

SECONDARY HANDBOOK

PANNAWONICA SCHOOL



PANNAWONICA
SCHOOL

Here we build the future

1 SPORTS WAY, PANNAWONICA WA 6716
PH:08 9134 9400

Revised March 2023

Welcome High School Parents & Caregivers.

Welcome to Pannawonica 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 that your child will work towards a rewarding outcome.

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

School Motto, Vision & Purpose

Our Motto

“HERE WE BUILD THE FUTURE”

Our Vision

Our Vision for Pannawonica school is **“Ohana”**.

Our Purpose

At Pannawonica 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 School, we have also identified four priority areas of focus for our school over the course of 2023 to 2023. These four areas will span the life of our Strategic Plan which covers 2023 to 2025. These four areas are:

Academic
Social & Emotional
Physical
Cultural



Welcome From The Principal

Dear Parents/Caregivers

Welcome to Pannawonica 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 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

Annette Hansen
Principal



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SCHOOL TIMES

	School Opens	School Closes
Monday	8.10am	2.45pm
Tuesday	8.10am	2.45pm
Wednesday	8.10am	1.40pm Early Close
Thursday	8.10am	2.45pm
Friday	8.10am	2.45pm



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 Shaune Hillier

Year 9/10 Home Room Teacher Mr Gareth James

Year 11/12 SIDE Supervisor Mrs Sam Evans

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:

2022 Year 7/8 Secondary Staff

Year 7/8 English	Ms Kylie Warburton
Year 7/8 Mathematics	Mrs Shannon Martin
Year 7/8 Science	Mr Gareth James
Year 7/8 History & Social Science	Mr Shaune Hillier
Year 7/8 Art	Mr Shaune Hillier
Year 7/8 Physical Education	Mr Gareth James
Year 7/8 Technologies	Taught by SIDE and supervised by Sam Evans/Chelsea Rowe

2022 Year 9/10 Secondary Staff

Year 9/10 English	Ms Kylie Warburton
Year 9/10 Mathematics	Mrs Shannon Martin
Year 9/10 Science	Mr Gareth James
Year 9/10 History & Social Science	Mr Shaune Hillier
Year 9/10 Art	Mr Shaune Hillier
Year 9/10 Physical Education	Mr Gareth James
Year 9/10 Technologies	Taught by SIDE and supervised by Sam Evans/Chelsea Rowe

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	Annette Hansen
Deputy Principal-early childhood/primary	Lena Marsh
Deputy Principal-Secondary	Kylie Warburton
Manager Corporate Services	Samantha Sylva
Public Relations Officer	Hollie Desmond
School Officer	Jacinta Eyre & Selima Telfer

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 OLNA (Online Literacy & Numeracy Assessment). OLNA is first administered in Year 10 and students have multiple opportunities to sit this assessment throughout Year 11 & 12. **It is a requirement that OLNA 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 and HOLA 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 OLNA. 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 OLNA.

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 AVID Process and be expected to utilise this approach throughout all subject areas. The explicit teaching of this approach will occur throughout the year. 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.

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 with deadlines. 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, for any subject questions or absences from school

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



ACADEMIC

Homework

Recommended times for homework:

School	Year 7	Year 8	Year 9	Year 10
Homework	30 mins	45 mins	1 hour	1.5 hours
Reading for pleasure	30 mins	30 mins	30 mins	

Teacher responsibilities

Individual subject teachers are responsible for setting appropriate homework, that reflects students' learning goals, and providing a completion date. The amount of homework set reflects the timetable and therefore students will have more homework for subjects such as English and Mathematics compared to Visual Arts and Health and Physical Education. Individual teachers are responsible for checking homework they set and notifying parents/caregivers via Seesaw when homework has not been completed and an appropriate course of action may be determined.

Student responsibilities

It is the students' responsibility to record all homework in their school diary. All homework should be completed to the best of their ability and provided to the teacher on or before the due date. Individual students are responsible for contacting their teacher, before the due date, should they require any assistance or clarification of the task.

Parent/Caregiver Responsibilities

The school encourages a high level of communication between teachers and parents/caregivers. Parents/caregivers are encouraged to check their child's diary and support homework completion. Any feedback or concerns should be directed to individual subject teachers. Further enquiries regarding homework can be directed to the Head of Learning – Secondary.

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 Shaune Hillier
Year 9/10: Mr Gareth James
Year 11/12: Mrs Sam Evans

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

SIDE camps are organised for the Year 11 and 12 students once per year. Year 7-10 Camp occurs once per year—location is subject to change depending on interest and availability.



SECONDARY STAFF CONTACT INFORMATION

Pannawonica Secondary Staff Contact Information

Mrs Shannon Martin	Year 7-10 Mathematics	shannon.martin@education.wa.edu.au
Mr Shaune Hillier	Year 7-10 Art	Shaune.Hillier@education.wa.edu.au
Ms Kylie Warburton	Year 7-10 English	Kylie.potter@education.wa.edu.au
Mr Gareth Jamers	Year 1-10 Physical Education Year 7-10 Health Year 7-10 Science	Gareth.James@education.wa.edu.au
Mrs Sam Evans	Year 11-12 Home Room supervising	sam.evans@education.wa.edu.au

All Pannawonica Secondary Staff can also 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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TERM DATES 2023

	Students Start	Students Finish
First Term	Wednesday 1 February	Thursday 6 April
Second Term	Monday 24 April	Friday 30 June
Third Term	Monday 17 July	Friday 22 September
Fourth Term	Monday 9 October	Thursday 14 December



Please note that there are 6 school development days still to be arranged and that the starting dates for students in each term may change. These dates will be advised once they are decided.

UNIFORMS

Students are encouraged to wear the appropriate school dress at all times. The wearing of the uniform distinguishes our High School students from our Primary School students. Appropriate shoes are to be worn along with a hat, whether it be the school hat or a cap. No hat, no play. School uniforms can be purchased from our P&C Committee who send out a SMS through the school system when their Uniform shop is open, alternatively you can email the P&C on pannapandc@gmail.com to gain an order form.



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5 Step Behaviour Management Plan (Responding to unproductive 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 they do something appropriate.

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 from 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.

Engagement & Behaviour at Pannawonica School **YEAR 7 –12**

Acknowledging Positive Behaviour

In the classroom:

Students in 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 Demonstration appropriate Behaviours.

Good Standing:

Sever breaches of behaviour may result in a student losing their good standing. Students who have lost their

School Communities Working Together

Communication Protocols



In Western Australia, parents and carers, school staff and students share responsibility for public schools providing safe, supportive and productive learning environments.

We achieve this through our relationships, good communication and working together.

Creating positive environments

Our public schools provide positive environments for students to learn and for staff to work.

This is achieved by school staff, parent/carers and students:

- valuing and supporting every member of the school community and appreciating their contributions
- celebrating diversity and individuality; cooperation and acceptance are welcomed and encouraged
- forming positive connections
- creating friendly, supportive and cohesive communities.

Promoting respectful relationships

Every student, staff member and parent/carer has the right to feel safe and be safe at school.

This is achieved by:

- teaching students about respect and appropriate relationships as part of the Western Australian Curriculum and students are expected to maintain positive behaviour in their school community
- principals working with their school community to create positive behaviour models and deal appropriately with students who violate the rights of other students and staff
- parents and carers encouraging, promoting and modelling good behaviour and respect for others at home, school and in their communities.

Together, we make a difference.

Communicating well

School communities thrive on open communication wherein staff, students, and parents and carers have opportunities to share good news, discuss issues and maintain an ongoing dialogue.

Principals and school staff communicate with parents and carers in a variety of inclusive ways that are reflective of the school community. They may provide information in writing and/or speak with parents and carers in person. This will generally occur during the school day.

Parents/carers have opportunities to speak with or write to a member of staff to raise any issue of concern, provide feedback or make suggestions.

Teachers and school staff may not be available to respond immediately, however they will make every effort to respond, generally during school hours, within a reasonable timeframe.

Teaching staff, including principals, are not required to respond to communications outside of their normal working hours.

There is an expectation that communication and all interaction between school staff and parents and carers is mutually respectful.

Verbal and/or physical aggression or threats, offensive language and derogatory comments, whether face to face, over the phone, via email or on social media is unacceptable and will not be tolerated.

School staff are not expected to respond to communication that is unacceptable and these will be referred to the principal or regional office.

Working together

Student learning is strengthened when staff and parents and carers are actively and positively involved in their education.

By working together, we support the health and wellbeing of our students and help them develop resilience and confidence.

Our collective efforts are aimed at providing safe environments for all and promoting respectful relationships.

Role of school staff

School staff play a key role in fostering good relationships with parents and carers.

They do this by:

- welcoming and encouraging parents and carers to participate in their children's education
- communicating information and responding to enquiries in a variety of inclusive ways, reflective of the school community
- maintaining professional relationships that are open, honest and respectful
- valuing every family and respecting their differences
- working with parents and carers to identify and promote the individual needs of their children.

Role of parents and carers

Parents/carers have an important role in helping to create positive learning environments for students.

They do this by:

- treating all members of the school community with respect and dignity
- respecting differences and preferences of others
- supporting school policies and values
- being respectful in their relationships and reinforcing their children's good behaviour
- supporting the activities of their school and getting involved where they are able to
- encouraging their children to respect other students and school staff.

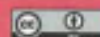
Role of students

Students also play their part so they can have positive learning experiences.

They do this by:

- engaging in classroom activities
- being respectful to and supportive of others
- maintaining positive behaviour.

By everyone playing a part in providing safe, positive learning environments and opportunities for our students, we enable them to be the best they can be.





Let's talk about your concerns

Our schools are committed to providing quality education to all students in a safe, inclusive and caring learning environment. We value working together with parents and carers as partners in their children's education.

Communication between you and your school is an important part of your child's education. You should feel confident that we will listen and respond to your concerns, and work with you to resolve complaints.

Contact your school as soon as you have concerns. Talking to your child's teacher, year coordinator, school administration or principal is the best place to start. Contact the school to arrange an appointment or if you prefer, email, phone or write a letter.

You may be asked to put your concerns in writing if you need to tell us about multiple or complex issues.

Talk to your school's principal if:

- you were not able to achieve a satisfactory outcome with the teacher or staff member
- the matter is about the conduct of a teacher or staff member
- the matter is about something impacting your child's education.

Talk to your school's education regional office if:

- you believe that your concern was not resolved by the school
- the matter is about the conduct of the principal.

You can find a list of education regional offices on our website – education.wa.edu.au/contact

Make an anonymous complaint

You can make a complaint anonymously, however, it may be difficult to resolve the issue if we can't talk to you about details of your complaint.

Access support

Making a complaint can be overwhelming for some people. You can access support by phoning the complaints advice line on 1800 655 985. The Parent Liaison Office is able to provide support by acting as a liaison between schools, education regional offices, central services, parents and carers, and members of the school community. You can contact the Parent Liaison Office for advice at any time during the complaint handling process by email: parentliaison@education.wa.edu.au

How to make a complaint or get more information:



Contact your school or education regional office. Find contact details: education.wa.edu.au/schoolsonline



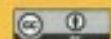
Phone the complaints advice line:
1800 655 985
8:30am to 4:30pm Monday to Friday

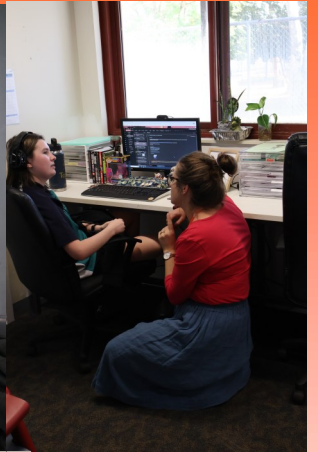


Make a complaint and understand the complaints process:
education.wa.edu.au/complaints

If you are not happy with the handling of your complaint or believe the outcome is unreasonable, then you may wish to request an independent review at any stage throughout the process by contacting the Ombudsman Western Australia – ombudsman.wa.gov.au

If you have concerns, talking to your child's teacher or principal is the best place to start.





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