

# SECONDARY HANDBOOK

PANNAWONICA PRIMARY SCHOOL



**PANNAWONICA**  
Primary School  
*Here we build the future*

1 SPORTS WAY, PANNAWONICA WA 6716  
PH: 08 9134 9100

Welcome to Pannawonica Primary School. The Principal and staff look forward to a long and happy association with you and to working with you to ensure that your child's time here will be enjoyable and rewarding.

This handbook will outline general information regarding the program for students attending Pannawonica Primary School.

## School Motto, Vision & Purpose

### Our Motto

**“HERE WE BUILD THE FUTURE”**

### Our Vision

Our Vision for Pannawonica Primary school is “Ohana”.

### Our Purpose

At Pannawonica Primary School, our Purpose is to make sure that our students, our staff, our parents/caregivers and our community members do not get left behind socially, emotionally, physically, academically, culturally or forgotten.

### Our Priority Areas

At Pannawonica Primary School, we have also identified four priority areas of focus for our school over the course of 2020 to 2022. These four areas will span the life of our Strategic Plan which covers 2020 to 2022. These four areas are:

**Academic**  
**Social & Emotional**  
**Physical**  
**Cultural**



“OHANA means **family** and family means that nobody gets left behind or forgotten.

At Pannawonica Primary School, we are a family and we make sure that, nobody, students, staff, parents/caregivers or community members get left behind, *socially, emotionally, physically, academically, culturally* or forgotten.”

## Welcome From The Principal

Dear Parents/Caregivers

Welcome to Pannawonica Primary School, a school that caters for the needs of all students and ensures that no one is left behind or forgotten. For those of you who are already associated with our school, we look forward to continuing our ongoing relationship as your child moves into Secondary education.

For those who are new to our school, the information contained within this booklet introduces you to what your child's Secondary education looks like at Pannawonica Primary School and is best read in conjunction with our general parent hand booklet.

On behalf of all of our staff at Pannawonica, we look forward to working with you during the course of your association with our school and encourage you to become actively involved in your child's education. If you need any clarification about the information in this book please do not hesitate to ask.

Yours Sincerely

Ben Jamieson  
Principal



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# ABOUT OUR SECONDARY EDUCATION PROGRAM

## Secondary Education at Pannawonica

Students from Year 7 to Year 12 are taught through a blended model of onsite face-to-face teaching, and online learning through the School of Isolated and Distance Education.

To cater for the individual needs of your child, our Secondary students are taught in small, intimate classes. Your child will be placed into either our Year 7/8 Classroom, Year 9/10 Classroom or Year 11/12 Classroom. Each classroom has their own Home Room Teacher.

**Year 7/8 Home Room Teacher - Mr Kyle Main**

**Year 9/10 Home Room Teacher - Ms Claire Stewart**

**Year 11/12 Home Room Supervisor- Mrs Emma Jamieson**

Our school values strong home-school links and open communication. Any concerns related to your child's achievement and wellbeing should be directed to your child's Home Room Teacher. Subject specific enquires can be directed to the relevant academic staff member below:

### 2021 Year 7/8 Secondary Staff

Year 7/8 English	Ms Claire Stewart
Year 7/8 Mathematics	Mr Kyle Main
Year 7/8 Science	Mrs Shannon Martin
Year 7/8 History & Social Science	Ms Claire Stewart
Year 7/8 Art	Ms Carolyn Garratt
Year 7/8 Physical Education	Mr Kyle Main
Year 7/8 Technologies	Taught by SIDE and supervised by Ms Annette Hansen

### 2021 Year 9/10 Secondary Staff

Year 9/10 English	Ms Claire Stewart
Year 9/10 Mathematics	Mr Kyle Main
Year 9/10 Science	Mrs Shannon Martin
Year 9/10 History & Social Science	Ms Claire Stewart
Year 9/10 Art	Ms Carolyn Garratt
Year 9/10 Physical Education	Mr Kyle Main
Year 9/10 Technologies	Taught by SIDE and supervised by Ms Annette Hansen

Year 11 and 12 students are taught through the School of Isolated and Distance Education. These students work from individualised timetables and are supervised in their own learning environment. When required the students can access subject teachers here at school, including Homework Club or ATAR support through the Regional Learning Specialist team.

## School Information

Principal	Ben Jamieson
Deputy Principal - K-Year 4	Vivien Stern
Deputy Principal - Year 5-12	Annette Hansen
Manager Corporate Services	Samantha Sylva Linda Kirkwood
School Officer	Stacy Rutherford
Phone	9134 9100
Email	Pannawonica.PS@education.wa.edu.au

# ACADEMIC

## Assessment Schedule

Your child will be issued with an Assessment Schedule each term which details when assignments, tests and exams are due. Following the completion and grading of your child's work, results will be communicated to parents/caregivers via the Seesaw app.

## Completion of school work

Completion of course work is essential to supporting your child's achievement at school. In order to support your child's learning, should your child not complete set work, the following process will be utilised by all academic staff:

1. In the first instance, the staff member will negotiate with your child an agreed upon time to complete the work e.g. overnight., recess or lunch time
2. If your child still has not completed the work, the staff member will make direct contact with you, explain what needs to be completed and negotiate a timeframe.
3. If your child still has not completed their required work, the staff member will make contact with you to arrange a meeting. For example, an outcome of this meeting may be a study planner which may include your child working through part of their recess and lunch or through Homework Club on a Wednesday.

## Intervention

Aligned with our Secondary Vision of OHANA, our vision is to ensure that our Secondary Students are academically successful.

All Secondary Students across the state are required to meet minimum standards of Literacy and Numeracy. By the end of Year 9, students are expected to achieve Band 8 in Reading, Writing and Numeracy. If they do not achieve this, they are required to sit OLN (Online Literacy & Numeracy Assessment). OLN is first administered in Year 10 and students have multiple opportunities to sit this assessment throughout Year 11 & 12. **It is a requirement that OLN is successfully passed in order for your child to receive their WACE (Western Australian Certificate of Education) at the completion of Year 12.**

To support our students to meet these requirements, Year 7 & 9 NAPLAN data will be utilised by the Deputy Principal to create, in collaboration with the Secondary English and Mathematics teacher, an Individual Plan for your child in Literacy and/or Numeracy if their Year 7 or Year 9 NAPLAN data indicates that they may need to sit OLN. These plans will be incorporated into their English, Mathematics and Independent Study time throughout each week and will be reviewed every five weeks. The plans will include face to face Intervention time in Reading, Writing and Pre-Algebra.

A similar plan will be devised for students who are required to sit OLN.

A weekly Homework Club is also in operation to support students with their learning.

# ACADEMIC

## Extension

Given the small number of Secondary students, your child's individual academic needs will be met within their Subject Classes by our expert teaching team.

Additionally, our Specialist STEM Program provides every child from Year 7-10 STEM-rich learning experiences each week. These sessions are run by our Secondary Science Teacher.

Physical Education opportunities are provided for our students and our newly established Secondary Tri-Interschool Carnival provides high-level competitive opportunities for our Secondary Students.

## Work Experience & VET Course Counselling

All Year 10 students will complete Work Studies through SIDE in Semester One. Following on from this, the Deputy Principal will make contact with Year 10 students to arrange Work Experience opportunities. These will typically take place in Semester 2 of Year 10.

A Work Place plan and relevant document will be developed as per the Department of Education's Policy.

VET & Course Counselling will occur with Year 10 students during Semester Two by the school, in conjunction with SIDE

During this discussion all relevant parties will be involved including the student, parents/caregivers, Home Room Teacher, external providers, the Principal and Regional Office staff as required. From this discussion, VET work placement plans and course selections for Year 11 and 12 will take place.

# ACADEMIC

## Reporting to Parents

As a school, we believe the best outcomes are achieved when strong lines of communication are maintained between the school, parents/caregivers and our students. To that end, staff will regularly communicate your child's achievement to you throughout the year as detailed below:

- Parent/Caregiver Interviews will be held at the end of Term 1 and Term 3.
- Additionally, an interim report will be prepared for parents/caregivers and will be sent home in Week 10 of Term 1 or during the parent/caregiver interview held in Term 1.
- Formal reports will also be prepared during Term 2 and Term 4. The general comment will be completed by the Home Room Teacher
- Teachers will inform parents/caregivers via Seesaw, of their child's achievement as per the Assessment Schedule.

## Note-taking & Personal Organisation

Year 7/8 students will be explicitly taught Cornell Note-Taking and be expected to utilise this approach throughout all subject areas. The explicit teaching of this approach will occur across Semester One.

All Secondary Teachers of Year 7/8 classes will ensure that their students are organising their work, notes etc. in a manner that is effective to promote strong study habits. This includes organisation, presentation e.g. ruling up, dates, titles, use of colours etc.

Year 9 students onwards, are encouraged to utilise this approach but have the option to adapt or adopt an alternative approach.

## Diaries & Seesaw App

Diaries are utilised as a tool for your child to keep track of their work requirements, develop strong study habits and time management. There is no requirement for parents/caregivers to sign diaries.

A Year 7/8, 9/10 and 11/12 Class is set up in our Seesaw App. Home Room and Subject Teachers will communicate through this App. Copies of your child's Assessment Schedule will be made available through the App. Additionally, all teachers can be contacted directly through Seesaw.

Whole-School information, such as the newsletter, is communicated through our Seesaw App.

# **SOCIAL & EMOTIONAL**

## **Home Room**

To support the Social & Emotional needs of your child, all Secondary Students will begin each morning from 8:10am-8:30am with their designated Home Room Teacher as below:

Year 7/8: Mr Kyle Main  
Year 9/10: Ms Claire Stewart  
Year 11/12: Mrs Emma Jamieson

During Home Room, attendance is taken and the Home Room teacher checks in with their students about their timetables for the day. Students are required to check their assessment requirements and schedules for the day.

## **Positive Acknowledgment**

Additionally, your child will have their own Individual Acknowledgement Tokens. Staff members acknowledge students who are demonstrating appropriate behaviours, such as independent study, by signing a token. Each week a token draw occurs where students are acknowledged with a reward.

## **Year 7 Transition**

During Term 1 of Year 7, the /Deputy Principal and Year 7/8 Home Room Teacher will regularly check-in with the Year 7 students and make any necessary arrangements to support their social and emotional needs as part of this transition process.

## **Learning Support**

Like all our students, the school's Learning Support Team will be made available as required. The Learning Support Team can be accessed by the Home Room Teacher through a referral process to the Deputy Principal. Should you have concerns about your child's wellbeing, you are encouraged to speak directly with your child's Home Room Teacher.

## **Behaviour & Engagement**

A High School 5 Step Behaviour Management Plan is displayed in each secondary classroom and a copy of this policy can be found in this booklet.

## **School Camp**

School camps will also be organised every second year. In these camps, our Year 7-10 will travel together to visit Perth or Broome.

SIDE camp are organised for the Year 11 and 12 students twice per year. The first one occurring during Semester 1 for exam support and the second visit for Year 10 –12 at the end of the Year to check in with SIDE teachers and explore University/Study Pathways.

# SECONDARY STAFF CONTACT INFORMATION

## Pannawonica Secondary Staff Contact Information

Ms Carolyn Garratt	Year 7-10 Art	carolyn.garratt2@education.wa.edu.au
Ms Claire Stewart	Year 7-10 English Year 7-10 HASS Year 9-10 Home Room Teacher	claire.stewart@education.wa.edu.au
Mrs Shannon Martin	Year 7-10 Science & STEM	Shannon.martin@education.wa.edu.au
Mr Kyle Main	Year 7-10 Mathematics Year 1-10 Physical Education Year 7-10 Health Year 7/8 Home Room Teacher	kyle.main@education.wa.edu.au
Mrs Emma Jamieson	Year 11-12 Home Room Supervisor	emma.rodgers2@education.wa.edu.au

All Pannawonica Secondary Staff can be contacted through our Seesaw App.

## School of Isolated and Distanced Education Staff Contact Information

Ms Anne Serafini	Pilbara SIDE Coordinator	anne.serafini@education.wa.edu.au
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# Engagement & Behaviour at Pannawonica Primary School Year 7-12

## 5 Step Behaviour Management Plan (Responding to unproductive behaviour)

## Acknowledging Positive Behaviour

### **Step One: Warning** (ie. Name on board)

Praise another student who is close by displaying the correct behaviour. Praise the misbehaving student immediately after appropriate behaviour is displayed.

### **Step Two: Warning** (ie. X Cross next to name)

Reinforce the classroom rules with the student.

### **Step Three:** (ie. XX next to name)

**Cooling off / Isolate in the classroom.** Teacher to discuss ways to solve behaviour with student after 'cool off' period.

### **Step Four: Removal to another class**

Work provided and note for class teacher.  
Classroom teacher may inform parents via note and/or contact parents by telephone.

### **Step Five: Administration involvement**

Parents contacted. Student completes work supplied by teacher and/or Think Sheet.  
**Ensure that office referral form is sent.**

### **Severe Clause: Straight to the office**

*Examples of Severe Clause offences:*  
Physical assault of a student or teacher.  
Verbal abuse of a teacher or student.  
Damage to property.  
Intimidating behaviour.

### ***In the classroom:***

Students from Year 7-12 have their own Individual Acknowledgement Tokens. Each week a student's token is drawn and a reward obtained. They are awarded tokens by subject teachers for demonstrating appropriate behaviours.

Rewards are negotiated with the relevant Home Room Teacher.

Fairness and equity is important to all students, but particularly to adolescents. To that end, it is imperative that tokens are awarded in a consistent and transparent way.

### ***Good Standing:***

Severe breaches of behaviour may result in a student losing their good standing. Students who have lost their good standing will have their privileges removed, such as being banned from school social activities. A plan will be in place for a student to earn back their good standing.

# Talking with my school

Do you want to speak with someone at your school about a particular enquiry or concern?



As a parent or carer you play a vital role in your child's learning. Building a positive relationship between home and school plays an important part in the education of your child. Effective communication is the key to the success of this relationship.

Schools are committed to responding promptly and helpfully to your enquiries, concerns, suggestions and compliments.

Your school also provides information about support services for children with disability, intensive language classes, special programs, and its policies and procedures.

## Where do you start?

Before contacting your school with an enquiry or concern you may want to:

- talk with family and friends to clarify your enquiry/concern
- write down your enquiry/concern
- make a list of all relevant information specific to your enquiry/concern
- take a support person with you if you feel nervous about talking about your enquiry/concern.

The next step is to make an appointment with the most appropriate person at your school.

Alternatively, you can write to the school. Enquiries/concerns received in writing are responded to in writing.

## 1. Discuss your enquiry or concern with the class teacher if it is about your child's:

- academic progress
- general behaviour
- homework
- assessment
- attendance
- social or emotional wellbeing.

In your discussion with the teacher:

- give all relevant information
- discuss all possible outcomes for addressing your enquiry/concern
- settle on an option that can be achieved with input from you, the teacher and your child.

## 2. Discuss your enquiry or concern with the principal if:

- you were not able to achieve a satisfactory arrangement regarding your enquiry/concern with the class teacher
- your enquiry/concern is about the conduct of a teacher or another member of the school staff
- your enquiry/concern is about another aspect of school life that is impacting on your child's education.

The principal will need time to discuss your enquiry/concern with all relevant parties but you can contact the school for progress updates.

Your enquiry/concern will be managed according to established school policy and procedures.

Anonymous enquiries/concerns are only acted on if enough information is provided for the principal to follow-up.



Department of  
Education

### 3. You may contact the regional education office or local education office if:

- your enquiry/concern has not been resolved by your school's principal
- there is a reason for not raising your enquiry/concern with the school directly.

Your school can help you with contact details for the coordinator of regional operations at the regional education office.

### 4. Consideration by the Director General

The next level for consideration of an unresolved enquiry/concern is to write to the Director General of the Department of Education.

You may lodge a written description of your enquiry/concern and the steps you have taken to achieve an outcome. The Director General may appoint someone to review your enquiry/concern.

**Postal address:**  
**Director General**  
**Department of Education**  
**151 Royal Street**  
**EAST PERTH WA 6004**

### 5. Independent review

Your final recourse for your unresolved enquiry/concern is an independent review by the State Ombudsman. The Ombudsman's approach is independent and impartial while observing procedural fairness and strict confidentiality at all times.

**The Ombudsman can be contacted:**  
**T: 9220 7555**  
**T: 1800 117 000 (free for country callers)**

**Postal address:**  
**Ombudsman Western Australia**  
**PO Box Z5386**  
**St Georges Terrace**  
**PERTH WA 6831**

**Office location:**  
**Level 12**  
**44 St Georges Terrace**  
**PERTH**

### Other useful contacts

The Standards and Integrity Directorate at the Department of Education offers general advice on matters related to staff conduct.

**T: 1800 655 985 (free for country callers)**

The Equal Opportunity Commission offers advice about discrimination.

**General enquiries:**  
**T: 9216 3900**  
**T: 1800 198 149 (free for country callers)**

**Office location:**  
**Level 2, Westralia Square**  
**141 St Georges Terrace**  
**PERTH**

**Postal address:**  
**PO Box 7370**  
**Cloisters Square**  
**PERTH WA 6850**

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