young adulthood, a wide range of highly trained support staff manage behavioural, health, social/emotional, and career issues that impact on each student reaching their potential. This includes:

- Deputy Principals – Middle School and Senior School
- Manager Student Services on both campuses
- School Psychologist (Counsellor)
- Community Nurse
- ESL Support Specialist
- Aboriginal Liaison Officer
- Year Coordinators for each year level
- Youth Transition Officer
- Vietnamese Liaison Officer
- STEM and Academic Pathways Coordinator
- Student Achievement Manager

House system

Each student is allocated to one of four Houses

- Aqua (Water/Blue)
- Aeris (Air/Yellow)
- Ignis (Fire/Red)
- Terra (Earth/Green)

Shirts purchased at the Uniform shop for Physical Education are also worn for House activities.

Student Council

Students have opportunities for leadership as members of the Student Council. In Years

10 to 12 students are elected to represent students' viewpoints and to develop skills in leadership, planning, public speaking and decision-making. Student Councillors organise and host assemblies, social functions and the Year 12 College Ball.

Police Rangers

Cadets WA through The Department of Local Government and Communities supports the BCC Police Rangers. The WA Police through PCYC assist in the administration of Police Rangers units throughout Western Australia. Our unit meets on Monday afternoons from 3.15—5.30 pm in the College gymnasium. Most costs, including uniforms, are met through a government grant. Students from Years 8 to 12 are invited to apply and join. Activities include:

- policing and community service;
- drill, leadership and team building, navigation and bush craft; physical activities, e.g. kayaking, swimming and martial arts; and
- camps and excursions.

Library Resource Centres

The College has a Resource Centre on each campus. At Senior School the university style building contains numerous study areas and an outdoor courtyard. Students use a library card to borrow resources. Each student is issued with an initial card free of cost. If lost, a replacement card needs to be purchased for \$2.00 to cover costs. Each student is able to borrow four resource items for the duration of two weeks unless otherwise specified e.g. overnight loan. Students will be advised when their resources are overdue. The borrower must pay for any items that are lost or damaged. Students are welcome to visit before school or at lunchtime for research or recreational purposes. A large range of board games are also available for use in Middle School at lunchtime.

Guidelines for supporting your child at school

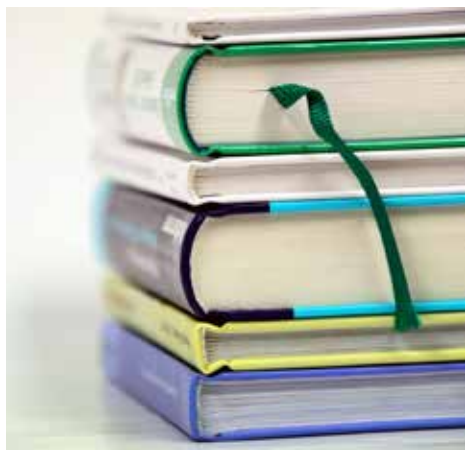
Home study guidelines

Your child is at school six hours a day. We endorse that parents teach their children a life balance and that your child needs to rest and exercise to decrease stress and build positive lifelong healthy habits. However, we are in a schooling system where a large component of your child's assessments require them to sit in one place and focus. Final Year 12 examinations require students to focus for up to three hours at a time.

In order to best prepare your child to focus for increasing periods of time, you will need to train them to do home study. Research and experience show us, as educators and as parents, that the best way to do this is to start with small steps and build on the process.

- Your child has a quiet and clean space they go to do their home study.
- Negotiate agreed times. For example:
 - 3 times a week for 1 hour at a time in Year 7 and Year 8.
 - 4 times a week for 1 1/2 hours in Year 9 and Year 10.
 - 5 times a week for 2 hours at a time in Years 11 and 12.

- Home-study is a combination of reinforcing the day's learning by going over notes made in lessons, completing homework set by teachers and using effective study techniques like mind mapping to further consolidate learning.
- Your child could also use the time to read.
- Effective use of this time occurs when there is no distraction from mobiles or media. Students should have a study timetable on their desk which nominates a subject to a specific day. If trained to conduct home study, students are sure to succeed in Senior School.



Supporting your child with numeracy

Numeracy

To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.

Why is numeracy important

Numeracy enables you to develop logical thinking and reasoning strategies in your daily life. We need numeracy to solve problems and make sense of time, numbers, patterns and shapes for activities like cooking, reading a map or bill, reading instructions and even playing sport.

Ways to support your child's numeracy development

Research has shown that children's motivation and achievement improve when their parents or carers are involved in their education.

There are many everyday things you can do to encourage numeracy learning. These include:

- Speaking positively about mathematics/ numeracy.
- Encouraging your child to use mathematical language - how much, how big, how small, how many.
- Discussing the use of numbers, patterns and shapes in your day-to-day life - numbers found on library books, spatial patterns or shapes in the home and architecture.
- Talking about occasions when you are using mathematics in daily jobs and real-life situations - cooking, map reading, building and playing sport.

- Exploring situations using money such as shopping, budgets and credit cards.
- Estimating, measuring and comparing lengths and heights, how heavy or light things are and how much containers hold.
- Talking about different ways to solve a problem.
- Using everyday tools like tape measures or kitchen scales and discussing the units of measure.
- Asking "does that make sense?", "is the answer reasonable?", or "what other ways could we do this?"
- Observing and using timetables, calendars and clocks for different purposes like study periods, holiday planning and catching public transport.
- Helping your child to work out how much things cost and what change they will receive.
- Building your child's confidence in mathematics and helping them believe they can succeed.
- Encouraging your child to know their times tables and how they arrive at each answer; it helps them become a more powerful thinker.
- Talk to your child's mathematics teacher if they are unsure about an aspect of Mathematics
- Play games with your child that can help them learn to estimate things by length or weight
- Encourage your child to understand the value of numbers eg the '6' in '60' is 6 lots of 10.

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss

Supporting your child with literacy

Literacy

Literacy is a very important skill to learn and it is more than being able to read and write, speak and listen. Certain literacy behaviours assist students to become more effective learners who are confident and motivated to use their literacy skills broadly. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas; opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

As a parent you can assist your child to build their literacy skills. Here are some ideas for working together on literacy:

- Model reading. Sit and read magazines or books and talk about your reading
- Read to your child and check their understanding about what you have read to them with these 'unpacking questions':
 - What was that about?
 - Who do you think the target (intended) audience is?
 - What values and beliefs did the writer show?
 - How did they try to persuade us to think like they do?
 - How are the main points in this relative to us and our context?

Ways to support your child's reading development

Research has shown that children's motivation and achievement improve when their parents and carers are involved in their education. There are many everyday things you can do to encourage your child to read and improve their literacy.

- Make reading a daily habit by setting aside 10 to 15 minutes every day for reading. Students who read more, read and write better.
- Let your child choose the books he/she is interested in.
- Be a reading role model and let your children see you reading - for enjoyment, for information, for news, online etc., This reinforces that we need to be able to read for many different purposes.
- Encourage your child to read and view a variety of texts such as newspapers, novels, comics, magazines, websites, instructions, recipes, etc
- Remember to focus on what your child is doing well when reading, rather than what they are doing wrong.
- Visit bookshops and libraries. Talk to your children about reading and books, and what they like to read. Maybe read the same book and discuss it. Make it fun.
- Have a place in your home for your family's books. Show that they are special and important to you and your family.
- Set up a comfortable area where your children can read with you or with other siblings.
- Do not force your child to read aloud if they do not feel confident. Remember reading is about making meaning rather than saying words. Read books aloud, take turns or read independently. Whatever is most appropriate.
- Fill your home with lots of different reading materials. Encourage your child to try new and challenging books/texts. Remember reading from a screen is a more difficult skill and different from reading paper based texts.
- Discuss new and unusual words or phrases. Encourage your children to write down new words they encounter and find out what they mean. Write down difficult words and practise spelling them. Play games that develop vocabulary such as Scrabble.
- Encourage your child to make predictions about books/texts before reading and talk about what they learnt or discovered after finishing reading.
- Read to them as part of your bedtime routine.

Resilience: helping your teenager ‘bounce back’

When young people are resilient, they cope better with difficult situations. They ‘bounce back’ when things go wrong. Young people need resilience to navigate life’s ups and downs, so building resilience is an important part of adolescent development.

What is resilience?

Resilience is the ability to ‘bounce back’ after something negative - like a tough situation or difficult time - and then get back to feeling just about as good as you felt before. It’s also the ability to adapt to difficult circumstances that you can’t change, and keep on thriving. When you’re resilient, you can learn from difficult or challenging situations and get stronger.

Your child needs the personal skills and attitudes to help them bounce back from everyday challenges such as making mistakes, falling out with friends, moving to a new school or losing an important sporting match. Your child might also face more serious challenges such as family breakdown, adapting to a stepfamily, the illness or death of a family member or bullying.

How resilient you act and feel can go up and down at different times. You might be better at bouncing back from some challenges but not others. Some young people face more challenges than others because of learning difficulties or disabilities, or because they have more anxious personalities. The more challenges young people have, the harder it is for them to be resilient.

All young people can build the personal skills for resilience. As a parent, you can’t stop your child from experiencing problems or tough times. But you can play a big role in helping your child to be more resilient.

Helping your child build resilience

Resilience for young people is built on a foundation of strong positive relationships with parents. Children can also gain strength from other caring adults, such as grandparents, aunts, uncles or teachers who might act as mentors. Friends and classmates can be great sources of support too.

You can help your child build the ability to bounce back from difficult situations by giving him the opportunity to learn and practise important values and skills such as:

- self-respect and other personal values and attitudes;
- social skills;
- helpful and optimistic thinking; and
- skills for getting things done.

Personal values and attitudes for resilience

Self-respect is a great building block for resilience. Self-respect grows out of setting standards for behaviour. If your child has self-respect, they believe that they matter and should be treated respectfully by others. They are also more likely to protect themselves by avoiding risky behaviour and situations. A strong sense of self-respect will also help your child be less vulnerable to bullies and bullying.

Empathy, respect for others, kindness, fairness, honesty and cooperation are also linked to resilience. This includes showing care and concern for people who need support, accepting people’s differences, being friendly and not mistreating or bullying others. If your child shows these attitudes and behaviour towards others, he’s more likely to get a positive response in return. This helps them feel good about themselves.

“Resilience is more than just coping. When you’re resilient, you’re more prepared to seek new experiences and opportunities and take reasonable risks to achieve your goals. Risk-taking might mean some setbacks, but it also creates opportunities for success and greater self-confidence.”

Remember you are good enough

Everyone is different

Stop comparing yourself

Individuality rocks

Learn something new daily

Involve yourself in what you love doing

Enjoy things that make yourself happy

Not everyone can be 1st, 2nd or 3rd

Care about yourself and others

Expect that some days won’t be great

Social skills

Social skills are an important building block for resilience. They include the skills needed to make and keep friends, sort out conflict, and cooperate and work well in a team or group.

When your child has good relationships at school and gets involved in community groups, sports teams or arts activities, they have more chances to develop connections and a sense of belonging.

Helpful and optimistic thinking

Resilience is about being **realistic, thinking rationally, looking on the bright side**, finding the positives, expecting things to go well and moving forward, even when things are bad.

When your child is upset, you can help them keep things in perspective by focusing on facts and reality. For example, you could try gently asking, ‘Does this really matter as much as you think it does? On a scale from 1-10, how bad is this really?’ A sense of humour can help you both keep things in perspective and stay calm. Your child is more likely to feel positive if he or she can see that difficult times are a part of life, that they’ll pass, and that things will get better. You might be able to help your child with this by talking about how you, people you know, or even famous people have gone through tough times.

Talking and working together to find solutions can help your child be more resilient. And having a problem-solving method is one way for your child to feel he or she has the power to get through bad times.

You can also help your child understand that a bad thing in one part of life doesn’t have to flow over into all parts. For example, if your child gets a poor exam result, you could point out that it won’t stop him playing his weekend sport, or going out with his friends.

Your child is more likely to feel positive if he can see that difficult times are a part of life, that they’ll pass, and that things will get better. You might be able to help your child with this by talking about how you, people you know, or even famous people have gone through tough times.

No matter how upbeat your child is, there’ll be times when he feels anxious, scared or angry. If he’s resilient, he’ll be able to ride out these adolescent ups and downs.

Resilience: helping your teenager ‘bounce back’

Ways to turn low moods into better ones include:

- doing things you love and enjoy;
- spending time with friends;
- helping someone else;
- talking with friends or a support person;
- exploring activities that help you relax;
- going for a vigorous walk or doing some kind of physical activity;
- going over some good memories by looking through photographs; and
- watching a funny TV show or DVD, or reading something funny.

Skills for getting things done

For example, if your child is good at singing or music, you could suggest he join the school band, or even start their own band. If they are good with young children, you could suggest they look into some babysitting work or coaching junior sport.

Supporting your child to take on new or extra responsibilities – a leadership role at school or even a part-time job as they get older – is a great way to build their confidence and sense of what they can do.

Key messages for building resilience

Parents can create a positive family environment that fosters resilience by communicating some key messages to your child in your daily life together:

- Life is mainly good, but now and then everyone has a difficult or unhappy time. It’s a normal part of life.
- Things nearly always get better, even though they might sometimes take a bit longer to improve than you’d like. Stay hopeful and work on the problem if and when you can.
- You’ll feel better and have more ideas about what you can do if you talk about what’s worrying or upsetting you to someone you trust.

- No one is perfect. We all make mistakes. We all find out there are some things we can’t do so well. Life is a learning journey.
- If you can find something positive or funny in a difficult situation, no matter how small, it can help you cope better.
- Take fair responsibility for what you did or didn’t do to cause a difficult or unhappy situation. But don’t over-blame yourself – circumstances, bad luck or other people all played a part too.
- If something can’t be changed, you just have to accept it and live with it. Don’t make yourself miserable by making it worse or by assuming that the worst possible scenario is the one that will happen.
- When something goes wrong, it will usually affect only one part of your life. When this happens, focus more on the things in your life that are still going well.
- Everyone gets scared sometimes, but not always about the same things. Facing your fears can help you grow stronger.
- Don’t let yourself be ‘hijacked’ by your feelings so that you’re not in charge of yourself. Find a way to calm yourself down so you can think of the best way to deal with how you’re feeling.
- Exercise really helps to remove negativity.

http://raisingchildren.net.au/articles/resilience_teenagers.html



Helplines for students at risk

KIDS HELP LINE <i>Confidential phone, email or webchat counselling</i>	1800 551 800
ACUTE RESPONSE TEAM <i>24 hour adolescent mental health information service for your people and their families</i>	1800 048 636
CRISIS CARE <i>Crisis counselling, emergency accommodation and food</i>	9223 1111
FAMILY HELP LINE <i>24 hour confidential counselling and information service for families with relationship difficulties</i>	9223 1100
POLICE <i>non life threatening assistance</i>	13 14 44
MENTAL HEALTH EMERGENCY RESPONSE LINE <i>24 hour service for anyone involved in a mental health emergency</i>	1300 555 788
PARENTING WA LINE <i>24 hour information and support service on parenting, available to anyone taking care of children</i>	6279 1200
ALCOHOL AND DRUG SUPPORT LINE <i>24 hour confidential counselling and information service</i>	9442 5000
SEXUAL ASSAULT RESOURCE CENTRE <i>24 hour emergency sexual assault (rape crisis) service</i>	6458 1828 1800 199 888
QLIFE <i>National Lesbian, Gay, Bisexual, Trans, Intersex and Queer counselling and referral service. 3:00 pm to midnight</i>	1800 184 527
YOUTHLINE WA <i>24 hour confidential, non-religious and non-judgemental phone support</i>	1800 198 313
EMERGENCY <i>Call in an emergency or life threatening situation</i>	000
LIFELINE <i>24 hour crisis support and suicide prevention service</i>	13 11 14

Helpful websites

Bullying	https://bullyingnoway.com.au
Depression	http://beyondblue.org.au
Domestic violence	https://woah.org.au
Drugs and alcohol	https://positivechoices.org.au
Mental health issues	https://au.reachout.com
	https://headspace.org.au
Sexual health	https://www.getthefacts.health.wa.gov.au

Ten common discipline mistakes by *Michael Grose*

Here are 10 common and easily avoided mistakes parents make when disciplining their children. Replace these mistakes with better techniques and you'll be on your way to parenting easy street.

Discipline is easy when children are easy. It can be downright tricky when children are difficult, have interesting personalities or are at one of the challenging developmental stages.

It's with kids in these difficult categories that we need to get our discipline techniques right. Here are 10 common mistakes I see many parents make when trying to get cooperation from their children, keep them safe or teach them to behave well.

It's with kids in these difficult categories that we need to get our discipline techniques right. Here are 10 common mistakes I see many parents make when trying to get cooperation from their children, keep them safe or teach them to behave well.

Do any of these bloopers ring a bell?

1. Repeating yourself

If you do this, you are training your kids to become 'parent deaf'. Kids learn more from respectful actions than your repeated words, so speak once – twice at most – then DO something.

2. Shouting to be heard

You will get better results by going below the noise baseline to get their attention rather than raising your voice.

3. Setting limits too late

If you set a limit a few weeks after new object or situation is introduced (e.g. a kid gets a new mobile phone, a teen starts going out at night), you will be seen to be taking away their freedom. It's better to set limits first then loosen them up later.



4. Setting no limits

Boundaries, rules, expectations and standards teach kids what's expected. Boys love them. They also like to push against them, so you need a firm backbone.

5. Failing to follow through

Talk! Threaten! Nag! No way! See point number one above.

6. Making consequences too harsh

"You're grounded for a month, Mr 6-year-old" is a tad harsh and will usually bring resentment, not to mention confusion. Stick to the 3 Rs – respectful, reasonable and related to the behaviour – when setting consequences and you can't go too far wrong.

7. Applying consequences when you, or they, are angry

When anger is in the air kids will become mad at you ... if they listen at all. Calmness makes a huge difference to effectiveness at the point of discipline.

8. Mixing discipline with counselling

Never mix the two as it sends mixed messages. If a child misbehaves manage that situation. If you suspect something negative is going on in their life, then deal with that at a separate time. Keep the two actions separate so they can both be effective.

9. Deferring discipline

Deferring discipline to a child care centre, preschool or school. This is taking the easy way out and teaches kids that you don't have real authority. Have the confidence to be the authority and take a lead.

10. One parent is always the bad guy

This gets wearing. Also it's hard to have fun when you are the tough cop all the time. If you are in a two-parent situation take discipline in turns. If you are parenting solo, bring your parents into the act.

We've all made mistakes when disciplining kids. Tiredness, emotion and lack of skill can get in the way of effective discipline. But part of the evolution and growth of you as a parent involves eradicating some of your old ways, and replacing them with new, more effective, more sophisticated ways of managing yourself and your kids.





Contributions and charges

Voluntary contributions, compulsory charges and approved funding paid by parents and guardians are used to purchase text books, materials and other resources used by students in their everyday classes. Outlined below are the contributions and charges for Ballajura Community College for 2018.

All contributions and charges assist in providing an educational program that meets the requirements of the curriculum and comply with the guidelines issued by the Department of Education and the Education Act.

The College community is appreciative of the financial support given by parents and guardians which enables staff to continue to offer quality educational programs.

1. Year 7 and 8

A voluntary contribution is requested for Year 7 and 8 students of \$235.00 each. A voluntary approved funding request of \$45.00 per student is also requested (Details set out in paragraph 5). Year 7 students at BCC have access to a full secondary program. Eligible families may apply for a uniform allowance and Secondary Assistance Scheme. (See 7a.)

2. Year 9 and 10

A voluntary contribution is requested for Year 9 and 10 students of \$235.00 each. Where students choose extra vocational & recreational courses, compulsory charges apply (high cost course). Compulsory charges for high cost courses are separated from standard voluntary cost on the accounts sent to parents.

As detailed on the account, deposits are required to be paid on high cost courses. Payment of the balance of the compulsory

high cost courses must be made by the end of week 3 Term 1. Students may be reallocated into standard cost courses if compulsory vocational & recreational courses are not paid.

The Access Program in Year 10 is an optional program for which all charges are compulsory. A voluntary approved funding request of \$45.00 per student is also requested (See paragraph 4).

3. Year 11 and 12

Payment for all courses in Year 11 and 12 are mandatory. There is no established maximum as charges depend on the subjects selected by the students. A voluntary approved funding request of \$45.00 per student is also requested (See paragraph 4).

4. Approved Funding Request

The Ballajura Community College School Council has endorsed a voluntary Approved Funding request of \$45.00 per student to cover items not included by the voluntary contributions or compulsory charges.

The funding request covers printing and copying to the value of \$20.00 per student, contribution to the grounds improvement and improved printer availability (\$15.00) and communication & information to parents (\$10.00). Where students exceed the printing cost of \$20.00, additional charges apply.

5. College Board Donation

The College also collects a voluntary donation of \$40.00 per family on behalf of the College Board. This amount is passed directly to the College and is in lieu of fundraising activities.

6. Government Assistance

a. Secondary Assistance Scheme

The WA Dept of Education provides an allowance to assist eligible families. The allowance consists of two components: \$115.00 Clothing Allowance paid directly to the parent/guardian or the school; \$235.00 Educational Program Allowance paid directly to the school. Application is made by parents or guardians of students enrolled in Years 7 to 12 up to and including the year the student turns 17.

Parents/guardians must hold one of the following from Centrelink:

- Pensioner Concession Card (Blue card only);
- Health Care Card (Family card only); or
- Pensioner Concession Card from the Department of Veterans' Affairs.

Cards held must be current in first term. Applications close on the last day of Term 1. Applications must be in person, and forms are available from Administration Office at the College. Any application received after this date will not be accepted.

b. Abstudy Fees Allowance Supplement

Assistance for secondary school Aboriginal students may be available to supplement the Abstudy payments.

c. Youth Allowance

Some students who turn 17 in 2018 may be able to access the Youth Allowance via Centrelink.

7. Payment of Contributions and Charges

a. How and when

Payments can be made at any time at the Main Administration Office during normal working hours (8.00am – 4.00pm).

Payments can be made via the Qkr (pronounced Quicker) payment system either through your computer/laptop, (see next page), or visit <https://qkr.mastercard.com/store/#/home> or via the Qkr app on your smartphone/tablet.

Payments can be made by mail or paid in person by cheque, cash, Eftpos or credit card. (We accept Visa and MasterCard). Credit card payments can be made by phone and direct debit facilities are available.

b. Payment Arrangements

Some families may not be in a position to pay contributions and charges all at one time. The Manager, Corporate Services will assist in formulating a payment plan to suit each family. Please do not hesitate to contact the College if you have any queries regarding contributions and charges.

Cheryl Townsend, Principal

Please Note: All information and government allowances stated herein were correct at the time of printing this document.

For quicker, hassle-free school payments, try *Qkr!* today



Introducing *Qkr!* (pronounced 'quicker') by MasterCard: the easy-to-use phone app that gives you the flexibility to place orders at a time and place that suits you. *Qkr!*:

- Saves you time by letting you order and pay for school items directly from your phone;
- Reduces the need for your child to bring cash to school;
- Reduces the time school staff spend on administrative tasks



Getting started is easy - try it yourself today

Step 1 Download *Qkr!*

on your Android phone or iPhone. iPad users can download iPhone app



Step 2 Register

Select your Country of Residence as 'Australia' and follow the steps to register

Step 3 Find our school

Scan the QR code or search for our school name. Our school will also appear in "Locations Nearby" if you are within 4kms of the school

Step 4 Register your children

When first accessing your school menu, you will be prompted to register your child. This allows you to make school orders on their behalf.

Scan QR code provided by your school



Or search for our school name

If within 4kms of the school, you can select from "Locations Nearby"



BALCC

Now you're ready to order directly from your phone...



Manage your children's details



add your child's details and photo



tap to add another child

tap the student card to edit details on that child



tap to show Manage Children option

Purchase school items



Add multiple payment cards



tap to change funding source



Pay with any scheme credit, debit or pre-paid card accepted by the school. At checkout, you can select from any of your registered cards.



Add up to five cards to your Qkr! account



Please send your comments or suggestions on how the Qkr! service could be improved to the school office.



Creating the future together

Respect • Equity • Achievement • Care • Health