



ESPERANCE
ANGLICAN COMMUNITY
SCHOOL



Parent Information
Handbook 2019



COUNTRY WEEK

2015 - Netball
2016 - Netball
2017 - Netball

COUNTRY WEEK

2017 - Volleyball

COUNTRY WEEK

2016 - Dance
2017 - Dance

Parent Information Handbook 2019

Administration Contacts

Principal:	Kerr Fulton-Peebles kfulton-peebles@eacs.wa.edu.au
Deputy Principal:	Iain Clark iclark@eacs.wa.edu.au
Assistant Principal:	Lisa Marquis lmarquis@eacs.wa.edu.au
School Office:	Lisa Stokes Michelle Fissioli Renaë Ratcliffe
Phone:	(08) 9083 2444 (08) 9083 2400
Email:	info@eacs.wa.edu.au
Website:	www.eacs.wa.edu.au

Advisory / Year Coordinator Contacts:

Year 07.1	Hillary Macmillan hmacmillan@eacs.wa.edu.au
Year 07.2	Cheryl Bottrell cbottrell@eacs.wa.edu.au
Year 07.3	Tian Dellavodova tdellavedova@eacs.wa.edu.au
Year 08.1	Amelia Green agreen@eacs.wa.edu.au
Year 08.2	Blair Castelli bcastelli@eacs.wa.edu.au
Year 08.3	Shirelea Garvey sgarvey@eacs.wa.edu.au
Year 09.1	Sharelle Walter swalter@eacs.wa.edu.au
Year 09.2	Nicole Harris nharris@eacs.wa.edu.au
Year 09.3	Mandy Abbott aabbott@eacs.wa.edu.au
Year 10.1	Lara Williams lwilliams@eacs.wa.edu.au
Year 10.2	Nat Shipp nshipp@eacs.wa.edu.au
Year Upper.1	Utso Chakraborty uchakraborty@eacs.wa.edu.au
Year Upper.2	Melinda Ford mford@eacs.wa.edu.au
Year 7 Year Coordinator	Hillary Macmillan hmacmillan@eacs.wa.edu.au
Year 8 Year Coordinator	Blair Castelli bcastelli@eacs.wa.edu.au
Year 9 Year Coordinator	Sharelle Walter swalter@eacs.wa.edu.au
Year 10 Year Coordinator	Melinda Ford mford@eacs.wa.edu.au
Year 11-12 Year Coordinator	Cheryl Bottrell cbottrell@eacs.wa.edu.au

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Principal's Welcome

Young people are the future of our community and we expect that they should be prepared for life but in a way that avoids subsuming them under a tyranny of testing just to pass examinations. Every young person has a jewel of talent within them and it is our role to ensure that this is discovered and polished to full brightness. This is so that he or she might achieve in ways undreamt of: we really are a community where genuine education takes place.

On leaving the School, we hope that our young people will have a set of academic qualifications that will give them a choice of direction, a range of interests that will sustain them in life and a set of attributes that will ensure they are valuable members of the communities in which they live and work.

Visitors to the School have often commented on the sense of purpose and harmony that is so apparent. We are immensely proud of the way the students, parents and staff at Esperance Anglican Community School have helped to create a community that embraces individuality while achieving an overall sense of unity. We expect that all our people embrace the fundamental guiding principle that we treat each other as we ourselves would wish to be treated. It is within this context that students are able to seek personal, social, spiritual and academic growth.



P. Kerr Fulton-Peebles
Principal

A brief history

Esperance Anglican Community School (EACS) opened in January 2008, as the ninth school of the Anglican Schools Commission, to provide an alternative private, low-fee option for high-school education in the remote and rural shire of Esperance. There was a strongly held belief - in both the Shire and within the Anglican Schools Commission - that there was a need for such an educational enterprise. Evidence showed there was a supportive population for an Independent School, based on the traditions of the Anglican Church.

After a relatively modest beginning the School has grown rapidly over the last few years and has now stabilised around the 180-student mark. A balanced and realistic ten-year planning process has ensured that facilities have kept pace with the School's growth and it is now equipped with a range of general and specialist learning areas. There are spacious and attractive grounds with ovals, tennis courts and a basketball/netball court. The advent of boarding in 2015, and its subsequent growth, has added an extra, significant dimension to the School's provision.

The curriculum is intentionally broad and balanced with a range of academic and vocational courses open to all, with the advent of the *Big Picture* design enhancing opportunities for learning. There is, deliberately, no early specialisation or selection on to different pathways. The curriculum offerings allow Year 12 students to graduate with a WACE Certificate before they proceed on to university, further training or apprenticeships.

Supporting the curriculum is a strong system of pastoral care founded firmly in the Christian Faith and based on the well-tried house system. This ensures there is a strong sense of community bringing together students, staff, parents, Council members and the local community in a powerful alliance which nurtures the young people within it and supports the School in its endeavours. The local community values the School, takes pride in its achievements and wishes to see it grow and develop.



Mission and Philosophy

“At Esperance Anglican Community School we aim to educate the whole person – in mind, body and spirit – as a unique individual each with their own talents and capabilities.”

The core purpose of the Anglican Schools Commission (Inc.) is to establish and support low-fee Anglican systemic schools which provide a high-quality, inclusive, caring Christian education. The values are:

- **FAITH** Living by Gospel values
- **EXCELLENCE** Pursuing high standards in all things
- **JUSTICE** Demonstrating fairness, compassion and conviction, advocating for the educationally disadvantaged
- **RESPECT** Respecting self, others and our planet
- **INTEGRITY** Acting with honesty and openness
- **DIVERSITY** Promoting social inclusion and celebrating difference

This philosophy provides the strong and secure foundation upon which the mission and goals of Esperance Anglican Community School are built, according to our specific needs.

Houses

In naming our School Houses, we have chosen to honour outstanding Australians with strong ties to W.A. They reflect the core values of our school; academic excellence, high quality opportunities in the arts and sport, and the development of young people of faith, service and integrity.

GOLDSWORTHY



Goldsworthy has been named in honour of Bishop Kay Goldsworthy. This is to recognise Esperance Anglican Community School's commitment to Christian education, and because she embodies the very qualities of faith, service and integrity that we seek to develop in our young people.

Kay Goldsworthy is a bishop of the Anglican Diocese of Perth, Western Australia. She became the first woman to be consecrated as a bishop in the Anglican Church of Australia at St George's Cathedral, Perth on 22 May 2008. Bishop Goldsworthy was previously a School Chaplain and ordained as one of Australia's first female Anglican priests in 1992. The Goldsworthy House colour is purple.

JACKMAN



Jackman has been named in honour of Hugh Jackman. This is to support Esperance Anglican Community School's commitment to co-curricular opportunities and development for our young people in the arts and sport.

Hugh Jackman is an Australian actor and producer who is involved in film, musical theatre, and television. As a philanthropist, Jackman is a long-time proponent of microcredit – the extension of very small loans to prospective entrepreneurs in impoverished countries.

Jackman is a global advisor of the Global Poverty Project and he supports The Art of Elysium and the MPTV Fund Foundation and has also shown keen interest in sports. In high school, he played rugby union and cricket, took part in high jumping and was on the swimming team. He also enjoys basketball and kayaking. Jackman plays the piano, does yoga, and has been a member of the School of Practical Philosophy since 1992. The Jackman House colour is red.

WOOD



Wood has been named in honour of Dr Fiona Wood. This is to affirm Esperance Anglican Community School's commitment to academic excellence.

Dr Fiona Wood, AM was Australian of the Year in 2005 and is Western Australia's only female plastic surgeon. She is head of the Royal Perth Hospital's Burns Unit and the Western Australian Burns Service. In addition, Dr Wood is a Clinical Professor with the School of Paediatrics and Child Health at the University of Western Australia. She has displayed an outstanding commitment to science and medicine. Professor Wood was voted the most-trusted Australian in a poll for three successive years from 2005 to 2007. The Wood House colour is green.

School Fees 2019

Year				
Year 7	1st Child	2nd Child	3rd Child	4th Child
	\$4586.00	\$3898.10	\$3210.20	\$1834.40
Year 8	1st Child	2nd Child	3rd Child	4th Child
	\$4815.00	\$4092.75	\$3370.50	\$1926.00
Years 9 and 10	1st Child	2nd Child	3rd Child	4th Child
	\$5114.00	\$4346.90	\$3579.80	\$2045.60
Year 11 and 12	1st Child	2nd Child	3rd Child	4th Child
	\$5418.00	\$4605.30	\$3792.60	\$2167.20
Day and Boarding	\$21,000.00			

Term Dates 2019

Term 1
<ul style="list-style-type: none"> Monday 4 February (Term 1 commences Year 7) Tuesday 5 February (Term 1 commences Year 8 to12) Monday 4 March (Labour Day holiday – school closed) Friday 12 April (Term 1 concludes)
Term 2
<ul style="list-style-type: none"> Tuesday 30 April (Term 2 commences) Monday 3 June (WA Day – school closed) Friday 5 July (Term 2 concludes)
Term 3
<ul style="list-style-type: none"> Tuesday 23 July (Term 3 commences) Monday 6 August (Mid-term break – school closed) Friday 27 September (Term 3 concludes)
Term 4
<ul style="list-style-type: none"> Monday 14 October (Term 4 commences) Friday 18 October (Esperance Show – school closed) Monday 18 November (Mid-term break – school closed) Thursday 12 December (Term 4 concludes)

General Information

Inclusivity statement

All staff are expected to support the Anglican ethos and core values of our schools. Sexual orientation is not a consideration in the employment of teachers or support staff, nor the enrolling of students in Anglican Schools Commission (ASC) schools. ASC schools are inclusive and diverse school communities which welcome all students, regardless of religion or sexual orientation.

Absences

If a student is going to be absent from school for any reason, a parent/guardian should ring or email the School Office giving as much notice as possible. A note or email of explanation should accompany any child returning to school after a scheduled absence. All absences must be accounted for throughout the year.

If a child is absent for several days, but they are able to do some school work, parents should either contact the School Office or individual class teachers to arrange for work to be uploaded to SEQTA or collected from the front office.

If a parent or guardian needs to take a child out of school for an extended period of time, they must write to the Principal to obtain permission.

Arrival and departure

Any student arriving at school during Advisory 8.40am to 9.10am should proceed straight to their Advisory class. If a child arrives at school after commencement of academic classes (9.10am) they should first sign in at the School Office before proceeding to class.

Students with permission to leave the School grounds during the School day (8.40am to 3pm) must first sign out at the School Office and sign in upon return. Parents should always notify the School when students have appointments during the School day requiring them to be off-campus for any duration of time.

Canteen

Active, growing children and young people require plenty of wholesome food and regular meals. At Esperance Anglican Community School, we believe that we can offer something that will satisfy everyone. We support ethical buying, and we use locally grown, environmentally sustainable food wherever possible. We use as much fresh food as possible, with our menus linked to seasonal produce. We seek to ensure that our suppliers, local and national, are committed to providing best quality and value, with the highest standards of accredited health and safety. We expect them to have procedures covering full traceability of source through the supply chain, with comprehensive food labelling, supplying information on both allergens and nutritional data. The canteen is available to students during both recess and lunch.

Use of Motor Vehicles

Senior students driving motorised vehicles to school must first obtain the necessary permission from the Principal and supply the required documentation to be retained on file in the School office. Once onsite students must give up their car/moped keys to the front office where they will be retained securely until the end of the day. Students not complying with their significant responsibilities of operating a motor vehicle will relinquish their right to be able to drive to school.

Mobile phones

Students may have their phones on their possession whilst in school but mobile phone are to be turned off and NOT used during the School day. Students needing to contact their parents should go to the front office and either use a school landline or use their mobile phone under the supervision of office staff. Students caught using their phones inappropriately will receive a detention strike. Phones will be confiscated and will need to be collected from the School office by a parent or guardian.

Parent-Teacher-Student Correspondence (SEQTA)

Esperance Anglican Community School's interface for managing correspondence between staff, students and parents is called SEQTA. The interface is in the form of portals, which allows the School to share selected information with students and parents.

There are two portals available for students and parents:

- **SEQTA Engage** is for parents
<https://eacs-coneqt-p.site.seqta.com.au>
- **SEQTA Learn** is for students
<https://eacs-coneqt.site.seqta.com.au>

Both portals can be initially accessed via the School website (www.eacs.wa.edu.au) by clicking on the link to SEQTA Students or SEQTA Parents.

Key information pertaining to student progress and achievement can be gleaned via the SEQTA Learn and Engage portals, namely:

- **Assessments:** upcoming and submitted assessments
- **Courses:** curriculum information about the various subjects
- **Dashboard:** summary components of the student (discipline and reward)
- **Direct messages:** Internal messages similar to email for teacher correspondence
- **Documents:** whole school documents to either students or parents
- **Feedback:** Teacher feedback on selected assessments throughout the year
- **Goals:** student set and track goals across timetable periods
- **Notices:** student and school daily notices
- **Portals:** other school endorsed web resources (i.e. camps, productions)
- **Reports:** access to previous academic reports
- **Settings:** personalise your workspace (change your password here)
- **Timetable:** view student timetable information

At the start of each year, or subsequent to enrolment, students and families will be notified of their SEQTA login credentials.

School Calendar

An accurate list of events throughout the year can be found via the home (splash) page of SEQTA Learn and Engage upon logging in. Parents should patronise SEQTA Engage regularly to track their child's progress and achievements as well as to keep informed as to the 'goings on' in the School.

Communication Protocols

Parents are actively encouraged to meet with teachers on a regular basis to discuss aspects of their child's development. The communication channels that parents and students are encouraged to follow relate to administrative, academic and pastoral:

Administrative

School Office > Deputy Principal > Principal

Academic

Subject Teacher > Year Coordinator > Assistant Principal > Principal

Pastoral

Advisory Tutor > Year Coordinator > Deputy Principal > Principal

A detailed explanation of the School's communication protocols along with other important policy documents to ensure the safety and wellbeing of our students can be found on the School's website: www.eacs.wa.edu.au > About > School Policies.

- Enrolment and Attendance Policy
- Employment Policy
- Staff Code of Conduct
- Dispute and Complaint Resolution Policy and Procedures
- Privacy Policy and Procedures
- Communications Protocols
- Good Standing Policy
- Protective Behaviours: Keeping Safe Child Protection Program

Communication Expectations

What parents can expect of the School?

As a staff we are committed to dealing sensitively with issues raised by parents/guardians. We will respond as quickly and confidentially as is practical, where appropriate and necessary. Members of staff will endeavour to return phone calls and/or emails within two working days. Often the incompleteness of information, or the multiple demands on a teacher's time prevents an immediate resolution. In such cases staff will endeavour to provide parents/carers with a courtesy email or phone call to reassure that the matter is in hand. Parents are asked for their patience whilst teachers investigate and follow up on matters.

What does the School expect of parents?

At Esperance Anglican Community School we seek to build positive partnerships with our parents and carers so that they can work with us for the benefit of their children.

As a Christian school, in the Anglican tradition, we believe that a condition of enrolment of students in the School is that parents and carers should conform to the standards of conduct that are expected of staff and students, and which are an implicit part of our Christian principles. These are enshrined in our codes of conduct and policies and further include the following principles, expectations and responsibilities.

- Parents and carers should work with the School in a courteous and cooperative manner to assist students in meeting the academic, behavioural and moral expectations of the School.
- Whilst we encourage an atmosphere of openness and communication in which concerns may be raised, parents and carers may not do so in a manner which is lacking in courtesy or is aggressive, divisive, or based on rumour or personal agendas.
- It is expected that these responsibilities apply to all School-related activities, events and locations and in any form of communication, electronic or physical.



IT and Internet User Agreement

Assessment Feedback

“Effective feedback has the potential to have a profound effect on student achievement – it can double the speed of learning” (Hattie, 2013).

Hattie identified the key qualities of effective feedback, which should be:

- Ongoing • Specific • Timely • Clear • Targeted

Feedback on assessments is done throughout the year and communicated to students and parents via the SEQTA Learn and Engage portals. Effective feedback, as described above, replaces the need for individual subject report comments. Hence strong patronage of the SEQTA portals from both students and parents is of utmost importance.

Reporting

Parents receive formal reports three times throughout the year. Interim Reports are published at the end of Term 1. Semester 1 Reports at the end of Term 2 and Semester 2 Reports at the end of Term 4. Both Interim Reports and Semester 1 Reports should be viewed as progress reports, a barometer of achievement at a point in time. Semester 2 Reports reflect progress and achievement across the year in its entirety.

Parent Teacher meetings provide a valuable opportunity for both parents and students to meet with class teachers to discuss progress and attainment in subject specific domains. These meetings are scheduled during Term 1 for Years 7, 11 and 12 and early in Term 2 for Years 8 to 10. Parent Teacher meetings are integral to the monitoring of student progress and attainment and parents are strongly encouraged to make use of this contact opportunity with staff.

To safeguard the welfare of students using the internet and various electronic devices and platforms there are strict controls and penalties surrounding student internet and technology usage.

Acceptable internet and device use is guided by the following principles:

- Students must behave in an ethical manner when using digital devices, whether school owned or student provided devices (BYOD), to access resources and communicate and interact with others.
- Online behaviour should at all times demonstrate respect for the dignity of each person.
- It is never acceptable to use digital devices to harass, bully or humiliate others.

The School will investigate and take action where Cyberbullying occurs in school and outside of school when it causes significant harm to the relationships between students and/or teachers or is criminal in nature or has the capacity to impact on relationships across the wider school community.

All students and parents are expected to sign the Student Internet and Technology Usage Agreement as part of the application and enrolment process.

Digital resources

Subject Teachers will tap into various digital resources throughout the year to enhance student learning objectives. The only cost to parents is a yearly subscription (approx \$100) to Education Perfect which students will utilise across the four core learning areas of English, Maths, Humanities and Science as well as Italian.

Daily Timetable Structure

A routine day at EACS consists of five one-hour periods with a 30minute Advisory session each morning. This enables Advisory Tutors to check in with the students and establish the right tone for the day. The structure and timing of each day is as follows:

8.40am to 9.10am	Advisory
9.10am to 10.10am	Period 1
10.10am to 11.10am	Period 2
11.10am to 11.30am	Recess
11.30am to 12.30pm	Period 3
12.30pm to 1.00pm	Lunch
1.00pm to 2.00pm	Period 4
2.00pm to 3.00pm	Period 5

Curriculum

We are committed to providing appropriate curriculum and pastoral support that reflects the needs of young people whilst fostering independent learning skills that will equip them for employment and further studies.

Class Sizes

Class sizes are small in nature with 20 to 24 students. Year 11 and 12 courses benefit from smaller class sizes again, allowing for rich and personalised learning experiences.

Years 7 to 10

In Years 7 to 10 students pursue studies in the following programs of study:

- Big Picture
- Christian, Religious and Values Education
- English
- Health and Physical Education
- Humanities and Social Sciences
- Italian (Year 7 and 8 compulsory)
- Mathematics
- Netball Specialist (optional)
- Science
- Tennis Specialist (optional)

In addition, Years 7 and 8 students participate in our taster elective program while Years 9 and 10 students can choose their options.

Elective subjects comprise:

- Aquatics (Year 8 only)
- Childcare (Years 9 and 10 only)
- Dance
- Design and Technologies
- Digital Technologies
- Drama
- Food Science
- Italian (Years 9 and 10 only)
- Music (Year 7 only)
- Physical Recreation (Years 9 and 10 only)
- Visual Arts

Year 11 and 12

Senior secondary students at EACS are offered a variety of Courses, including ATAR, General and Big Picture. VET qualifications are an integral part of each students' learning program who are pursuing a General and/or Big Picture pathway. All pathways are aimed at enabling students to achieve their WACE upon graduation and to provide for meaningful and distinctive post school opportunities which include the entering the workforce, TAFE and further training and university.

WACE Courses delivered at EACS in 2019 include:

- Biology (ATAR)
- Career and Enterprise (GENERAL)
- Chemistry (ATAR)
- Children, Family and Community (GENERAL)
- Computer Science (GENERAL)
- English (ATAR, GENERAL)
- Geography (ATAR)
- Mathematics (ATAR, GENERAL)
- Outdoor Education (GENERAL)
- Physical Education Studies (ATAR, GENERAL)

- Physics (ATAR)
- Psychology (ATAR)
- Workplace Learning (Endorsed Program)
- Visual Arts (ATAR)

VET qualifications facilitated online at EACS in 2019 include:

- Cert III in Business
- Cert III in Early Childhood, Education and Care
- Cert III in Education Support
- Cert III in Fitness
- Cert III in Sport and Recreation
- Cert III in Tourism

Note: The School is supportive of any student sourcing a vocational qualification not listed above that falls under the scope of the Australian Qualifications Framework. Funding arrangements are in place.

Enrichment and Support

Classes are streamed in English and Mathematics across years 7 to 10. Mixed ability classes are supported elsewhere across the curriculum. Smaller class sizes allow for tangible extension and enrichment opportunities for the more academically gifted whilst providing the necessary scaffolding and support for students with literacy and numeracy deficiencies.

Big Picture Education

EACS aims to create a distinct Lower (Years 7 and 8), Middle (Years 9 and 10) and Upper (Years 11 and 12) school experience through the expansion of our Big Picture program, which commenced in 2017. Big Picture is a model for learning that places the student firmly at its core or as the mantra suggests 'One student at a time in a community of learners.' Students commence their Big Picture journey by exploring their passions and interests and then, with guidance from their Advisory Tutor, create a learning plan that sets an agenda for learning, consisting of a series of rich and diverse Personal Interest Projects (PIPs) as well as other Big Picture related activities that align with and are mapped against Western Australian curriculum syllabus.

One of the key distinguishers of Big Picture learning pedagogy is the student undertaking a community Internship. The students spend one or more days per week making their learning real in the community with an adult mentor, who shares the student's passion in their particular interest area. This is a key aspect of Big Picture learning as students build confidence, acquire the necessary skills and progress through the cycle of learning.

In 2018, for the first time, Year 12 Big Picture (non-ATAR) students were accepted into Big Picture affiliated universities around Australia on the quality and substance of their Senior Graduation Portfolio.

Co-curricular - Camps

Years 7 and 8 - Metricup Camp

(Approximate cost \$700)

This annual camp to the heart of Margaret River aims to build a range of skills in leadership, teamwork, communication and confidence. Students stay at the amazing 'Lady Treat Learning and Leadership Centre' owned by St Mary's Anglican Girls School, and from this base explore all that the Margaret River region has to offer in a programme which includes canoeing, caving, climbing and abseiling.

Year 9 - Canberra Camp

(Approximate cost \$2500)

The Year 9 Canberra Camp is an annual trip to Sydney, Canberra and the NSW ski fields, open to all Year 9 students. For many students this is their first time away from home. The experiences are many, with huge benefits to personal growth and development.

There is also an educational focus that concentrates on the birth of our nation, the rise of the Australian national identity and our parliamentary democracy. There's plenty of time for fun, with shopping, a night tour of the Dinosaur Museum, indoor rock climbing, skiing, powerkart racing and laser tag on the agenda.

Years 10 and 11 - Work Experience / Careers Camp

(Approximate cost \$700)

Each year our Years 10 and 11 students are given the opportunity to travel to Perth for a week of work experience and career enrichment. This initiative ensures that EACS students are not disadvantaged as a result of our School's remote and regional status. The focus for each year group is different.

Year 10: Work Experience

The work experience agenda gives all Year 10 students, both locally in Esperance, and those who decide to travel to Perth, the opportunity to explore their career interests. Students can explore potential career prospects or develop a particular passion by networking with a mentor who shares their interests. In addition to improving career prospects, students also benefit from increased independence. They learn to organise their daily work routine, transport logistics, tend to meal preparations and function independently as a young adult in contemporary society.

Year 11: Careers

The careers agenda sees students visit the five Perth universities allowing them the chance to familiarise themselves with each of the campuses and investigate accommodation options. Often this trip coincides with a Careers Expo, with many of the Perth and Great Southern TAFE colleges in attendance. At a time when Year 11 students are beginning to think about post-secondary school pathways and decisions, this is an important opportunity for perspective.



Co-curricular – Activities



Co-curricular activities are an important adjunct to the structure of the School day. In addition to academic learning students have ample opportunity both during the School day and after school to participate in activities and clubs including; Dance Club, Chess Club, Homework Club, Maths HELP Club, Coding Club and UN World Issues Forum.

Co-curricular - Music

Music is an important part of our co-curricular program at EACS. All students undertake compulsory Music in Year 7 as part of their taster electives program. This gives students a great introduction to the structure and design of the music program. Students wishing to continue on their musical journey do so via tuition-based lessons where students have the opportunity to participate in various school bands and ensembles as well as the School choir. Many students also study music into their senior years undertaking practical exams with the Australian Music Examination Board gaining credit towards their WACE in doing so.

Co-curricular – Service Learning

Service to others is a part of the culture at Esperance Anglican Community School. By participating in community service, students gain a practical understanding of their role as a member of the local and global community. They learn that giving of one's time and other resources is a responsibility that we must all assume.

The required hours gradually increase throughout lower and middle school. The minimum expectations of each student is as follows:

- Year 7 - 1 hour per term
- Year 8 - 2 hours per term
- Year 9 - 3 hours per term
- Year 10 - 4 hours per term

There is no minimum expectation placed on students in Years 11 and 12, although students are still encouraged to be active members of our community. However, students in Years 10 to 12 may elect to enroll in the Community Service Endorsed Program, which can count towards their Western Australian Certificate of Education.

Pastoral Care

Child Safe Procedures

All staff, volunteers and council members of Esperance Anglican Community School are required to observe Child-Safe principles and expectations for appropriate behaviour towards, and in the company of, children. It must always be remembered that Esperance Anglican Community School expressly prohibits any form of child abuse, corporal punishment and degrading treatment. Allegations of child abuse in all its forms will be taken seriously and addressed according to legislative requirements.

Chaplaincy

The School is fortunate to have close links with the local Anglican parish: we have benefited from the sharing of expertise, with the priest acting as Chaplain to the School. At the moment there is a vacancy for a parish priest, so we have been without the services of a dedicated chaplain. This has not prevented us from holding weekly services, with a variety of people assisting in the running of these. Staff, students and visiting preachers ensure an appropriate diversity, with morning devotions each day to smaller Advisory groups helping the spiritual growth of our students.

Advisory

Each child is allocated to an Advisory group each year. The Advisory Tutor is a staff member who knows the child well and who develops a strong pastoral connection with the child, maintaining a close interest in their progress throughout the year. They are the first port of call for the child each morning during 30 minutes of dedicated Advisory time. The Advisory Tutor provides the first layer of support in all matters personal, social, emotional, and academic. The Advisory Tutor role is pivotal in the School's pastoral framework.

All students engage in dedicated Pastoral Care program activities during Advisory, including 'Keeping Safe' Child Protection Curriculum (CPC). Advisory time also allows students additional time pursuing Big Picture Personal Interest Projects (PIPS) and individualised learning plan objectives. Weekly assembly and chapel services reinforce key pastoral messages to all students and staff.

School Psychologist

A School Psychologist is available on a fortnightly basis to assist students with a range of personal, social and academic issues. Referrals are via the Teacher and must be endorsed by the parent/guardian prior to the child's first appointment.

Assessment Policy

Course Information

At the commencement of each semester, Teachers will publish a course outline for each learning area on SEQTA, which details the following:

1. An overview of the course content
2. The nature and type of assessments that will be set
3. Details of the assessment timing and weightings

Homework

It is recommended that students fulfil the following homework allocation:

- Year 7:** 45 minutes per night
Year 8: 60 minutes per night
Year 9: 75 minutes per night
Year 10: 90 minutes per night
Year 11: 90 to 120 minutes per night
Year 12: 120+ minutes per night

Students are required to submit homework on time and penalties may be enforced where a reasonable explanation for late work is not provided in the form of an explanatory note from a parent/guardian.

Failure to submit assessments

Students are required to submit assessments by the due date. Where students are unable to do so due to illness or misadventure, an explanatory note must be provided by the parent/guardian to the Teacher who will make a judgment regarding an extension of time. Where no valid or acceptable explanation is provided, students will lose 10% of their mark per day for five days. Beyond that, a mark of zero will be recorded with additional penalties to ensure that outstanding work is still submitted.

Cheating, plagiarism and collusion of any kind is unacceptable behaviour and is dealt with harshly under the terms of the School's Assessment Policy.

Good Standing Policy

Esperance Anglican Community School aims to develop in young people a sense of respect for themselves and others as well as personal and community responsibility. We strive to be a community where each person feels safe, secure and valued. We seek to promote high standards in all that we do through the encouragement of the positive rather than simply punishing wrongdoers. We aim to monitor this through a system of Good Standing.

A student in Good Standing is regarded as having complied with all their implicit obligations, while not being subject to any form of consequence or disciplinary censure. A student of Good Standing has the support of the School to conduct their activities and receive the rights and privileges of the School, which includes attendance on, and involvement with, School excursions, School camps, sport representation and various social and cultural activities.

All students begin each year with their 'Good Standing' in place. Students maintain their Good Standing by meeting the School's expectations across five key focus areas:

- Commitment to learning
- Responsible behaviour
- Uniform standards
- Work readiness
- Service learning

Discipline

Students may lose their Good Standing through unsatisfactory performance in one or more of the five key focus areas identified above. 'Strikes' are the means by which unsatisfactory performance is monitored and recorded in SEQTA. Students who lose Good Standing will be unable to attend any extra-curricular, sporting, social or cultural functions until the status of Good Standing is returned.

Reward

The central aim of the reward programs are to recognise, acknowledge, celebrate and reward endeavour, good behaviour and achievement in both school and community. Good Standing 'Commendations' are the basis by which Good Standing and Aussie of the Month awards are decided. By demonstrating exemplary achievement across the following five focus areas students will be recognised through the Good Standing Awards Certificate Program:

- Academic
- Endeavour
- Community
- Leadership
- Spirit

Upon reaching specific commendation levels (5, 10, 15 and 20 citations) students are rewarded during assembly with a Good Standing presentation, which takes the form of Bronze, Silver, Gold and Principal's Awards.

Bullying Policy

Bullying has no place at Esperance Anglican Community School. Every person at Esperance Anglican Community School has the right to participate fully in the life of the School free from any form of bullying (including cyberbullying) and the School is resolute in its commitment for students, staff and parents to work together to establish a School culture that rejects bullying in all its forms.

How will the School deal with incidents of bullying/cyberbullying?

Bullying is a complex issue that requires a range of strategies to be used including:

- Encouraging all students to be proactive and not support bullying
- Protecting and supporting our students; actively working to help them avoid being bullied
- Assisting students to change inappropriate behaviour
- Working with parents to establish common strategies for behaviour modification
- Applying appropriate sanctions, followed by restorative practices
- Referring cases to appropriate external agencies for ongoing support and counselling where necessary

The issue of bullying is integrated into the curriculum across our School to ensure we as a school are proactive in developing a School culture that we are all proud.



Boarding at EACS

It's important that we create a sense of family and home for our boarding students. Through caring, committed and friendly staff we aim to create an atmosphere that is warm and inclusive, where students feel happy and respected.

Our Team

House Parents and Assistant House Parents - Act as 'parent' figures, overseeing the day-to-day running of the boarding house to create a safe, disciplined and caring environment. House Parents and Assistant House Parents are responsible for the welfare of boarders and boarding house routines.

Tutors - Dedicated resident academic tutors assigned to specific year groups.

House Mother - Plays a pivotal role in the day to day running of the house.

Accommodation

Our boarding house is home for up to 40 students. Boarders will reside in twin or single rooms, all with en-suite bathrooms. Some features of the boarding house include:

- Comfortable accommodation within a warm, friendly environment
- Right in the centre of the School
- Four common room areas with snack-making facilities
- All rooms air-conditioned
- Wireless monitored internet access
- Secure storage for personal belongings
- Close to town

Uniform

EACS is a uniform school and students are expected to adhere to what are very reasonable uniform guidelines and expectations. Parents and students accept that enrolment at Esperance Anglican Community School requires uniforms to be worn appropriately at all times, both within the School and in the community.

A detailed breakdown of summer and winter uniform requirements accompanies the enrolment pack and can be found in the School diary. The Principal is the final arbiter as to what constitutes acceptable standard of dress and grooming.

Hair

- Hair must be tidy and respectable at all times.
- Hair should be no longer than the top of the collar with ears clearly visible and fringes neat and away from the eyes.
- Haircuts are not to be shorter than a number 2 blade.
- Girls' hair longer than the top of the collar must be tied back using navy scrunchies.
- Fringes should be neat and away from the eyes.
- Hair colouring must be consistent (not streaked) and close to natural colour.

Jewellery

The following constitutes the only acceptable jewellery when in school uniform or involved in school activities:

- Necklace with a small cross of religious significance
- Wrist watch
- Medic Alert bracelets/necklaces recommended by a doctor with approval of the Principal
- One set (i.e. pair) of discreet sleepers or studs in lower ear lobe
- Official school badge and other badges presented and/or approved by the School worn in the approved positions
- Items of jewellery not permissible include: rings, bracelets, anklets, pendant earrings, nose studs, necklaces which are not approved for medical or religious reasons

Hats

EACS school hats and caps are compulsory items to be worn at all times throughout the year whilst students are outside. Non-school branded caps are not permitted in school.

Cosmetics / Make-up

The only acceptable cosmetics when in school uniform or involved in school activities are natural or clear nail polish, sun protection products (natural colouring only) and a light foundation to cover skin blemishes. Students applying excessive makeup will be sent to the office to have it removed.

School Bags

Only regulation school bags and sports bags may be used when travelling to and from school or whilst partaking in school activities.





ESPERANCE
ANGLICAN COMMUNITY
SCHOOL

A school of the Anglican Schools Commission Inc.
5 Griffin St, West Beach WA 6450
(08) 9083 2444

www.eacs.wa.edu.au