

2026

Family Information Handbook



Gilmore
COLLEGE



Welcome to
Gilmore College

GILMORE
COLLEGE

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Acknowledgement of Country

We acknowledge the Whadjuk people of the Noongar nation as the traditional custodians of this Country and its waters, and that Gilmore College stands on Noongar Country. We pay our respects to Noongar Elders past and present and acknowledge their wisdom and advice in our teaching and cultural knowledge activities.

Our Vision

Where quality teaching and learning drive success, and connection inspires growth.

Our Moral Purpose

At Gilmore College, we hold high aspirations for every student and believe that through meaningful connections and quality teaching and learning, all students can realise their full potential. We provide a supportive and well-rounded education that equips young people with the knowledge, skills and resilience to adapt, contribute and flourish in an ever-changing world.

Our Values

At Gilmore College, we are Supportive, Organised, Aspirational and Resilient.



SUPPORTIVE: We support each other
ORGANISED: We're ready for learning
ASPIRATIONAL: We do our best
RESILIENT: We will persevere

Term Dates and Public Holidays

SEMESTER ONE	SEMESTER TWO
TERM 1 Monday 2 February to Thursday 2 April	TERM 3 Monday 20 July to Friday 25 September
TERM 2 Monday 20 April to Friday 3 July	TERM 4 Monday 12 October to Thursday 17 December

SCHOOL DEVELOPMENT DAYS

- Thursday 29 January & Friday 30 January
- Friday 15 May
- Monday 20 July
- Monday 12 October
- Friday 18 December

PUBLIC HOLIDAYS:

- **Thursday 1 January** - New Year's Day
- **Monday 26 January** - Australia Day
- **Monday 2 March** - Labour Day
- **Friday 3 April** - Good Friday
- **Sunday 5 April** - Easter Sunday
- **Monday 6 April** - Easter Monday
- **Monday 27 April** - Anzac Day Additional Holiday
- **Monday 1 June** - Western Australia Day
- **Monday 28 September** - King's Birthday (some regional areas in WA hold the King's Birthday public holiday on a different date)
- **Friday 25 December** - Christmas Day
- **Monday 28 December** - Boxing Day Additional Holiday



Normal College Times

MONDAY / TUESDAY / WEDNESDAY / THURSDAY / FRIDAY

School Starts	Period 1	8:30 am	to	9:34 am
	Period 2	9:34 am	to	10:38 am
	Recess 1 (10:38 am to 11:03 am)			
	Period 3	11:03 am	to	12:07 pm
	Period 4	12:07 pm	to	1:11 pm
	Recess 2 (1:11 pm to 1:36 pm)			
	Period 5	1:36 pm	to	2:40 pm

**Outdoor Education starts at 7:28 am and finishes at 8:30 am (Period 0).*

**Eligible Year 11 and 12 students leave at the end of Recess 2 on Wednesdays after attending the Senior School Assembly.*

Reporting Student Progress

Towards the end of both Semester 1 and 2, all students will receive a **Formal Report** giving a general indication of how well they have achieved in their area of study.

Interim reports will be sent home towards the end of Term 1.

In addition to the Semester Reports, the college keeps families informed about their child's progress through regular phone calls and email contact from teachers, and via the Connect/Compass community.

Families are strongly encouraged to contact the college should there be any concerns about their child's progress or attendance.

LETTERS OF MERIT are regularly sent to families by teachers to acknowledge students' good work.

LETTERS OF CONCERN alert families that their support is needed to get their child back on track.

CERTIFICATES OF EXCELLENCE are awarded at the end of each Semester to the most outstanding student in each Learning Area.

Gilmore College Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is an operational framework designed to enhance student engagement and maximise learning potential. It is a system of clear school wide expectations with consequences and incentives. Expectations are explicitly taught in every classroom and consistently reinforced throughout the school.

How do students at Gilmore College benefit from PBS

Students receive support to teach them the school's expected behaviours outlined in the PBS Behaviour Matrix, designed around our SOAR values. The matrix is displayed in every classroom and is referred to and discussed regularly with all students.

Students are recognised and praised for exhibiting our SOAR values and expected behaviours. They may also be rewarded with raffle tickets for weekly prize draws, end of term awards and special excursions.

Please refer to the Gilmore College [website](#) for more information on PBS.

Code of Conduct

Our Rights:

We all have the right:

- to be treated with courtesy and respect
- to work without being disturbed
- to feel safe at school
- to enjoy a safe and clean environment
- to be proud of our achievements

Our Responsibilities:

We all have the responsibility:

- to be courteous and respectful to others
- to ensure that the work of others is not disturbed
- to respect the person and property of others
- to observe safe working practices and to keep the College environment clean
- to do our best and to encourage others to do the same



Expectations of students, teachers and families

EXPECTATIONS OF STUDENTS

It is expected that all students will:

- attend school regularly
- be punctual to class
- be prepared for class
- be clean and dressed as per uniform agreement
- accept their responsibilities both as learners and as members of the college community by representing the college Code of Conduct, the college rules and classroom rules

EXPECTATIONS OF TEACHERS:

It is expected that all teachers will:

- model the behaviour that is expected from students
- prepare lessons that are appropriate to the needs of their students
- negotiate a set of classroom rules with their students to develop and maintain a positive working and learning environment
- notify families promptly of issues affecting their child

EXPECTATIONS OF FAMILIES:

It is expected that families will:

- work in partnership with the college for the benefit of their child
- actively encourage and support their child's education
- initiate contact with the college to discuss issues and concerns relating to their child
- respond to contact from the college about their child
- comply with school policies on attendance, uniform and behaviour

Health and Safety Rules

It is strictly prohibited to bring any form of weapon, controlled substance (vape, tobacco, alcohol), illegal substance (drugs) or any associated items (e.g. bullets, matches, bong, spray cans etc.) onto school premises. Offenders will be suspended, families notified and, where the law has been broken, the police notified. Smokers will initially be suspended and then counselled on return from suspension.

In practical areas, students must:

- wear enclosed footwear
- have long hair tied back or covered securely
- remove jewellery and loose clothing when using potentially hazardous equipment, e.g. stoves, turning machines
- wear safety glasses when required to do so by teachers
- comply with all other health and safety rules as required by teachers
- for reasons of hygiene, students are required to bring a full change of clothing for all sport and physical education activities

Students are not to bring the following items to school:



Or any other item that, in the Principal's professional judgement, may be put to inappropriate use. The College cannot take responsibility for these items.

Attendance Policy and Procedures

Regular attendance is essential for a student to achieve their personal best. It is the responsibility of the families to ensure that a student attends school regularly until the end of the year in which he/she turns seventeen.

Under special circumstances – e.g. regular employment, or alternative education or training – a student may be permitted to leave school before the end of his/her seventeenth year. An Exemption Form or a Participation Form (supplied by the College) for Year 10, 11 and 12 students must be completed and submitted to the Minister for Education (via the College) for approval.

Absences

Any absence must be covered by a written explanation on Compass or a telephone call to the College **within 3 days**. Parents/carers must date attendance notes and specify the reason for the absence. The principal will determine if the reason provided is valid. Families can also submit attendance notes through a one-time link sent via SMS by the school.

Families are requested to contact the college prior to 8.30am on the day of the child's absence. Families will be contacted either by phone or an SMS text message on the day of a student's unexplained absence, and the college sends a computer printout of unexplained absences home twice per term. Families are encouraged to contact the college if they are concerned about their child's attendance record.

Appointments during college hours

Students who need to leave the college on urgent private business (medical, dental etc.) must:

1. give a **permission note** from their parent/carer to a School Officer before school
2. obtain a **Permission to Leave School** pass from the School Officer
3. report to a School Officer and **sign out before leaving the college** grounds
4. if returning the same day, students must report back to a School Officer and **sign in before going to class**



Assessments and attendance

1. To be eligible for assessment, students must complete the requirements of the full educational program, which includes being enrolled up until the dates advised in the college calendar.
2. Students who need leave on assessment dates to attend private business must negotiate this with an Associate Principal. Absences for holidays, home study and driving tests will not be approved.
3. Any student with frequent absences without a satisfactory explanation will be required to discuss this irregular attendance with their Year Manager. The student's Good Standing status may be affected, and an individualised attendance plan may be developed.

Managing Student Behaviour

The Gilmore College values of being Supportive, Organised, Aspirational and Resilient define our response to student behaviour, both positive and negative. Our relationships are based on trust, mutual respect and the acceptance of rights and responsibilities within the school community. We recognise the value of actively working in a positive partnership with families, students, staff and the wider community in providing a quality education.

What happens when things aren't working out?

Classroom Behaviour

1. If students behave in an inappropriate manner, **the classroom teacher will manage the behaviour in the first instance.**
2. If the student continues to behave in an inappropriate manner, **the teacher will contact families to inform them and to seek their support.**
3. If the student continues to choose to behave in an inappropriate manner, **a number of sanctions or processes may apply.**

These processes include:

- family interviews
- case conferences involving other agencies
- withdrawal from class/In school suspension
- out of school suspension
- individual behaviour reports
- monitoring sheets

4. **For serious misconduct, immediate suspension may apply.**

Student Mediation

Students experiencing difficulties with other students are encouraged to access appropriate support services to help resolve concerns constructively and in a non-confrontational manner.

Staff that can help include:

- classroom teacher
- Aboriginal and Islander Educational Officer (AIEO)
- Head of Learning Area (HoLA)
- Youth Worker
- College Psychologist
- College Chaplain
- Year Coordinator
- Year Managers
- Associate Principal

Good Standing Policy

All students have a responsibility to support our SOAR values by fully participating in their course of study, attending classes and respecting the rights and possessions of others.

Students commence the year with **Good Standing**. To maintain their Good Standing, students must meet the following 5 conditions:

- Satisfactory attendance and punctuality.
- Acceptable behaviour.
- Completion of assessable work requirements.
- Satisfactory academic performance.
- Following the college uniform.



GENERAL INFORMATION

General Information

1. ACCESS TO STUDENTS

People who have been identified on enrolment as having family responsibility can access their child through the front office. Families cannot enter the school grounds unaccompanied, but students can be brought to the office to meet with carers on request. If you wish to speak to your child on the phone, please contact the school (not your child's mobile number), and they will be given access to a school phone for this purpose. We also encourage students to use this method if they need to contact carers.

2. BEFORE AND AFTER SCHOOL

The College cannot guarantee supervision before 8.00am and students are not to be on the premises before that time. Please be aware that there is only a single-gate entry available in the morning, situated adjacent to the Administration building. After the last siren of the day, students should leave the college grounds as soon as possible. Exceptions are those students who have approved commitments before or after hours, under teacher supervision.

3. BELONGINGS

Large sums of cash and valuable items, **particularly mobile phones**, should not be brought to school, as the college cannot guarantee their security (refer to page 28). The college cannot take responsibility for loss of any cash or valuables. Losses of any kind of personal property should be reported to an Associate Principal. Under no circumstances should any cash or items of value be left unattended in school bags.

4. BICYCLES

Bikes can be parked in the enclosure provided. Bike racks are out of bounds other than at arrival and departure times. Students should equip bikes with a sturdy locking device. The college doesn't take responsibility for lost or stolen bicycles – these must be reported to the police.

5. BOOK HIRE

The college maintains a book hire scheme for many subjects to minimise the high cost of textbooks for families. This is made possible by school voluntary contributions and charges.

GENERAL INFORMATION

However, in some subjects, (particularly in Senior School), students are expected to purchase or obtain specific textbooks as listed on their booklists. All students must purchase their own basic stationery items, e.g. pens, rulers, files etc.

6. CAFE

The Flourish Café is the college's on-site cafeteria. It provides lunches, beverages and other nutritional items for students. Orders can be placed online through the Spriggy Schools app.

7. CAR PARKING

Students who have a valid driver's license may only park their car in roadside (verge) parking bays on Dargin Place, excluding pick-up/drop-off zones. These arrangements are only on the condition that students do not use their cars during the school day. Motorised scooters can be parked in the bike enclosure. Helmets can be stored in Student Services for the day.

8. CHANGE OF ADDRESS

Students must immediately notify the college of any change to their address or telephone number. An alternative emergency contact must also be provided.

9. COLLEGE PREMISES

College premises are private property under the management of the principal. To ensure the safety of staff and students, all members of the school community – including families –

who wish to contact anyone on college premises must first report to the Administration Building on Dargin Place to seek permission.

10. FAMILY PARTICIPATION

PARENTS AND CITIZENS ASSOCIATION (P&C)

Gilmore College's P&C welcomes parents, carers, and community members to join the team, share ideas and support the school community. It is managed independently and collaborates closely with the Principal and School Board. For more information or enquiries about the P&C, please email the President at gilmorecollege.president.pandc@outlook.com.

COLLEGE BOARD

The College Board is the governing body of the college. The Board consists of family members, staff members, community members and the principal.

11. LIBRARY RESOURCE CENTRE

The Library is open from 8.15am to 2.45pm, Monday to Friday. All students are encouraged to use the library facilities on weekdays, available to students during their lunch break.

12. NEWSLETTER

The College newsletter, InTouch, is available on our Gilmore College website and promoted via social media. Its purpose is to keep families informed about the college activities and to recognise the achievements of our students. Community notices are welcome to be included but the college cannot advertise any commercial ventures.

13. SOCIAL MEDIA

Gilmore College recommends families to like and follow our Facebook Page (@GilmoreCollege) and follow us on Instagram (@Gilmore.College) for daily up-to-date information, posted by our Media and Communications Officer.

14. REFERENCES

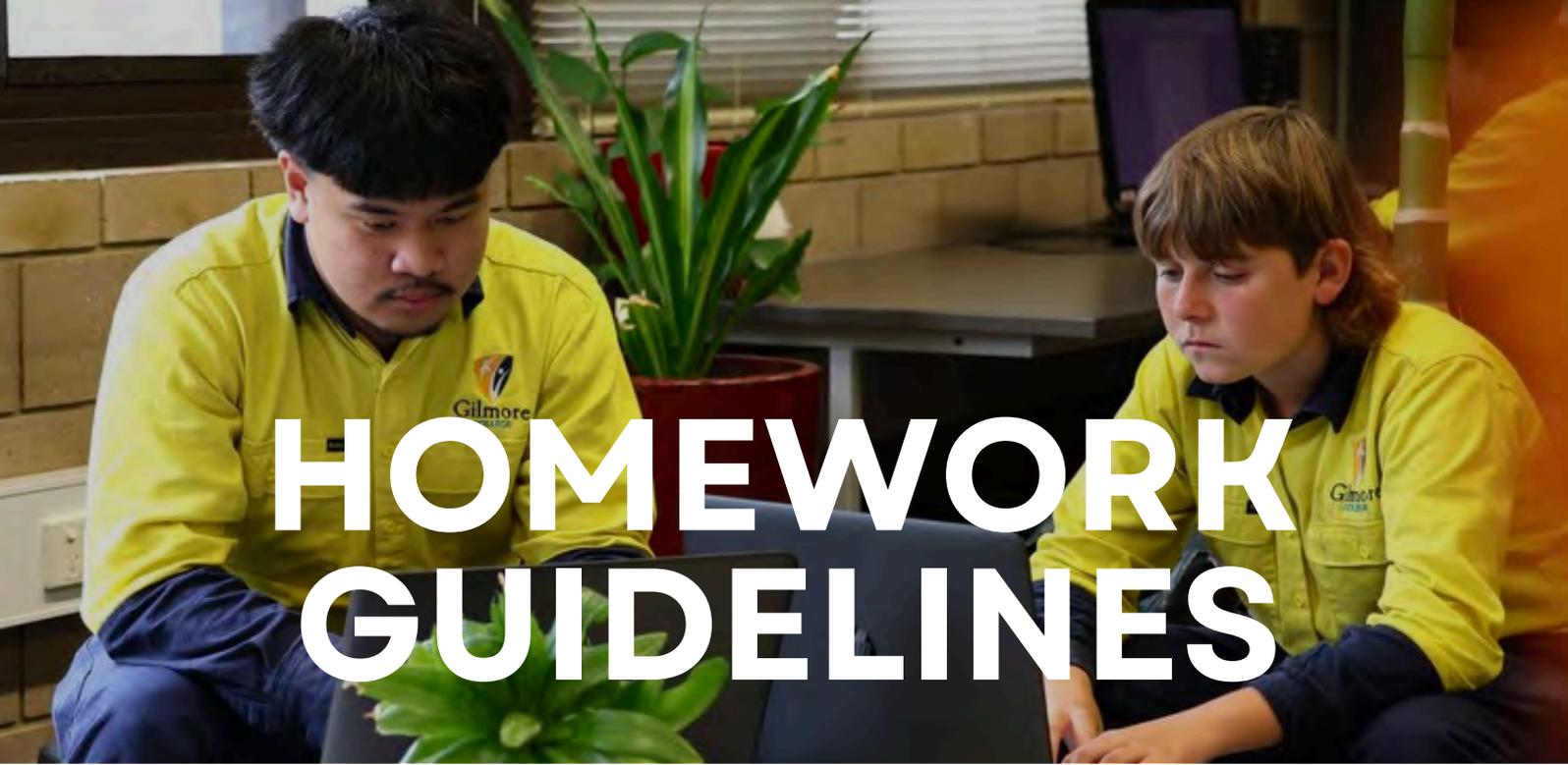
- A school reference is only provided to Year 12 students at the completion of their studies.
- Reference application forms will be issued to Year 12 students in October to be completed and returned to a School Officer by the set date.
- Staff will draft the reference based upon the information provided by the students about their achievements at Gilmore College.
- As the production of school references is time-consuming for staff, they will only be issued to students in Years 10 and 11 under special circumstances: to assist Year 11 Vocational Program students gain employment, for TAFE entry, etc.
- Students not eligible for a school reference may still approach individual staff members for a personal reference. This must not be on a college letterhead and is not an official college document.

15. STUDENT PORTFOLIOS

Families are advised to encourage students to maintain a personal portfolio of all official documents, including college reports, references, Merit Awards, Honour Certificates, Competition Placements (and proof of participation), written statements, work experience reports and Letters of Commendation. Such evidence is frequently required by future employers and for admission to further study; it is in the student's interest to have it readily available.







HOMWORK GUIDELINES

Homework Guidelines

Homework has a large and consistent impact on learning, especially when done regularly. In Years 11 and 12, regular home study can improve performance more than work in class. Teachers, students and families have responsibility for establishing and maintaining an effective home study program.

In presenting homework, teachers will:

- clearly explain what is required, preferably in writing
- set clear and reasonable deadlines for when work is due
- mark and return work promptly to reinforce students' learning
- contact families if work is not submitted, repeatedly late or substandard

Students are responsible for:

- making sure they understand what is required and **asking** the teacher if they need help
- recording the homework correctly in their diary

- checking with friends to find out what homework was set if absent
- organising their time to cover all the set work from different learning areas
- letting teachers know if they are being given too much homework at the same time

Families are responsible for:

- encouraging students by showing an interest in their education; valuable support can be given by simply asking students to talk about what they did at school
- regularly checking the student's homework diary and contacting teachers if the student does not seem to be getting enough homework
- encouraging a homework routine and making sure the student has a quiet place to work with no distractions
- not accepting that the student 'has nothing to do': even if there is no set homework, students can always benefit from doing extra reading or practising the basics



STUDENT SUPPORT

Student Support

A team of staff is available to work with students and families to support students' individual needs and to assist students to learn how to manage their own behaviour. This team consists of:

YEAR MANAGER

The Year Manager provides guidance and support for students, liaises with families, students and staff, monitors student behaviour, organises case conferences and assists families to contact other agencies.

YEAR COORDINATOR

The Year Coordinator provides support and pastoral care for their year group.

COLLEGE PSYCHOLOGISTS

The school psychologists provide assistance in behaviour management and confidential counselling for individual students and their families and supports the college in developing teaching and problem-solving strategies. If families require the support of the school psychologist, please, in the first instance, discuss your needs with the relevant Year Manager.

COLLEGE NURSE

The college nurse provides specialist support in the areas of health promotion, health education, counselling on issues related to adolescent health and assistance to injured or ill students. Students, teachers and families who have a concern about a health issue are encouraged to contact the nurse, who will assess the problem and, if necessary, provide a referral to other health professionals for further assistance. Families of students with ongoing health concerns should contact the nurse to develop a Health Care Action Plan which will set out the roles and responsibilities of the student, the family and the college in managing the student's health. College staff will only administer medication after a separate 'Administration of Medication Agreement' has been negotiated. Students are encouraged, when possible, to self-administer their own medications. They should carry only the recommended/prescribed drug and dosage for one day.

COLLEGE CHAPLAIN

The College Chaplain provides assistance and confidential counselling for individual students and their families.

STUDENT SUPPORT

YOUTH WORKERS

The College Youth Worker promotes the personal, educational, and social development of young people at Gilmore College.

ABORIGINAL AND ISLANDER EDUCATION OFFICERS (AIEOs)

AIEOs liaise with the Aboriginal community, provide counselling and support for families and students and will assist teachers to develop appropriate learning strategies for Aboriginal students, in line with the Aboriginal Cultural Standards Framework.

FOLLOW THE DREAM

The Follow the Dream Coordinator mentors and provides after-school tuition to aspirant Aboriginal secondary students to ensure they achieve positive academic outcomes and meaningful post-school destinations, such as university, further training or employment.

CLONTARF

The Clontarf Foundation work on-site to support Aboriginal boys in their achievement and success at school and beyond. The Gilmore Clontarf Academy is a program for young Indigenous males at Gilmore college centred around attendance, school engagement and future employment. Students will engage in cultural activities and will be exposed to a variety of excursions, incursions and employment or career-based activities to support their growth and personal development.

STARS FOUNDATION

The STARS Foundation Program at Gilmore College provides a holistic approach to support Indigenous girls and young women to attend and remain engaged at school, complete Year 12 and move into work or further study. STARS believes in empowering Indigenous girls and young ladies in reaching their full potential and reaching for the stars.

The program aims to improve health and education outcomes for this cohort. STARS also provides support after Year 12, right up until age 25, with traineeships and apprenticeships and any workplace necessities they may need.





WHOLE SCHOOL ASSESSMENT POLICIES

Whole School Assessment Policies

A full copy of the School Assessment Policy is available on the school [website](#), or a printed copy can be requested from the front office.

Gilmore College has high expectations of its student body. The aim of an assessment policy is to monitor the progress of students and recognise learning difficulties, and where applicable, to adjust programs accordingly. By doing so, we allow staff, students and families to work together in order to enable students to complete their assessment program successfully. It also encourages students to take responsibility and thrive in their learning.

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

Definitions: The policy may refer to one year long Western Australian Certificate of Education (WACE) courses, semesterised WACE courses, year-long endorsed programs and Units of Competency (UOC) within Certificate II, III and IV courses and lower school subjects. Any statement using the term subject/course will refer to all of the above.

ASSESSMENT GUIDELINES

Assessment requirements for Senior School students studying WACE courses are set by the School Curriculum and Standards Authority (SCSA). Adherence to these parameters is mandatory. A syllabus, subject outline and clear assessment guidelines/scheme of assessment must be provided to students at the commencement of a course. Every student enrolled in a Lower School course will also be provided with a course outline that adheres to current guidelines (SCSA) at the commencement of the course. Course outlines will include information regarding all assessable tasks with approximate timing of each assessment task.

STUDENT RESPONSIBILITIES

- Attempt all assessments described in the Course and Assessment Outlines by the scheduled due date.
- Maintain a good record of attendance, conduct and progress. (A student who is absent for five periods or more in a course, per term, is deemed to be at risk of not achieving the best possible result).
- Contact with subject teachers concerning absence from class for missed assessments, extension requests and other issues pertaining to assessment.

WHOLE SCHOOL ASSESSMENT POLICIES

Senior School students must also:

- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks
- make this file available whenever required as these may be reviewed by the school or the School Curriculum and Standards Authority. The school retains the assessment files until the marks have been accepted by the Authority.

TEACHER RESPONSIBILITIES

- Develop a teaching/learning program that adheres to current School Curriculum and Standards Authority guidelines.
- Provide students with an assessment outline and course outline at the commencement of course.
- Ensure that assessments are fair, valid, explicit, reliable and authentic.
- Maintain up-to-date, accurate records of student achievement and assessment.
- Meet school and external timeframes for assessment, marking and reporting.
- Inform students and families of academic progress as appropriate.
- Ensure internal comparability processes when more than one teacher is teaching a subject.
- Provide detailed marking keys or assessment rubrics, providing clear feedback to students on their performance and how marks were awarded.

ABSENCE FROM CLASS / MISSED WORK

General

- When a student returns from any absence, they will be required to complete the assessment (if practicable however, the result will not be formally recorded until the absence is approved (see [Whole School Assessment policy](#) document for more information).
- Absence for an unacceptable reason will result in a zero mark being awarded.

Prolonged Absence

- Where a student is unable to attend school for a lengthy period for an authorised absence, the school will endeavour to provide support to the student's learning program. The appropriate Associate Principal must be contacted by the parent/guardian so that suitable arrangements can be made where possible.
- For long term absences, exceptional arrangements will be made. Staff are not required to provide work or alternative assessment arrangements for students who are absent without authorisation.

CHANGING SUBJECTS/COURSE

- All subject/course changes are dependent on the ability of the school to provide for the change and must have family support.
- Course changes must be organised through the appropriate Associate Principal or Year Manager.

WHOLE SCHOOL ASSESSMENT POLICIES

- Where a student changes school during a school year, credit for the completion of work in the same subject will be given upon the student and/or previous school supplying appropriate evidence.

LATE/NON-SUBMISSION OF WORK

General

- Due dates will be clearly outlined at the commencement of the course.
- It is the student's responsibility to submit assessed work on time.
- Parents/caregivers will be notified in cases where concern for a student's progress emerges.

Exceptional Circumstances

For illness or significant personal issues, students may request special consideration from the relevant Associate/HoLA.

Requests must be made prior to the due date for an assessment.

Where the class teacher/Head of Learning Area (Senior School) determines that the reasons for late or non-submission are valid, then the teacher may:

- grant an extension of time to complete the task without penalty
- provide an alternative task
- require the student to complete the task prior to the due time and date
- record the student as exempt from that assessment

If a student does **not** apply for or receive consideration based on exceptional circumstances, then the following will apply:

- **Late Work Penalty:** 10% deduction in the mark, if submitted one school day late, or 50% if submitted five or more school days late. A mark of zero will be given if not submitted.
- **Externally Set Tasks:** It is a requirement that all students enrolled in Year 12 General Courses complete the Externally Set Task for that course. The same procedures applied to examinations will be applied to the invigilation and assessment of Externally Set Tasks.

CHEATING, COLLUSION AND PLAGIARISM IN ASSESSMENT OTHER THAN EXAMINATIONS

Students must be aware of, and adhere to, the school's Assessment Policy.

- Students shown to have cheated in assessed work will receive a zero mark for the task.
- Collusion is when a student submits work that is not his or her own for assessment.
- Plagiarism is when a student uses someone else's work or ideas and passes them off as one's own without acknowledging the source (including the use of AI).
- If work that is not the original product of that student is submitted for assessment, it will be deemed not to have been completed.

WHOLE SCHOOL ASSESSMENT POLICIES

- Students who allow their work to be copied may receive a zero for the task or section.

SECURITY OF ASSESSMENT TASKS

Where there is more than one class studying the same unit or pair of units at the school, all or most of the assessment tasks will be the same. In such cases, to ensure that no students are unfairly disadvantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson.

In their own interests, students must not discuss the nature of the questions with students from other classes until after all the classes have completed the task. Discussion of the questions will be treated as collusion and students will be penalised.

Where the school uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all other schools.

EXAMINATIONS AND EXTERNALLY SET TASKS REGULATIONS

- A written examination will be held in all Year 10 Academic Extension classes and Year 11 and 12 ATAR courses at the end of Semester 1 and the end of Semester 2.
- When attending examinations, students must adhere to the regulations that pertain to that examination.
- Regulations will be issued with the examination timetable and are available on Connect.

Attendance

Students must attend scheduled examinations:

- Students who miss an examination shall not be permitted to sit the exam at another time and a mark of zero will be recorded unless a sickness/misadventure form is filled in within 3 days of the student missing the exam.
- Students who miss an exam for a medical reason must notify the school prior to 8:00 am on the day of the exam.
- Participating in family holidays and sitting a driver's licence test are not considered as an exceptional circumstance.
- Where a student does not complete the External Set Task, they will be required to complete the task at the first available opportunity.
- In the case of those who can provide a medical certificate or an explanation acceptable to the Associate Principal, an adjusted assessment which does not penalise the student will be made in the determination of the result for the course/subject concerned.
- Adjustments to an examination or test paper, if any, are the discretion of

WHOLE SCHOOL ASSESSMENT POLICIES

the Head of Learning Area (HoLA) and Associate Principal.

Breach of Examination Rules

- Collusion between candidates will result in cancellation of that subject paper of each person involved, together with an inspection of prior papers in any common examination for evidence of collusion.
- Possession of unauthorised materials in the examination room will result in cancellation of all or part of a candidate's paper where unauthorised materials are relevant to the subject being examined.

STUDENTS WITH SPECIAL NEEDS

The College will ensure that students with special needs are catered for in an appropriate way and in accordance with the School Curriculum and Standards Authority guidelines.

Students in Lower School with special needs can apply for special examination/assessment arrangements. Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings. Any queries should be directed to the relevant Associate Principal.

REPORTING

Students will be kept informed of their progress throughout enrolment in a subject/course. Parents will be informed

about a student's progress regularly. Students and parents/guardians will be informed when it is identified that the student is at risk in a subject. Final grades for all subjects are submitted to the Curriculum and Standards Authority.

A- Excellent | B - Good | C - Satisfactory | D - Limited | E - Very Low.

For more information on the grades' assessment criteria, please refer to (see [Whole School Assessment policy](#) document for more information)

ASSESSMENT REVIEW PROCEDURES

If a decision regarding an assessment task is not acceptable to the student, the student should discuss the matter with the classroom teacher in the first instance, following up with the HoLA for review if still not satisfied. The student or their parent/guardian can request, in writing, that the school conduct a formal assessment review if considered absolutely necessary. The Principal, or a nominated representative, will conduct the review.

SENIOR SCHOOL STUDENTS – FAILURE TO MEET COURSE REQUIREMENTS

Students are required to achieve a minimum of 8 C grades across their Year 11 units and be on track to complete their VET certificate courses to qualify for automatic promotion to Year 12. Where this has not been achieved, students will be required to participate in an interview with their parents and the relevant Associate Principal or the Year Manager. Each student not meeting the standard above will be reviewed to ensure the best possible outcome for the student.



COLLEGE UNIFORM

College Uniform

School uniform is compulsory in all Government schools. At Gilmore College we believe a uniform:

- fosters and enhances the public image of the college
- ensures students are safely dressed for specific college activities
- enables teachers to quickly identify our own students from intruders on college premises
- encourages equity among students
- prepares students for work as many workplaces have dress and safety codes

Students who continually do not follow the College Uniform:

- 1) will not be considered for extra-curricular activities
- 2) families will be contacted to provide uniforms to students

College uniform items are expected to be purchased through [Uniform Concepts](#). Families can order online or visit the uniform shop in Port Kennedy.

Uniform Items:

- polo shirt (light blue for Lower School and navy blue for Senior School)
- white sports polo
- school navy micro fibre zip jacket **or** plain navy jacket – no hood
- plain navy trousers or track pants
- plain navy shorts or skirt
- flat, fully enclosed footwear

For hygiene reasons, all students must bring a change of clothing for Physical Education. All students are encouraged to shower after physical activity and to wear a hat and sunscreen outdoors.

Hoodies and jumpers featuring logos or transfers are not considered part of the school's uniform. Students found wearing these non-uniform items will be requested to remove them upon arrival at reception during sign-in.

Students representing the college at carnivals and special events are loaned college sporting uniforms and college blazers.



MOBILE PHONE USAGE GUIDELINES

Mobile Phone Usage Guidelines

- Students should only use their mobile phones **before or after school**, unless for medical or teacher directed educational purposes.
- As per the Department of Education guidelines, mobile phones need to be 'Off and away all day'. Students must have their mobile phones switched off and out of sight during school hours.
- Most phones contain cameras. Cameras are **not** permitted at school for obvious student safety reasons.
- Smart watches must be in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day. Ear buds must not be in use.

CONDITIONS OF USE

- Secondary students (Year 7 to Year 12) are permitted to have mobile phones in their possession during the school day. However, they must be turned off and neither seen nor heard.

COMMUNICATIONS

- Gilmore College has duty of care for all students when they are attending the school. In emergencies where students need to get in contact with parents/carers, students are to notify the appropriate school staff. If parents/carers need to contact their children, they are asked to contact the school directly.

BREACHES OF THIS POLICY

- Breaches of this policy will be managed in accordance with the School Behaviour Management Policy and Procedures.
- Breaches of these guidelines could result in, but would not be limited to:
 1. confiscation of device by teacher returned at conclusion of period
 2. confiscation of device by senior staff member: returned to families at the conclusion of the day
 3. loss of Good Standing
 4. detention
 5. withdrawal from classes
- Repeated breaches of these guidelines will also lead to potential suspension.



INFORMATION TECHNOLOGY POLICY

Information Technology Policy

It should be noted that it is a **criminal offence to use a mobile phone to menace, harass or offend another person**. As such, if action taken by the college is deemed ineffective, as with all such incidents, the college may consider it appropriate to involve the police.

INFORMATION TECHNOLOGY POLICY

Access to the College Information Technology resources is available to all staff and student members of the college community. Students must adhere to the following rules in order to keep their access to the network:

- Students will not access or publish any material of a pornographic or offensive nature.
- Students will not use or download any hacking tools or use the equipment for illegal or malicious purposes.
- Students will not access chat lines.
- Students will not change software settings or perform any tasks of a technical nature.

- Students will not damage or remove any computing equipment.
- Students will adhere to copyright laws and licensing agreements.
- Students will not use personal software or disks on the network.
- Students will not download and/or execute inappropriate programs.
- Students will use their own username and password to log onto the network.
- Students will not access computers without teacher supervision.

Any breach of the above rules will result in the removal of the right to use the network. Furthermore, any users involved in illegal activities will be reported to the appropriate authorities.

Teachers and administrators will be monitoring students' Internet usage and digital portfolios, removing inappropriate files and disciplining the student if necessary. The college takes no responsibility for loss of student data.



Bullying and harrasment have no place at Gilmore College

Every student has the right to feel safe and comfortable at school. Bullying and harassment are serious matters, and Gilmore College addresses them promptly and appropriately.

We encourage families to support their children in reporting any concerning behaviours and to seek assistance from the college's support team if needed.



GILMORE COLLEGE



Gilmore

COLLEGE

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