

Ballajura Community College

# PARENT GUIDE





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## A word from the Principal

Welcome to 2019 at Ballajura Community College. As the Relieving Principal of our College, I am delighted to endorse this guide that is provided for 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.

*Bruno Pileggi*





## 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.

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.

**Ballajura Community College is dedicated to the REACH matrix:**

### Respect

We earn respect for ourselves and others through our actions.

### Equity

We demonstrate equity and provide opportunities for everyone.

### Achievement

We demonstrate achievement by always doing our best.

### Care

We show that we care by being kind and supportive.

### Health

We acknowledge the importance of physical and mental health.



## Important dates for 2019

### Term Dates:

Term 1	Monday February 4	Friday April 12
Term 2	Tuesday April 30	Friday July 5
Term 3	Tuesday July 23	Friday September 23
Term 4	Tuesday October 14	Thursday December 19

### School Development Days:

Thursday January 31 and Friday February 1  
Monday April 29  
Monday July 22  
Monday October 14  
Friday December 20

### Parent Reporting Days:

Wednesday March 27  
Wednesday July 3

### Public Holidays:

Monday March 4  
Friday April 19  
Monday April 22  
Thursday April 25  
Monday June 3  
Monday September 30

### 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](mailto: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](http://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

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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;
- 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.

## Our College

Ballajura Community College has entrances from both Illawarra Crescent and Cassowary Drive. Our main administration office is located on Illawarra Crescent with a smaller office located near Cassowary Drive.

The College focusses on developing each student in their adolescent years. Year 7s have their own separate area to support their transition to the secondary school environment.

The LINKS program provides an alternative structure for some Year 7 and Year 8 students, providing more specialised support and assistance.

The ACCESS program provides an alternative structure for some Year 9 and 10 students, providing additional support and pastoral care which can extend through to Years 11 and 12.

There are dedicated teaching areas for Mathematics, English, Languages, Science, Humanities and Social Sciences and purpose built facilities for Technologies, Health and Physical Education, Education Support and The Arts.







Student Services and Vocational Education and Training have their own offices, easily accessible for both staff and students.

Our homeroom teachers are drawn from a range of subject areas and provide a complete pastoral care environment. We are committed to a safe and caring College experience with the emphasis on a strongly supportive environment which encourages students to see links across the learning areas. As they progress, students have contact with greater specialisation in their curriculum.

Senior students are offered a suite of quality pathways. Year 10 courses provide greater

specialisation in each Learning Area and are similar in structure to the courses offered in 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.

## Academic courses

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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 is available, based on subject prerequisites and performance in Year 7 – 10 courses, delivered fostering an adult ethos.

*\* Australian Tertiary Admission Rank*

### 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.)

### 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.

# Vocational courses

## 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. It provides students with direct entry pathways to pre-apprenticeships, school-based apprenticeships or traineeships and direct employment opportunities and delivers training in the industry areas of:

- 52824WA Certificate II in Building and Construction
- SIT20316 Certificate II in Hospitality

## Auspicing arrangements

The College also delivers the following vocational courses through auspicing arrangements with other RTOs:

- |   |                            |
|---|----------------------------|
| CHC20112 Certificate II in Community Services (Childcare focus) | YMCA                       |
| SHB20116 Certificate II in Retail Cosmetics                     | Vetis Consulting           |
| MEM20413 Certificate II in Engineering Pathways                 | Vetis Consulting           |
| CUA20715 Certificate II in Visual Arts - Practical Design       | North Metropolitan TAFE    |
| COSAMP Certificate III in Music                                 | College of Sound and Music |
| SIS20513 Certificate II in Sports Coaching                      | YMCA                       |
| BSB20115 Certificate II in Business                             | Skills Strategies          |
| SIT201316 Certificate II in Hospitality                         | HGT                        |

## Registered Training Organisation

As a Registered Training Organisation (RTO code 51258) the College delivers nationally accredited courses in Year 11 and 12 including:

- SIT20316 Certificate II in Hospitality
- CUA20715 Certificate II in Visual Arts - Photography
- 52824WA Certificate II in Building and Construction (Pathway-Trades)

## 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 an additional 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

# College Values and Code of Conduct

The College Values and Code of Conduct were developed through consultation with students, staff, parents and community members. They define expected behaviours for the College community and reflect the culture of the College.

Values	Description	Key Expectations
<b>Respect</b>	We earn respect for ourselves and others through our actions	We: <ul style="list-style-type: none"> <li>• Greet people appropriately</li> <li>• Use respectful language</li> <li>• Create a positive learning environment</li> </ul>
<b>Equity</b>	We demonstrate equity and provide opportunities for everyone	We: <ul style="list-style-type: none"> <li>• Recognise, respect and embrace individual differences</li> <li>• Engage in experiences to learn with and about others</li> <li>• Provide opportunities and educational and vocational pathways for success</li> </ul>
<b>Achievement</b>	We demonstrate achievement by always doing our best	We: <ul style="list-style-type: none"> <li>Expect everyone to do their best</li> <li>Cater for everyone's needs, interests and abilities</li> <li>Reflect on performance and plan for improvement</li> <li>Recognise and celebrate achievement and success</li> </ul>
<b>Care</b>	We show that we care by being kind and supportive	We: <ul style="list-style-type: none"> <li>Actively listen and provide support</li> <li>Solve conflicts calmly</li> <li>Take pride in our environment</li> </ul>
<b>Health</b>	We acknowledge the importance of physical and mental health	We: <ul style="list-style-type: none"> <li>Educate ourselves to optimise physical and mental health and wellbeing</li> <li>Participate in programs and activities to improve our physical and mental health</li> <li>Seek assistance when necessary</li> </ul>

The implementation of the College Code of Conduct is supported by the Positive Behaviour Support (PBS) team. The purpose of the PBS team is to establish and implement explicit whole school practice that has a common and consistent approach to positive behaviour, social skills and expectations for achievement in a safe and supportive learning environment.

# Good Standing Policy

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## 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 five 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.



# Assessment and Reporting Policy Year 7–12

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## Introduction

The following guidelines have been developed so that students, parents and teachers are aware of their responsibilities in the assessment process. The application of the Assessment Policy and guidelines may vary according to a specific Learning Area context. Students and parents will be advised well in advance of any amendments. The outcomes which students may derive from their studies will be determined in a manner that is procedurally fair.

### 1. Overview

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties
- providing feedback to students
- adjusting programs
- developing subsequent learning programs
- making judgements of student achievement in relation to expected standards
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid, educative, explicit and reliable.

### 2. Assessment Guidelines

Teachers at Ballajura Community College collect a range of information on students to make accurate and reliable judgements about their skills and understandings, these may include formal tests, assignments, practical work or anecdotal information. All assessments are carried out under specified conditions that are substantially the same for all students, ensuring the authentication of student work. Students with special needs are catered for in appropriate ways and in accordance with School Curriculum and Standards Authority guidelines. Senior

secondary schooling assessment has mandatory guidelines set by the School Curriculum & Standards Authority and for Years 7 – 10 by the Western Australian Curriculum and Assessment Outline. A subject/course unit outline (including task deadlines) and assessment outline must be provided to all students (Years 7 – 12) at the start of the learning program.

### 3. Student Responsibilities

It is the student's responsibility to:

- complete all subject/course/learning area requirements by the due date
- maintain a folio of evidence for each subject/course/learning area studied and to make it available whenever required
- maintain a good record of attendance, conduct and progress (a student who is absent for five periods/days or more per term is deemed to be at risk)
- initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment
- complete any missed work that occurred as a result of their absence.



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## 4. Staff Responsibilities

It is the responsibility of the teaching staff to:

- develop a teaching/learning program that meets Schools Curriculum & Standards Authority/Western Australian Curriculum and Assessment Outline requirements and guidelines
- provide students with a subject/course outline and assessment outline at the start of the subject/course
- ensure that assessments are fair, valid, educative, explicit and reliable
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievement and assessment
- meet school and external timelines for assessment and reporting
- participate in moderation processes at the College and/or Schools Curriculum & Standards Authority
- inform students and parents of academic progress as appropriate.
- Ensure all students have the opportunity to complete scheduled assessment tasks in class time.
- Modify assessment tasks where students are known to have learning difficulty.

## 5. Missed Assessment Work Due to Absence From Class

### General

If a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, or unit assessment requirements not being met.

### Scheduled assessment tasks (including tests and examinations)

Absence from a scheduled assessment task must be explained by one of the following:

- telephone call, letter or email from parent/guardian.
- medical certificate (for prolonged absences or where a student is repeatedly absent for an assessment task)
- If a student is absent on a day when an assessment is scheduled, the student will be required to complete the assessment, during the following lesson, or as required by the classroom teacher. Satisfactory explanation of the absence may enable the student to complete that assessment task, or a similar task, and gain credit.
- The College must be notified in advance by their parent if a student knows they are going to miss a scheduled assessment.
- In cases where a student is unable to attend to complete a scheduled assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task in an alternative venue.

### Submitting assessment tasks (including assignments and projects)

If a student is absent on the due date for submission of an assessment item, it is the responsibility of the student to make arrangements for submission on or before the due date.



# Assessment and Reporting Policy Year 7–12

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## Unsatisfactory explanation

Where there is no satisfactory explanation of an absence from a scheduled assessment task, or alternative arrangements cannot be made for the submission of an assessment task, unit assessment requirements may not be met. The student and parent/guardian will be informed, and the school may use its discretion in determining an appropriate strategy which could address the issue. Non-completion and/or late submission of assessment requirements will result in consequences that may include:

- a scaled reduction of the mark (e.g. based on number of days late)
- a maximum mark of 50% for work submitted more than 5 school days after the due date
- a mark of zero
- loss of Good Standing (refer to Good Standing Policy)

## Acceptable explanation

Where the reasons for non-completion are acceptable to the school (e.g. prolonged illness, serious personal circumstances, etc.) then the following assessment strategies may apply:

- providing an alternative assessment task
- extension of time
- estimating performance based on previous performance

Parents/guardians will be notified if the student is deemed to be at risk of receiving a significantly lower grade than expected as a result of non-completion or late submission of work.

## Extensions

Generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, teachers may make their judgement on the evidence available by the deadline. Application for an extension must be

submitted in writing, before the due date of submission, and signed by a parent/guardian. Extensions may be given at the discretion of a teacher in cases of illness or significant personal problems. If a student does not apply and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

## Prolonged absence

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support to the student's learning program. Parents should enrol their child in the School of Isolated and Distance Education (SIDE) for periods of three or more months.

## Absence due to family holiday

In line with Department of Education guidelines, the Principal does not authorise holidays during school time due to implications on student learning. Where parents choose to do this, teachers may provide support where possible. Where a student will be absent from scheduled assessments due to family holiday, the student must negotiate to complete and submit the assessment prior to holiday departure, or email the assessment to the teacher by the due date.





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## 6. Changing a Subject/Course (All Subjects/Courses for Year 11 and 12/ Vocational and Recreational Subjects for Year 9 and 10)

Generally, it is not possible to change after the first month, as to do so would place a student at risk of not completing requirements. The school will only consider changes in exceptional circumstances. All changes must have parental approval and changes must be negotiated through the principal or their nominated representative. Where a student changes school during a school year, credit for the completion of work in the same subject/course will be given when the student and/or previous school supplies appropriate evidence (Year 11 & 12).

## 7. Scheduled Assessment Protocols

It is a requirement of the College that students follow test conditions when sitting a scheduled in-class assessment. Mobile phones and electronic devices are to be stored in the students' bag and placed at the front/rear of the classroom, as directed by the classroom teacher. Students are expected to remain silent and not to leave the classroom during the assessment. Only clear water filled bottles and items specified by the classroom teacher will be allowed during the assessment. The classroom teacher will inform students when additional or alternate requirements apply, particularly in subject areas that include practical components.

## 8. Cheating, Collusion and Plagiarism

All work in each individual assessment task must be the work of the student. All students will be made aware of this at the start of year explaining the concept of plagiarism and the consequences associated with the practice. Students are not permitted to submit for marking, as original, any work which contains:

- Identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- Identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.
- Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).
- If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Department (HOD) / Teacher-In-Charge. As part of this process, the student and parent/guardian will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised the following procedure will be undertaken:

1. Identify the evidence of plagiarism.
2. Investigation with HOD and student.
3. Contact parents.
4. Discussion with student about consequences.

If the student is proven to have cheated, colluded or plagiarised, for reasons that are not acceptable to the school, e.g. blatant downloading of essays; copying another student's work, a consequent marks reduction will apply. Consequences for students may include:

- A mark of zero for entire assessment
- Scaled reduction of the mark for entire assessment.
- A mark of zero or reduction of mark for a particular section of the assessment
- Alternative assessment.
- Re-submitting of task to a maximum reduced mark. E.g. student may only resubmitting the assessment.

## Assessment and Reporting Policy Year 7–12

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Departments, in line with BCC Policy for Plagiarism, will decide on consequences, taking into account extenuating circumstances such as prolonged illness, nature of plagiarism; serious personal circumstances.

### 9. State and National Assessments

National Assessment Program – Literacy and Numeracy (NAPLAN Online)

Students in Year 7 and 9 are required to sit NAPLAN Online tests in Reading, Writing, Numeracy and Language Conventions (spelling, grammar and punctuation.) These assessments are held nationwide and take place in the second full week in May every year. All students who participate in the NAPLAN Online tests will receive an individual report of their results and will accompany their Semester Two school report.

#### Online Literacy and Numeracy Assessments (OLNA)

As an essential requirement of Western Australian Certificate of Education (WACE) achievement, all students are required to achieve a minimum standard of literacy and numeracy. This standard can be met by achieving Band 8 or above in NAPLAN Reading, Writing and Numeracy tests in Year 9, or through successful completion of the Online Literacy and Numeracy Assessments (OLNA). Students have the opportunity to participate in these tests in March and September each year through years 10, 11 and 12 until they are successful in all three assessments. Parents will be informed of their child’s progress in the OLNA in Term 4 of each year.

Note: Students who have not achieved the literacy and/or numeracy standard through NAPLAN performance, and did not sit each OLNA test in Year 10, are not eligible to study corresponding Foundation Courses in Year 11.

### Externally Set Task (EST)

The EST is a written assessment task which is developed by the School Curriculum and Standards Authority and is designed to be completed within 50 minutes. It is included in the assessment schedule of the Year 12 General and Foundation syllabuses as a separate assessment with a weighting of 15% for the pair of units. All students that are enrolled in a General Year 12 and/or Foundation Year 12 Course are required to complete the EST. If a student is enrolled in more than one general and/or foundation course, they will be required to undertake an EST for each course. The school will administer the ESTs during Weeks 4, 5 and 6 in Term 2 under standard test conditions. Students undertaking a Music course will not be required to have audio files. Students undertaking Mathematics Essentials are still permitted to take in one page of notes.

### 10. Examinations

#### Regulations

When attending examinations, students must adhere to the regulations for that examination. Details of regulations will be issued with the examination timetable. Infringement of regulations will result in an appropriate penalty.

#### Attendance (Year 11 and 12)

Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the principal and/or delegate (Year 11 and 12) before the examination date. Participating in family holidays may not be accepted as an exceptional circumstance.

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## 11. Students Requiring Special Consideration

The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with Schools Curriculum & Standards Authority/ NAPLAN/OLNA guidelines.

## 12. Assessing Student Achievement

Student achievement will be assessed according to the requirements as directed through the:

- Western Australian Curriculum and Assessment Outline;
- WACE Manual (Years 10 -12); and/or
- Documented industry specific standards for the VET course (Years 10 -12)

### Students at Risk

Provision is made in the Western Australian Curriculum and Assessment Outline where after considering the best interests of a student's development and self-esteem, in consultation with parents the A-E grades may be replaced with an alternative reporting format.

## 13. Reporting

Students will be kept informed of their progress throughout their course. Teachers will assess completed tasks and provide prompt assessment feedback to the student. Parents will be regularly informed about a student's progress. Students and parents/guardians will be informed when it is identified that there is a risk of the student not:

achieving their potential

completing the subject/course requirements and receiving a U or RNM (Year 11 and 12)

meeting WACE requirements (Year 11 & 12).

Student achievement is reported to the School Curriculum & Standards Authority. The Council statistically moderates the school assessment based on the school performance in the external examination. The moderated school assessment appears on the student's record of achievement.



## Attendance and punctuality

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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, call the Main Administration Office on 9262 7777. 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

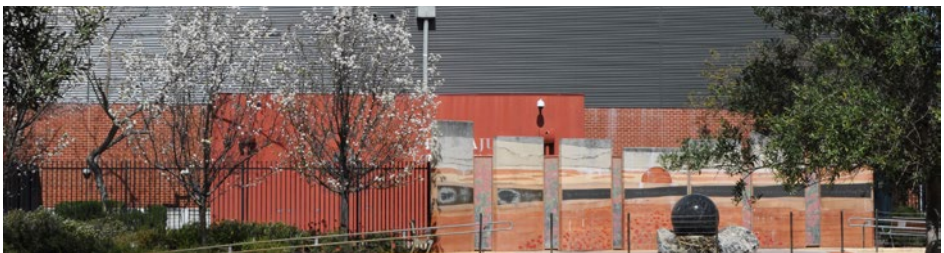
No student is permitted to leave the College grounds without a written note from his/her parent/guardian and signing out at the front office at the designated time. This is essential for accuracy of records. Students are not permitted to attend local shops at lunchtime.

### 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

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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 in class.
- 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 such as iPods, computer games, or large sums of cash 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

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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><b>Tops</b>  Navy blue polo with BCC logo  Authorised leavers' polo shirts (Year 12)  White or navy long sleeved undershirts  <b>Please note</b>, although no longer sold, white and ice blue polos can be worn for the lifetime of the garment.</p>	<p>Polo shirts with non-College logos  T-shirts, tank tops  Long sleeve non-College colour tops</p>
<p><b>Headscarves</b>  Navy blue or white</p>	<p>Non-College coloured headscarves</p>
<p><b>Bottoms</b>  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><b>Winter</b>  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 such as Nike, Puma, Everlast...</p>
<p><b>Footwear</b>  Enclosed footwear is required at all times  Closed shoes or sneakers</p>	<p>No thongs  No sandals  No Ugg boots  No slippers</p>
<p><b>Hats are not allowed in classrooms</b></p>	
<p><b>Physical education</b>  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 Canteen and 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.



## Transport

### 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 students with a drivers 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.

## College publications

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 SZApp for Apple and Android devices.

The **Yearbook** is published and distributed in Term 4 and is a memento of the leavers' cohort final year at the College. It is available to everyone in the College community. Information on ordering and costs are distributed prior to printing.

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

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### Pastoral care

In Years 7–9, the homeroom teacher has the primary responsibility for the care and well being of the students at Ballajura Community College. In Years 10–12 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
- Manager Student Services
- School Psychologist (Counsellor)
- Community Health 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; and physical activities such as kayaking, swimming and martial arts; and
- camps and excursions.

### Library Resource Centres

The College has a Resource Centre on each campus. The university style building on the Cassowary side 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 at lunchtime in the Resource Centre on the Illawarra side of the College.

# Guidelines for supporting your child at school

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## 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 Secondary School.

## 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 students in Years 7 – 9 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.



# Supporting your child with numeracy

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## 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

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## 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’

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**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.

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*“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’

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## 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](http://raisingchildren.net.au/articles/resilience_teenagers.html)





## Helplines for students at risk

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

## Helpful websites

<b>Bullying</b>	<a href="https://bullyingnoway.com.au">https://bullyingnoway.com.au</a>
<b>Depression</b>	<a href="http://youthbeyondblue.com">http://youthbeyondblue.com</a>
<b>Domestic violence</b>	<a href="https://woah.org.au">https://woah.org.au</a>
<b>Drugs and alcohol</b>	<a href="https://positivechoices.org.au">https://positivechoices.org.au</a>
<b>Mental health issues</b>	<a href="https://au.reachout.com">https://au.reachout.com</a>
	<a href="https://eheadspace.org.au">https://eheadspace.org.au</a>
<b>Sexual health</b>	<a href="https://www.getthefacts.health.wa.gov.au">https://www.getthefacts.health.wa.gov.au</a>

## Ten common discipline mistakes by *Michael Grose*

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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.



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#### 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 2019.

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 and 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.

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## 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 2019 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.

*Bruno Pileggi, Principal*

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



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- See your receipts on the app and get them sent by email if required.



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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

Our school will appear in 'Nearby Locations' if you're within 10km's of the school, or search for our school by name.

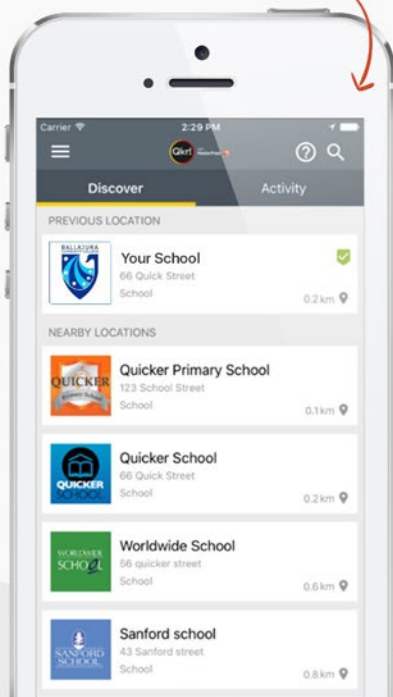
### Step 4 Register your children

When first accessing our school you will be prompted to add a student profile for your child. This allows you to make orders and payments for them.

Search for our school name

If you have made a purchase you can select our school from 'Previous Location'

If you're within 10 kms of the school, you can select our school from 'Nearby Locations'

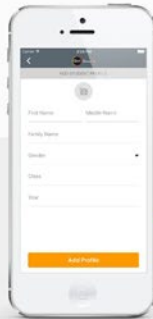


## Add your children's details in Student Profiles

Select  
'Add student profile'



Add each  
child's details

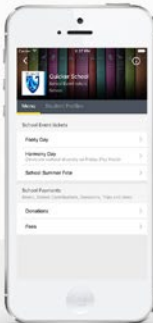


Manage each  
child's details in  
Student Profiles



## Purchase school items

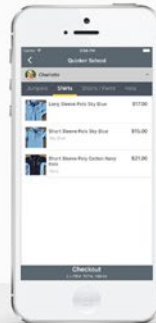
Select a menu  
from our school



Select child  
you are  
ordering for



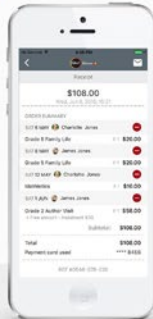
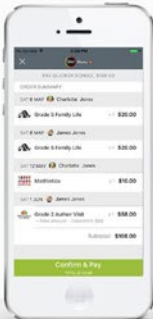
Select your items



Tap 'Checkout'  
then confirm and pay

## Making payments

Add up to 5 cards to your wallet



At checkout select which card to  
pay with.

Pay with any cards accepted  
by the school.

Once your payment is approved you  
can continue to the home page, or  
view your receipt.



*Creating the future together*

**Respect • Equity • Achievement • Care • Health**