

Verney Road School

Senior Years Information Booklet 2023

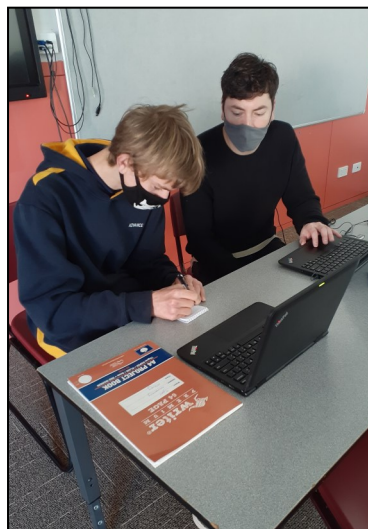


VCAL - The hands on option

Victorian Certificate of Applied Learning

Table of Contents

Senior Years Welcome	Page 3
VPC	Page 4
Assessment & Reporting	Page 5
Allied Health	Page 6
AAC	Page 7
Senior Years Information	Page 8-11
National Disability Insurance Scheme	Page 12
Positive Behaviour School	Page 13
Student Wellbeing	Page 14-17
Additional Information	Page 18 - 20
Buses	Page 21
Bus Code of Conduct	Page 22
Term Activities	Page 23
How can you help?	Page 24



Senior Years

The Senior Years team of Verney Road School would like to welcome you to our unit in 2023.

Angela Buxton is our Principal and Carolyn West and Jesse Whittaker are the Assistant Principals.

Lisa Warren is the Senior Years Unit Leader.

We are fortunate to have teaching staff who are all committed to our Mission Statement:

“Verney Road School in partnership with parents, carers and the community provides the best opportunity for all children to have a meaningful and worthwhile education. We optimise talents and abilities and enhance self esteem and prepare each individual for a purposeful pathway into adulthood.”

Please take time to read through this booklet and see all the great programs we offer our students.

Looking forward to a great 2023



VCAL

Victorian Pathways Certificate (VPC)

The Victorian Certificate of Applied Learning is a 'hands-on'/applied option for students in Years 10, 11 and 12. VCAL has three levels - Foundation, Intermediate and Senior. At Verney Road School we teach VCAL Foundation over 3 years. The applied learning is taught through interest based projects.

VCAL provides practical education and training for young people.

Through hands-on learning, students gain skills and knowledge relevant to work and life in local and global communities. VCAL is administered by the Victorian Curriculum and Assessment Authority (VCAA).

There are four compulsory strands in VCAL:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills.

Students need a high attendance rate to enable them to complete all the required outcomes of VCAL.



School Based Apprenticeship/Traineeship (SBAT)

Students in senior years can participate in the SBAT program **resulting in credit towards their VCAL certificate.**

Students attend the workplace 2 days per week and attend Verney Road School the other 3 days.

Students are employed as School Based Trainees and are paid according to the National part-time training wage.

Trainees are paid a minimum of 7 hours per week and participate in 6 hours of structured training per week.

All training is conducted onsite of the workplace.

Trainees are supervised at all times by a Manager/ Team Leader/Trainer of the workplace.

On successful completion of the traineeship, a

Certificate and Employment reference is provided.

Knowledge obtained from these qualifications can be applied to a range of career paths.



Year 10 Work Ready

Assessment and Reporting

Assessment is the process of collecting evidence about the performance of learners and making a judgement about whether they have met the specified standards. Students are required to demonstrate their knowledge and skill on 3 separate occasions to be deemed competent.

Results are:

C—Competent

N—Not Yet Competent

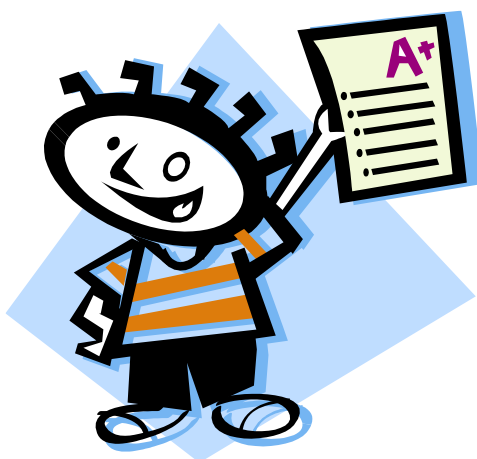
NI—Not Introduced Yet

Teachers prepare a Mid Year and End of Year report on the Outcomes and Certificates taught.

Students who successfully complete all of their VCAL outcomes will receive their VCAL Certificate from the VCAA and those who have not, will receive a Statement of Results that details the areas of study that they have successfully completed. Students will also receive a Statement of Results for the VET certificates undertaken. These will be posted to students by mail.

A Student Support Group (SSG) is formed in Term 1 to formulate 5 priority short term goals which are Specific, Measureable, Attainable, Relevant and Timely (SMART) goals.

Teachers also report on the priority goals in the Mid Year and End of Year reports.



Allied Health

Verney Road School has developed an Allied Health Team. The team comprises a broad range of professionals including occupational therapist, speech pathologist, massage therapist, social worker, family worker and support staff including allied health assistant and Educational Support Staff (ESS).

They work as part of an integrated health and wellbeing team within the school. They focus on providing group-based and individual support, working with teachers and ESS for the provision of specialised services and to improve student's outcomes.

They will also be involved in critical incidents involving student's staff and the school community. This might be when students are in crisis or have change occurring for them at school.

You may see them working in your child's classroom or you may meet them at an SSG or meeting arranged at school.

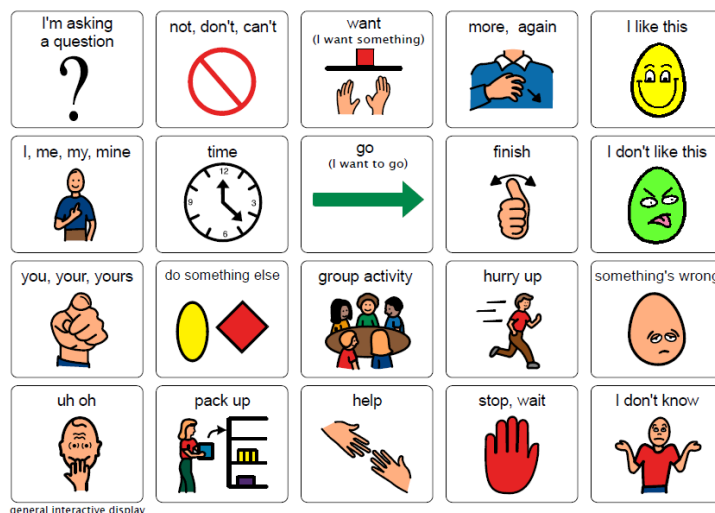
They have goals specifically around improving students experience and outcomes at school; this differs from NDIS therapists your child might see.

The allied health team will work collaboratively with a multidiscipline approach to build partnerships to meet the needs of students and the school particularly with learning goals in mind.



Augmentative and Alternative Communication (AAC)

Across Verney Road School all staff and students are given access and actively use AAC. AAC comes in various forms which are used supplementary to speech. These can include Aided Language Displays (ALD's), Key Word Sign (KWS), Pragmatic Organisation Dynamic Display (PODD) books, Picture symbol cards and choice boards. Staff are also provided with ongoing training and professional learning in AAC. We aim to use AAC to continue making learning accessible and communication easier for all students.



Relationships and Sexuality Education

At Verney Road School we teach Relationships and Sexuality Education through the Family Planning Victoria framework which has been developed for students with an intellectual disability. It acknowledges the right of students to access information and to be supported in developing skills, so that they can make informed decisions about relationships they engage in and their sexual and reproductive health throughout their lives.

The topics included in this resource are:

Early Years: Body awareness, Public and Private, Feelings

Middle Years: Identity, Protective behaviours, Puberty, Conception to birth

Senior Years: Relationships, Sexual decision making, Reproduction

Students Driving To School

Verney Road School has a policy to ensure the safety of all students and staff. Students who obtain their license and wish to drive to school will be given a policy statement and will be required to meet with the principal for agreement terms.



Recreation & Leisure

The Rec. & Leisure program is an opportunity for students to explore different programs within their community. It provides students with the chance to learn with different year levels and builds social and health related skills. Program availability varies from year to year.

Programs include:

- Team games
- Outdoor adventure
- Free Local Interests
- Hair & Beauty
- Gym
- Walking
- Yoga/Mindfulness
- Hydrotherapy
- Art



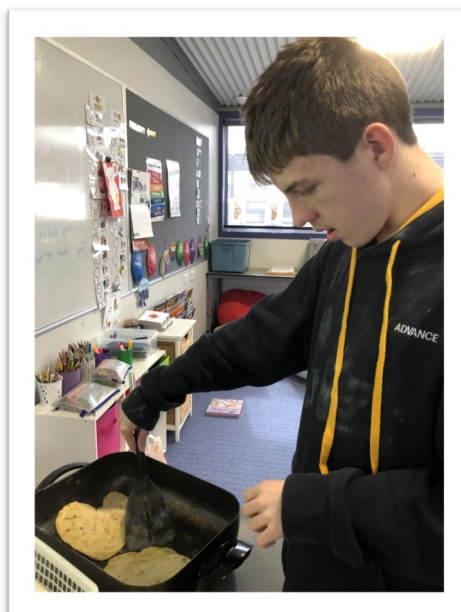
Advance Program

Advance is a school-based program that supports young people to volunteer in their community. It is a partnership between the Office for Youth in Victorian Government Secondary Schools and community organisations.

Through Advance, young people, schools and community organisations develop networks of relationships while achieving shared goals. The program also encourages communities to support and recognise young people's participation and positive roles in society.

The students are given the opportunity to choose who they would like to volunteer with and then the staff assist them to form partnerships. In the past these partnerships have included aged care facilities, Meals on Wheels, Relay For Life, Hydrotherapy assistance and River Connect with Greater Shepparton council.

The Advance Program provides each student with a free Hoodie. If you wish to purchase a second hoodies you can order from "Quality Teams" at 27 Benalla Road Shepparton.



Home Groups

Home Groups are a mixed group of ages and abilities that promote a sense of belonging and foster respect for peers and staff. All senior students are allocated to a home group. Students attend Home Group each morning and afternoon. The Home Group teacher is responsible for communication between school and home, conducting parent/teacher interviews and monitoring the wellbeing of the student.

Students remain with the Home Group through their three years of senior years.

Communication to families is through the Seesaw App. (preferred) communication book/diary or by phone

Communication—Seesaw

The preferred method for communication between school and home is Seesaw.

The school eLearning team will support families in signing up and using the Seesaw application (app) to communicate with and message the school.

Career Action Plans (CAPs)

The Senior Years focus is to develop career pathways for students within their own community. We identify “career” as what you are going to do when you leave school. This will be different for each student and may change throughout their three years in Senior School.

The Career Action Plans (CAPs) assist us to effectively map our students pathways.

The Home Group teacher works with the student throughout their three years in Seniors to form a CAP that will take them into the future.

Transition/Pathways

Year 12 students are involved in the transition program that provides opportunities to experience various post school pathways. Pathway options may include Day Services for example Connect GV or Shepp Access, Supported Employment, Volunteering, further education such as GOTAFE or ACE or main stream employment. The program includes a visit for both students and parents to the facilities and transition days for students to experience the various options. The students are then able to make informed decisions about their post school pathway.

It is important that students and their families make informed decisions about their post school pathways. Pathway options may include Day Services for example Connect GV or Shepp Access, Supported Employment, Volunteering, further education such as GOTAFE or ACE or main stream employment. Students encouraged to investigate options and process in discussions with their teacher and NDIS planner.



and parents are initiate the Home Group

Excursions

Your child's educational program involves regular group excursions. Permission forms will be sent home at the beginning of the year outlining the venues. This should be signed and returned to school. Excursions are an integral part of the school curriculum and all students are required to attend. Excursions that go beyond the local area or are outside the usual school hours will require a separate notice to be sent home for permission. Please ensure that your child has full school uniform and appropriate clothing to suit the weather and venue on that day. .

Debutante Ball

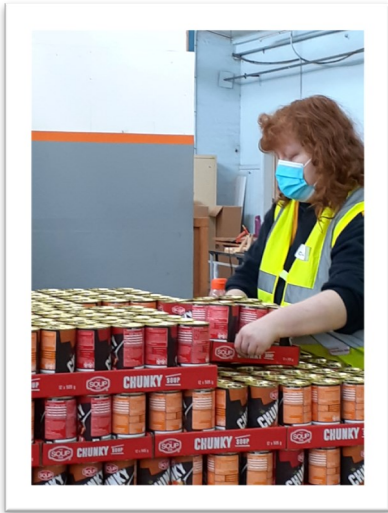
The Verney Road School Deb Ball is a magical evening offered to Year 12 students. The planning is done through a committee and preparations occur at school. Partners from other secondary schools are organised by the dance instructor. We endeavour to keep the costs of the event to a minimum for families.



Work Experience

All Senior Year students participate in Work Experience. We ask parents to support this essential experience. Support can be offered where possible by sourcing appropriate placements, discussing options with your child, encouraging students and transporting your child during the work experience. We are flexible with the structure of work experience so that it can be tailored to suit the placement.

Year 10 students all attend Yooralla, Mooroopna for 1 week of work experience supported by the school staff.



Camps

Camps are an important part of the senior years curriculum. They provide students the opportunity to develop relationships with staff and peers. They provide a safe and supportive environment to develop skills of independence and responsibility. It is important that parents support their child's involvement in camps.

Advance Camp Each year we offer a camp that is highly subsidised through the Camps/Sports/Excursion funding which ensures that all students are able and expected to attend. We rotate the camps on a three year basis so no camp is repeated while a student is in Senior Years.

Year 12 Celebration This camp is held at the end of the year for the Year 12 students to celebrate their schooling life. The Year 12 students choose the activities and menu for the week.

Beijing Camp This camp is currently suspended.





The National **Disability** Insurance Scheme (**NDIS**) is a new method of supporting Australians with a permanent or significant disability, giving them the opportunity to build skills for everyday tasks or to join the workforce and engage with the community.

It is broken down into 3 categories of support these include;

Core supports- A support that enables a participant to complete everyday activities of daily living and enables them to work toward their goals.

Capital Supports- An investment item, such as assistive technology, speech devices, equipment (such as wheelchair or frame) or vehicle modifications.

Capacity Building- A support that enables a participant to build their independence and skills. This includes funding for therapists such as speech, OT and physio.

Pathways for our students have changed considerably since the NDIS has been introduced, when your child finishes school, which will be the year they turn 18 all of their future pathways will require NDIS funding.

Programs such as Shepparton Access, Connect GV and Disability supported employment all now require funding through a person's individual NDIS plan.

It is important to consider all the options available as early as possible, to ensure a smooth transition from formal education into adult learning or employment.

Another important area to be aware of is the date that your child's plan will come up for review. If it is midyear then it is vital that your child finishing school is discussed at that meeting. It becomes challenging to get plans reviewed and changed at a later date, if this is not discussed it can lead to extended periods of time at home with no pathway.

Please do not hesitate to contact me if you have any questions at all, please book an appointment where we can have a deeper look into the options available and ensure that your child has all the supporting evidence they require to achieve the best pathway possible for them.

Danielle Humphreys
Family Engagement Officer

Positive Behaviour Support

What is School Wide Positive Behaviour Support (PBS)?

A School-wide process for developing and teaching appropriate and positive behaviours by *teaching*, *modelling* and *reinforcing* expected behaviour. It is a whole school process for addressing *discipline*, *safety* and *learning outcomes*.

In the past, discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies e.g. reprimands, loss of privileges, suspensions, and expulsions. Research has shown that the implementation of punishment, in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

Located on the next page is our **PBS Matrix of Expectations**; we explicitly teach these behaviors in our programs. Our PBS team have established a sequence of learning in which every class teaches a behavior for a lesson each week.

Implementing PBS improves the school's climate and helps keep students and teachers in safe and productive classrooms by:

- supporting improved behavioral outcomes
- supporting improved academic outcomes
- reducing disciplinary incidents (including suspension and expulsion rates)
- improving attendance rates
- increasing a school's sense of belonging, safety and atmosphere

Our expectations are:

⇒ Be safe
⇒ Be respectful
⇒ Be responsible
⇒ Be a learner.



	Whole School	Classroom	Play Areas	Bus	Toilets	Moving	Community Access
Be Safe	Keep hands & feet to yourself Tell the teacher if something is unsafe Follow directions Walk safely Only eat consumables	Ask permission to leave classroom Carry equipment safely Use furniture properly Follow class rules	Play by the rules Be sun smart Wear shoes Stay in your own yard Use equipment correctly Tell duty teacher if something is unsafe	Travel safe Stay in your seat Leave your seat belt on Use a quiet voice Hands and head inside the bus Walk to the bus	Wash your hands with soap and water Allow for privacy of others	Walk Stop at appropriate points or when asked	Travel safe Stay with group
Be Respectful	Walk quietly Tell the truth Be friendly Accept differences Follow instructions Use polite words Share	Take turns Respect others space Treat yours and others' property carefully	Share space and equipment Respond to yard time music Invite others to join in Cooperate with others	Listen to adults Respect others space Use polite words	Clean up after yourself Use toilets appropriately	Walk quietly past other classrooms Listen to directions	Respect others' space and property
Be Responsible	Tell the teacher if something is unsafe Help others Be responsible for your actions Be a leader	Be neat and tidy Think first Get along Be organised	Care for equipment and gardens Play safe games	Care for the bus Keep track of your belongings	Follow correct bathroom procedures Use toilet during break Report problems	Go directly to destination	Use appropriate social behaviour Look out for each other
Be a Learner	Encourage and support others Listen & participate Ask for help Have a go Show initiative Have confidence	Attend school Give effort Keep trying (persistence) Try new things	Learn new games & activities Learn to solve problems		Return to class as soon as possible Practice correct procedures	Ask for help Learn about the environment	Be aware of signs Learn to travel safe

Shared Expectations

Verney Road School has high expectations of all members of the school community, whilst keeping in mind adaptations required to meet the needs of every individual. These expectations are:

Verney Road School is expected to –

- Offer a school culture that is built around values and expectations of success for all students.
- Offer a curriculum that is founded in inclusive teaching practices to engage all students, based on students' point of need.
- Support accessible educational provision for all students. (ie not all students get the same, all students get what they need.)
- Foster positive relationships with all stakeholders in the educational community.
- Provide appropriate student services to meet the needs of all students.
- Develop and support a challenging curriculum that gives all students the opportunity to experience success and a voice in their learning.

Students at Verney Road School are expected to -

- Fully participate in the school's educational programs.
- Attend regularly
- Display positive behaviours
- Respect the rights of each other, their teachers and parents.

Parents at Verney Road School are expected to –

- Work collaboratively with the school re their child's educational progress.
- Cooperate with the school including regular communication regarding their child's learning and well being.
- Support the school in maintaining a safe and respectful learning environment for all students.

Staff at Verney Road School are expected to –

- Maintain respectful, professional behaviour at all times as per the agreed school Non-Negotiables document
- Know their students deeply and cater for their differences and needs within their teaching practices.

Disability Pension/Tax File Numbers

As students turn 16 years of age they are eligible to apply for a Disability Pension. Students require a Tax File Number (TFN) to apply. Students seeking part-time jobs also require a TFN. TFN needs to be applied for on line.

Our Social Worker can assist you with applying for the Disability Pension.

If parents/guardians make the choice to wait until the student is 18 years old, the student will need to apply for a proof of age card before they can apply for their pension.

Student Welfare

The health and well being of students and staff is a prime consideration at our school. Verney Road School employ a full time social worker, Darren Miles. Please feel free to contact him at school if you have any wellbeing concerns.

Our school has employed a Family Liaison officer, who is available to support families, particularly with the National Disability Insurance Scheme (NDIS).

Breakfast Program

A Breakfast program is offered to all our senior year students between 8:30 and 9:20 each morning in the senior unit. It is up to the individual student if they wish to take part. Food and supervision is provided however students are encouraged to prepare their own breakfast.

Restorative Practice

Verney Road School applies a 'restorative practice' response to misconduct within the school. Restorative practice focuses on repair of relationships, healing of individuals and making things right. Restorative practice refers to a range of interventions that are underpinned by the following understandings;

- Misconduct is a violation of people and understandings
- These violations create obligations and liabilities
- Problem solving focuses on healing and making things right

As well as holding any wrongdoer accountable for their behaviour, restorative practice provides support for those people within the school community affected by the misconduct.

Emergencies

It is essential that current and up to date contact numbers be in the school's records so that you can be immediately contacted in the event of your child becoming ill or injured. For minor ailments, staff will assess whether or not to contact you by phone, otherwise they will write in your child's communication book.

In the case of more serious conditions or injuries, the Principal, in consultation with staff, will contact parents/caregivers and an ambulance if it is necessary.

Students with severe medical conditions which may require urgent attention have an Emergency Management Plan.

Absences

- Parents/caregivers must contact the school to indicate if their child will be or is absent from school. Messages can be left at the office or written in communication books.
- Parents should notify bus staff of their child's absence.
- If your child has a change of plans they need to be communicated by the parent to the teacher.
- Habitual absences will be followed up by our student welfare officer

Habitual unexplained absences are automatically notified to Centrelink and effects Youth Allowance Payment. Youth Allowance requires 85% school attendance per term.

Visits to the school

Parents must enter the school via the office. For security and Occupational Health and Safety reasons we need to know who is in the school. All visitors will be issued with a visitors pass at the office.



Sick Students

It is important that if you are in doubt of the health of your child DO NOT send him/her to school. In settings such as ours, many illnesses spread rapidly and it is your responsibility to consider the health of other students.

If students become unwell during school time the teacher will phone you or your emergency contact to collect your child.

NB. The school does not have the staff or facilities to cater for students who are ill.

Medication

All medication sent to school must be clearly labelled with the child's name, in its original box/bottle and be accompanied by clearly written directions and dosage amounts signed by the parent/caregiver.

Medication Forms are available upon request.

Staff are not able to administer aspirin/paracetamol etc as this is discouraged by the Department of Education *unless approval is provided* through the medication form, signed by the parent/caregiver.

Where administration of medication requires some form of expertise (eg. Rectal Valium) this will only be administered in an emergency by staff who:

- have signed permission from parent/caregiver
- have been trained in the procedure.

If your child has asthma, epilepsy or diabetes you need to complete the provided documentation and management plans.



Term Dates 2023

Term 1: 30th January (students start) to 6th April

Term 2: 24th April to 23rd June

Term 3: 10th July to 15th September

Term 4: 2nd October to 20th December

Lunches

Students need to bring their lunch each day unless notified by the teacher about cooking or outing days. We encourage students to bring healthy food. *Students are not permitted to buy their lunch from the local shop.* Microwaves, sandwich press and kettles are available for students to use. We have filtered cold water available (no soft drinks with or without sugar or energy drinks please). Most Fridays, as part of the Advance program, senior year students cook lunches for the school. Order forms and money need to be returned prior to Friday for catering numbers.

All students eat their snack and lunch in the classroom under the supervision of teachers. Students begin to eat their lunch at 11:30 am so that they have finished eating by 12 noon.

Lunch 11.30 - 12 noon	Yard 12—12:30
Snack 1:35—1:50	Yard 1:50—2:05

Sending Money to School

Please ensure that any money sent to school is enclosed in a sealed envelope with the child's name, amount and purpose written on it.

Mobile Phones

As of January 2020 it has become law that no student is to have a mobile phone with them at school. On arrival to school all mobile phones will be collected into a lockable box and then returned prior to the student leaving school. Should you need to contact your child during school hours please do so through the school office. Exceptions to the law will only be considered due to health or medical reasons and must be approved by the principal.

Please note that Verney Road School does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items.

No student is permitted to carry their mobile phone during school hours.



Property

Please ensure that your child's belongings are clearly labelled, especially items which are likely to be removed, including swimming gear and shoes. If your child brings home someone else's property by mistake, ***please return it to school.*** We discourage students from bringing personal items to school as we cannot guarantee or be responsible for their safety. Lost or broken personal items often result in class disruption and student stress.

Taxi Cards

Some of our regular programs may involve the use of taxis to transport students to and from a venue e.g. hydrotherapy, swimming, excursions, community access, RDA. To ensure that the cost to the school is minimal, all students eligible for Taxi Cards (half fare travel) should carry the card in their wallet or bag daily. The school meets the cost of taxis for program purposes.

Application forms for taxi cards are available at the school.

Hats

Please remember that in Terms One and Four students are required to wear a broad brimmed hat at recess, lunch and during outdoor sporting activities.

Peak caps are not acceptable.

Students without hats are restricted to sitting in the shade.

Students are welcome to leave their hats at school.

Jewellery

For safety reasons, jewellery should be restricted to sleepers or studs and chains worn within clothing.

Uniform

The uniform for Senior Years is a plain navy polo shirt and plain navy/black/grey pants. Students will not be permitted to represent the school in public without their school uniform.

The Advance program will provide one school hoodie for senior year students. Alternative jumpers need to be plain navy.

Shoes should be sturdy, supportive and safe.

As our focus is preparing students for their future post school it is our policy/practice for everyone to dress appropriately for work.



Head Lice

Parents will be asked to sign a form at the beginning of the year which gives staff permission to use the 'dry checking' method to regularly check for head lice.

Under some circumstances students may be treated at school with parent permission.

If head lice are found a note will be sent to the family of the child and the child may return to school when treatment has commenced.

Parents and carers of other children in the affected child's group will be notified via the communication book.

Hair

We require that long hair be tied back for health reasons.

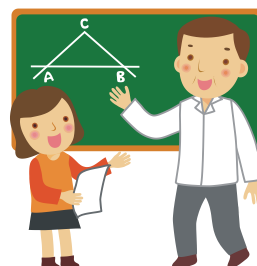
Piercing

Due to Occupation Health & Safety students are strongly discouraged from any piercings other than their ears.

School Hours

Students are at school from 9am to 3pm.

Home Group	9am-9.30
Session 1	9.30—10.25
Movement Break	
Session 2	10:25—11:30
Lunch	11.30-12 noon
Yard Time	12 noon—12:30
Session 3	12:30 —1:35
Snack	1:35—1:50
Yard Time	1.50—2:05
Session 4	2:05 -2.50
Home Group	2.50-3pm.



It is important that students do not arrive at school before 8.30am as there is no supervision or access to classrooms. If you wish to contact members of staff to discuss issues or concerns please telephone before 9am or after 3pm. Messages can be left with reception and teachers will return calls when a convenient time occurs. Diaries are an alternative and preferred way of communicating with the teachers on a regular basis. We encourage students to utilise their diaries on a daily basis.

Buses

Parents/caregivers Responsibilities.

At the commencement of each term, please read the Bus Code of Conduct (on the following page) with your child.

Staff need to be made aware of the times when students will not be catching the bus home. Students will be sent home on their bus as usual, unless a **note** or **phone call** is received from a parent/carer.

In order for students to access transport services, home and emergency contact numbers and any information regarding special requirements must be provided. Permission must also be given for this information to be forwarded to the bus company management if appropriate. This will be required each year.

It is also required that the parent or a responsible adult is at the student's designated stop in the afternoon. If this does not occur, the bus will continue its journey and the service provider will notify the school immediately to arrange an alternative stop.

Parents/caregivers will:

- accompany a student to the bus stop each morning and meet the student in the afternoon unless other arrangements have been negotiated with the school;
- meet their children at the times as advised by the bus timetable;
- notify the school if there is a change to the person meeting the student or if the student will be absent for any period of time; and
- complete and return a bus permission slip to the school to request a change to the student's travel arrangements.

Please don't hesitate to contact the school if you have any concerns about your child when travelling on the bus.



SCHOOL BUS

A school bus Code of Conduct has been developed by local schools and bus companies. The Code of Conduct focuses on the need to maintain and enhance the safety of the bus system, and the responsibility of parents and student travelers to contribute to hazard-free bus travel through the establishment and reinforcement of safe behaviour patterns whilst in transit and at bus stops.

Each school will monitor student school bus behaviour in consultation with the bus operators and will take the necessary action from warnings for minor infringements, to suspension from the bus for more serious offences. Continual student misbehaviour will increase the period of suspension and ultimately the banning from bus travel.

As a condition of bus travel, parents and students (where appropriate) are required to sign a school bus Code of Conduct form.



CODE OF CONDUCT

Safe school bus travel is a whole community concern. The following Code of Conduct for students has been prepared to maintain the state's good safety record.

Students will:

- Behave in an orderly fashion while waiting at a bus stop
- Obey the driver's instructions
- Remain seated for the whole journey
- Talk quietly, and refrain from calling out to passing traffic

On leaving the bus, wait on the same side of the road until the bus has left the bus stop, and if necessary, cross the road only when there is a clear view of the traffic in both directions.

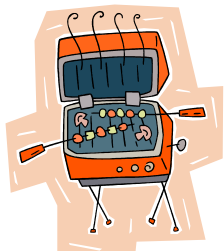
Students will not:

- Distract the attention of the driver by engaging in poor behaviour, such as yelling out or making loud noises
- Harass the driver or any other passenger on the bus
- Fight on the bus or at any bus stop coordination point
- Use foul, abusive or intimidating language
- Vandalise the bus
- Throw litter, or any other object, in or from the bus
- Allow any part of his or her body to protrude from the bus
- Smoke on the bus
- Use or take on the bus, any alcohol or illegal drugs or hazardous items
- Play on the roadway
- Approach a bus until it has completely stopped
- Attempt to board or leave a moving bus.

Schedule of Events

Term 1

- Family Barbeque
- SSG meeting
- Swimming Carnival
- School Captain Induction



Term 2

- Mid Year Reports
- Mothers Day Stall
- Cuppa for Cancer
- Camp



Term 3

- Work Experience
- Parent Teacher Interviews
- NAIDOC Day
- Football/Netball Carnival



Term 4

- Interschool Athletics
- End of Year Reports
- Transition Program
- Graduation
- Work Experience
- Year 12 Camp



How Can You Help?

School Council

School Council is a team whose purpose, above all, is to serve and promote the interests of the students. It is a corporate body of parents, principal, staff and community representatives who share the responsibility of making decisions about curriculum, finance, environment, facilities and community relations.

Elections for school council are held in March each year. Council meets at least eight times during the year.

Parents are encouraged to join school council as this is an excellent way of learning more about the school; meeting staff who are involved with your child and affecting decisions about the educational direction the school might take.

I would be able to assist at school in the following area/s
SCHOOL COUNCIL.

Signed